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Developing a structured, research-informed SRP curriculum to strengthen inclusion and teaching confidence

Broadening individualised curriculums for learners with complex needs

School/Background Context

This three-form entry infant school, which includes a nursery, currently has 59 children on the SEN register, five of whom have an EHCP. 63% of pupils come from the two most deprived IDACI decile bands in the local authority. The school has a strong reputation for inclusion, and a range of outside agencies frequently signpost families to it.

For several years, the school has run a successful SEND nurture group for one hour each morning, supporting children who benefit from a calm environment and a high adult-to-child ratio to develop attention, listening, speech, language, communication, and social interaction skills.

In November last year, the school opened one of the first specialist resourced provisions in its local authority for eight children with Communication and Interaction needs. The children who attend our SRP have a range of very complex additional needs in addition to their severely delayed language and communication skills and many have not been in school before/have been on reduced timetable at other settings. We have been working on our own developmental curriculum which has evolved over the last 8 months to develop the children's readiness for learning and support them to reach the outcomes in their EHCPs.

The Challenge

A consultant HMI inspector challenged the leadership team about the lack of phonics teaching in the SRP. This was questioned as our children have extremely complex SEND needs and are not yet ready to access phonics. However we did acknowledge that the current curriculum was very individualised, not necessarily joined up and did not provide the same opportunities/topics in all areas as children of a similar age in mainstream. Therefore the focus of the project became creating a curriculum for the children in the SRP.

What They Did

Research into:

- early oracy skills
- communication chain
- a total communication approach
- online Whole School SEND units
- ICAN
- Equals curriculum

Actions:

- Visited to other SRPs
- Webinar with B Squared staff
- Signed up for support from local Research School
- Signed up for support from neighbouring trust
- Rewrote the SEND part of the school development plan
- Arranged for our EP to spend a day in the SRP to observe, advise and support staff

Outcomes and Anticipated Impact

Staff expertise continues to develop. The anticipated outcome is that the curriculum devised for children in the SRP can also be used for children in mainstream with complex SEND, giving teachers more confidence in their classroom provision for these children.

Next Steps

- Monitoring
- Support from SENCo so that staff become confident to plan and deliver a highly differentiated curriculum
- Take feedback from staff at regular intervals to enable us to continue to adapt our approaches to meet the needs of the children as these change.



More inclusive high-quality teaching



More inclusive ethos/culture in the setting