

Curriculum

POLICY STATEMENT

- At our school we believe that a successful curriculum should be personalised, inspirational, engaging and balanced. Our school recognises that every Pupil is equal and individual, and therefore we provide practical and creative opportunities that allow for Pupil independence and choice. Pupils are encouraged to aim high through our nurturing approach and through participation in our broad academic and carefully developed enrichment curriculum.
- A fully integrated therapeutic approach, focussing upon supporting each Pupil and their academic progress, providing them with everything that they need to succeed is embedded into the school's curriculum. The restorative and safe learning environment further ensures that Pupils obtain the skills, knowledge and attitudes to live a full and enriching life.
- UNCRC Article 28 – Every child has the right to an education.

Document Control			
Policy Code:	4	Policy Owner:	Darren Jackson
Version:	26.09_v1.02	Policy Author(s):	Abbie Heard – Quality Manager Darren Jackson – Operations Director
Date ratified:	March 2026		
Review Frequency:	Yearly		
Next review date:	March 2027	Ratifying Committee:	PRG

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
01/09/2026	V1.02	Abbie Heard	Legislation Updates

CONTENTS

1.	Intent	3
2.	Curriculum Drivers.....	5
3.	Implementation.....	6
3.1	Curriculum Structure.....	6
3.2	Expectations of Team Members.....	7
3.3	Transition Phase (Induction and Baseline Assessments)	8
3.4	Nurture Phase (Key Stage 2).....	8
3.5	Flourish Phase (Key Stage 3).....	9
3.6	Grow Phase (Key Stage 4).....	9
3.7	Vocational Education and Careers Guidance.....	10
3.8	Enrichment Curriculum and Outdoor Learning	10
3.9	Spiritual, Moral, Social and Cultural Development.....	11
3.10	Promoting British Values.....	12
3.11	Differentiation	12
3.12	The Learning Environment	12
3.13	Equality of Opportunity.....	13
3.14	Gifted and Talented Pupils.....	13
3.15	Information and Communication Technology.....	13
3.16	Progress Monitoring.....	14
3.17	Safeguarding	14
4.	Impact.....	15
5.	Legislative Framework.....	16

1. Intent

- 1.1.1 Our school strives to provide a caring learning environment through which all Pupils can develop academically, socially, emotionally and morally to reach their full potential, and in which Pupils and Team Members feel safe, secure, and valued. We aim to ensure that our curriculum provides equal opportunities for all of our Pupils regardless of their gender, ability, culture, ethnicity, or religious background. We are committed to delivering a curriculum that is fit for purpose, adapted and personalised; one that is based on the thorough assessment of a Pupil's individual needs and the incorporation their strengths and interests.
- 1.1.2 We strive to ensure our school is a centre of excellence, in both teaching and learning. We recognise that every Pupil is an individual with unique learning needs and endeavour to reflect such in all our practices. On arrival at our school, Pupils undertake a thorough baseline assessment process to identify gaps in knowledge and understanding. The areas of need identified are targeted through individualised learning and Individual Learning Plan (ILP) targets, emphasising our Pupil-centred approach.
- 1.1.3 We offer a broad, balanced and experience rich curriculum for each of our phases, designed to engage Pupils and help to develop their love of learning. Each Pupil's curriculum is built around their own personal 'Learning Journey', which is informed by their EHCP outcomes, and developed by the Pupil, their families and their teacher; this collaborative approach ensures a clear focus on the Pupil's individual strengths, areas for development and future goals, and thus enables consistent and relevant progress.
- 1.1.4 We aim to provide continuity and progression from the Pupil's point of arrival to their point of departure when they leave the school and embark on their next steps. We are committed to preparing our Pupils for the next steps in their education, the world of work and in becoming active and responsible citizens by helping Pupils to develop positive personal and social values. Access to impartial careers advice, work experience and college visits all contribute to ensuring that Pupils successfully transition to their chosen pathway.
- 1.1.5 To achieve our aims, we:
- offer all Pupils access to key areas of the National Curriculum.
 - ensure that all Pupils have access to a broad, balanced and appropriately adapted curriculum.
 - deliver a curriculum that is designed to address the individual development, needs of the Pupil.
 - make learning an enriching and enjoyable experience.
 - support Pupils to develop into fully rounded individuals.
 - enable Pupils to explore their talents and interests, and to achieve their potential.
 - re-engage Pupils with learning and build their confidence and self-esteem so that they see themselves as successful individuals.
 - encourage and support personal growth and self-reliance.

- provide experiences that will help Pupils gain increased self-esteem and self-respect as well as respect for others and the environment.
- develop Pupils' understanding of relationships by providing positive role models and a robust Relationship and Sex Education curriculum.
- promote spiritual, moral, cultural, social and physical development.
- ensure that the importance of literacy and numeracy skills are promoted across the whole curriculum.
- support Pupils to develop scientific skills such as enquiry and observation.
- provide Pupils with learning which will enhance their life skills such as cookery, healthy eating, budgeting and functional skills.
- Encourage and promote physical activity and outside interests.
- provide Pupils with access to externally assessed qualifications.
- prepare Pupils for the world of work, independent living and to take their place as active citizens in the world.
- prepare Pupils well for their next stage in life through work experience, college taster days and visits and careers advice.
- develop Pupils' understanding of the local and larger community and
- help them to contribute to it.
- support Pupils to become good citizens by teaching them about their world and helping them to understand the varied beliefs and values.

1.1.6 The following curriculum drivers underpin our educational offer and are inclusive of all areas of a Pupils' EHCP:

Overcome, Encourage, Develop, Access, Reach and Achieve

2. Curriculum Drivers

	Intent	Implementation	Impact
Overcome	To overcome pupils' barriers to learning and support them to become successful learners.	• Small group teaching with the support of a Teacher and Teaching Assistant. • A bespoke education package to meet the individual needs and aspirations of each pupil which includes a carefully structured transition plan and opportunities for appropriate intervention support. • A calm and consistent learning environment with highly skilled professionals.	• Pupils successfully transition into the school and attend consistently. • Pupils grow in confidence and independence, and can start to engage in learning activities in a safe, secure and stimulating environment. • Pupils start to recognise the sequential aspect of learning and build on knowledge.
Encourage	To encourage and support personal growth and self-reliance through developing regulation strategies and through building confidence and self-esteem.	• An embedded integrated therapeutic approach, in accordance with the Therapeutic Approaches policy and supported by trained professionals, across the school community. • An Emotion Coaching programme, ensuring that all pupils develop emotional granularity and physiological awareness of their emotional states. • Bespoke PSHE and SRE learning opportunities that support pupils' individual development. • Restorative approaches used consistently to develop resilience and personal growth.	• Pupils demonstrate improved self-regulation and positive behaviours for learning. • Pupils are aware of varying emotional states and can recognise physiological changes within themselves. • Pupils recognise that people are special with different talents, abilities and needs. • Pupils respect and celebrate differences in gender, race, ability, culture, and religion. • Pupils develop friendships and a sense of belonging.
Develop	To develop basic skills in communication, literacy, numeracy, and decision making in order to prepare pupils for the world of work, independent living and to take their place as active citizens in the United Kingdom.	• Access to a broad, balanced and engaging curriculum which has been ambitiously structured to meet the individual educational and wider needs of our pupils. • A core focus on reading, both in terms of developing reading skills at all levels and through fostering a love of reading for all pupils. • Examinations and accreditation - GCSE, ASDAN, AQA units, NCFE, Functional Skills. • Targeted learning interventions that focus on specific areas of development. • Social, moral, spiritual, cultural and British Values learning embedded into the curriculum. • Functional and life skills taught across the curriculum. • An enrichment curriculum that is coherently planned and sequenced, and that provides learning opportunities that nurtures, develops and stretches pupils' talents and interests.	• Pupils learn within a coherent and progressive framework that enables them to explore the breadth and depth of the curriculum. • Pupils acknowledge the social and environmental issues that affect us all both within our local communities as well as across the world. • Pupils start to make considered and informed choices about things that are important to them and have the confidence to express their opinions on a range of different topics and issues. • Pupils develop their range of vocabulary by being immersed in a language rich environment. • Pupils experience the challenge and enjoyment of learning, developing high aspirations for themselves and others.
Access	To ensure that all pupils have access to support and therapeutic interventions that centre on meaningful outcomes and on preparing them for future education, training, and life.	• Specialist teaching and support staff with autism awareness training and Trauma and Attachment training. • Use of Individual Education Plans for all students. • Robust safeguarding systems and close liaison with external agencies and relevant stakeholders. • A Full range of initial therapeutic assessments on entry and ongoing monitoring of progression and need. • Speech and Language support, including group sessions and 1:1 interventions, utilised when appropriate. • Access to therapeutic intervention - Art Therapy, Speech and Language Therapist, 1:1 CBT. • Educational Psychologist and Clinical Psychologist oversight of the delivery of therapeutic interventions.	• Pupils feel safe and secure, enabling them to effectively engage with support. • Pupils are active participants in relation to the planning and delivery of support. • Pupils further develop the skills to enable them to recognise and regulate different emotional states. • Pupils appreciate the purpose and value of their learning journey, recognising and articulating its relevance to their past, present and future. • Pupils develop their problem-solving and reflective thinking skills as well as engaging creatively with the curriculum.
Reach	To deliver a curriculum that has been developed for pupils to reach their individual potential; in terms of their sensory, physical, personal, social, emotional and communication development.	• Individualised curriculum and interventions driven by EHCP outcomes. • Specialist individualised teaching and learning. • Rigorous academic progress and assessment tracking using BSquared software. • Pupil-centred interventions and approaches delivered discreetly and embedded into the curriculum. • Educational Psychologist and Clinical Psychologist oversight to ensure practice remains relevant and sound. • Ongoing staff training in appropriate therapeutic practices ensuring therapeutic intervention is practised consistently across the school community.	• Pupils develop the skills, appropriate to their needs, to effectively communicate and interact with peers and adults. • Pupils form links within different aspects of their learning and apply their understanding in different contexts. • Pupils are prepared for their individual future pathways in education, training and in life. • Pupils are aware of their progress and communicate their success in academic achievements and in the wider curriculum.
Achieve	To make learning an enjoyable experience that develops students as fully rounded individuals and enables them to explore their talents and interests, and thus achieve their goals and aspirations.	• Weekly enrichment and self-esteem building activities. • Weekly outdoor learning opportunities. • Appropriate work experience linked to individual interests and goals. • Personalised learning which links to individual aspirations and talents. • Small steps of progress in academic, social, emotional and communication development celebrated.	• Pupils' learning experiences are enriched with memorable, engaging and inspirational opportunities. • Pupils share and celebrate our school core values, and are guided by these values in their attitudes, choices, and behaviours. • Pupils recognise the importance of keeping safe, being both mentally and physically healthy, and forming positive relationships.

3. Implementation

3.1 Curriculum Structure

- 3.1.1 The curriculum has been developed to ensure that EHCP outcomes are at the centre of the Pupil's education; this ensures that the agreed placement objectives are the driving force behind their curriculum offer and are rooted within our educational approach.
- 3.1.2 At our school, we first and foremost recognise the importance of meeting the emotional, social, and mental health needs of all of our Pupils in order to develop a solid foundation on which to build academic learning. Our school adopts a therapeutic approach and the interlinked philosophy of attachment theory into all aspects of the curriculum, with a specific emphasis on this at key stage 2 – our Nurture Phase. This area of psychology explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives; we therefore actively strive to ensure our Pupils feel secure by providing a safe and consistent environment, and support them to form appropriate, healthy attachments to Team Members. The curriculum enables Pupils to make progress at their own realistic pace by developing their abilities to self-regulate and manage emotions; this supports each Pupil with meeting academic targets and ultimately prepares them for life after Our school. Specific and appropriate intervention is put in place for those Pupils requiring additional assistance to access the curriculum.
- 3.1.3 Transferrable skills in literacy, numeracy and ICT are considered fundamental to learning and are thus discreetly developed as well as there being an emphasis on the further development of these skills across the curriculum as a whole. The advancement of Pupils' personal and social skills and their spiritual and cultural development are addressed specifically through our PSHE programme, circle times and whole school theme days, as well as being woven through the whole curriculum in explicit and implicit activities. Topics such as careers guidance, citizenship, the environment, health, relationships, and sex education are all taught as appropriate to the Pupils' age or emotional development.
- 3.1.4 Pupils access the school curriculum through creative delivery methods that seek to promote success whilst also ensuring that there are meaningful levels of challenge. In addition to the school's teaching and support staff, there may be specific therapeutic and academic interventions that are put in place for those requiring additional assistance to access the curriculum or to meet identified needs; this combined approach provides Pupils with meaningful opportunities to access the curriculum and reinforces how they can become responsible, respectful and active citizens who can contribute to their school and wider community.
- 3.1.5 To provide a challenging, engaging and relevant curriculum we aim to:
- develop effective learning skills for each Pupil, recognising that we all learn in different ways and that a range of strategies are required to secure individual potential across all aspects of the curriculum.
 - encourage each Pupil to take full advantage of the opportunities provided to develop their interests and abilities both within and beyond the timetabled school day.
 - provide opportunities for Pupils to learn regulation skills and to build self-esteem.

- develop an appropriately balanced academic and enrichment curriculum to prepare Pupils for a rapidly changing and demanding world.
- ensure that Pupil progress is carefully monitored and assessed in order to reach the highest standards of achievement and progress.
- ensure that all Pupils have targets and strategies outlined in their Individual Learning Plan (ILP) for development of the core subjects – English and Mathematics, and for social and emotional development.
- share and review progress with families and relevant external professionals.

3.2 Expectations of Team Members

3.2.1 Team Members at our school are expected to actively advocate and seek to develop the curriculum aims stated and should:

- have high expectations of Pupils and seek to help them achieve the best possible outcomes.
- be adaptable and employ a range of appropriate teaching, learning and assessment methods which meet the needs of the Pupils.
- strive to ensure that Pupils can access the curriculum and are given opportunities to succeed.
- develop and deliver a curriculum in line with the National Curriculum and one that build upon Pupils' prior learning and experiences in order to provide progression and continuity.
- provide challenging and inspiring learning opportunities which meet their Pupils' needs and aspirations.
- capture Pupil voice through feedback and encouraging Pupils to evaluate their own achievements.
- ensure learning and progress is clearly documented and shared with each Pupil.
- support all Pupils to become independent and confident learners through the use of encouragement and praise.
- embed a growth mindset and support Pupils to accept that making mistakes is a natural part of the learning process.
- nurture the talents of every Pupil and celebrate all achievements, both formally and informally.
- endeavour to work in partnership with other Team Members, families and the wider community to achieve shared goals.
- keep families regularly and fully informed of the progress and achievements of their children. Structure of the School Day

- 3.2.2 Lessons Pupils begin the day with a tutor period where an outline of the day is considered and communicated. Pupils end the day with a circle time in order to provide an opportunity for sensory regulation and to consolidate the events of the day. School circle times and Pupil council meetings are scheduled to enhance the curriculum and ensure that the Pupil voice is obtained regularly and accurately.
- 3.2.3 Team member communication briefings take place at the start of the school day in order ensure that achievements, important information and concerns relating to Pupils are effectively and promptly communicated to all Team Members. Debriefs for Team Members follow any significant incidents as we look to learn from these and use findings to further develop our approach. To support Pupils each week, a member of the Senior Leadership Team visits classes to recognise and celebrate Pupil achievements and progress. The school also recognises acts of kindness across the school through weekly celebrations during tutor time.
- 3.2.4 At our school, the development of English and Mathematics are considered of fundamental importance for all Pupils at all key stages and consequently additional time is allocated to these subjects in order to promote their development.

3.3 Transition Phase (Induction and Baseline Assessments)

- 3.3.1 Our school appreciates the importance of a positive transition from school to school, from phase to phase and from lesson to lesson. To support our Pupils with transitioning to the school, a supportive and structured induction is in place. Once each Pupil has completed their initial 12-week assessment period, a 'Shaping my Learning Journey' meeting with families and relevant professionals will take place to outline their pathways. These meetings are informed by their EHCP outcomes, their prior levels of attainment and their baseline assessment data and informed by the Pupil, their families, their teacher, and the Integrated Therapies Team (ITT); this collaborative approach ensures a clear focus on the Pupil's individual strengths, areas for development and future goals, and thus enables consistent and relevant progress.

3.4 Nurture Phase (Key Stage 2)

- 3.4.1 Our school recognises the importance of meeting the emotional, social, and mental health needs of all of our Pupils in order to develop a solid foundation on which to build academic learning, and as such there is an emphasis on nurturing our key stage 2 Pupils to ensure they develop self-regulation, resilience, and emotional granularity. Our Nurture Phase Pupils are taught in chronologically fluid classes, with a clear emphasis on ability and need as opposed to age. The curriculum utilises a thematic approach, focussing on cross-curricular topic-based learning designed to engage and inspire our Pupils.
- 3.4.2 To provide an individualised approach to learning, EHCP outcomes, ILPs and Learning Journeys assist in the formation of content and the delivery of each Pupil's curriculum. In addition, Pupils in the Nurture Phase are offered discrete 1:1 or small group interventions to support their learning and development.
- 3.4.3 The curriculum follows a sequential learning pattern, with lessons constructed into half-termly modules designed to meet the needs of each Pupil. Content coverage and progress is directly linked to EHCP outcomes and is carefully monitored by the Senior Leadership Team. The use of our tracking and monitoring systems enables the school to evidence progress and ensure that curriculum coverage is responsive and appropriate to the agreed needs and targets.

- 3.4.4 Where it is appropriate to extend or adapt the curriculum offer for specific Pupils, the school can offer a complete Key Stage 2 curriculum; this approach enables teachers to deliver subject areas through a range of projects that are appropriately matched to the specific abilities and interests of Pupils, accompanied by a wide range of appropriate resources that can either stretch or support Pupils to build upon prior knowledge. Social, Moral, Spiritual and Cultural (SMSC) aspects of learning are incorporated into planning across the curriculum, both through academic and enrichment learning opportunities, as well as identified learning areas being addressed directly within the PSHE programme of study.

3.5 Flourish Phase (Key Stage 3)

- 3.5.1 At Key Stage 3, there is a continuation of developing self-regulation, resilience, and emotional granularity through our nurturing approach and in addition, Pupils are further supported to flourish into confident, inquisitive learners. Pupils in our Flourish Phase have access to aspects of the National Curriculum, with Pupils being supported to develop and consolidate their key skills in core subjects and encouraged to extend their knowledge of the wider curriculum; this is implemented through an intensive focus on English, Mathematics, Science, ICT and Cookery as discrete subjects and, where appropriate, embedded into broad aspects of the curriculum.
- 3.5.2 The curriculum follows a sequential learning pattern, with lessons constructed into half-termly modules designed to meet the needs of each Pupil. Content coverage and progress are directly linked to EHCP outcomes and carefully monitored. SMSC aspects of learning are incorporated into planning across the curriculum, both through academic and enrichment learning opportunities, as well as identified learning areas being addressed directly within the PSHE programme of study.
- 3.5.3 The final half-term of year 9 is focussed on preparing the Pupils for their transition to key stage 4, our Grow Phase. It is an opportunity for Pupils to further develop their Individual Learning Journey with selection of their subjects, a reassessment of their post-16 options and opportunities to develop life skills within school and within the local community.

3.6 Grow Phase (Key Stage 4)

- 3.6.1 In years 10 and 11, our Pupils continue to grow into independent, self-aware learners. The Grow Phase remains highly personalised with the additional emphasis on working towards a successful transition to chosen post-16 opportunities in education or work-based training. Pupils are supported in preparing for and the completion of work experience and are given opportunities to explore local education and training providers.
- 3.6.2 During our Grow Phase, Pupils are encouraged to undertake formal academic and vocational qualifications as appropriate; however, these are not viewed as the sole markers of success. Recognising that an emphasis is placed upon EHCP outcomes throughout a Pupil's time at the school, ultimately our goal is to provide all Pupils with the skills and attributes to enable them to have the best opportunity to live happy, fulfilling, and active lives. Throughout the Grow Phase, Pupils continue to study the core curriculum elements of English, Mathematics, Science, ICT, PSHE, and Cookery but now have the option to personalise their curriculum by choosing from a wide option of subject areas: The Arts (Music, Art and Design, Drama), Humanities (Geography, History and Religious Education), Technologies (ICT, Design Technology) and Sports and Wellbeing (Physical Education, Duke of Edinburgh, and Outdoor Education).

3.6.3 Within each Pupil's Learning Journey, there is a clear pathway towards their chosen post-16 destination and their interests through the subjects studied, the support and the career guidance provided and their work experience opportunities. Learning Journeys are created with the Pupil and their families and incorporate the planned outcomes from their EHCP. For some Pupils, it may be considered appropriate for them to attend an offsite provision where a specific element of the wider curriculum can be studied.

3.6.4 The qualifications available at our school are:

- GCSE Qualifications
- Entry Level, Level 1, and Level 2 Functional Skills Qualifications
- ASDAN Awards
- AQA Units Awards
- NCFE Qualifications
- BTEC Awards

3.7 Vocational Education and Careers Guidance

3.7.1 All Pupils are offered impartial advice around future careers and college choices. Our school liaises closely with local colleges and other post-16 providers in order to effectively support Pupils with their post-16 options. In the Grow Phase, Pupils have the opportunity to attend work experience placements in order to enhance their employability skills.

3.8 Enrichment Curriculum and Outdoor Learning

3.8.1 To provide an experience rich curriculum and increase Pupil engagement, Pupils in all phases are encouraged to participate in practical elements of the curriculum, such as Art, Design and Technology, Physical Education and Cookery. The school also encourages Pupils to become involved in outdoor learning projects that use our natural environment and link closely to many areas of the curriculum through our outdoors curriculum. It is our belief that when learning outside the classroom, our Pupils:

- attain higher levels of knowledge and skills.
- improve their physical and mental health.
- increase their motor abilities.
- socialise and interact in new and different ways with their peers and Team Members.
- show improved attention and resilience.

- demonstrate enhanced self-concept and self-esteem. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All Pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable Pupils to use the outside environment as a context for learning and actively incorporate this into the curriculum.

- 3.8.2 The outdoor curriculum includes activities ranging from nature walks to assault courses to outdoor cooking, and are offered to assist in developing self-confidence, increase self-image and provide opportunities to learn beyond the traditional classroom. The Spiritual, Moral, Social and Cultural (SMSC) development of Pupils at our school is at the centre of the daily life at the school and is evident in our use of outdoor learning, as well as being integrated into the academic and enrichment curriculums. Each Pupil's emotional and social needs, their need to learn about themselves and their own feelings, relationships and how their behaviour affects others is also considered when planning outdoor activities.
- 3.8.3 It is our intention that the outdoor learning activities will provide Pupils with a wide variety of positive experiences that will not only help to develop specific skills, such as courage, leadership and collaboration but will also provide them with memories they can cherish for the rest of their lives. These parts of our curriculum model will encourage personal growth by supporting Pupils in challenging and unfamiliar activities, environments and situations.

3.9 Spiritual, Moral, Social and Cultural Development

- 3.9.1 At our school, we recognise and value the importance of spiritual, moral, social, and cultural (SMSC) development for all our Pupils. The majority of our Pupils' SMSC development is covered within our 'Creating Global Citizens' framework which links themes, values and events, complimenting the PSHE and the curriculum as a whole.
- 3.9.2 Spiritual development is delivered regularly through circle times and theme days, and this includes religious content and topics. Our curriculum supports Pupils with considering the nature of religion, its beliefs and its practices. Pupils are encouraged to discuss and reflect on topics such as the origins of the universe, good and evil, life after death, beliefs about God/s and concepts such as justice, trust, honesty, and love. Many lessons and enrichment experiences allow Pupils to access incidental learning opportunities which prompt them to ask questions about meaning and purpose.
- 3.9.3 Moral development is promoted every day through our curriculum and school events; through recognition and praise for effort and achievement; and, through high expectations and respect for all of our Pupils. The ethos and practices of the school encourage Pupils to learn to distinguish between right and wrong through restorative approaches and to develop positive relationships by demonstrating tolerance and understanding. Pupils are encouraged to value themselves and others, and to explore the influence of family, friends and other sources on moral choices.

3.9.4 Social development is an area of importance for all our Pupils and we encourage everyone to take an active role in the social aspect of school life. We aim to develop Pupils' personal and social skills across the whole curriculum in order to support them with navigating the school environment, with forming successful relationships and friendships, and preparing them to take their place as responsible citizens in society. Social development is promoted through many opportunities for Pupils to work together in a variety of situations, both within and outside of lessons. By building links between the school and the wider community, we are able to offer a wide range of visits and the chance to learn in new environments. Pupils have extensive opportunities to take responsibility through activities such as the School Council and through our enrichment curriculum.

3.9.5 Cultural development is encouraged both within lessons and through a very wide variety of enrichment activities. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography-based studies of other countries and their cultures and the study of fictional literature, art and poetry from different cultures and perspectives. Pupils are also regularly reminded of the need to develop positive relationships with everyone, including their peers and our Team Members.

3.10 Promoting British Values

3.10.1 Throughout the curriculum, Team Members actively promote fundamental British values. The primary areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons as well as being promoted in the general ethos of the school. Additional learning experiences and curriculum related activities, such as visits to places of worship, museums, and courts of law, as well as visitors to the school from the police and local community, provide further opportunities to foster fundamental British values.

3.11 Differentiation

3.11.1 Small class groups and high levels of learning support are utilised throughout Our school to support our Pupils in navigating the learning environment and with making progress. All Team Members at the school have responsibility for planning to meet the range of abilities and needs within a class group, which includes:

- adapting learning activities.
- providing modified resources.
- planning for individual progress.
- incorporating stretch and challenge activities.
- varying learning styles.
- changing the learning environment.
- recording learning and progress in a variety of ways.

3.12 The Learning Environment

- 3.12.1 Our school provides a lively, purposeful and structured learning environment in order to promote our high expectations and a love of learning to all Pupils. Team members manage their display areas effectively and contribute to displays in public areas of the school. Classrooms are structured and organised environments where Pupils can work effectively, comfortably, and most importantly of all, safely. Appropriate resources are very important in setting standards and raising expectations, and play a key role in effective behaviour management. Pupils are supported to treat classrooms and any other learning environments with respect. To demonstrate the pride our school has for all Pupils, learning accomplishments are displayed in the school, shared in our newsletters and appropriately shared on social media.

3.13 Equality of Opportunity

- 3.13.1 All Team Members are aware of the school's Equal Opportunities Policy, adhering to this framework and actively promoting equal opportunities in all activities. As a school, we regularly explore the range of opportunities available to ensure that all curriculum areas demonstrate respect for each Pupil's cultural and personal identity. The Senior Leadership Team supports Team Members with devising appropriate teaching programmes for any Pupil who requires additional support in order to successfully access the curriculum.

3.14 Gifted and Talented Pupils

- 3.14.1 Many of our Pupils display special talents, skills, and expertise in particular areas; this includes both high levels of ability in subject disciplines and in activities beyond the curriculum. It is the responsibility of all Team Members to identify such Pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based activities which genuinely stretch the Pupil; additional experiences offered through clubs or events; and opportunities to participate in external teams and organisations. Opportunities are also provided to celebrate these successes through commendations in school, and letters of acknowledgement sent to families.
- 3.14.2 Pupils who are identified as high achievers in the Nurture and Flourish Phases are assessed on their readiness to begin studying relevant qualifications and where appropriate, are placed into an appropriate Grow Phase class or provided with one-to-one teaching.

3.15 Information and Communication Technology

- 3.15.1 At our school, the development of capability in the use of Information and Communication Technology (ICT) is essential to our Pupils' education and therefore, the school strives to provide ICT resources and teaching of the highest possible quality. The development of ICT at our school ensures that:
- all Pupils have regular access to ICT throughout all phases.
 - all Pupils develop their skills through specific teaching in ICT lessons and as a result of the use of ICT in subject areas.
 - ICT resources are planned and deployed within the context of the school as a therapeutic community.
 - resources of the highest quality and of an appropriate type are provided to meet the needs of all Pupils.

- Team Members are encouraged to make full use of opportunities for professional development in ICT through practical workshops and opportunities to attend external courses.

3.16 Progress Monitoring

3.16.1 Pupil progress is monitored throughout all learning opportunities and at appropriate intervals – daily, modularly, termly, and yearly. All teachers assess their Pupils in relation to a range of assessment objectives for each subject at every stage. This provides a clear framework for monitoring progression and offers clarification as to what Pupils have successfully learnt and what needs to be achieved next.

3.16.2 This policy has additional sub-categories as follows.

Policy No.	Description
4a	English
4b	Mathematics
4c	ICT
4d	Design Technology
4e	Arts
4f	Citizenship
4g	Physical Education
4h	Physical Social and Health Education
4i	Careers Education
4j	Science Health and Safety

3.17 Safeguarding

3.17.1 The whole school curriculum, ethos and philosophy is underpinned by the need to safeguard Pupils. All Team Members are trained to ensure that Pupils are kept safe and are supported by the designated safeguarding leads in dealing with safeguarding issues and concerns.

4. Impact

- 4.1.1 The carefully planned curriculum at our school supports our Pupils to develop intellectually, socially, emotionally and morally in order to reach their full potential. Through our sequentially planned curriculum and personal development programmes, the learning experience is enriched with memorable, engaging and inspirational opportunities appropriate to our Pupils' individual needs and abilities. We support our Pupils to develop a deeper understanding of a range of subject areas through a variety of methods both inside and outside the traditional classroom environment, and to develop their literacy and numeracy skills across the whole curriculum through careful planning and curriculum mapping. By being immersed in a language rich environment, our Pupils expand their range of vocabulary and cultivate a lifelong learning mindset, including reading for pleasure. Our Pupils appreciate the purpose and value of their learning, recognising and articulating its relevance to their past, present, and future. They experience the challenge and enjoyment of learning, developing high aspirations for themselves and others.
- 4.1.2 Our Pupils share and celebrate our school's core values and are guided by these values in their attitudes, choices, and influence their behaviours. Throughout their time at our school, our Pupils demonstrate improved self-regulation skills as well as positive behaviours for learning and recognise that all people are special with different talents, abilities, and needs. They make a positive contribution to the school community, developing friendships and a sense of belonging. They start to make considered and informed choices about things that are important to them and have the confidence to express their opinions on a range of different topics and issues, including acknowledging the social and environmental issues that affect us all both within our local communities as well as other across the world.
- 4.1.3 Our Pupils enhance their independence and grow in confidence through social and emotional development, self-esteem building activities and by actively engaging in the curriculum. They are given opportunities to express themselves and to demonstrate their new skills in ways suitable to their learning styles and individual developmental needs. They are encouraged to apply previously developed skills to new learning situations and to demonstrate their comprehension through individual activities, opportunities for reflective talk and evaluation, collaborative experiences and problem-solving tasks. We work closely with our community and encourage our Pupils to explore the local opportunities available to them which provide new experiences and often spark their interests in a wide range of topic areas.

5. Legislative Framework

5.1.1 This policy has been drafted adhering to relevant law and guidance, namely:

- Equality Act, 2010
- Children Act, 2004
- The Disability Equality Duty, 2006
- Human Rights Act, 1998
- The Equality Act 2010 and schools' Departmental advice for school leaders, school Team Members, governing bodies, and local authorities, DfE, May 2014
- Advice on standards for school premises for local authorities, proprietors, school leaders, school Team Members and governing bodies, DfE, March 2015
- Keeping Children Safe in Education, DfE, 2026
- SEND Code of Conduct, DfE, January 2015
- Promoting the education of looked after and previously looked after children, DfE, 2018
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2024
- Working together to safeguard children 2026.