

Curriculum

POLICY STATEMENT

- Our school provides a bespoke, sequenced and ambitious curriculum which focuses on functional and meaningful learning opportunities. We ensure that Pupils are provided with the knowledge, real life experiences and cultural capital they need to succeed in life.
- We provide a curriculum that promotes functional skills, reading, communication, independence, resilience, and self-help skills. All our Pupils have an Education Health and Care Plan (EHCP) (or draft EHCP) and as such, our curriculum has been designed to be adapted to suit the personalised needs of all Pupils. We recognise that each of the Pupils at the school is unique and will join the school at a different stage of their learning journey.
- Our curriculum is tailored to match each Pupil's needs, interests and aspirations for the future. Our curriculum includes the essential building blocks for learning to have a clear plan about what knowledge our Pupils will learn and when. Our curriculum is designed to allow pupils to revisit areas for learning that they may have missed, whilst not limiting their future progression. The success of our curriculum is due to its responsiveness to each Pupil, building on individual strengths, interests, and learning styles.
- UNCRC Article 29 – Children should have an education that is directed to the development of the child's personality, talents, and mental and physical abilities.

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CONTENTS

1.	Intent	3
1.1	Aims	3
2.	Implementation.....	4
2.1	Curriculum Structure.....	4
2.2	Key Stage 2 Curriculum	4
2.3	Key Stage 3 Curriculum	5
2.4	Key Stage 4 Curriculum	5
2.5	Qualifications.....	5
2.6	Planning.....	5
2.7	Structure of the School Day.....	6
2.8	Outdoor and Experiential Learning	6
2.9	Spiritual, Moral, Social and Cultural Development.....	6
2.10	Promoting British Values.....	7
2.11	Adaptive Teaching.....	7
2.12	The Learning Environment	8
2.13	Equality of Opportunity.....	8
2.14	Progress Monitoring.....	8
3.	Impact.....	10
3.1	Approach	10
3.2	Accreditation	10
3.3	Reporting Progress.....	10
4.	Legislative Framework	11

1. Intent

1.1 Aims

- 1.1.1 The fundamental aim for our curriculum is to ensure that we prepare our Pupils for their adult life. We recognise that each of our pupils will follow a different pathway to adulthood and we aim to ensure they are provided all the tools to succeed.
- 1.1.2 We aim to secure outcomes to develop Pupils' academic achievements, independence, engagement and social development by ensuring their access to the appropriate curriculum model as they transition through school and move into adulthood.
- 1.1.3 We aim for every Pupil to be engaged by the curriculum and through it to become confident, courageous and responsible citizens; this is achieved through our meaningful, functional and well sequenced curriculum.
- 1.1.4 Our curriculum intent is to ensure that all Pupils become:
- Confident Pupils who enjoy learning and can live safe, healthy and fulfilling lives.
 - Courageous Pupils who have their own character and distinctive qualities.
 - Responsible citizens who are socially aware individuals and make a positive contribution to their community and society.
- 1.1.5 We achieve this by ensuring that:
- The school provides a caring learning environment in which all Pupils can develop academically, socially, emotionally and morally to reach their full potential and achieve personal success.
 - The school provides an environment in which Pupils and Team Members feel safe, secure and valued. Our curriculum provides equal opportunities for all our Pupils, regardless of gender, ability or their cultural, ethnic, or religious background.
 - The school provides a broad and balanced curriculum for Key Stages 2 to 4 which is rich in experiences and is designed to engage Pupils and help develop their love of learning. We make use of our outside spaces and local environment to provide a physical, active and meaningful curriculum at all Key Stages.
- 1.1.6 When Pupils join the school, gaps in knowledge and understanding are identified through thorough baseline academic assessments. All Pupils will also undergo an initial assessment with our Integrated Therapies Team to identify any areas of need and the strategies to address them. We aim to address any gaps or areas of need through targeted interventions.

2. Implementation

2.1 Curriculum Structure

2.1.1 To provide an ambitious and relevant curriculum, we:

- Support Pupils to develop effective learning skills, recognising that we all learn in different ways and that a range of strategies may be 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 individual interests and abilities.

Provide opportunities for Pupils to make good choices and build self-esteem.

- Develop an appropriate balance of academic and practical work to prepare Pupils for a rapidly changing and demanding world.
- Ensure that Pupil progress is carefully monitored and assessed to achieve the highest standards of achievement and progress.

2.1.2 Functional literacy and numeracy are considered fundamental to all areas of learning and are taught as discreet lessons across Key Stages 2 to 4, as well as there being an emphasis on the further development of these skills across the whole curriculum. Specific intervention is put in place for those Pupils requiring additional assistance to access the curriculum.

2.1.3 The development of Pupils' personal and social skills and their spiritual and cultural development are addressed specifically through the PSHE programme and whole school theme days, as well as being woven through the whole curriculum, both formal and informal.

2.1.4 Our curriculum recognises the importance of meeting emotional, social, and mental health needs first and foremost, without such foundations academic learning cannot exist. The curriculum structure allows Pupils to make progress at their own pace by developing strategies to self-regulate, manage emotions, work around their individual passionate interests and strengths, meet academic targets and ultimately prepare them for adult life.

2.2 Key Stage 2 Curriculum

2.2.1 Our Key Stage 2 Pupils are taught in mixed age classes and the curriculum is a thematic, topic-based curriculum. The Key Stage 2 curriculum has a significant focus on literacy and numeracy whilst giving Pupils the opportunity the opportunity to experience all relevant aspects of the national curriculum.

2.2.2 Lesson plans are carefully adapted within each class so that every Pupil's needs are met. The curriculum is designed on a 2-year rolling programme so that Pupils will not revisit the same areas of the curriculum.

2.2.3 All Key Stage 2 Pupils also have access to ongoing Motional assessments and a personalised curriculum of activities which are specifically linked social and emotional aspects of learning, enrichment and personal skill development.

2.3 Key Stage 3 Curriculum

- 2.3.1 Our Key Stage 3 curriculum continues to have a significant focus on functional skills within literacy and numeracy. Pupils are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum. Pupils often have gaps in their knowledge which need to be addressed and they work towards individual Functional skills qualifications to encourage progress and celebrate success in these areas.
- 2.3.2 Pupils follow Functional Skills accredited courses in Mathematics and English. Some Pupils are assessed using ASDAN programmes and short courses for other areas of the curriculum. Social, moral, spiritual and cultural (SMSC) aspects of learning and social and emotional aspects of learning are incorporated into planning across the curriculum as well as issues being addressed directly in the personal, social and health education PSHE programme, where appropriate.

2.4 Key Stage 4 Curriculum

- 2.4.1 Our Key Stage 4 curriculum allows Pupils to access different pathways which include the option to personalise their learning by choosing a variety of subjects that match their interests.
- 2.4.2 Personalised timetables are developed and reviewed taking into consideration the views of the Pupil and their Parents/Carers, their EHCP outcomes and, where appropriate, the views of external professionals.
- 2.4.3 The aim of this phase is to personalise the curriculum to meet individual needs, development and interests of the Pupils. Opportunities may be offered to Pupils to attend an offsite provision where they can study a variety of vocational awards if they are not currently offered at the school.

2.5 Qualifications

- 2.5.1 Qualifications available at the school:
- 2.5.2 GCSE English
- 2.5.3 GCSE Mathematics
- 2.5.4 GCSE Science (Biology)
- 2.5.5 BTEC Home Cooking Skills Level 1/2
- Entry Level Qualifications
 - Functional Skills Qualifications
 - ASDAN Awards and qualifications
- 2.5.6 All Pupils are offered impartial advice around future careers and college choices. Our school liaise closely with local colleges and external careers advisors to support Pupils to make informed decisions about their futures.
- 2.5.7 In Key Stage 4 Pupils will be provided with the opportunity to attend work experience placements to enhance their employability skills.

2.6 Planning

- 2.6.1 Planning lies at the heart of our approach to meeting the diverse needs of our Pupils. Recognizing that every child is unique, we meticulously tailor our curriculum to accommodate varying learning styles, abilities, and interests. Through comprehensive initial and ongoing assessments, we identify individual strengths and areas for development. Our dedicated Team Members collaborate design learning experiences that not only stretch and inspire but also scaffold and support our Pupils, where necessary. Whether it's through adaptive instruction, personalised learning pathways or targeted interventions, we ensure that each Pupil receives the guidance and resources they need to thrive academically, socially and emotionally.

2.7 Structure of the School Day

- 2.7.1 There are generally 6 periods per day, each of which lasts for approximately 45 minutes, with reasonable adjustments in place. There is a 15-minute tutor period each morning and afternoon to provide time for Pupils to access 1:1 time with Team Members.
- 2.7.2 Briefings take place before and after the school day in order ensure that any information or concerns around Pupils is communicated to all Team Members effectively.
- 2.7.3 Pupil council meetings enhance the curriculum and ensure that Pupils have an active voice within the school.
- 2.7.4 English and Mathematics are considered of key importance at the school for all Pupils and more time is allocated to these subjects to promote the development of essential skills.

2.8 Outdoor and Experiential Learning

- 2.8.1 To support Pupils in all Key Stages with engaging with the curriculum, practical elements are encouraged, such as Art, Design and Technology, PE, and Cookery. The school also encourages Pupils to become involved in outdoor learning projects that use our natural environment.
- 2.8.2 We offer horticulture projects which link closely to many areas of the curriculum including Science, Design and Technology and Speaking and Listening skills, as well as activities such as shelter making, natural craft and woodwork. When learning outside the classroom, Pupils can improve their physical health, increase their motor abilities, socialise and interact in new and different ways with their peers and adults, and show improved attention and self-esteem.
- 2.8.3 Our school aims to provide Pupils with a wide variety of positive experiences that will help to develop their social skills and provide them with memories they can cherish for the rest of their lives. Our outdoor learning and thematic learning programmes encourage personal growth by supporting Pupils in unfamiliar activities, environments, and situations. Pupils work towards building their personal development in terms of courage, leadership, teamwork and raising self-esteem.

2.9 Spiritual, Moral, Social and Cultural Development

- 2.9.1 Spiritual development is promoted in a variety of ways. Whole school celebration theme days are delivered regularly which include religious content and themes. Our curriculum encourages Pupils to consider the nature of religion; its beliefs and practices. Pupils are supported to discuss and reflect on topics such as the origins of the universe, distinguishing between right and wrong, life after death, beliefs about Gods and concepts such as justice, trust, honesty, and love. Many lessons and extra-curricular experiences allow Pupils to access incidental learning opportunities which prompt them to ask questions about meaning and purpose.
- 2.9.2 The Integrated Therapies Team contribute significantly through reflective practice in supporting teachers to have high expectations and respect for our Pupils. The ethos and practices of the school encourage Pupils to learn to distinguish between right and wrong through restorative approaches and we encourage positive relationships by demonstrating tolerance and understanding. In addition, discreet teaching, tutor time and theme days address many moral, ethical, environmental, and social issues. Pupils are encouraged to value themselves and others and to explore the influence of family, friends, and other sources on moral choices.
- 2.9.3 Social Development is a key part of the ethos of the school. All Pupils are encouraged to play a full role in the social life of the school. We aim to develop Pupils' knowledge, values, personal and social skills across the whole curriculum to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. By building links between the school and the wider community we do our best to offer many activities such as sport, music and a wide range of trips and activities out of school.
- 2.9.4 Social development is promoted through many opportunities for Pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as school council, participation in the whole school outdoor learning programme, work in support of charities and assisting at school events.
- 2.9.5 Pupils are also regularly reminded of the need to develop positive peer and adult relationships. Cultural development is encouraged both within lessons and through a very wide variety of extracurricular 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 literature from different cultures.

2.10 Promoting British Values

- 2.10.1 Throughout the curriculum, Team Members actively promote the fundamental British Values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in specific lessons in PSHE, Religious Education and topic activities, as well as being promoted in the general ethos of the school. Additional learning experiences, such as outdoor educational trips and curriculum related activities, offer added learning opportunities. This includes visits to places of worship, museums, courts of law as well as visitors to the school from the police and local community.

2.11 Adaptive Teaching

- 2.11.1 We have small class groups and high levels of learning support. However, there is still a wide range of ability and preferred learning styles in these class groups. Some Pupils work better in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all Team Members have a responsibility, when planning the curriculum, to meet the needs of all Pupils.
- 2.11.2 A range of strategies and adaptations to support Pupils are utilised, including adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each Pupil's needs and personal targets are also taken into consideration.
- 2.11.3 Team Members have a duty to ensure the curriculum is adapted for Pupils who access English as an Additional Language (EAL), using strategies such as providing visual supports, opportunities for engaging practice sessions and offering dual language worksheets and explanations if possible.

2.12 The Learning Environment

- 2.12.1 The school provides a purposeful and structured learning environment which promotes high standards and good working practices. Displays of Pupils' work appropriate resources are very important in setting standards, raising expectations and play a key role in effective behaviour management. All Team Members are expected to manage their display areas effectively and to 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. It is crucial that adequate resources are provided and are accessible, and that Pupils treat classrooms, workshops, and any other learning environments with respect.

2.13 Equality of Opportunity

- 2.13.1 All Team Members are aware of and plan accordingly to actively promote equality and quality of opportunities across the curriculum. As a school, we regularly explore the range of opportunities available to ensure that all curriculum area engage Pupils by showing respect for their cultural and personal identities. The Headteacher and SENDCo will support Team Members with devising appropriate teaching programmes for any Pupil who requires additional support to successfully access the curriculum.

2.14 Progress Monitoring

- 2.14.1 Pupil progress is monitored during the lessons and at appropriate intervals across the academic year. All Team Members assess their Pupils in relation to a range of assessment objectives and 'can do' statements for each subject at every stage. This allows them to know what their Pupils do and what they need to achieve next. We prioritize understanding each Pupil's progress and tailoring support accordingly. In line with our commitment to inclusivity, we employ ongoing assessment methodologies, leveraging tools such as BSQUARED-Progression Steps for non-core subjects. We utilize BSQUARED-Skills4Life for assessing progress in Mathematics and English, measuring progress against Functional Skills standards. This comprehensive approach not only informs instructional planning but also ensures that every Pupil's journey is tracked and celebrated, promoting continuous growth and achievement. We capture detailed assessments, progress updates, and achievement milestones.

- 2.14.2 Our commitment to thorough documentation extends to individualised intervention plans, accommodations, and any additional support provided. By maintaining accurate records, we empower Team Members to collaborate effectively, ensuring that each Pupil receives the tailored assistance they deserve.

3. Impact

3.1 Approach

- 3.1.1 Through our thematic curriculum and cross curricular personal development programmes, we aim to engage Pupils with a memorable experience and learning opportunities which meet their individual needs. We encourage Pupils to explore the world and community that they live in and often spark their interests with a wide range of interesting starting points.
- 3.1.2 Pupils are given the opportunity to express themselves and demonstrate their new skills in ways which suit their individual developmental needs. Pupils develop their literacy and numeracy skills across the whole curriculum through careful planning and curriculum mapping.
- 3.1.3 Pupils are encouraged to apply previously learned skills to their learning and they demonstrate these skills through shared evaluation experiences and opportunities for reflective talk, collaborative working opportunities and problem-solving tasks. Pupils develop skills in independence and grow in confidence through self-esteem building activities and enterprise projects.
- 3.1.4 Through our curriculum approach, Pupils make good progress towards their EHCP outcomes, showing holistic development.

3.2 Accreditation

- 3.2.1 Accreditation holds a pivotal place in recognising and validating the achievements of our Pupils at the school. Through our dedication to preparing a diverse range of Pupils for their academic journey, we integrate accreditation pathways such as ASDAN into our curriculum, particularly for Key Stages 3 and 4. Our schemes of work are meticulously designed, setting high expectations for all pupils and providing a solid foundation for those who aspire to access GCSEs in the future. By aligning topics with the National Curriculum, we ensure flexibility in learning pathways, allowing Pupils to either gain GCSE Foundation Tier knowledge or pursue Entry Level qualifications based on their readiness and aspirations. This approach not only fosters personal growth and academic progress but also nurtures skills and competencies essential for future endeavours. Through ongoing dialogue with Pupils and families, we ensure that accreditation pathways align with individual aspirations and support Pupils in realising their full potential.

3.3 Reporting Progress

- 3.3.1 Transparent and regular reporting of progress forms the cornerstone of our commitment to accountability and partnership at Neptune School. Our progress data tracking provides a comprehensive view of each Pupil's journey, capturing achievements, areas for development and goals for the future. Informed by our curriculum design and alignment with national standards, these reports serve as valuable insights into Pupils' academic growth and readiness for future pathways. They are shared with the Governance and Oversight Team, fostering collaboration and accountability within our school community. Through open communication channels with families and stakeholders, we ensure that progress reporting goes beyond a mere formality, serving as a catalyst for ongoing dialogue, support, and celebration of every Pupil's achievement.

4. Legislative Framework

4.1.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act 2010
- Children Act 2004
- The Disability Equality Act 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 Practice, DfE
- Advice on standards for school premises for local authorities, proprietors, school leaders, school team members and governing bodies, DfE, March 2015

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2024

Working together to safeguard children, 2026