Curriculum Policy

'Discover, Develop, Dream'

Holme Court School Dorset

June 2026

Policy Statement

The ILG Directors and staff of Holme Court School believe that the school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being.

This policy has the school's aims at its heart

Rationale

We believe it is vital for the School to have a Curriculum Policy so that activities can be designed which further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences to take them into the next stage of their education encourage independence and prepare them for meaningful participation in British society.

The implementation of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote parental and other carers understanding of the curriculum.

Objectives

● To provide a specialised, relevant education that encourages each pupil to reach their full potential.

● To instil and promote a life-long love and ability of learning.

● To equip our pupils with a range of life-skills – academic, social, musical, Creative, sporting & independent living.

● To promote the spiritual development and moral welfare of each individual.

● To meet the needs of all pupils and adapt to ensure that all pupils are challenged appropriately.

● To work as a team with all those who are supporting the pupil, including Parents and external specialist agencies.

● To promote and support British Values and protected characteristics and support pupils with their ability to welcome and advocate diversity of all forms.

At Holme Court School we are committed to offering all pupils a broad, balanced and ambitious curriculum to ensure the best possible progress for each pupil's age and aptitudes. We use principles as detailed in the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code of

Practice 2015), the Special Educational Needs and Disability Act (SEND 2001)) and the Equality Act (2010) including the provision of auxiliary aids and services.

Core Principles of our Curriculum

The core principle governing the curriculum of the school is that every pupil shall be entitled to and partake in a broad, balanced and ambitious curriculum, which meets their needs and is underpinned by our core values. Holme Court School has a multi-dimensional and personalised curriculum that puts the needs of the individual at the heart of learning. Each pupil is facilitated to access the curriculum in the ways they need, based on their abilities, readiness to learn and EHCP targets/identified needs; delivered through three pathways. At Holme Court School we believe the pupil's emotional wellbeing and happiness are of the highest importance. Learning takes into account our pupils' individual interests, aptitudes and needs.

We are committed to a holistic approach to classroom learning, therapies and home life. Teaching staff work together alongside Parents and Therapists closely to support pupil's well-being as a priority and support their readiness to learn. Therapists we work alongside include Speech and Language Therapists, Occupational Therapists, as well as Educational Psychologists and colleagues from a range of local multi disciplinary teams. These professionals form part of the multi-disciplinary team to provide universal, targeted and specialist approaches to meet each pupil's needs and to enhance their development.

The curriculum places a strong emphasis on self-confidence, self-advocacy, intrinsic motivation and ensuring that our pupils are continuously encouraged and supported to develop their independence; in turn, this helps to foster self-help skills in all areas of development. We define our delivery (implementation) of curriculum as having a relational style; building pupil's confidence in their identities as learners, incrementally moving them towards individual goals. Staff use a scaffolded approach, demonstrating or modelling an activity before stepping back for pupils to be successful learners. At Holme Court Dorset we employ trauma informed techniques, which are carried through our teaching, curriculum design and assessment processes.

The Head is responsible for ensuring that curriculum planning provides pupils with a wide range of challenging learning experiences, taking account of the individual learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work, to learn and make progress.

At Holme Court School, we believe that the curriculum the pupils follow should enable them to become successful young people who are ready to learn, make progress and achieve, whatever their starting point may be and whatever type of special educational needs they may have.

Our curriculum focuses on developing the transferrable skills that equip pupils for each stage in education and life beyond school as confidently and independently as possible. Emphasis for IEP objectives is placed on the areas; 'Communication and Interaction', 'Cognition and Learning', Sensory and Physical' and 'Social, Emotional and Mental Health', reflective of EHCP objectives. To engage the pupils that attend Holme Court School in learning, our curriculum is child centred with individualised learning opportunities that are skills and therapeutically based.

Teachers use individual EHCP (Education, Health and Care Plan) outcomes as a starting point for all learning, considering what the pupils are working towards in line with the starting ability in relation to the National Curriculum. Each pupil has an individual education plan (IEP) with targets, based on working towards achieving their individual EHCP outcomes. Each pupil's progress, in relation to achieving targets included in the individual education plan is closely monitored. The individual education plans are reviewed and adjusted accordingly every 6-8 weeks in conjunction with Parents, pupils (where appropriate) and relevant external agencies.

At Holme Court School teaching and learning opportunities are not limited to 'lesson time' but throughout the day, including break times (outside learning time), snack time, personal care routines and when out in the community on trips. These opportunities are planned for and include meaningful generalisation of skills across a range of settings.

The Holme Court Curriculum

The school acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way. It takes frameworks such as National Curriculum as a basis to inform required topics, and embeds these alongside the school's values, aims and aspirations and which is right for its pupils and the whole school community. We want all pupils to 'Discover, Develop, Dream' and to achieve their potential.

Our curriculum is adapted from the National Curriculum dependent on each pupil's starting point and personalised depending on each individual child's needs. This tailored approach gives pupils the opportunity to be taught in line with their individual learning styles, giving them further opportunities to be successful, thus promoting self-esteem and self-confidence. We have a core curriculum offer, incorporating a wide range of subjects, and pupils access these by following a three-tiered approach to curriculum delivery, called pathways, with pupils able to enter their learning journey at any tier, dependent upon their academic, social and/or emotional abilities and stage. The three tiers consist of an Engagement Pathway, Functional Pathway (moving into academic learning and vocational skills) and Academic Pathway (studying more formally for national qualifications including GCSEs). Pupils may move between pathways dependent on which is most appropriate at a given time. These apply across KS2, 3 and 4 and provide a reference point for Teachers' pedagogy and planning.

Our curriculum delivery is supported by especially selected digital platforms including:

- White Rose Maths
- Times Tables Rock Stars
- Little Wandle (Phonics Scheme)
- Wellio (PSHE)
- SENDInspire
- BSquared (Assessment)
- Tooled Up

Life skills and independent skills form an important part of the curriculum and are embedded across all three pathways. The objectives for each half term are planned to be practical, build on previous learning experiences to allow for consolidation (incremental) and scaffolded to promote progression of skills and independence. Pupils are also taught the necessary tools and a range of strategies they will need specifically with social communication and emotional regulation.

At Holme Court School we:

- promote a healthy, safe and caring environment for all pupils and staff;
- provide a broad, balanced and ambitious curriculum for all our pupils, which recognises and values their individual backgrounds and special educational needs;
- promote pupils' self- esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- prepare our pupils to engage confidently with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices;

- provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively;
- help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- create a wider awareness of religious beliefs, cultural and moral values.
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated;
- work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.
- An overview of these areas is set out below.

KS2 & KS3 Provision

Our Curriculum Policy requires us as teachers to ensure that we support pupils to achieve the following to the best of their abilities. The most important skills of Communication (including Oracy), Literacy, and Mathematics are specifically addressed through daily timetabled teaching time, continuous provision and booster sessions (where needed). Literacy and Mathematics lessons are delivered in order to establish all the core skills, knowledge and understanding in each strand in these subjects. Teaching for all pupils in these areas will be personalised by addressing the specific needs of each pupil ensuring they reach their full potential.

Aim for all pupils:

- to read fluently, with understanding, feeling and enjoyment a variety of materials written in different ways for different purposes;
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
- to listen attentively and with understanding;
- to acquire information from various sources, and to record information and findings in various ways;
- to understand mathematical language and concepts in order to: extend understanding through a process of enquiry and experiment.

Science

Science is an important core subject which many learners find particularly engaging, despite the challenge of understanding some abstract scientific concepts. Most of the science teaching will be practical and focus on developing, exploring, experimenting, and questioning skills. Science lessons will also be opportunities to apply communication, English and Mathematics skills when recording and evaluating findings.

Aim for all pupils:

- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
- to master basic scientific ideas and methods (with extensions to complex concepts for pupils who are more able).

Personal, Social, Health and Moral Education & Citizenship including Sex and Relationships Education (RSE) and Careers

Within our curriculum pupils have the opportunity to develop personal skills; identify and recognise feelings including theirs and others; learn about other cultures and nations; learn about their bodies and how to care for them; learn about personal safety and who can help them in the community; learn about the dangers associated with everyday materials; learn that all medicines are drugs; but not all drugs are medicines; learn about exploitation, grooming and the ways in which they may be vulnerable; learn about healthy and unhealthy relationships and share their achievements with others.

The aims and organisation are detailed in the PSHE and the RSE policy.

Humanities

Geography, History and Religious Education are taught through topics, timetabled and discreet lessons e.g. learning about religious beliefs and important celebrations such as Diwali. Geography, learning about their local environment and the wider world, History e.g. Black History Month.

Aim for all pupils:

- to know about geographical, historical and social aspects of their local and wider environment and cultural and religious beliefs of themselves and others.

ICT & Computing

Our curriculum takes into account the fact that many learners have a particular affinity with ICT with respect to both learning through ICT and learning about ICT. ICT will also be used to extend learning in all other curriculum areas, a resource for finding out information, and as a tool that pupils can use for communicating and recording their learning. Pupils will also be taught how to stay safe when using ICT, through online safety lessons.

Creative Subjects

Art, Music & Drama are an important part of the curriculum and included as part of our topic-based learning and cross-curricular learning e.g. creating artwork that incorporates the use of mathematical concepts.

Aim for all pupils:

- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and extend their skills in these areas, to be aware of art and design in the environment both past and present.

The ***promotion of British values*** is also embedded in our teaching, i.e. democracy; freedom of expression and debate within the rule of law; individual liberty; mutual respect; tolerance.

KS4 Provision

Our Aim for all Key Stage Four learners is to gain an English and Maths qualification commensurate with their ability. We expect the majority of our learners to progress to GCSE Maths and English at a grade 4 or above. We are aware that all of our pathways need to be tailored to the individual needs of the pupil and some learners will be working on the Functional tier towards Functional Skills qualifications in Maths and English, whilst for others they will be completing work at Entry Levels 1, 2 or 3 alongside reading recovery programmes such Toe by Toe. Each programme is individually designed with the aim of maximising achievement in both English and Maths and providing effective transition to KS5 pathways.

Science

We aim for all pupils to complete Combined Science GCSE providing the equivalent of two GCSES. Some learners benefit from an Entry Level pathway and for others a range of ASDAN qualifications including the

Short Course Science, whichever is the most appropriate. The aim of this programme of study is to provide pupils with nationally recognised qualifications and give a meaningful curricula based on opportunities to discover scientific concepts through experimentation and research.

Other Subjects

A range of subjects are provided for pupils to including History, Geography, and Art. Each pupil may choose to study up to three of these subjects at either GCSE, Entry Level or via ASDAN depending on their abilities. A personal bespoke pathway drawing on interests and aptitudes is in place for each learner.

Promoting British Values

The School Curriculum profile and Curriculum Design, as well as details of time allocations for each subject, are reviewed annually prior to timetables being drawn up for the forthcoming year.

The School is committed to providing a broad and balanced curriculum for all pupils which

- promotes their spiritual, moral, social, cultural, cognitive and physical development;
- prepares them for the opportunities, challenges, responsibilities and experiences of the next stage of their education and for their adult life.

Evidencing planning and preparation

A variety of planning documents are drawn up by staff teaching for each subject and for each class. These documents are reviewed weekly by the Head to monitor teaching and learning and to remain appraised on the academic content being studied each week.

Planning is broken down into following documents;

Curriculum Overview document (Map)

The Curriculum Overview outlining topics and content are sent to parents in the final week of term, to inform Parents what will be covered in the upcoming term.

Scheme of Work/Learning

Detailed SOW outlining topics, content, activities and adaptations (both academic and SEN).

Medium Term Planning

Medium Term plans are written to incorporate the progression of knowledge within these lessons throughout a topic, and also serve as an ongoing assessment tool, using rag-rating for each lesson in order that the teaching staff can continually assess progress and adjust planning accordingly. These plans will include universal approaches (Quality First Teaching) and link to pupil's IEPs, EHCP targets and positive behaviour plans.

Weekly Planning

Weekly Plans are produced covering all subjects with clear learning objectives and content that is differentiated to target the abilities of all pupils.

All plans are saved into the Planning folder on the School's Sharepoint, and subsequently evaluated for purposes of monitoring. Evaluations should include any concerns about individual children as well as those having particular success.

Procedures

All staff are continually:

- Actively encouraging pupils to act on their own interests through the use of open questions, and positive encouragement.
- Planning for the needs and interests of individual pupils;
- Catering for different learning styles;
- Using pupil's individual assessments and observations as a basis for planning.
- Providing a balance of adult-led and child-initiated activities;
- Providing a wide variety of practical activities and experiences on a daily basis, both indoors and outdoors.
- Developing a good relationship with parents and cares to gain a deeper understanding of the pupils and incorporating this information in planning.
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society, based on Modern British Values.
- The entire curriculum at Holme Court encourages pupils to develop positive attitudes about themselves and about all people who make up the world around them.

Allocation of Timetable to each Subject Area

Whilst HCSD has an overarching timetable for each year group, ensuring all subjects are covered for each stage, Teachers are expected to be flexible with the timetable to suit the needs of extended lessons in line with the needs of the pupils, adaptive approaches dependent on which curriculum access pathway a pupil is on and to make cross-curricular links between different subjects. Close team-working between Teachers, HLTAs, SLT, the Head and Therapists is an essential element of our subject and whole-curriculum delivery.

School Trips and Visits
Appropriate school trips and visits are arranged to enrich and enhance pupils understanding of the curriculum they follow. Parents receive a letter detailing events and trips taking place, newsletters and items of news.

Review This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Signed by Amit Mehta, Proprietor



Appendix 1

ENGAGEMENT PATHWAY – HCSD CURRICULUM – KS2 (PRIMARY)

This pathway is for pupils ages 7-11yrs who need intensive support to build trust, confidence and a sense that they are a learner who can achieve in education. The focus is on establishing trust in our, then their own belief in their abilities, the content of our curriculum and our staff. We believe pupils need to be regulated before they can be educated, and this pathway will serve those who have missed significant parts of their education or disengaged with formal education due to their special educational needs and associated difficulties. The objective is to prepare pupils for transition to KS3. A pupil may move between our connected curriculum pathways at any time, this may not be linear.

Each curriculum pathway is underpinned by Modern British Values and has SMSC embedded throughout.

A range of therapists (SALT, OT, EP & Counsellor) collaborate with and support the education staff as an intrinsic part of our offer.

Intent – Pupils will:

I Build skills for life I Establish trusting relationships with teaching staff I Understand own learning styles I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop communication skills (oracy, writing) I Improve self-regulation techniques I Increase readiness for learning & exploration I Engage in creative, functional & academic work I Establish own identity as a learner I Lead & inform the learning process I

Implementation – We will:

I Teach through creative, adaptive & relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed emergent & basic numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-based learning techniques I Use the outdoors for learning opportunities I Capitalise on pupil's special interests to increase engagement in learning I Thread core/essential KS2 & KS3 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Underpin delivery with trauma-informed approaches I

Impact – Pupils will experience:

I Improved educational engagement I Improved basic skills I Greater self-confidence as learners & readiness to move on I Improved access to the functional & academic pathways I Evidenced progress across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Improved expressive & receptive communication I Greater ability to recognise & regulate emotions I Appropriate, needs-led & holistic support I Increased cultural capital I Improved self-advocacy I Access to learning aides, scribe, assistive technology I

Subjects covered: I Social communication & Oracy I (Pre-)Phonics, Literacy & Reading I Numeracy & Emergent/Basic Maths I Science & Nature Projects I Computing I PE I Creative Arts I Life Skills I Varied Co-Curricular Activities

Assessment Methods: I Thorough baselining/gap analysis I Teacher observation & Feedback I Photographic evidence/workbooks I Written/Typed Assessments I Quizzes & Tests I Spoken Assessment I Teacher & Pupil I Lesson Rag-rating I Pre-key stage standards & engagement models I

FUNCTIONAL PATHWAY – HCSD CURRICULUM – KS2 (PRIMARY)

This pathway is for pupils ages 7-11 years who are ready and capable of accessing a more formal, structured curriculum which is based on the National Curriculum and adapted flexibly to meet the complex SEN and emotional needs of our pupils and meet EHCP targets. The focus is on developing pupils' functional life and academic skills, knowledge and progress. Emphasis is on preparing the pupils to effectively transition to KS3. A pupil may move between our connected curriculum pathways at any time; this may not be linear.

Each curriculum pathway is underpinned by Modern British Values and has SMSC embedded throughout.

A range of therapists (SALT, OT, EP & Counsellor) collaborate & support the education staff as an intrinsic part of our offer.

Intent – Pupils will:

I Build skills for life I Establish trusting relationships with teaching staff I Understand own learning styles I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop communication skills (oracy, writing) I Improve self-regulation techniques I Sustain consistent readiness for learning & exploration I Engage in creative, functional & academic work I Establish own identity as a learner I Lead & inform the learning process I

Implementation – We will:

I Teach through creative, relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed basic numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-based learning techniques I Use the outdoors for learning opportunities I Capitalise on pupil's special interests to increase engagement in learning I Thread core/essential KS2 & KS3 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Underpin delivery with trauma-informed approaches I Report on attainment to parents/carers/pupils I

Impact – Pupils will experience:

I Improved educational engagement I Improved basic skills I Greater self-confidence as learners & readiness to move on I Improved access to the functional & academic pathways I Evidenced progress across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Improved social communication I Greater ability to recognise & regulate emotions I Appropriate, needs-led & holistic support I Increased cultural capital I Improved self-advocacy I Access to learning aides, scribe, assistive technology I

Subjects covered: I Social communication & Oracy I Phonics & Reading I Numeracy & Basic Maths I Science & Nature Projects I Computing I PE I RE I Creative Arts I Life Skills I Varied Co-curricular activities I

Assessment Methods: I Thorough baselining/gap analysis I Teacher observation & Feedback I Photographic evidence/workbooks I Written/Typed Assessments I Quizzes & Tests I Spoken Assessment I Teacher & Pupil Lesson Rag-rating I

ACADEMIC PATHWAY – HCSD CURRICULUM – KS2 (PRIMARY)

This pathway is for pupils ages 7-11 years who are ready and capable of accessing a formal, structured academic curriculum which is based on the National Curriculum and adapted flexibly to meet the complex SEN and emotional needs of our pupils and meet EHCP targets. The focus is on developing pupils' academic skills, knowledge and progress. Emphasis is on preparing the pupils to effectively transition to KS3. A pupil may move between our connected curriculum pathways at any time; this may not be linear.

Each curriculum pathway is underpinned by Modern British Values and has SMSC threaded throughout.

A range of therapists (SALT, OT, EP, Counsellor) collaborate with & support the education staff as an intrinsic part of our offer.

Intent – Pupils will:

I Develop academic skills for life I Establish trusting relationships with teaching staff I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop more sophisticated communication skills (oral and written) I Improve oral and physical motor skills I Improve self-regulation techniques & understand how these relate to their learning I Demonstrate consistent readiness for independent learning & exploration I Engage in creative, functional & academic work and assessment I Establish own identity as an academic learner I Lead & inform the learning process I Increase & sustain educational engagement I Achieve academic progress & outcomes I Be able to communicate effectively about their own learning journey I Develop their independence & self-care skills I Be ready to transition to KS3 I

Implementation – We will:

I Teach through creative, relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed more complex numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-sensitive teaching techniques I Use the outdoors for learning opportunities I Facilitate collaboration & debate I Capitalise on pupil's special interests to increase & sustain engagement in learning I Thread core/essential KS3 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Teach a curriculum which enables pupils to access NC age-appropriate assessment I Underpin delivery with trauma-informed approaches I Celebrate academic achievement alongside social/emotional development I

Impact – Pupils will experience:

I Sustained educational engagement I Improved academic skills I Sustained independent & group learning I Greater self-confidence as learners I Evidenced progress & achievement across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Greater ability to recognise & regulate emotions I Age-appropriate KS2 curricula & assessment where appropriate I Needs-led & holistic support based on EHCP I Increased cultural capital I Improved health & wellbeing I Increased access to the community I Improved critical thinking skills I Connection of daily activities to broader goals I Improved self-advocacy I Access to learning aides, scribe, assistive technology I

Subjects covered: I English I Maths I Science I Humanities I Computing I PE I Citizenship I Creative Arts I Life Skills I PSHE I RSE I Varied Co-Curricular activities I

Assessment Methods: I Thorough baselining/gap analysis I Teacher observation & Feedback I Photographic evidence/workbooks I Written/Typed Assessments I Quizzes & Tests I Spoken Assessment I Teacher & Pupil Lesson Rag-rating I Mock & actual Functional Skills/ASDAN/GCSE exams I Peer-assessment I

ENGAGEMENT PATHWAY – HCSD CURRICULUM – Key Stage 3 / Key Stage 4

This pathway is for pupils ages 11-16 yrs who need intensive support to build trust, confidence & a sense that they are a learner who can achieve in education. The focus is on establishing trust in our, then their own belief in their abilities, the content of our curriculum & our staff. We believe pupils need to be regulated before they can be educated; this pathway will serve those who have missed significant parts of their education or disengaged with formal education due to their SEN & associated difficulties. A pupil may move between our connected curriculum pathways, this may not be linear. The curriculum journey is incremental & built on prior knowledge.

Each curriculum pathway is underpinned by Modern British Values and has SMSC embedded throughout.

A range of therapists (SALT, OT, EP & Counsellor) collaborate with & support the education staff as an intrinsic part of our offer.

Intent – Pupils will:

I Build skills for life I Establish trusting relationships with teaching staff I Understand own learning styles I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop communication skills (oracy, writing) I Improve self-regulation techniques I Increase readiness for learning I Engage in creative, functional & academic work I Establish own identity as a learner I Lead & inform the learning process I

Implementation – We will:

I Teach through creative, relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed basic numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-based learning techniques I Use the outdoors for learning opportunities I Capitalise on pupil's special interests to increase engagement in learning I Thread core/essential KS2 & KS3 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Underpin delivery with trauma-informed approaches I

Impact – Pupils will experience:

I Improved educational engagement I Improved basic skills I Improved independent learning I Greater self-confidence as learners & readiness to move on I Improved access to the functional & academic pathways I Evidenced progress across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Greater ability to recognise & regulate emotions I Accessed ASDAN & Functional Skills curricula & assessment where appropriate I Needs-led & holistic support based on EHCP I Increased cultural capital I Improved self-advocacy I

Subjects covered: Social communication & Oracy Literacy & English Numeracy & Maths Science Projects Computing PE Creative Arts Life Skills PSHE RSE

Assessment Methods: Thorough baselining/gap analysis Teacher observation & Feedback Photographic evidence/workbooks Written/Typed Assessments Quizzes & Tests Spoken Assessment Teacher & Pupil Lesson Rag-rating Pre-key stage standards & engagement models of assessment

FUNCTIONAL PATHWAY – HCSD CURRICULUM – Key Stage 3 / Key Stage 4

This pathway is for pupils ages 11-16 years who can access a more formal, structured curriculum based on the National Curriculum & adapted to meet their SEN & emotional needs & meet EHCP targets. The focus is on developing pupils' functional life & academic skills, knowledge & progress, preparing the pupils to effectively transition to KS4/5. A pupil may move between our connected curriculum pathways at any time. The curriculum journey is incremental & built on prior knowledge.

Each curriculum pathway is underpinned by Modern British Values and has SMSC threaded throughout.

A range of therapists (SALT, OT, EP & Counsellor) collaborate with & support the education staff as an intrinsic part of our offer.

Intent – Pupils will:

I Develop skills for life I Establish trusting relationships with teaching staff I Understand own learning styles I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop functional communication skills I Improve self-regulation techniques I Increase & sustain readiness for learning I Engage in creative, functional & academic work and assessment I Establish own identity as a learner I Lead & inform the learning process I Increase educational engagement I Develop academic progress I

Implementation – We will:

I Teach through creative, relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed basic numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-based learning techniques I Use the outdoors for learning opportunities I Capitalise on pupil's special interests to increase engagement in learning I Thread core/essential KS3 & KS4 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Teach a curriculum which leads to pupil's sitting Functional Skills Entry Level, 1, 2 & 3 I Facilitate pupil candidacy for FS Exams & support them effectively I Underpin delivery with trauma-informed approaches I Report on attainment to parents/carers/pupils I

Impact – Pupils will experience:

I Improved educational engagement I Improved basic skills I Improved independent learning I Greater self-confidence as learners & readiness for vocational training or further education I Improved access to our academic pathway I Evidenced progress across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Greater ability to recognise & regulate emotions I Accessed ASDAN, Functional Skills & GCSE curricula & assessment where appropriate I Needs-led & holistic support based on EHCP I Increased cultural capital I Improved self-advocacy I The world of work through a flexible Careers & employability curriculum I Improved health & wellbeing I Increased access to the community I Improved critical thinking skills I Connection of daily activities to broader goals I

Subjects covered: English Maths Science Computing PE Citizenship Creative Arts Life Skills PSHE RSE RE Careers

Assessment Methods: Thorough baselining/gap analysis Teacher observation & Feedback Photographic evidence/workbooks Written/Typed Assessments Quizzes & Tests Spoken Assessment Teacher & Pupil Lesson Rag-rating Mock & actual Functional Skills/ASDAN/GCSE papers where applicable Peer-assessment

ACADEMIC PATHWAY – HCSD CURRICULUM – Key Stage 3 / Key Stage 4

This pathway is for pupils ages 11-16 years who are ready and capable of accessing a formal, structured academic curriculum, based on the National Curriculum and adapted flexibly to meet the complex SEN and emotional needs of our pupils and meet EHCP targets. The focus is on developing pupils' academic skills, knowledge and progress. The pupils on this pathway will be aiming to take higher level Functional Skills exams and/or GCSEs. Emphasis is on preparing the pupils to effectively transition to KS5. A pupil may move between our connected curriculum pathways, this may not be linear. The curriculum journey is incremental & built on prior knowledge.

Each curriculum pathway is underpinned by Modern British Values and has SMSC threaded throughout.

A range of therapists (SALT, OT, EP & Counsellor) collaborate with & support the education team as an intrinsic part of our offer.

Intent – Pupils will:

I Develop academic skills for life I Establish trusting relationships with teaching staff I Understand own learning styles & strategies (metacognition) I Be exposed to a wide, knowledge-rich & ambitious range of learning opportunities I Develop more sophisticated communication skills (oral and written) I Improve self-regulation techniques & understand how these relate to & improve their learning I Demonstrate consistent readiness for learning I Engage in creative, functional & academic work and assessment I Establish own identity as an academic learner I Lead & inform the learning process I Increase & sustain educational engagement I Achieve academic progress & outcomes I Be able to communicate effectively about their own learning journey I Be ready to transition to KS5 (academic, vocational training or further education) I

Implementation – We will:

I Teach through creative, relational pedagogy I Base curriculum on EHCP & IEP outcomes I Focus on building individual learning skills I Integrate therapeutic approaches I Embed more complex numeracy, literacy & oracy skill development across the curriculum I Apply Autism/neuro-affirmative teaching approaches I Utilise practical, sensory-sensitive teaching techniques I Use the outdoors for learning opportunities I Facilitate collaboration & debate I Capitalise on pupil's special interests to increase & sustain engagement in learning I Thread core/essential KS3/4/5 concepts & language through subject delivery I Employ innovative, ongoing formative assessment techniques I Collect accurate & meaningful progress data in a range of formats I Teach a curriculum which leads to pupil's sitting Functional Skills & GCSE examinations I Facilitate pupil candidacy for FS/GCSE Exams & support them effectively I Underpin delivery with trauma-informed approaches I Celebrate academic achievement alongside social/emotional development I

Impact – Pupils will experience:

I Sustained educational engagement I Improved academic skills I Sustained independent & group learning I Greater self-confidence as learners & readiness for vocational training or further education I Evidenced progress & achievement across subjects taught I Sustained focus on individual & group learning activities I Increased social skills I Greater ability to recognise & regulate emotions I Accessed ASDAN, Functional Skills & GCSE curricula & assessment where appropriate I Needs-led & holistic support based on EHCP I Increased cultural capital I The world of work through a flexible Careers & employability curriculum I Improved health & wellbeing I Increased access to the community I Improved critical thinking skills I Improved self-advocacy I Connection of daily activities to broader goals I

Subjects covered: English Maths Science Humanities Computing PE Citizenship Creative Arts Life Skills PSHE RSE Careers

Assessment Methods: Thorough baselining/gap analysis Teacher observation & Feedback Photographic evidence/workbooks Written/Typed Assessments Quizzes & Tests Spoken Assessment Teacher & Pupil Lesson Rag-rating Mock & actual Functional Skills/ASDAN/GCSE exams Peer-assessment