



Curriculum policy

The Greens-ENS

Approved by:	Melanie Entwistle	Date:	01/09/2021	
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This policy meets the requirements of key UK education legislation and statutory guidance including: Keeping Children Safe in Education (KCSIE); the National Curriculum in England; the Special Educational Needs and Disability (SEND) Code of Practice 2015; the Equality Act 2010; the Children and Families Act 2014 (Part 3); the Education Act 2002 (Section 78); the Safeguarding Vulnerable Groups Act 2006; the Early Years Foundation Stage (EYFS) Statutory Framework; the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018; and School Premises (England) Regulations 2012.

1. Curriculum Intent

As a Primary Specialist School, our curriculum is designed to meet the needs of pupils with complex learning profiles, neurodiversity, communication and interaction needs, cognition and learning difficulties, and sensory or social-emotional barriers. Our curriculum reflects ambitious outcomes for every learner, focusing on carefully sequenced knowledge and meaningful development of functional, expressive, cognitive, and personal-development skills. We aim to:

- Provide an inclusive, engaging, and accessible curriculum that enables all pupils to make progress and achieve their potential.
- Develop independence, life skills, and personal growth alongside academic learning.

- Foster communication, social, and emotional development, ensuring pupils can express themselves and interact effectively.
- Promote a love of learning and curiosity through meaningful, hands-on experiences.
- Prepare pupils for future life, including transitions to secondary education, the community, and lifelong learning.

2. Curriculum Implementation

To achieve our curriculum intent, we ensure the following is implemented:

Curriculum Design

- Offer a broad and balanced curriculum covering core subjects (English, Maths, Science) and foundation subjects (History, Geography, Art, Music, PE, Computing, PSHE).
- Adapt lessons and resources to meet individual learning needs, including alternative communication methods, sensory supports, and differentiated activities.
- Use small group or 1:1 teaching where needed to support intensive interventions.
- Integrate functional and life skills, including self-care, money management, and social skills, into daily learning.

Assessment and Planning

- Conduct individual baseline assessments to understand each pupil's starting point.
- Use EHCP outcomes and targets to inform personalised learning plans.
- Monitor progress continuously through formative and summative assessments.

Teaching Approaches

- Employ multi-sensory, practical, and experiential learning strategies.
- Provide visual supports, assistive technology, and communication aids to enhance access to learning.
- Encourage collaborative learning, promoting social interaction and teamwork.
- Ensure staff training and professional development in SEND pedagogy, behaviour management, and differentiation.

Enrichment and Wider Learning

- Offer therapeutic interventions such as speech and language therapy, occupational therapy, and sensory integration support.
- Provide community and outdoor learning opportunities to develop social and life skills.
- Celebrate achievements through assemblies, displays, and portfolios to boost confidence and motivation.

3. Curriculum Impact

The effectiveness of our curriculum is measured by:

- Progress towards individual EHCP targets and learning goals.
- Pupil engagement and participation, demonstrating enjoyment and confidence in learning.
- Development of independence and life skills, enabling pupils to function effectively in school and community settings.
- Evidence of social, emotional, and communication development, enhancing wellbeing and relationships.
- Positive transitions to secondary education or other settings, reflecting readiness for the next stage of learning and life.
- Statutory and non-statutory assessment data.
- Book and marking scrutiny.
- Learning walks and pupil progress monitoring.

4. Roles and responsibilities

The Head of Governors: Louise Hodson and governing board: Will monitor the effectiveness of this policy and hold the head to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Head of School: Leanne Wood will:

- Ensure curriculum aims reflect whole-school ambition and individual pupil needs.
- Ensure curriculum teaching time is adequate and reviewed.
- Advise the governing board on targets and progress.
- Ensure statutory assessment procedures are compliant.
- Ensure provision is made for different pupil needs and abilities.

Teaching and Learning Lead: Leanne Wood will:

- Ensure all teaching staff implement the curriculum with ongoing training and development.
- Monitor curriculum delivery and resource management.

Teachers will:

- Set high expectations for all groups, including more able pupils and pupils with low prior attainment.
- Use assessment to set ambitious targets and plan appropriately challenging work.
- Remove barriers to learning for pupils with SEND.
- Support EAL pupils in language development across the curriculum.

(More information is included in our SEND policy and information report).

5. Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject wherever possible and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our SEND and EAL policy.

6. Monitoring Arrangements:

To monitor teaching and learning, the school will:

- Conduct regular learning walks.

- Scrutinise workbooks and marking.
- Provide regular staff training sessions.
- Share this policy annually with the governing board for review and feedback.
- Links with Other Policies This policy links to:
- Assessment Policy
- SEN Policy and Information Report
- Equality Information and Objectives

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objective