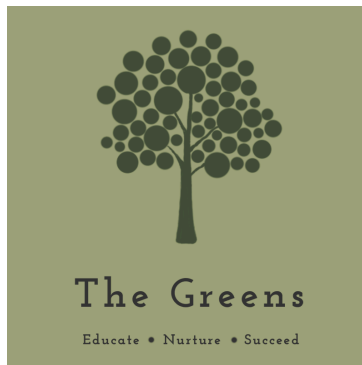




Curriculum policy

The Greens-ENS

Approved by:	Melanie Entwistle	Date: 01/09/2021			
Last reviewed on:	05/03/2023	05/03/2024	26/02/2025	26/11/25	1/9/26
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Statutory framework and guidance. This policy has been developed with regard to relevant legislation and statutory guidance, including, where applicable, the Education Acts 1996 and 2002, the National Curriculum in England, the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, Keeping children safe in education 2026, the September 2026 EYFS statutory framework for group and school-based providers, and the revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education effective from 1 September 2026. The school also has regard to DfE guidance on reading, writing and political impartiality. The applicable curriculum and RE requirements depend on the school's legal status and any lawful individual arrangements.

Draft revised 1 September 2026.

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 and sensory or social-emotional barriers. It sets ambitious outcomes for every learner through carefully sequenced knowledge and meaningful development of functional, expressive, cognitive and personal skills. We aim to:

- Conduct regular learning walks.
 - Review written work where appropriate, alongside observations, communication evidence, practical work, pupil engagement and independence, assessment information and progress towards EHCP outcomes.
 - Provide regular staff training sessions.
 - Share this policy with the governing board for annual review and feedback, taking account of pupil and parent or carer views where appropriate
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- 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

Pupils follow a bespoke pathway which is best suited to their stage and not age. Pupils are placed on one of our five curriculum pathways following a holistic assessment of their learning and support needs. Staff review each pupil's Education, Health and Care Plan (EHCP), previous assessments and information from their former setting, then carry out baseline assessments and observe how the pupil communicates, engages with learning and applies skills in lessons and everyday routines. The pupil's views, alongside input from parents or carers and relevant professionals, also inform the decision.

The teaching and learning team uses this evidence to identify the pathway that best matches the pupil's starting points and next steps. Placement is reviewed through ongoing observations, assessment and progress towards EHCP outcomes. A pupil can move to a different pathway when the evidence shows it would better support their learning. An EHCP outcome or diagnosis alone does not determine their pathway.

- Pathway 1: PKS1:Equals Pre Formal Curriculum.
- Pathway 2: PKS1: Formal curriculum.
- Pathway 3: PKS1:Semi Formal Curriculum.
- Pathway 4: National Curriculum
- Pathway 5: Bespoke Curriculum (Educational psychiatrist led)

Once pupils have been assessed they will follow or curriculum below:

Curriculum Design

We aim to offer a broad and balanced curriculum for all of our learners, regardless of their pathway. Our **Pre KS1** pathway curriculum consists of My Communication, My independence, My physical and mental wellbeing, My outdoor school and My play and leisure.

Pupils following the **National Curriculum** pathway will be taught subjects such as English, mathematics, science, history, geography, art, music, physical education, computing and personal, social, health and economic education (PSHE). We provide Religious Education in accordance with the arrangements applicable to the school and respect the relevant parental withdrawal rights.

Pupils on the **Bespoke pathway** follow an individually planned curriculum based on their assessed starting points, strengths and needs. Their EHCP outcomes help shape the support they receive, while teachers plan a broader sequence of learning in communication, cognition, personal development, independence and the wider curriculum

All pupils will be taught statutory Relationships Education and Health Education in line with current 2026 guidance, with appropriately planned primary sex education where provided. Publish and follow the school's separate relationships and sex education policy, including applicable parental consultation and withdrawal arrangements. Adapt teaching for pupils' age, development, communication and SEND needs.

- Conduct regular learning walks.
- Review written work where appropriate, alongside observations, communication evidence, practical work, pupil engagement and independence, assessment information and progress towards EHCP outcomes.
- Provide regular staff training sessions.
- Share this policy with the governing board for annual review and feedback, taking account of pupil and parent or carer views where appropriate

Teach early reading through an appropriate systematic synthetic phonics programme (Letterland) where suitable, alongside language, fluency, comprehension and reading for pleasure. Where a pupil is not yet ready to access phonics, teach the prerequisite communication and literacy knowledge needed for progress; plan writing and transcription development in a similarly sequenced way.

Teach age and developmentally appropriate knowledge about respectful relationships, boundaries, privacy, physical and mental health, online safety, recognising unsafe situations and seeking help. Revisit and practise this learning across settings to support generalisation.

When political issues arise in teaching or wider activities, avoid promoting partisan views and present opposing views in a balanced manner as required by law.

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.
- Use pupil voice, parents and carers, annual EHCP reviews and relevant professional advice to inform planning, adaptations and evaluation. EHCP outcomes inform provision but do not replace the wide curriculum.
- 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.

- Conduct regular learning walks.
- Review written work where appropriate, alongside observations, communication evidence, practical work, pupil engagement and independence, assessment information and progress towards EHCP outcomes.
- Provide regular staff training sessions.
- Share this policy with the governing board for annual review and feedback, taking account of pupil and parent or carer views where appropriate
- Positive transitions to secondary education or other settings, reflecting readiness for the next stage of learning and life.
- Statutory and non-statutory assessment data.
- Review work samples and marking where they meaningfully show learning, alongside practical work and other evidence.
- Use observations, pupil communication and engagement, practical application, independence, assessment information, progress towards EHCP outcomes, learning walks and pupil progress discussions to evaluate impact.

4. Roles and responsibilities

The chair of the governing board and governing board will monitor the effectiveness of this policy and hold the head of school 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

The head of school 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.

The teaching and learning lead 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

- Conduct regular learning walks.
 - Review written work where appropriate, alongside observations, communication evidence, practical work, pupil engagement and independence, assessment information and progress towards EHCP outcomes.
 - Provide regular staff training sessions.
 - Share this policy with the governing board for annual review and feedback, taking account of pupil and parent or carer views where appropriate
- Pupils with English as an additional language (EAL)

Teachers maintain ambitious expectations for all pupils and make reasonable adjustments to teaching, resources, communication, the environment and assessment so pupils can access a broad curriculum. Where age-related National Curriculum content cannot be accessed in the usual way, teachers identify and sequence suitable prerequisite knowledge, concepts and skills towards ambitious individual outcomes, while meeting the statutory requirements applicable to the school and any lawful individual arrangements. Teachers also support pupils who use English as an additional language to develop English and take part in all subjects. Further information is in the SEND and EAL policies.

6. Monitoring Arrangements:

To monitor teaching and learning, the school will:

- Conduct regular learning walks.
- Review written work where appropriate, alongside observations, communication evidence, practical work, pupil engagement and independence, assessment information and progress towards EHCP outcomes.
- Provide regular staff training sessions.
- Share this policy with the governing board for annual review and feedback, taking account of pupil and parent or carer views where appropriate.

7. Links with other policies

This policy should be read alongside:

Assessment policy; SEND policy and information report; equality information and objectives; safeguarding and child protection policy; relationships and sex education policy; and early years policy where applicable.