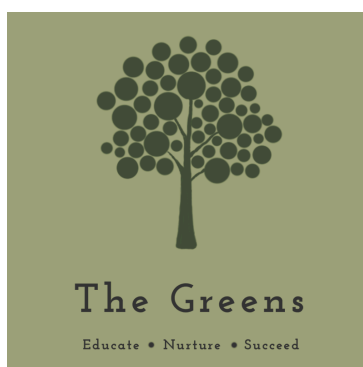




SMSC Policy

Status	Approved by M. Entwistle
Previously reviewed date	(04.09.2023) (5.9.24) (5.9.25) (3.9.26)
Proprietor	The Greens ENS Ltd
Next review	3.9.27

1 Purpose and statutory framework

The Greens ENS provides specialist education that enables pupils to gain knowledge, develop communication and independence, and make progress from their individual starting points. This policy sets out the school's curriculum aims, the areas of education offered, how teaching is planned and assessed, and how leaders check its impact. It must be read with the school's current curriculum plans and schemes of work.

The proprietor is responsible for meeting the Education (Independent School Standards) Regulations 2014, particularly paragraphs 2, 2A, 3, 4 and 5. The curriculum policy, plans and schemes of work take account of pupils' ages, aptitudes and needs, including education, health and care plans (EHCPs), and are implemented effectively. The school has regard to the SEND Code of Practice, the Equality Act 2010, Keeping children safe in education, and the current statutory guidance for Relationships Education, Relationships and Sex Education and Health Education. The Early Years Foundation Stage requirements apply where relevant to provision for children in the early years foundation stage.

The National Curriculum may inform curriculum planning, but the independent school standards set the core curriculum requirements for this school. The school's subject and stage plans show what pupils are taught, in what order, and how the required educational areas are covered, including when learning is integrated across subjects.

2 Curriculum aims

- Provide full-time supervised education for pupils of compulsory school age across the required areas of learning.
- Build speaking and listening, communication, literacy and numeracy through suitably ambitious, sequenced learning.
- Ensure that every pupil has opportunities to learn, make progress and prepare for the responsibilities and experiences of life in British society.
- Develop pupils' confidence, relationships, health, independence and ability to take part in their community.
- Remove barriers to learning through reasonable adjustments while maintaining ambition appropriate to each pupil.

3 Curriculum content and planning

The curriculum plans and schemes of work set out the intended knowledge, skills and experiences for each stage of education and the pupils studying it. They show progression, suitable adaptations and ways of checking learning. Where learning is taught through themes, projects or daily routines, the plans identify explicitly where each required area is taught. The school provides education in:

- Linguistic: communication, speaking and listening, English, reading and writing.
- Mathematical: number, calculation, measures, reasoning and practical numeracy.
- Scientific: living things, materials, the physical world and scientific enquiry.
- Technological: computing, digital understanding, design and the safe use of technology.
- Human and social: people, communities, history, geography, beliefs and life in society.
- Physical: physical education, movement, physical development and health.
- Aesthetic and creative: art, music, design, performance and creative expression.

The school also provides personal, social, health and economic education (PSHE) for all pupils. PSHE is planned to reflect the school's aims and to encourage respect for other people, with particular regard to the protected characteristics in the Equality Act 2010. Pupils learn about health and wellbeing through PSHE and the wider curriculum. The school may teach Religious Education as part of its curriculum; any provision and information for parents must reflect the legal duties that apply to an independent school.

Pupils receiving secondary education have access to accurate, up-to-date and impartial careers guidance that broadens their understanding of future education, training and work. Curriculum plans show how pupils prepare for their next setting and for participation in wider society. Where the school provides education to pupils below or above compulsory school age, the applicable age-specific curriculum requirements are reflected in the relevant plans.

4 Personalisation and access

Staff use the EHCP, information from the previous setting, baseline assessments, observations, pupil views, family input and relevant professional advice to understand each pupil's starting points. EHCP outcomes inform provision, but they do not replace the wider curriculum. Teachers identify the essential knowledge to be learned next and adapt communication, teaching methods, resources, environment and assessment so pupils can participate and demonstrate learning.

Support may include visual or augmentative communication, sensory adjustments, small-group or individual teaching and coordinated input from relevant professionals, where specified or appropriate. Teachers maintain access to the breadth of education described in section 3 and record how any individual adaptation supports progress. The school's accessibility plan and SEND information set out related arrangements.

5 Relationships and sex education and safeguarding

The proprietor ensures that pupils receiving primary education receive Relationships Education and pupils receiving secondary education receive Relationships and Sex Education, subject to the applicable arrangements for requests to withdraw from sex education. Teaching has regard to the current statutory guidance and is adapted to pupils' age, development, communication and SEND needs. The separate Relationships Education and RSE policy sets out content, delivery, parental consultation, publication and withdrawal arrangements; the proprietor keeps that policy up to date.

Teaching across the curriculum helps pupils understand respectful relationships, boundaries, privacy, physical and mental wellbeing, online safety, recognising unsafe situations and how to seek help. Staff revisit important concepts and provide opportunities to practise them in different contexts. Safeguarding concerns arising in teaching are dealt with under the safeguarding and child protection policy.

6 Spiritual moral social and cultural development

The proprietor ensures that the school actively promotes pupils' spiritual, moral, social and cultural development. Plans and daily practice support self-knowledge, self-esteem and confidence; the

distinction between right and wrong and respect for the civil and criminal law of England; responsibility and positive contribution to the locality and wider society; understanding of public institutions and services; appreciation of pupils' own and other cultures; and respect for people with protected characteristics.

The school actively promotes each fundamental British value: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils have accessible ways to express views and make choices. Teaching, routines, visits and interactions are planned so pupils can understand and practise these principles in ways appropriate to their abilities. Staff challenge prejudicial or discriminatory behaviour and use appropriate evidence, including pupil communication and observation, to evaluate pupils' participation and understanding.

Pupils are encouraged to respect democracy and participate in decisions that affect school life. Staff provide accessible opportunities to express views, consider the views of others and see how decisions are made, for example through pupil discussions, school council activity or supported choices. Pupils who do not communicate through speech can participate using their usual communication systems. Teaching explains, at a level pupils can understand, why shared rules and fair decision-making matter and how laws are made and applied in England.

SMSC learning is planned through suitable lessons, routines, relationships, visits and community experiences. Curriculum and activity plans identify relevant opportunities to develop the principles in this section. Leaders review evidence such as pupil communication, participation, observations and feedback to check whether pupils can understand and apply them in ways appropriate to their starting points. They adjust teaching when the evidence shows that pupils need further support or practice.

The school does not promote partisan political views. When political issues are brought to pupils' attention, staff take reasonably practicable steps to present opposing views fairly and in ways pupils can understand.

7 Teaching reading writing and mathematics

Teachers establish each pupil's prior knowledge and plan small, coherent steps that build towards meaningful outcomes. Pupils at the early stages of reading receive teaching that develops language and the foundations of literacy, including systematic synthetic phonics when appropriate to their needs and prior learning. Teachers check what pupils know and use this to close gaps and plan the next step. Reading fluency, comprehension and enjoyment are developed through suitable texts and communication approaches.

Writing plans address composition, transcription and communication, with appropriate adaptations for physical or communication needs. Mathematics plans build secure number knowledge and application in practical contexts. Leaders check that agreed approaches are taught consistently and that staff receive the subject knowledge and support they need.

8 Assessment and reporting

On entry, staff establish a baseline from prior records, EHCP information, direct assessment and observation. During teaching, they check understanding through questions, pupil communication, practical activity, written or recorded work and observation. Assessment records identify what has been learned, what remains insecure and the next teaching step. Teachers use this information to adjust planning, revisit content or extend learning.

Leaders review patterns of progress and the quality of teaching across the curriculum, including pupils whose learning is shown mainly through communication, practical work or greater independence. The school evaluates pupil performance by reference to its published aims, national norms where appropriate, or both. Parents and carers receive an annual written report on progress and attainment in each main subject area, alongside communication about individual outcomes and next steps.

9 Responsibilities and quality assurance

Proprietor

The proprietor ensures that this policy and supporting plans and schemes of work cover the independent school standards, are available for scrutiny, and are effectively implemented. The proprietor receives information on curriculum coverage, teaching quality, assessment and pupil progress; challenges gaps; and ensures action is taken and checked for impact.

Headteacher and curriculum leaders

Leaders maintain subject and stage plans, allocate suitable time and resources, and ensure staff know pupils' needs and the intended learning. They provide training and support, review planning and assessment, observe teaching, listen to pupils and families, and act promptly where provision is inconsistent or pupils are not learning well. They report findings and actions to the proprietor.

Teachers and staff

Teachers plan and teach the intended curriculum, make reasonable adjustments, assess regularly and use the findings to select the next teaching step. Staff communicate and record relevant evidence of pupils' learning, follow agreed safeguarding and behaviour arrangements and contribute to reviews with pupils, families and professionals where appropriate.

10 Review and related documents

The proprietor reviews this policy at least annually and sooner when statutory duties, the school's provision or evaluation evidence requires a change. Before approving a revision, leaders check that the linked plans, schemes of work and separate policies match what the school provides. Related documents include curriculum plans and schemes of work, assessment, SEND, accessibility, safeguarding, behaviour, PSHE, Relationships Education and RSE, careers, and equality policies or information.

Reference documents

Education (Independent School Standards) Regulations 2014; Department for Education, The Independent School Standards: Guidance for Independent Schools (April 2026); Department for Education, Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective September 2026); SEND Code of Practice: 0 to 25 years.