



## Curriculum Policy

<b>Date established by governing body</b>
Autumn Term 2025
<b>Date for full implementation</b>
Immediately
<b>Date for review</b>
Autumn Term 2026

At Cleaswell Hill School, we view the design of the curriculum as an iterative process.

We have worked hard to create a curriculum narrative that is growing organically from the learners and school itself, but drawing on resources from evaluated educational research which is relevant to our school community, including; National Curriculum; Ofsted Subject Reviews; diversity, equality and inclusion lens; best SEND practice, plus class-based action research.

The subject curriculum provides a broad and balanced, progressive, sequential, long-term plan with consideration of the local area and resources. All aspects of the curriculum comply with legislation and national guidance, including teaching Sex and Relationships Education (RSE) and ensuring Careers Education, Information, Advice and Guidance (CEIAG).

The curriculum teaches knowledge and skills which will support cultural capital for our learners, enabling them to know, remember and understand more. As well as ensuring that the skills and knowledge gained is connected over time. This is the same for both our subject-specific learners and learners whose curriculum is built around their EHCP targets.

### Curriculum Intent

The intent of the curriculum refers to everything that happens in the curriculum up to the point of delivery. The curriculum is designed to be accessible to all.

Cleaswell Hill School provides an exciting learning environment for children and young people with a wide range of complex learning needs.

Our inclusive curriculum, with communication and regulation at its core, provides engaging learning opportunities for all pupils at different ages and stages of development.

We are a highly motivated, specialist staff team who are committed to providing learning that will improve the quality of life for all our pupils.

Cleaswell Hill School intentionally supports educational research and enquiry and adopts evidence-based practice that informs teachers to use powerful pedagogic strategies in the support of teaching and learning, interventions and pupil outcomes.

Our success lies in understanding that each child and young person sees the world and learns in a different way. Therefore, we provide personalized learning experiences, ensuring that every child is



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challenged and supported to overcome barriers to learning, through flexible, adaptive teaching approaches informed by specialist knowledge.

*SEND Code of Practice 5.33, January 2015, 'The special education provision made for a child should always be based on an understanding of their particular strengths and needs'.*

The curriculum at Cleaswell Hill respects and reflects the National Curriculum through the teaching of the full range of subjects, however, is contextualized to our unique school community and the entitlement of learners, allowing space and time for the careful integration of SEN specific approaches, therapies and interventions.

Through robust assessment systems, teachers identify gaps in learning and through carefully sequenced content and interventions as required, build links between elements of learning. The curriculum in each Pathway is effective, and pupils achieve highly in relation to their starting point.

Governors and staff collaborate closely to drive the school's vision forward. Teachers' professional capital is supported through making decisions that help create an exciting profession for all teachers and sustain professional growth.

Our curriculum philosophy is holistic. We provide firsthand purposeful learning experiences and nurture each individual child to develop the knowledge and skills they need at each stage to influence their health, wellbeing and to succeed in life (cultural capital).

We support pupils to develop a knowledge of themselves as a learner, through our research into metacognition and self-regulated learning.

Our curriculum is enriched by residential opportunities, educational visits, specialist learning days and events with a focus on; STEM, RE and worldviews, creative and performing arts and sport. Along with links to external partners, community groups and spaces. Well-attended lunchtime clubs offer at least ten pupil-driven activities each week and staff run daily After School Clubs (Monday-Thursday).

We provide opportunities to practice and apply taught skills in functional settings.

We are determined to ensure the same inclusive ambition for all pupils regardless of background or starting point, addressing social disadvantage for pupils in receipt of a Pupil Premium Grant, Looked After Children and those in receipt of additional social care support due to socio economic disadvantage or disadvantage due to SEN diagnosis.

Our curriculum offer is open to all pupils and acknowledges protected characteristics as identified in the Equality Act 2010. School works hard to discriminate positively on behalf of pupils to compensate for barriers due to any protected characteristic and diagnosis of SEND. School has an Equality Statement and Objective plus an Accessibility Plan available on the school website or from the school office.

We are committed to the health and wellbeing of our school community, having a holistic focus on pupils' physical, social and emotional development as well as on their academic success.

Our curriculum is continually evolving as we work with pupils, families and other partners to proactively and creatively respond to reflect the complexity of need in our pupil cohort.



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The role of teachers in the curriculum process is to help pupils develop an engaged relationship with the content. Active learning increases the focus and retention of the learning, resulting in an exciting learning environment.

Pupils will follow one of three curriculum pathways offered through school. Each developed on evidence-informed SEN pedagogy and educational practices, which ensure that pupils have access to rigorous planned experiences. These pathways, agreed following pupil profiling, are flexible, allow room for movement within and between, according to individual need as monitored and assessed by teachers and in discussion with parents/carers.

### Curriculum Implementation

Implementation refers to everything that happens in the delivery of learning opportunities, both inside and out of the classroom.

The process of engagement connects a child and their environment. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.

Using a range of pedagogical approaches and strategies, including integrated therapies and positive approaches to learning, we enable pupils to access their learning successfully.

SEN including specific approaches and strategies for neuro-diverse learners, will have a strong focus on communication, interaction and regulation.

A well-constructed and well-taught curriculum ensures that the work given to pupils, over time and across the school, consistently matches curriculum intent.

Teachers coherently plan and sequence learning towards cumulatively sufficient knowledge and skills.

Long Term Schemes of Work are available on the school website.

### Early Years Foundation Stage

#### Key Stage 1

The EYFS curriculum is based on the non-statutory support materials in Development Matters with the four guiding principles;

- Every child is a **unique child**
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**
- Children **develop and learn in different ways and at different rates**

The aim of this phase of learning is to provide a safe, caring and stimulating environment in which each child makes progress, experiences success and builds strong foundations for formal learning.

We use the Cherry Garden framework (adapted from the Early Years Foundation Stage Framework and The Portage Framework) to inform and guide our delivery of the 6 areas of learning:

- Communication, Language and Literacy
- Mathematical Development
- Personal, Social and Emotional Development
- Physical Development

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- Understanding of the World
- Creative Development

Children are assessed using Cherry Garden Assessment System linked to Tapestry. Records and observations provide evidence of learning and support the decision-making process as to which of the three pathways will ensure continued progression.

### Key Stage 1 & 2

Pupils access one of three curriculum pathways:

<b>Engagement + Engagement</b>	Pupils' not accessing subject specific study with an individual focus on personal targets within their PLIM (Personal Learning Intention Map)
<b>Core + Core</b>	Pupils' working below age expected standards accessing subject specific study, being taught English, maths, PSHEE as discrete subjects with foundation subjects taught predominantly thorough project-based learning
<b>Extended</b>	Pupils' working below age expected standards accessing subject specific study thorough linear, discrete subject teaching

### Key Stage 4-5

Pupils access one of three curriculum pathways:

<b>Engagement + Engagement</b>	Pupils' not accessing subject specific study with an individual focus on personal targets within their PLIM (Personal Learning Intention Map) <b>Post-16</b> Strong focus on preparation for adulthood working towards elements of healthy living, developing independence & understanding, tolerance and enjoyment of relationships and community-based activities
<b>Core + Core</b>	Pupils' working below age expected standards accessing subject specific study being taught English, maths, PSHEE as discrete subjects with foundation subjects taught predominantly thorough project-based learning, with a vocational focus towards external accreditation.

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	<p><b>Post-16</b> Strong focus on preparation for adulthood with vocational taster programmes supporting life outcomes with a view to voluntary/supported employment</p>
<b>Extended</b>	<p>Pupils' working below age expected standards accessing subject specific study thorough linear, discrete subject teaching with a focus on external qualifications</p> <p><b>Post-16</b> Strong focus on preparation for adulthood through a robust careers' guidance programme with a view to ensuring appropriate stretch and progression to enable achievement of pathway goals eg. supported internships, FE, employment</p>

### Post 16/Key Stage 5

The post-16 study programme is individually tailored to the students' needs and will typically combine elements such as:

- English and maths (where appropriate) for students who have not yet achieved a GCSE grade 4
- Vocational programmes and specific learning within individual areas of interest including the use of project-based learning to embed skills and knowledge across a variety of areas.
- Work experience or work-related learning activities to give students the opportunity to develop their career choice, introduce opportunities available and to apply their skills in real working conditions
- Non-qualification/enrichment activity to develop students' character, broader skills, attitudes and confidence, and to support progression within soft skills and independent skills for life.
- Support to make informed choices and provide focus on progression so that students are ready for their next stage of education, training or employment and are going on to appropriate, high-quality destinations.

To meet the needs of a range of pupils with complex needs, there are several assessment systems and reporting procedures in place to monitor and analyse pupil progress from their individual starting points. SMART targets are set through termly PLIMs to support attainment within annual and end of key stage targets linked to EHCPs and ultimately celebrate achievement and results within all areas of learning.

A qualification tracker has been designed by the school to monitor and track post-16 progress towards meeting the criteria set by the relevant examining board. Qualifications or accreditations range from pre-entry level – level 2 learning within GCSEs, BTECs and vocational courses, Ascentis Stepping Stones to Functional Skills Entry Level 1 and Pre-Entry in maths and English; Functional Skills, Pre-Entry and Entry Level Certificates.

**Statutory areas of learning include:**



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RE and Worldviews is taught in accordance with the locally Agreed Syllabus and we publish our curriculum content by subject including RE every academic year on the school website.

"So far as is practicable", school provides RE and daily acts of collective worship for every pupil. This is set out in section 10 of the Education (Special Schools) Regulations 1994. Parents/carers have the right to withdraw their children from RE lessons and collective worship.

An online assessment system specific for SEND pupils is used for tracking and assessing the PSHEE curriculum through themes broken into incremental steps and tied to specific learning objectives to build understanding, knowledge and skills on an individual level.

Relationships and Sex Education and Health Education is a statutory requirement. Parents/carers may withdraw pupils from sex education (but not Relationships or Health Education).

Mathematics and English subject areas are taught daily 4 days a week and learning delivered from EYFS to GCSE within carefully selected pupil groupings to maximize engagement and attainment.

Teachers' produce Long Term Schemes of Work for Core and Extended Pathways, with the sequence of learning based on curriculum subject content mapped against the National Curriculum Programmes of Study and other sources of evaluated educational research relevant to the school community.

'Launching into' subject assessments have been created to provide a targeted, incremental approach to identifying and bridging skill gaps, ensuring progression and creating a firm, broad base of skill readiness for subject specific learning.

Subjects have pre-teach vocabulary or concepts identified and written into Core and Fringe Boards alongside support from the Speech & Language Therapy Team.

Teacher Knowledge Organisers are created to support non-subject specialist teachers to deliver strong subject teaching and learning.

The pedagogical approach of project-based learning is prevalent in the Core pathway for curricular integration of foundation subjects. Defining and organizing powerful knowledge in this way allows teachers to present learning that is easier for pupils to understand and supports deeper subsequent learning.

Short/medium term planning is completed by teachers in a way that best informs their daily practice. This can be electronic or paper-based, and a Teacher Planner is provided where this is useful.

## Curriculum Impact

We hope that the impact of the curriculum is happy, confident, independent learners who are well-prepared for the next stage of their life.

Attainment and pupil progress is continually monitored using formative and summative assessment. Earwig Assessment Package allows teachers to assess and track multiple assessment formats in one place. A trial of this system starts in Autumn 2025. Assessment systems below are included;

- Engagement Profiling
- Cherry Garden
- MAPP



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- PSHEE Tracker
- Qualification Tracker
- PLIM individualised targets

All pupils have a PLIM (Personal Learning Intention Map). These act as working documents on a pupil's journey through school and relate specifically to an individual pupil and their specific needs.

Long Term/End of Key Stage targets on each child's Education, Health and Care Plan (EHCP) focus on 4 areas of need; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical. These are used to set Short Term yearly targets at Annual Review meetings in collaboration with parents/carers, pupils and other partners' as appropriate, to ensure progression is maintained. These are then broken down into termly targets, which are evidenced, monitored and reviewed by teachers and discussed or shared with parents termly.

We recognize that pupils can have significant gaps in their knowledge or skills development and central to our offer is identifying and addressing these gaps and supporting pupils who are not making the expected progress. We have an extensive evidence-based interventions programme which delivers timely support following effective triangulation of evidence.

Termly Progress Sheets summarise a child's holistic progress and include attendance and behavioural analysis (where appropriate). These are shared with parents along with annual progress reports.

We monitor, measure impact, develop and improve our curriculum through numerous school improvement and evaluation processes, which include: regular review of relevant policies; Subject Action Plans and carrying out frequent subject scrutinies; School Leadership Team/Subject Lead learning walks, lesson observations; monitoring visits from Governors, the School Improvement Partner and the Local Authority; facilitation of comparative judgement and moderation of learners' work within school as well as attendance at moderation meetings across schools; feedback from pupils, parents/carers and visitors; along with continued professional development and professional conversations; and class-based action research, all of which help teachers to reflect on their judgements in ensuring the curriculum addresses need.

Links include; Implementation Plans; Assessment and Feedback Policy; Equalities Statement and Objective; Accessibility Plan; Pathway Rationales; Subject Rationales; Subject Long-Term Schemes of Work; Interventions Policy and programme; Home Learning Policy.

Parents/carers can find out more about our curriculum by contacting the Pathway Lead, Subject or Curriculum Lead at [admin@cleaswellhill.org](mailto:admin@cleaswellhill.org)

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