Whole School Implementation Plan - Curriculum & Teaching

High-quality, ambitious and coherently planned curricula based on strong foundational learning that inclusively meet the needs of all pupils

Consistently exceptional teaching delivered by confident deliberate practitioners

Challenges & Context

- School has 262 pupils aged 5-18 years with diverse and complex SEND need who require significantly different educational provision and learning environments
- Designing and planning different curricula and pedagogy to meet pupil need, based on evidence-base of data analysis, to ensure best outcomes for constantly changing pupil cohort
- Monitoring non-linear learning and progress through timely assessment points to inform teaching, intervention and adapt learning pathways
- How is spoken language used across the curriculum to strengthen pupils' ability to communicate effectively?

Teaching is technically difficult

Professional Capital:

Human-The talent of individuals

Social-The collaborative power of the group

Decisional-The wisdom and expertise to make sound judgements about learners' that are cultivated over many years

- School has the challenge of continued investment in a culture of professional capital recognising that education spending is an investment in developing staff needs, contributions and career stages
- School is continually developing, and it is a challenge to maintain strong practice, continuous improvement and the highest professional standards of teacher effectiveness over time
- Sustaining professional growth within the staff team given the complexity of need of the increasing, all-age pupil cohort
- Teachers spending time in the classroom; planning irresistible offers of learning; working collaboratively with multi-agencies and parents, all impact on the time available for them to reflect, discuss and develop judgement.
- Creative ways to enhance teacher agency within the context of a large specialist provision is difficult

Intent

Teachers/class leads have a deep understanding of the narrative of curriculum content, and of what students should know, understand and be able to do along the learning journey, which, in turn, is aligned with assessment practices

Provision of enabling learning environments which support specialist approaches for pupils with complex SEND

Shared understanding of intentions and embedding therapy at every age and stage and overview of curriculum ensures coherent thread throughout school

By mapping oracy opportunities across pathways, we aim to ensure that all pupils can access learning more effectively, express themselves with confidence, and build the communication skills necessary for life beyond the classroom

2-Year ECT Programme develops outstanding SEND practitioners who are retained within the school workforce

Professional learning and development programme which prioritises gaps in knowledge to ensure awareness and nuanced understanding of pupil's wide range of educational needs, curriculum planning and assessment of learning

Principles of exceptional SEND pedagogy document- 7 areas of learning

Every child taught by an excellent practitioner who understands how children learn best and can confidently use strategies for learning in their daily pedagogy

Teachers as researchers strengthening teacher agency and CPD

Teachers/class leads embed therapeutic strategies to support physical development, independence, communication and emotional regulation

Outward facing CPD Programme and partnership working supports Cleaswell Hill as civic leader in education by supporting regional provision in SEND

Implementation

Knowledge-rich curriculum ensures Extended Pathway learners have access to a well-sequenced curriculum building on subject knowledge

Embedding a skills-oriented project based foundational curriculum across the Core Pathway

Interdisciplinary learning promotes connections across curricula intentions to enable real world application in functional situations

Non-subject specific learners within the Engagement Pathway will access a personalised curriculum based on their needs and individual priorities focusing on skill acquisition which supports communication and regulation, promotes life and living skills and access to the wider community

Identifying where oracy is already being used in classrooms and how it contributes to learning within each of the three pathways

Professional learning and development programme based on evidence- driven principles of exceptional SEND pedagogy based deliberate practice

ECT Programme supports early career teachers through mentor modelling of outstanding classroom management and teaching. Instructional coaching, team teaching and self-study inform practice and underpins exceptional SEND pedagogy. Teachers Standards are prioritised in support of developing outstanding classroom practitioners

Teachers/class leads completing innovative class-based research projects, with a focus on metacognition impacts on high quality sustained professional development with teacher agency and contextual understanding a priority

Outward facing CPD Programme and partnership working through Fusion Learning Hub

Phase Implementation

In the table below, discuss how you plan to execute your campaign on a digital landscape strategically.

Phase	Actions	Leads	Impact
Engagement	Implementing revised curriculum offer for learners. This includes introduction of core word programme; building connections through learning experiences

Effective EHCP target writing and assessment supports smaller steps of learning and shapes the curriculum offer driven by pupil needs

Collaboration between teachers/class leads/therapy team/parents and multi-agencies enables the curriculum to be shaped and responsive to individual children's needs. EHCP meetings are a collaboration to identify priorities in learning needs with parents using the AET framework to plan small steps of learning.

Therapeutic curriculum requires close working relationship to integrate therapies into bespoke curriculum - Priority areas for improvement - food in the curriculum, personal hygiene, …

Through appraisals -Teachers develop focused expertise in areas of the curriculum and collaborate with the phase leader to shape and share practice. Enhanced opportunities for frequent shared learning, observations, modelling, professional conversations, staff reflection.

Staff training for TA's on focused areas of the curriculum eg. touch-based therapies | SO

HMcI

Assessment lead and Engaegment Leads (SO) | Learners develop functional communication skills, increasing independence and reducing frustration

Targets become precise, measurable, and achievable, enabling clearer progress tracking. EHCP meetings become a shared decision-making process , improving parental trust and engagement.

Multi-agency expertise leads to better-targeted interventions and reduced duplication of work.

Children receive consistent strategies across home and school, improving generalisation of skills.

Pupils receive embedded therapeutic input throughout the day, not just in isolated sessions. Improved regulation, sensory integration, and readiness to learn. Priority areas such as food exploration and personal hygiene support independence and life-skills development.

Regular shared learning and professional dialogue create a culture of reflective practice.

Observations and modelling improve teaching quality and consistency across phases.

Increased confidence leads to more effective support during therapeutic and sensory activities. |

Core	Qualification and accreditation based curriculum tailored to the interests and needs of pupils with focus on future pathway and next steps (Senior)	SS HM JS	
	Development of PfA curriculum sequenced across phases to ensure appropriate content delivery.		
	Senior pupils have a growing emphasis on preparation for adulthood, including digital literacy, emotional wellbeing, and community participation.		• Continuity and progression from Junior to senior core, while supporting transition and independence. • Build confidence, curiosity, and resilience through hands-on, cross-curricular learning
	Personalised CPD opportunities to support novice teachers to improve pedagogy		
	Use of personalised visual supports and manipulatives to ensure pupils have the tools to access learning.		
	Coaching and modelling to share practice and exceptional teaching.		
	Skill based learning to develop transferrable skills in practical and functional contexts.		
	Collaboration between teachers/class leads/therapy team/parents and multi-agencies enables the curriculum to be shaped and responsive to individual children		
	Opportunities to develop skills in a range of contexts through community access and educational visits.		
	Integrated therapy links throughout the curriculum to ensure student		

	individual needs are met, allowing access to the curriculum. The curriculum is underpinned by a skills-oriented, thematic, project-based approach that is practical and appropriate to prepare pupils for their futures. Individual learning plans where required that support achievement of short-term targets.		
Junior Extended Senior Extended Appleby	Irresistible offers of learning and exceptional opportunities to ensure pupil engagement and motivation Staff supported with adaptive teaching strategies and the opportunity to team teach and observe experienced teachers, including the use of manipulatives Coaching and modelling exceptional practice Personalised CPD opportunities to support novice teachers to improve pedagogy Ongoing development of subject lead specialism for non-subject specific teachers Phase Leaders shared lesson observations to support understanding of teaching quality and own CPD Pupils in sets for maximum impact in learning and achievement and to avoid unreasonable/unmanageable adaptation of learning Long term scheme of work ensures that themes are age appropriate yet delivered in a accessible academic level. Acknowledging that this		Creates a culture of curiosity and enthusiasm for learning, reducing disengagement and improving attendance. Leads to higher intrinsic motivation, which correlates with better academic performance. Builds confidence and competence in staff. Encourages reflective practice and continuous improvement. Use of manipulatives supports conceptual understanding, particularly in subjects like Maths. Provides real-time feedback and practical strategies, accelerating teacher growth. Promotes consistency in high-quality teaching across the school. Tailors professional development to individual needs, increasing relevance and impact. Improves retention of novice teachers by reducing feelings of isolation and overwhelm. Ensures accurate subject knowledge and confidence, reducing misconceptions in teaching. Strengthens cross-curricular links.

workload for the teacher can be challenging

Exposing pupils to key stage content to provide best outcomes at GCSE

Maths and English teachers to collaborate to ensure transition and prevent gaps in learning

Accountability and raising standards through appraisal process in a supportive approach

Vocational options responsive to pupil interest

Qualification and accreditation based curriculum tailored to the interests and needs of pupils with focus on future pathway and next steps

Development of PfA curriculum sequenced across phases to focus on

Creates a collaborative culture of improvement. Enhances understanding of what "exceptional" looks like, supporting self-reflection. Raises standards while maintaining morale. Encourages ownership of professional growth.

Allows targeted teaching and differentiation without overwhelming teachers. Improves outcomes for both high-attaining and lower-attaining pupils.

Ensures progression and coherence across phases.

Reduces gaps and prepares pupils for exam rigor. Builds confidence and familiarity with exam-style questions.

Prevents gaps in literacy and numeracy, which underpin success in all subjects. Supports smooth transition between key stages.

Increases engagement for pupils who thrive in practical learning environments. Improves post-16 progression and employability.

Builds life skills and independence gradually. Aligns education with real-

Evidence

- School website
- Curriculum documentation
- Impact- EARWIG
- Professional Learning and Development Programme
- Summary of lesson observation feedback
- ECT Programme
- Class- Based Action Research

⚡ Impact

From 5-Year Strategic Plan

Goal A- Cleaswell Hill is outstanding, pioneering provision as it has developed groundbreaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff

Goal B- The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision

Goal C- Cleaswell Hill's approach to researching best practice outcomes and promoting an enquiry-based culture, to grow and develop leaders, results in the school being an inspirational centre of excellence

2025-26