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<b>Person Responsible:</b>	Head of Education
<b>Ratified by:</b>	Alfred Foglio – Chair of the Board of Directors

- Outcome:** The purpose of the plan is to:
- Ensure that all pupils at Yarrow Heights School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities life skills and social competences of individual pupils so that they may take a valuable, positive, and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion, or disability.

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### **EQUALITY AND DIVERSITY STATEMENT**

*Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school*

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## Our Curriculum

<b>VISION</b>	<b>AIMS</b>	<b>High quality inspirational education</b> SMSC and British Values	<b>Determined to succeed</b> Healthy, happy and safe pupils	<b>Confident and resilient learners</b> Contributing positively to their local and wider communities
	<b>CONTEXT</b>	Independent Special School Social emotional mental health diagnosis	Registration of 60 Mixed gender Aged 7-16 through school	100% SEND with EHCP Primary diagnosis of Autism
	<b>CORE VALUES</b>	<b>Raising Aspirations</b> Expectation of personal achievement and success	<b>Levelling Up</b> Purposeful and ongoing individualised intervention programmes to close gaps in pupils' prior learning due to previous disaffection with education and barriers to learning due to SEND	<b>Attitudes and Attributes</b> Our Core School Values: Resilience, Communication, Kindness, Initiative, Responsibility
	<b>APPROACHES TO LEARNING</b>	Personalised to offer challenge and support to enable all pupils to achieve	Relevant, purposeful and matched to learners' needs and abilities	Developing awareness, respect and consideration for the needs of others
	<b>SEAMLESS ALL THROUGH CURRICULUM</b>	Clear flow of sequenced learning Y3-Y11 in each subject. No gaps or unplanned repetition	High level of challenge between key stages	Strong Golden Thread focus on PSHE/RSHE from Y3-Y11
	<b>FULFILLING OUR AIMS</b>	High standards for all strong progress and attainment personal achievement	High attendance rates and very low exclusion rates	Wide range of subjects/opportunities available through curriculum design and enrichment
	<b>OUTCOMES</b>	Further opportunities and involvement in education, employment and training	Consistently good attitudes to learning and behaviour	High levels of participation in enrichment offer and off-site community events to enhance the curriculum, their engagement and learn new skills

## 2. Personal Development in our Curriculum

This grid illustrates the extent to which personal development skills are embedded into the Core Curriculum, Therapeutic provision, and the Enrichment Curriculum

	English/Literacy	Maths/Numeracy	Science	IT & Computer Sci*	PSHE/Life Skills	Humanities/LJ	PE	Performing Arts	Psychology*	History*	ELSA	SaLT	OT	Talking Club	Story Time	Laser Tag	Cooking	Relaxation	Running Club	Horticulture	Media	Games/Lego	Textiles	Hair & Beauty	MFL	Sports
Moral Development	✓		✓	✓	✓	✓			✓	✓				✓		✓										
Spiritual development & exploration	✓				✓	✓				✓																
Development of Learning Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			✓	✓			✓	
Building Confidence & Resilience	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Solving Skills	✓	✓	✓	✓		✓	✓	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓	✓
Financial Education		✓		✓	✓																					
Prep for living in the wider world	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓		✓		✓		✓			✓		✓
Broadening Cultural Horizons	✓			✓	✓	✓		✓		✓				✓	✓		✓	✓			✓		✓	✓	✓	
Sex Education and Sexual Health			✓		✓																					
Maintaining healthy relationships	✓			✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓				✓
Physical Health & Wellbeing			✓		✓		✓	✓					✓		✓	✓	✓	✓	✓	✓						✓
Mental Health & Wellbeing					✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
Reading & General Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓			✓	
IT/Digital Literacy & Resilience	✓	✓		✓		✓	✓			✓											✓					
Creativity	✓			✓		✓		✓		✓					✓		✓	✓		✓	✓	✓	✓	✓	✓	
Friendship building					✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intellectual Skills	✓		✓		✓		✓	✓	✓	✓	✓	✓		✓	✓						✓				✓	
Leadership Skills			✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓				✓
Teamwork Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sharing & Turn Taking	✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
British Values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
Health & Fitness			✓				✓	✓					✓			✓	✓	✓	✓							✓
STEM		✓	✓	✓			✓		✓											✓		✓	✓			✓

### 3. Uniqueness of our curriculum

Our curriculum is unique because:

- **It is a multi-dimensional curriculum, based on the National Curriculum for England**
  - It is ambitious for all pupils, and sets high expectations of real, purposeful outcomes; inspired by SEN research, technology, and innovative teaching.
  - It equips pupils with the knowledge and cultural capital they need to succeed in life
  - It provides a wide range of subject choices supported by bespoke learning and specific and planned interventions that support pupils' learning and progression.
  - It enables them to work towards achieving their goals by levelling up education standards. This allows pupils at Yarrow Heights, regardless of their need, prior experiences, and disaffection with education, to be prepared with the knowledge, skills, and qualifications they need.
- **Enhanced Curriculum**

The inclusion of Enrichment as timetabled lessons gives pupils the opportunity to broaden their experiences, interest, and skills of a range of activities, experiment with previously untried areas of creative, physical, technological, and academic learning.

Enrichment learning deepens the pupil - adult relationships in the school which helps to support pupil engagement
- **Integration of therapeutic practices within the curriculum**
  - Implicit and explicit development of social communication skills to help pupils successfully interact with others in an appropriate manner so that they learn to follow the rules of conversation, social and unwritten societal norms.
  - Whole school adoption of sensory breaks to support self regulation
  - Discrete therapeutic assessments in and outside of the classroom
- **Emotional literacy**
  - Targeted EL sessions within the curriculum to help pupils to understand their emotions, to listen to others, learn to empathise with their emotions, and develop the ability to express emotions productively.
- **Mind and Body Boost** sessions at the beginning of each day enables pupils to identify how to self-regulate to achieve a calm, alert state, ready for learning.
- Our two **Golden Threads** are woven into the fabric of the pupils' day-to-day lives at Yarrow Heights
  - **PSHE** – weekly assemblies based on a PSHE-related theme; weekly discussions about PSHE topics in tutor time; frequent cross-curricular opportunities. Reactive exploratory discussions, learning and assemblies, occur to address local and global issues and incidents.
  - **READING** – weekly reading sessions in tutor times, including reading to the pupils; quiet reading areas around the school; a new library; pupils' access to quality reading materials and their reading habits are closely monitored
- **Life Skills Studies** across all Key Stages
  - To teach life skills through so that pupils develop their skills to demonstrate adaptive and positive behaviour that enables them to deal effectively with the demands and challenges of life in their community, in the workplace, and as lifelong learners
- **Standalone STEM lessons**
  - STEM subjects are curriculum blends to teach pupils the tools they need to acquire if they wish to succeed in the workplace of the "future."
- **Standalone Careers Studies and independent guidance**
  - A stable careers programme, which links the curriculum to career preferences and provides experiences with further and higher education provision, employers, employees in the workplace.

#### **4. Curriculum Entitlement**

Pupils at Yarrow Heights School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities life skills and social competences of individual pupils so that they may take a valuable, positive, and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion, or disability.

#### **5. Cross References**

Assessment Policy

Non-Examination Assessment Policy

SEN Policy and Information report

Equality information and objectives

#### **6. Curriculum Intent**

The aims of our curriculum are to:

- ✓ Prioritise a broad and balanced curriculum that incorporates a strong set of core subjects, as well as opportunities for enrichment in areas not typically associated with a traditional school curriculum.
- ✓ All core subjects are coherently planned and sequenced across the school, from Key Stage 2 to Key Stage 4.
- ✓ Our curriculum allows pupils to accumulate a sufficient knowledge of skills to allow for future learning and employment
- ✓ Enable pupils to develop knowledge, understand concepts and acquire skills. To be able to choose, transfer and apply these in relevant situations
- ✓ Support pupils' spiritual, moral, social, and cultural development
- ✓ Support pupils' physical development and responsibility for their own health and wellbeing, and enable them to be active
- ✓ Promote a positive attitude towards learning
- ✓ Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- ✓ A curriculum that is ambitious for all pupils, which sets high expectations of real, purposeful outcomes; inspired by SEN research, technology, and innovative teaching.
- ✓ Equip pupils with the knowledge and cultural capital they need to succeed in life
- ✓ Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- ✓ Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- ✓ Develop pupils to develop functional skills for living so each of them can lead a fulfilling and substantially independent life.

- ✓ Provide an enrichment curriculum through outdoor experiences that build on the holistic learning of academic, life skills and social competencies, developing the pupils' confidence and sense of achievement.
- ✓ A curriculum that ensures all pupils achieve accreditation in English and Maths as a minimum and offers a broad range of accredited subject pathways.
- ✓ A curriculum that blends therapeutic interventions with learning, inside and outside of the classroom.
- ✓ A curriculum that offers enrichment by building on pupils' interests, which nurtures exciting opportunities and aspirations.
- ✓ A curriculum that engenders pride, resilience, and aspiration for every pupil, preparing them to lead safe, independent lives and to be active members of their community.

## **7. Implementation**

### **7.1 – Core Learning – Upper School (Year 6/7 to Year 11)**

In the Upper School, pupils in Years 6 to 9 are taught in age and ability groups across core subjects of English, Maths, Sciences, Humanities, PE, and Computing (Information Communication Technology). In Year 9 (Summer Term) to Year 11, pupils are expected to study for their GCSEs in compulsory core subjects (English, Maths, and Science), as well as optional subjects, including: PE, History, IT User Skills, Computer Science, Art, Psychology, Modern Languages, and Performing Arts.

Pupils in Year 9 start their GCSE options programmes in the Summer Term. This aspect of implementation has been introduced to counter the prior negative educational experiences, low levels of attendance and prevalence of need. This allows the pupils transition time to experience their chosen KS4 option subjects, address any gaps in the chosen area of learning, additional time to complete the GCSE course and to consolidate their learning.

#### **7.1.1 – Core Learning – Lower School (Year 3 to 6 and Year 7 Nurture)**

Lower School pupils follow a KS2 curriculum, based on focus areas from the National Curriculum programme of study. Literacy and Numeracy follow the yearly expectations in the National Curriculum. In addition to Literacy and Numeracy, Lower School pupils follow a half-termly theme based on Geography and History, showing the content of the National Curriculum to be covered. Each class follows the same curriculum cycle (e.g., all KS2 study Cycle A at the same time, linked to Learning Outside the Classroom and social skills). The Core Learning in the Lower School also incorporates Science, PE, and Art.

### **7.2 – Wellbeing and Personal Development**

All elements of our curriculum are therapeutically informed and link across the curriculum, spearheaded by Personal, Social, Health Education (PSHE) and Relationship Sex Education (RSE). Pupils receive at least 45-minutes of PSHE/RSE sessions per week. They follow a curriculum primarily based on age-appropriate topics selected from the PSHE Association's list of PSHE with additional topics covered on an ad hoc basis. These ad hoc topics correspond to any PSHE/RSE-related issues that emerge unexpectedly from within the pupil cohort. We also implement more specific, bespoke therapeutic opportunities such as Occupational Therapy, Speech and Language therapy and 1:1 Talk Time with the Therapy Team.

All Staff support pupils throughout the school day. We eat in tutor cluster groups at lunch times and fully integrate in our carefully structure break times. Physical development and

well being are supported through timetabled Physical Education, including, Outdoor Education and offsite activities. Pupils are encouraged to contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. Extra-curricular activities enrich pupils' experience and are an integral feature of the school's ethos. All pupils and teachers are encouraged to participate, whether it be sporting, cultural, musical, visits, exchanges, or other of the multitude of experiences offered.

### 7.3 – Enrichment

Enrichment lessons take place at the end of every school day and serve as opportunities for pupils to access activities and learn knowledge and skills that are not typically found in a more “traditional” school curriculum. Each half term, pupils are given the opportunity to select up to five different enrichment activities, and the specific Enrichment opportunities vary each half term.

Some examples of Enrichment activities that are on offer at various points throughout the academic year are: hair and beauty, laser tag, textiles, 3D video game programming, running club, health and fitness, relaxation, and reading clubs.

Enrichment activities are part of the school’s core curriculum and are supported by medium term plans drawn up by the member(s) of staff responsible for each Enrichment activity.

### 7.4 – Creative Learning

The curriculum at Yarrow Heights incorporates many opportunities for creative learning: Art lessons, Design & Technology, Performing Arts, Singing, and Media are all included in both the core and enrichment curricula.

### 7.5 – Planning and Subject Curriculum Design

Every subject taught has a Curriculum Pathway that details how the knowledge and learning sequences from the earliest starting point (e.g., KS2) to the latest possible endpoint (e.g., Year 11, KS4). These Curriculum Pathways are complemented by Long Term Plans, which detail what pupils in each year group will learn over the course of one academic year. Medium Term Plans provide more granular detail on how individual units of learning are sequenced over the course of each half term. Medium Term Plans also contain information pertaining to how the lessons and intent are adapted to specific learners, as well as how particular lessons address SMSC, careers, and BV-related issues.

### 7.6 – Inclusion

All lessons aim to be inclusive. A level of adaptation which provides appropriate tasks for each pupil and a challenge which will maximise achievement should be experienced. Each pupil should be sufficiently equipped to make informed and realistic decisions at each stage in his/her development so that his/her role is active in contributing to progression.

Teachers set high expectations for all pupils at their stage and level. They will use dynamic, formative and summative 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 collaboratively so that pupils with SEN and/or disabilities can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving at or above expected progress.

✓ 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 statement of equality information and objectives, and in our SEN policy and information report.

#### 7.6.1 – EHCP Outcomes

The design of our curriculum takes account of our learners' EHCP outcomes. For example, many of our pupils have targets relating to social communication. This is addressed through the provision of ELSA/Social Communication lessons in the curriculum timetable.

### **8. Curriculum Impact**

The impact of the three areas of our curriculum is tracked in several ways. We track the academic, personal development, and social skills of pupils throughout their time at school through Assessment of and Assessment for Learning, Photobooks, EHCP and Therapeutic Outcomes, Pupil Reflection, stakeholder feedback and formal qualifications.

Pupil progress is tracked and recorded, and learning is planned around the identified next steps, at a pace and style that meets their needs. Learning is structured to allow pupil collaboration and support of each other.

The outcomes of qualifications pupils achieve allows us to assess the impact of our provision. Even sitting exams shows pupil's commitment to learning and their ability to work independently when completing these.

Assessment of impact is also judged via regular marking and monitoring of pupil work. Senior staff members conduct regular "book looks" to ensure this is taking place, and that feedback given to pupils is frequent, sufficiently detailed, and relevant to the work being marked.

#### 8.1 Moderation and Standardisation

As a school we strive to ensure that all of our assessments are as accurate and reliable as possible. This will ensure that we can accurately track pupil progress and achievement over a period of time. To ensure that our assessments are accurate and reliable we have a structure of internal assessment moderation and standardisation. Meeting time is directed to opportunities to cross moderate within and outside of the school to validate our teacher assessments.

### **9. Legislation & Guidance**

Our curriculum policy reflects the requirements of the National Curriculum Programme of Study, for which all maintained schools in England must teach, and which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

### **10. Roles & Responsibilities**

#### 10.1 The Board of Directors

The Board of Directors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Board of Directors will also ensure that:

✓ A robust framework is in place for setting curriculum priorities and aspirational targets

- ✓ The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- ✓ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- ✓ All courses provided for pupils below the age of nineteen that lead to qualifications, are approved by the secretary of state
- ✓ The school implements the relevant statutory assessment arrangements
- ✓ It participates actively in decision-making about the breadth and balance of the curriculum
- ✓ It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- ✓ Pupils from year 7 and onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### 10.2 – The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- ✓ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- ✓ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Directors
- ✓ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- ✓ They manage requests to withdraw children from curriculum subjects, where appropriate
- ✓ The school's procedures for assessment meet all legal requirements
- ✓ The Advisory Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ✓ The Advisory Board is advised on whole-school targets to make informed decisions
- ✓ Proper provision is in place for pupils with different abilities and needs.

#### 10.3 – Other staff

Specific responsibility for Lower School (Primary and Nurture Classes) and Upper School (Yr.6/7 to Yr.11) curriculums will be the specific responsibility of the respective departmental leads/Assistant Heads. Other staff will ensure that the school's curriculum is implemented in accordance with this policy.

### **11. Monitoring Arrangements**

The School's Board of Directors monitors coverage of National Curriculum subjects, Wellbeing, Behaviour and Attendance, Personal Development and Therapeutic Outcomes through:

- ✓ Monthly Directors Meeting
- ✓ In person School observation walks/visits
- ✓ Scrutiny of outcomes
- ✓ Discussion with pupils and other stakeholders

The School's Department Heads of Primary and Secondary and Subject Leads monitor the way in which each subject is delivered and taught throughout the school by:

- ✓ Planning and Assessment Reviews
- ✓ Regular Teacher dialogue and reflection
- ✓ Peer observations
- ✓ Cross curricular triangulation
- ✓ Work Sampling
- ✓ Learning Walks
- ✓ Lesson Visits and Drop ins
- ✓ Outcomes
- ✓ Pupil Voice
- ✓ Stakeholder Feedback