



Outcomes
First Group

Curriculum Policy

Stretton Shires School



Curriculum Policy

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1. Context

Pupils who attend Stretton Shires School have a primary diagnosis of Autism. Some of our pupils may present with additional complex needs such as ADD, ODD, ADHD, SEMH, dyslexia, dyscalculia and dyspraxia and attachment difficulties. All pupils have an EHCP. All pupils that attend the school have significant and complex learning needs as a result of their SEND, and a significant number of pupils have a lived experience of trauma.

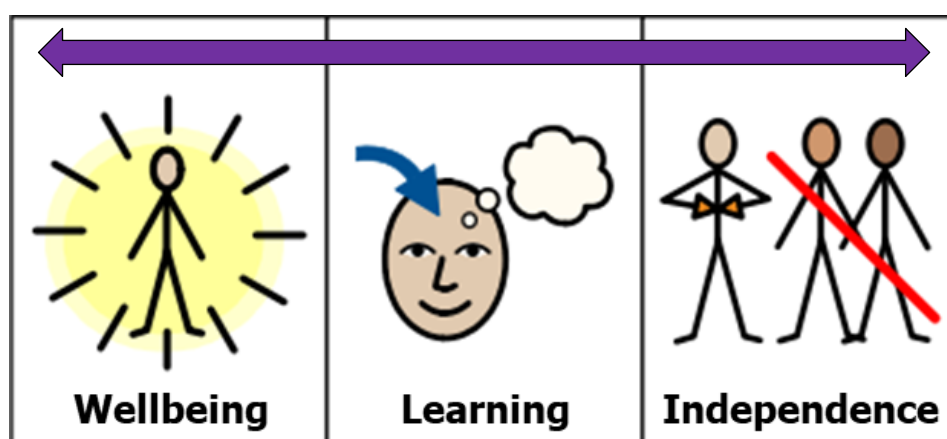
Many of our pupils have missed substantial periods of time in education, some may have been on part-time timetables, others out of education or in multiple settings. All pupils come to Stretton Shires School after one or more breakdowns of placement and often have had negative experiences of education.

The school provides day placements for up to 32 pupils. Most of our pupils come from neighboring counties (Peterborough City, Cambridgeshire County, Northamptonshire County, Leicester City, Leicestershire County, Nottingham County, Lincolnshire County) travelling via local authority provided transport or parents/care givers. Many of our pupils travel up to an hour to and from school.

We have a high proportion of looked after children within our school and work closely with multiple key stakeholders and agencies to ensure the best possible outcomes for our pupils.

2. Curriculum – Values, Vision & Aims

Values Statement: “Wellbeing & Learning for Independence”.



Values:

- **'Wellbeing'** represents the unconditional positive regard that is given to all pupils, enabling them to overcome and manage their varied and complex needs.
- **'Learning'** represents the commitment to providing our pupils with purposeful, relevant, and engaging learning opportunities that result in them gaining the knowledge, understanding and skills that support them to navigate adult life and access developmentally appropriate opportunities for living, further learning/education, volunteering, and potential employment.
- **'Independence'** represents the knowledge, understanding and skills we aim to instil in pupils, enabling them to leave school fully equipped for adulthood.

Vision:

Our curriculum vision is to:

- provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the development of knowledge and skills that support them to navigate adult life and access developmentally appropriate opportunities for living, further learning/education, volunteering, and potential employment,
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose 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 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,
- equip pupils with the knowledge and cultural capital they need to succeed in life,
- develop pupils' independent learning skills and resilience, to equip them for further educational opportunity, volunteering and for some potential employment, and for some preparing them for lifelong care/supported living.

Aims:

We aim to deliver a curriculum that:

- takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, [2(1)(b)(i)]
- does not undermine the fundamental **British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, [2(1)(b)(ii)]
- provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in **linguistic, mathematical, scientific, technological, human and social, physical and aesthetic** and **creative education**, [2(2)(a)]
- provides pupils with opportunities to acquire **speaking, listening, literacy** and **numeracy** skills, [2(2)(b)]
- provides **personal, social health and economic education** that reflects the school's aims and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act¹, [2(2)(d)] [2(2)(d)(i)] [2(2)(d)(ii)]
- provides access to up-to-date **careers guidance** that is presented in an impartial manner that enables them to make informed choices about a broad range of career options; and helps to encourage them to their full potential, [2(2)(e)] [2(2)(e)(i)] [2(2)(e)(ii)] [2(2)(e)(iii)]

- enables all pupils to have the opportunity to learn and make progress, [2(2)(h)]
- supports the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society,
- supports every registered pupil to be provided with **relationships and sex education** (except in so far as the pupil is excused as mentioned in the sub-paragraph (2) of ISS, [2A(1)(b)] [2A(2)]
- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skill in the subjects they are taught, [3(a)]
- fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves, [3(b)]
- has in place effective taught strategies for managing behaviour and encouraging pupils to act responsibly. [3(h)]

3. Legislation and guidance

This policy reflects the requirements of the [The Education \(Independent School Standards\) Regulations 2014](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

4. Roles and responsibilities

4.1 The governing board (appointed by proprietor)

- The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also make sure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets,
- proper provision is made, and assessment is in place for pupils with different abilities and needs, including pupils with special educational needs (SEN),
- the school implements the relevant assessment arrangements in relation to recognised accreditation and qualifications (appropriate to the developmental stage of pupils),
- It participates actively in decision-making about the breadth and balance of the curriculum,
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 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 governing board,

- they manage requests to withdraw children from curriculum subjects, where appropriate,
- the school's procedures for assessment meet all legal requirements,
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum,
- the governing board is advised on whole-school targets, in order to make informed decisions,
- proper provision is in place for pupils with different abilities and SEND.

4.3 Deputy Headteacher and SENCO

The Deputy Headteacher and SENCO will ensure that:

- all provision in EHCPs are met,
- they have an oversight of curriculum structure and delivery within the school,
- detailed and up-to-date schemes of learning are in place for the delivery of courses,
- all learning is monitored and reviewed on a regular basis,
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these,
- long-term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum details on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources,
- schemes of learning encourage progression for all,
- there is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course of study,
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils,
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of pupils,
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment,
- pupils' performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion,
- they share best practice with other colleagues in terms of curriculum design and delivery,
- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

4.4 Curriculum Leader(s)

Are responsible for making sure:

- the curriculum is planned and devised to best suit the needs of pupils,
- the curriculum is delivered and evaluated effectively by the whole school team and responds to changes in the school population through the curriculum,
- the curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate,
- the curriculum leader will provide a strategic leadership, offering support and advice to colleagues, and monitor progress in their subject area,
- the curriculum leader will provide appropriate plans and schemes of work and work alongside teachers to tailor them to the individual goals of each pupil,
- the procedures for assessment meet all subject requirements and are used to proactively support the learning and development of the pupils,
- there is equality of access to the whole curriculum,
- teachers use effective strategies for overcoming barriers to learning,
- ensuring pupils are making progress based on assessments from several sources including, work scrutiny, assessment platforms, baseline assessments, EPEP and EHCP progress outcomes,
- ensuring agreed teaching methods are being applied consistently across the key stages, for individual pupils.

4.5 Teacher(s)

Are responsible for making sure:

- a learning culture exists within their classroom with expectations for behaviour and lesson content understood by pupils,
- provide a stimulating environment for learning with pupil work displayed as examples of achievement,
- pupils are confident to speak out / ask questions in front of peers (via their preferred method of communication),
- their subject knowledge is current, and teaching practice is in line with any current developments,
- have high expectations for all pupils relative to individual ability, based on knowledge of and baseline testing,
- show learning outcomes in every lesson for each pupil,
- give regular feedback to pupils both written and verbally, in line with assessment policy that is designed to inspire and motivate, whilst maintaining validity,
- provide differentiated targets / outcomes, matched to individual pupil ability,
- be able to use ICT / SMSC discretely within their lesson and show this in lesson planning,
- direct support staff in an efficient manner, showing knowledge of individual pupil needs,
- use a wide range of teaching techniques that are tailored to individual learning needs of the pupils, using regular questioning throughout lesson to assess pupil knowledge,
- engage in lesson studies of other teachers in a continued effort to enhance own practice,

- promote independent learning where possible by task setting and behaviour management,
- provide opportunities for pupils to reflect upon, learn from and improve upon their performance,
- frequently record assessment on school systems,
- have knowledge of specific learning needs of all pupils in the classroom.

4.6 All other staff

Staff at Stretton Shires School are expected to actively support all pupils to access the curriculum by:

- having high expectations of all pupils,
- employ a variety of appropriate teaching and learning methods,
- ensure that adjustments are made where necessary to promote access to the curriculum,
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the curriculum,
- provide work which meets their pupils' needs and develops aspirations, offering depth and challenge, and motivating and inspiring all,
- involve the pupil in the process of learning, by discussing work, giving regular feedback through assessment and marking, agreeing targets and encouraging pupils to evaluate their own achievements,
- develop Pupils' skills to become independent learners; encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment,
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals; keep parents/carers regularly and fully informed about the progress and achievements of the pupils,
- ensuring a strong SMSC curriculum is in place across the school to focus and concentrate on sharing and expanding our pupils' knowledge, understanding and experiences of other cultures, and try where possible to reflect the diverse nature of our school community population within those events,
- supporting a high staff: student ratio, to allow opportunities for some individual interventions, but principally small group activities. All aspects of a pupil's day are seen as learning opportunities and pupils are supported to explore new activities and to revisit when things have gone wrong, in order that even incidents can be used as reflective opportunities,
- embedding timetables ensure the breadth and balance of academic learning, whilst also integrating tailored and enrichment learning. Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year, and sufficient weighting and time is given to core learning and development of core skills. All pupils have individual structured timetables presented in various formats. This enables them to identify what to expect during the day and helps them to become independent learners,
- ensuring "movement breaks" happen throughout the school day to enhance attention and concentration and promote health and well-being,
- recognising that transition times are an important part of our curriculum planning. We explicitly teach our pupils how to manage these times and how to prepare for change—including planned and unplanned changes. This

continues throughout the school, with the aim that as pupils develop, they will implement independent strategies to manage change.

5. Organisation and planning

Intent

At Stretton Shires School, our pupils follow an integrated therapeutic curriculum designed to help them develop the knowledge, understanding and skills they need to:

- communicate effectively, including developing functional communication, interaction and reading, so they can engage safely in the community and wider learning,
- understand and manage their emotions, including their physical and sensory needs, to support safe access to a range of settings and opportunities,
- develop their social, emotional and mental health, building independence and life skills that support safe and confident participation in the community,
- explore what it means to be human and how human behaviour shapes the world around them,
- understand the visual, cultural, social and environmental aspects of the world and their local community,
- learn about the natural world and develop respect and appreciation for all living species,
- discover significant people, places, events and inventions that have influenced the world they live in,
- prepare for adulthood beyond school by supporting each young person to explore meaningful future pathways. For some, this may include further education or routes into employment or supported employment that match their strengths, needs and aspirations,
- build independent living skills, gaining choice, control and freedom over their daily lives, support, accommodation and future living arrangements,
- participate fully in society by forming friendships, building supportive relationships and contributing to their local community,
- maintain good health and well-being, ensuring they access the services and support needed for a healthy adult life.

At Stretton Shires School we give particular emphasis in our curriculum to skills, knowledge and understanding linked to:

- Speaking, Listening, Linguistic, and Literacy skill
- Numeracy and Mathematical skills
- Scientific skills
- ICT (Technological) skills
- Independent Living (Technological) skills
- PSHE including RSHE (Human and Social)
- British Values, SMSC, Culture and Traditions
- Careers and Employability
- Physical Development

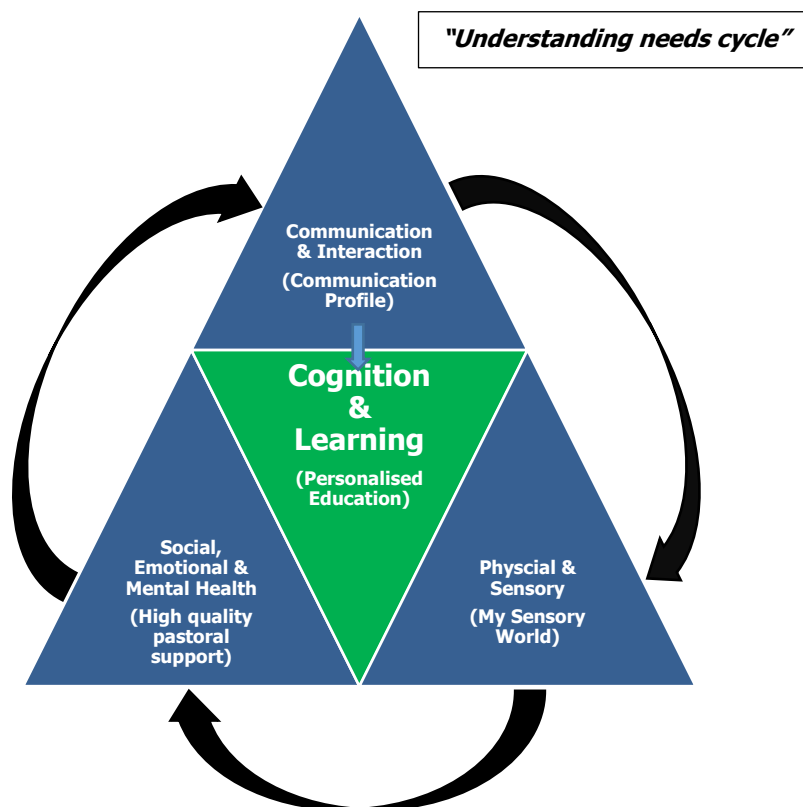
Implementation

"The Golden Thread" – Education, Health and Care Plans (EHCPs)

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils' personalised needs, provision to support overcome barriers to learning and sets out long term outcomes relating to the following areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.



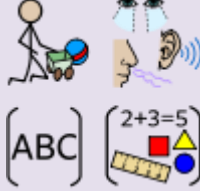
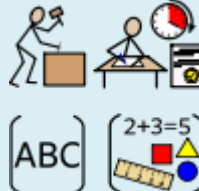
Understanding each pupil's individual SEND, delivering the right provision, and working towards their EHCP outcomes form the golden thread that shapes their curriculum, lesson planning, assessment, and overall educational experience.

Each pupil has long-term EHCP outcomes that are broken down into short-term learning intentions. Our long-term and medium-term planning is designed to support progress towards these intentions, with evidence gathered through our school assessment methods.

At Stretton Shires School, our teaching approaches centre on each pupil—their skills, interests and needs. We expect all staff to understand how Autism impacts each pupil and to use research-based strategies to remove barriers to learning. We aim to create an environment that "speaks" to our pupils through visual structure, clear organisation, and well-planned learning experiences that build independence. This structure should support pupils not only in the classroom but also during social and leisure times and within the community. Our teaching is flexible and responsive so that pupils remain engaged, calm and happy learners.

Curriculum Pathways

At Stretton Shires School we have three identified curriculum implementation pathways to support a pupil-centered delivery of our curriculum intent. Pupils can move between pathways and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

		
Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
"A highly adapted approach to therapeutic learning opportunities and experiences that focus on the development of functional, sensory, and communication skills"	"An expanding curriculum, adapted learning that recognises pupil needs and progress goals, building on functional learning skills with emerging academic and social development opportunity"	"A broad and varied curriculum with further developed academic opportunity, adapted learning that recognises pupil needs and progress goals in readiness for accredited qualification, employment, further education or training"

Informal Curriculum Pathway

The Informal Curriculum Pathway is designed for pupils with Autism and complex and profound learning difficulties—those not yet ready to engage in subject-specific learning. Their education is best supported through a personalised approach focused on communication, cognition, social and emotional development, and sensory processing. For pupils in Year 9 and beyond, outcomes also include Employment, Community Inclusion, Independent Living, and Health, reflecting a Preparing for Adulthood (PfA) focus. Central to this pathway is learning through supported and initiated play, linked to sensory exploration and emotional regulation. Some pupils will be able to achieve accreditation that links to the progress they make towards Preparing for Adulthood.

Semi-Formal Curriculum Pathway

The Semi-Formal Curriculum Pathway supports pupils with Autism and moderate to severe learning difficulties who are developing skills to engage with aspects of subject-specific learning. Like the Informal Pathway, it uses a personalised approach centred on communication, cognition, social and emotional development, and sensory processing. From Year 9 onwards, outcomes also incorporate Employment, Community Inclusion, Independent Living, and Health as part of the Preparing for Adulthood (PfA) focus. Where appropriate, pupils may work towards accredited awards and certificates, carefully matched to their abilities.

Formal Curriculum Pathway

The Formal Curriculum Pathway supports pupils with Autism and those with moderate learning difficulties, as well as learners who have missed substantial parts of their educational journey due to their SEND needs. These pupils may have previously struggled to access learning, resulting in them working significantly below age-related expectations. Within this pathway, all pupils work towards accredited awards and qualifications in English and Mathematics, alongside additional accredited study tailored to their interests and aspirations. This approach aims to equip pupils with the skills and achievements needed to progress into further education, employment or training beyond school.

Impact

The impact of our curriculum is measured through the sustained progress, personal development, and successful long-term outcomes of all pupils. Our curriculum is designed to ensure that all pupils receive highly personalised learning that directly addresses their individual needs, aspirations, and targets. Progress towards EHCP outcomes is closely monitored and used to shape teaching, therapeutic support, and wider provision.

Improved attendance and positive behaviour change are key indicators of the curriculum's effectiveness, reflecting pupils' increased engagement, sense of safety, and readiness to learn. Through consistent routines, meaningful relationships, and targeted intervention, pupils develop the emotional regulation, independence and social skills needed to thrive both in and outside the classroom.

Academic impact is demonstrated through pupils' achievement of accredited qualifications that reflect their abilities, interests, and future pathways. This includes functional skills, vocational learning, and personalised accreditation routes that build confidence and prepare pupils for adulthood.

The curriculum's success is evidenced through positive destinations beyond school. Pupils leave with the knowledge, skills, and confidence to transition into adult care settings, semi-independent living, further education, employment or training, supported by a clear understanding of their strengths, goals and next steps.

Evidencing pupil progress

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.

End of Term Behaviour & Wellbeing Overview (Pupil Views) - Parents, Carers, & Social Workers receive and end of term overview of behaviour, attendance, and visually represented experience of pupil's time in school.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.

6. 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
- Pupils with English as an additional language (EAL)

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.

Teachers adapt the curriculum for individual pupils according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt the provision and learning opportunities to meet these needs.

Each pupil has both individualised wellbeing (Risk Assessments/Pupil Enablement Plans/Communication Profiles/My Sensory World/Understanding Me) and education plans (personalised EHCP short-term outcomes/personalised accreditation pathways) that are regularly updated to reflect the individual needs.

We are committed to providing the best learning opportunities, including access to community resources and community-based learning opportunities. We know our pupils learn best from first-hand experience, being given the opportunity to develop a full and concrete understanding of concepts through relevant, practical learning experiences in a variety of situations, building on and consolidating prior knowledge.

Pupils benefit from a range of therapeutic inputs that support all to access learning. This can include Speech and Language Therapy, Occupational Therapy and Psychological Therapies.

Further information can be found in our SEND policy.

7. Monitoring arrangements

The proprietor monitors the school's curriculum arrangements in line with the Independent School Standards through:

- Commissioning of a school improvement partner (at least three visits per year).
- Commissioning of an annual Quality Assurance Review.
- Termly review of school performance at National Performance Board (OFG).
- Ongoing and live review of ISS compliance.

Governors monitor the school's curriculum arrangements in line with the Independent School Standards through:

- Termly governance meetings and reporting to proprietor.
- Regular school monitoring visits.
- Annual Governors review of this policy in line with school practices.

Leaders monitor the school's curriculum arrangements in line with the Independent School Standards through:

- Annual Headteacher review of this policy in line with school practices.
- Regular review of all schemes of work.
- Half-termly planning scrutiny.
- Half-termly evidence scrutiny (books/folders/EFL).
- Regular learning walks/lesson observation.
- Pupil progress and assessment meetings.

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment Policy
- Alternative Provision Policy
- Anti-bullying Policy
- Behaviour Policy
- Careers Education Policies
- English as an Additional Language Policy

- Equality and Diversity Policy
- Mobile and Smart Technology Policy
- PSHE/RSE Policy
- Safeguarding Policy (and all related policies)



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