



Curriculum Policy

2023-24

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Person Responsible: Curriculum Lead

1. Aims

To enable every pupil to overcome barriers to success, develop areas of strength and master skills that that they need for fulfilling and rewarding lives and at least equal life chances.

Our mission is to provide opportunities for improving quality of life for all of our pupils. Ensuring a holistic approach will assist our pupils with building self-confidence, resilience and independence, whilst on their educational journey and beyond. Creating strong partnership working with parents, enables us to motivate pupils to reach their dreams, goals and aspirations. We will support them to become the best version of themselves.

Our Core Values:

- Be the best you can be
- A 'can do' approach
- Embracing individuality
- An environment that matches individual learning needs

At Helen Allison School our intent is to offer motivating and engaging curriculum, in a context in which pupils can achieve and make progress based on their assessed levels and next steps in a personalised way.

Our curriculum respects the right of each pupil to learn in an environment that is supportive, enjoyable and safe which follows the SPELL philosophy.

For the majority of the pupils we teach, where appropriate, we strive to follow the National Curriculum as closely as possible and our approach is always differentiated – we teach academic subjects alongside life skills to support independence, personal development and prepare our pupils to make a positive contribution to life in a modern society. For pupils who are not yet ready for a formal curriculum or learning approach, we offer The Springboard Curriculum, to support their development through a holistic programme of play activities. This ensures we meet their specific needs, to enable them to reach their maximum potential.

We offer a curriculum which is broad, balanced and specifically tailored to give pupils self-confidence through their learning and provide them with opportunities to engage with the world around them in line with our Quality of Life framework.

As part of our transdisciplinary approach, our therapists, who are all based within the school, work alongside the teaching and support staff, engaging with each child and their families, to secure the very best outcomes for all pupils. Specialist Therapeutic interventions form the core of what Helen Allison School offers, providing the foundations for learning for all pupils.

2. Legislation and Guidance

This policy reflects requirements for inclusion and equality as set out in the [SEND Code of Practice January 2015](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and Responsibilities

The governing board will monitor the effectiveness of this policy and hold the Principal and Senior Leadership Team to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils up to the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- Pupils in Key Stages 1 to 3, have careers education delivered as a part of their PSHE curriculum each year
- Pupils in Key Stage 4 are provided with independent, impartial careers guidance, and that this is appropriately resourced

The Principal 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 our pupils to meet their different abilities and needs

Teachers will plan individual curricula for each pupil within their class group on a termly basis. They will liaise with subject specialists and therapists to ensure that their pupils' curriculum is sufficiently broad and balanced for them to be able opportunity to achieve all planned EHCP and other outcomes and targets. This will be shared with parents/carers, school leaders and available for stakeholders.

Teachers will review the progress of their pupils in relation to planned learning activities on a 6-weekly basis, again meeting with subject specialists and therapists to review the impact of planned learning opportunities, identify any gaps in provision and plan sequentially for the next stage of learning, building on progress and acting on need. A new curriculum will be created and, where necessary, new timetable. This will be shared with parents/carers, school leaders and available for stakeholders.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

There are two general models of curriculum delivery. Due to the often 'spikey profile' presentation that our pupils can present, there is flexibility and they can move between each curriculum at any stage:

Formal Curriculum

This is for pupils who are functioning cognitively at least at or above end of chronological year one expectations. The curriculum will be delivered in a mainly structured manner, with some thematic aspects of delivery, incorporating a modified National Curriculum.

Semi-Formal Curriculum

This is for pupils who are functioning cognitively at working towards end of chronological year one expectations. The curriculum will be delivered via creative topics and themes, including:

- The Arts
- Understanding the World
- Play/experiential learning opportunities
- Physical development
- Literacy and numeracy
- Learning to Learn

Additionally, for those pupils who are not yet ready for curriculum with any formality, they will access The Springboard Curriculum, to support their development through a holistic programme of play activities. Pupils will engage in carousel play to progress within the core areas of learning and development: Cognition, Communication, Physical and Sensory and Personal, Social and Emotional Development (PSED).

At all key stages, learning is highly personalised, allowing us to deliver subjects in a practical and structured manner which plays to the pupils' strengths.

We promote practical learning through the teaching of Creative Arts, Independent Living Skills, work experience placements as well as opportunities to build on classroom acquired skills within the wider community to ensure generalisation of skills in a range of social contexts.

Teachers plan for and assess pupils' abilities carefully to ensure pupils are able to access the curriculum and make progress. In all areas of learning, teachers plan the pupils' individual 'next steps' using HAS Steps for Learning. Teaching is informed by the planned and sequenced knowledge and skills in all areas.

The pupils benefit from small class groups where learning is personalised and adapted to cater for a variety of needs in a bespoke way.

Teachers, in collaboration with the therapy team, identify specialist strategies that our pupils may need to follow in order to access their learning, achieve and make progress. Therapeutic intervention is based on bespoke provision mapping according to need as described in their Educational Health Care Plan (EHCP).

5. Inclusion

We recognise that each young person on the autism spectrum has unique needs and unique approaches to learning. We therefore personalise the curriculum to meet the individual needs of each student.

We use each pupil's Education, Health and Care Plan as a framework to plan bespoke and ambitious curriculum for each pupil. Teachers plan broad and balanced, individual curricula based upon pupils' individual needs; some pupils have individual timetables. These developmentally appropriate, bespoke curricula are planned sequentially and reviewed on a 6-weekly basis.

Areas of Learning	For all pupils these aspects are addressed:
Autism Specific (Attention Autism, Regulation Time, Therapies)	<ul style="list-style-type: none"> • Communication and language outcomes • Cognition and learning outcomes • Social and emotional skills outcomes • Sensory regulation outcomes • My future/independence • Reading – including GROW project intervention and strategies • Maths Mastery • Life Skills, sex and relationships, British Values, keeping safe • Personal development • Spiritual, moral, social and cultural development • Practical, functional activities • Varied, practical, functional tasks • Community based learning • Indirect/Direct therapy
Springboard Curriculum	
Maths	
English (Phonics, Reading Skills, Reading for Pleasure, Writing)	
Science	
Humanities (Geography, History)	
PSHE incl. RSE	
Creative Arts (Art, Design & Technology)	
Creative Media	
Music	
PE & Outdoor Education	
Food Technology	
Wheel of Independence	
Additional Social Sessions	

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 co-occurring SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are reduced barriers to every pupil achieving.

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 SEND policy.

6. Monitoring Arrangements

The aspiration for all pupils who attend the Helen Allison School is that they achieve their potential in all areas of their development. The outcome of the curriculum is highly individual. We strive for pupils to leave with the independent skills or qualifications to follow their chosen pathway.

All our pupils have a diagnosis of autism and many have co-occurring diagnoses such as specific learning difficulties, ADHD and sensory processing differences. Our transdisciplinary approach ensures that all pupils can achieve the very best outcomes.

There are many ways of defining success - our person-centred planning ensures that, as a child becomes a young person, they are equipped to lead a fulfilling and rewarding adulthood. However, progress can be demonstrated across the Helen Allison School by the following:

- Pupils make progress towards their outcomes within their EHCP.
- Pupils demonstrate improved self-regulation leading to increased participation and engagement.
- Pupils make progress towards their outcomes within their EHCP.
- Pupils realise their potential by developing the skills and resilience they need to access education and perform activities of daily living as children and adults.
- Pupils demonstrate increased social understanding, improved social communication and interaction skills.
- Pupils demonstrate increased confidence with regards to their understanding and use of language.
- Pupils make progress within the planned curriculum.
- Pupils achieve external accreditation.
- Pupils engage successfully in appropriate work experience leading to increased life opportunities
- Pupil progress is evidenced through the Risk Assessments, which show an improved understanding of the world around them.

The Principal, Deputy Principal and Assistant Principals, along with the Clinical Therapy leads and middle leaders with subject responsibilities, monitor the way the curriculum is taught throughout the school through:

Learning walks
 Book scrutiny
 Data tracking
 Pupil Voice
 Curriculum audits

Teachers have joint responsibility for monitoring the way in which resources are stored and managed.

7. Links with other Policies

This policy links to the following policies and procedures:

[SEND and Inclusion Policy](#)

[Feedback for Learning Policy](#)

[Quality of Life Curriculum Policy](#)

[Education Visits and Trips Policy](#)

[Relationships and Sex Education Policy](#)

[Religious Education and Collective Worship Policy](#)

[Careers Education and Guidance Policy](#)

[British Values Policy](#)

8. Reviewing the Policy

This policy will be reviewed yearly by the Assistant Principal with responsibility for Curriculum, Teaching and Learning. At every review, the policy will be shared with the full governing board and all other stakeholders.