

The White House School



Curriculum Policy

Healthy Minds, Happy Hearts

<i>Created by Elle Vinall, Headteacher:</i>	<i>September 2022</i>
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1. Introduction

This policy is put in place to identify the methods by which The White House School (TWHS) successfully delivers a broad, balanced and personalised curriculum for pupils of all ability levels.

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. As TWHS is an Independent School we do not need to follow the national curriculum, however we endeavour to make best use of these programmes within our own unique and specialist curriculum. 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](#).

At The White House School we deliver a personalised approach to education, in recognition that our pupils each have unique talents and learning profiles. We place emphasis on mindfulness and adopt this approach at the forefront of our provision. We provide a nurturing and holistic environment, promoting self-awareness, positive mental health and wellbeing and a curiosity for lifelong learning, alongside a dedicated ambition for academic success. Through individualised wrap-around learning, pastoral and therapeutic support, coupled with mindful approaches, we ensure all pupils have a conducive learning environment and the tools they need to be self-aware and self-regulated in order to make excellent academic progress, at their personal level.

2. School Aims

- To provide inspirational and individualised learning experiences, placing pupils at the centre of their learning.
- To provide a nurturing, ambitious and mindful environment, where pupils develop their self-esteem, academic skills and natural talents.
- Promote a strong sense of community through kindness and compassion at a school, local and wider level.
- Encourage mindful practice in order to support pupils with self-regulation.
- To promote a curiosity for lifelong learning through a broad and balanced curriculum, supported by therapeutic approaches and intervention, which encourages and empowers pupils to reach their full academic potential.
- To promote strong home and school relationships through regular communication and reporting on academic and social progress.
- Design, develop and implement PLP's (Pupil Learning Plans) for each pupil, taking in to account their needs, learning styles and EHCP outcomes.
- To promote personal development through positive behaviour support, time for personal reflection, a robust rewards system and dedicated SMSC, Citizenship, Life Skills and Enrichment lessons.
- Promote opportunities for outdoor learning and links with nature, in order to develop an appreciation for our school community and the world's environment.
- Ensure a robust and effective staff programme for continuing professional development is in place to ensure our provision and practice is at the forefront of thought-leading specialist education.

3. Values

At The White House School we have 3 core values at the heart of our educational model. These values can be seen throughout our school environment, woven through our curriculum, within our learning spaces and are traits that we aim to inspire within our pupils.

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- Ambition
- Nurture
- Community

Ambition

- Our pupils are ambitious about their learning potential and futures. We are committed to ensuring outstanding teaching and learning, via a personalised, thematic and thought-leading curriculum.
- Our personalised curriculum allows all pupils to flourish at their own levels of attainment.
- We encourage our pupils to have the courage to work outside of their comfort zones.
- We aim to inspire a curiosity and passion for lifelong learning.
- We empower pupils to make decisions about their learning, social and emotional journeys.

Nurture

- Our pupils are taught within a nurturing, mindful and holistic environment, which personalises learning and support to ensure all pupils reach their potential.
- We adopt a holistic and mindful approach to education.
- We nurture, protect and support pupils on their journey with us and prepare them for their next school setting.
- We encourage and promote outdoor learning within our rural setting.
- We integrate specialist intervention and therapeutic support alongside teaching and learning to provide an organic educational experience.

Community

- Our pupils are committed and caring towards their school, local and wider community.
- We respect and care for each other, promoting a school family ethos.
- We celebrate individual success with kindness to all our pupils.
- We keep our school community safe and promote positive mental health and wellbeing so that our pupils thrive, develop and exceed, whilst feeling supported.
- We believe that 'Kindness is Key' and encourage all pupils to display empathy and kindness towards each other.
- Throughout our curriculum and daily interactions, we promote the Fundamental British Values and provide a fully inclusive school environment.

4. Roles and Responsibilities

The Headteacher is responsible for the overall planning and organisation of the curriculum, which is supervised and reviewed by the Directors of the School Board. The curriculum is reviewed on an ongoing basis by senior staff and members of the teaching team. The curriculum is constantly developing and this evolutionary process is driven by the changing needs of our school community, the desire to carefully evaluate and ultimately embrace certain pedagogic innovations, and our responsibility to respond fully and creatively to statutory government policy, non-statutory and Inspectorate guidelines. Our priority, however, is to ensure that the needs of every pupil are met.

The School Board

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

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including the range of special educational needs (SEN) within the specialist setting.
- It participates actively in decision-making about the breadth and balance of the curriculum.

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- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

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.
- 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 Directors of the School Board are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Directors of the School Board are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including the range of SEN within the specialist setting.
- Standards of teaching and learning are monitored in accordance with the Marking, Assessment and Expected Progress policy and Staff Handbook.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Class teachers and heads of department will:

- Produce Subject Learning Journey's as a framework for the skills that need to be taught within their subject. Alongside this, ensure that relevant long term plans and schemes of work are maintained and reviewed regularly, and that subject policy is implemented. Copies of up-to-date schemes and policies should be given to the Headteacher and stored electronically on the 'Curriculum' drive.
- Hold formal subject meetings, submitting minutes to the Headteacher at least once a half term.
- Ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual and three-year subject development plans.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that they follow the Marking, Assessment and Expected Progress policy and implement regular and effective assessments including, where necessary, formal assessments. This assessment and attainment data must then be recorded centrally to allow for attainment scrutiny, tracking and monitoring.
- Publish the above information in a subject handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on the 'Curriculum' drive.
- Attend curriculum development and review meetings, as required.

While responsibility for these areas lie with the class teachers and heads of department, it should be recognised that good practice requires consultation and collaboration with additional staff, such as our HLSA's delivering specialist interventions and therapists, about all matters that influence their work.

5. Organisation and Planning – Our ‘Intent’

At The White House School we are passionate, dedicated and aspirational for all of our pupils. We offer a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills, including mindfulness. Our dedicated academic focus is balanced with consistent and specialist pastoral and therapeutic support, in order to nurture pupils’ self-esteem, personal, social and emotional development. We are committed to each pupil’s holistic development for them to reach their true academic potential in preparation for their senior school setting.

Our curriculum has been designed to be able to offer an ambitious learning journey for pupils with a variety of special educational and behavioural needs. Fundamental British Values and our three school values are woven throughout the curriculum framework. We aim to develop our pupil’s shared understanding of cultural capital and intend to embed these essential life skills and experiences throughout the curriculum, in order to support academic and personal development progress.

Four department areas form the foundation of our curriculum, with these being; ‘Key Skills’, ‘Personal and Physical Development’, ‘Knowledge and Understanding of Our World’ and ‘Creative Enrichment’. Through subjects taught across these departments, we ensure that our pupils receive access to a linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Cross-curricular themes are used to scaffold learning against, providing opportunities for repetition of knowledge development across multiple subjects and consolidation of learning. Our curriculum is carefully sequenced, providing opportunities for pupils to revisit what they have previously learned, ensuring they know, remember and build upon key knowledge and skills across all subjects.

Our pupils join us at varying stages of their primary education journey. Our intention is to ensure each and every pupil understands their place in the world, to support them with self-regulation, communication and preparation for adulthood and life in a senior school setting. This is achieved through a holistic, mindful and academically ambitious approach.

Our curriculum has been designed with this, and our three core values, in mind. We offer a bespoke curriculum, which is academically **ambitious**, **nurtures** their personal development and provides them with a sense of **community**. It is highly tailored to meet the individual needs of our pupils. We place great emphasis on the subjects Life Skills and Mindfulness, with each having dedicated timetabled sessions. These subjects feature within our ‘Key Skills’ department, sitting alongside English and Mathematics as core subjects, such is the importance of the development of these skills for children with special educational and behavioural needs. The ability to be able to mindfully self-regulate, to be self-aware of their emotions and undertake essential life skills is an ambition we hold for each pupil, so that they enter their senior setting and, eventually adulthood, with a toolkit of social, emotional and communication strategies as well as a developed ‘sense of self’. Standalone Citizenship lessons are taught to help provide our pupils with the knowledge, skills and understanding required to prepare them for a full and active life in British society.

We offer two distinct curriculum pathways, depending on the needs of the child. Our Curiosity Curriculum follows the national curriculum and provides highly individualised learning for pupils working at, or slightly below, their age-related expectations. Our Sensory Curriculum is designed to place great emphasis on communication, as this is the most common barrier to learning for pupils in this class. However, we still adopt a formal and ambitious approach in this foundation stage, with pupils able to join Curiosity classes when appropriate.

In both pathways, we promote a love of reading, celebrate British Values and enhance the curriculum with an enriching personal development programme. We adopt a nurturing approach and offer a range of therapies for all pupils, as well as specialist support for pupils with social,

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emotional and mental health needs. Our robust quality assurance, monitoring and review processes ensure our curriculum is always highly effective.

The curriculum at The White House School is holistic, thematic and mindful in approach. We recognise the individual learning journey of each pupil and ensure our planning takes in to account the needs, outcomes, learning styles, ages and aptitudes of all pupils, including those with EAL, those classified as Gifted and Talented as well as those who require intervention and extra support.

Our two curriculum pathways:

- The **'Curiosity Curriculum Pathway'** where pupils are taught by age in one of three classes, either:
 - Key Stage 1 (Year 1 pupils aged 6 and above and Year 2) – 'Shooting Stars'
 - Lower Key Stage 2 (Year 3) – 'Explorers'
 - Key Stage 2 (Year 4, 5 and 6) – combined currently, but will split as pupil numbers increase – 'Astronauts'
- The **'Sensory Curriculum Pathway'** where pupils of mixed ages are taught following a needs-appropriate, formal and semi-formal foundation stage curriculum, working towards the early stages of the National Curriculum, as this continues to be relevant and appropriate for their learning needs.

Our curriculum aims and intends to:

- Meet the diverse learning needs of our pupils.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment.
- Ensure that each individual has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- Enable pupils to develop knowledge, understand concepts, 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, responsibility for their own health and enable them to be active.
- Promote a positive and curious attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/creative/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Use thematic approaches to support and consolidate pupil's understanding of concepts taught.
- Adopt mindful approaches and mindful classroom practices to ensure pupils are supported to have positive mental health and wellbeing.
- Equip pupils with essential life skills from a young age.
- Encourage outdoor learning and appreciation for our environment, wherever possible.
- Provide inspirational and aspirational teaching which is supported by intervention and therapeutic support.

In the Sensory Curriculum, additionally our curriculum aims and intends to:

- Support pupils to develop independence and communication strategies so they have a voice.
- Enable pupils to build connections and problem solve within the classroom and beyond.
- Enable pupils to lead the learning process wherever possible.

Our Curriculum Framework – What We Teach and Why:

Inspirational, Mindful and Individualised Learning Experiences

Inspiring a Lifelong Curiosity and Love of Learning. Developing Key 'Skills for Life' at a Young Age

The 'Curiosity Pathway' - Key Stage classes following an age-related curriculum

The 'Sensory Pathway' - A mixed age class following a needs-appropriate curriculum

Providing pupils with the key skills they require to become a successful and independent member of our community

Supporting and allowing pupils to express their creative skills to the best of their ability



Supporting pupils to acquire the knowledge, understanding and skills they need to manage their lives in a physically and mentally healthy way

Ensuring pupils are provided with the foundations they need to understand the human, physical, social and spiritual aspects of the world we live in

The 'Curiosity Pathway' - Key Stage classes following an age-related curriculum

Cross-curricular, small-class, project based learning following the Key Stage 1 and 2 National Curriculum criteria

Speech and Language and Occupational Therapy, Literacy & Numeracy Intervention

English. Mathematics. Computing & Digital Literacy. Life Skills. Mindfulness & Wellbeing.	PSHE and Relationships Education. Emotional Literacy. Citizenship. Physical Education. Yoga & Fitness.	Science. Religious Education. Topic. Outdoor Learning. Forest School. S.T.E.M.	Art & Design Technology. Music. Extra-curricular clubs.	Additional 'Equals' informal and semi formal Curriculum and assessment tool available to all pupils, as required: 'My Sensory Play' 'My Communication' 'My Independence' 'My Thinking and Problem Solving' Autism Education Trust 'Progression Framework'
Key Skills	Personal and Physical Development	Knowledge and Understanding of our World	Creative Enrichment	
My Communication. English. Mathematics. Life Skills and Independence. Mindfulness & Wellbeing	PSHE and Relationships Education. Emotional Literacy. Sensory Skills. Physical Education Yoga & Fitness.	Science/S.T.E.M. Topic. Outdoor Learning.	Art & Design. Music. Extra-curricular clubs.	

Communication support. Speech and Language and Occupational Therapy. Intensive Literacy, Numeracy, Phonics and Handwriting Intervention

Cross-curricular, project based learning, with an emphasis on learning through play and investigation. Pupils follow a formal and semi-formal curriculum, working towards the early stages of the National Curriculum

The 'Sensory Pathway' - A mixed age class following a needs-appropriate curriculum

Registration:

We believe that pupils need to be in a positive frame of mind in order to maximise the benefit of their learning. To this end, we begin each day with a 30-minute registration and form time. This begins with 5-10 minutes of mindfulness followed by a 20-minute period preparing for the day ahead. This may take the form of sensory circuits, quiet reading, free drawing or speaking with a member of staff about any concerns or worries they have. It is an essential part of the day to make sure pupils are regulated and ready to learn.

Key Skills

Providing pupils with the key skills they require to become a successful and independent member of our community

Life Skills

The development of life skills is an essential part of our pupil's development. At The White House School, we feel it is our duty to ensure our pupils have a secure understanding of basic life skills before they leave us. From tasks such as dressing themselves, tying their shoelaces and brushing their teeth to using money in a shop and being able to make toast, we support our pupils to achieve these.

Mindfulness and Wellbeing

Dedicated time throughout the week is scheduled for pupils to develop their mindfulness practice and personal wellbeing. During these sessions our pupils complete a range of activities including; filling in their mindfulness journals, mindfulness colouring in, body scans, breathing exercises, take part in mindfulness treasure hunts around our grounds and other mindful exercises to help them feel grounded, find calm, improve focus, practise loving-kindness and relaxation.

Curiosity Pathway

English Spoken Language

The curriculum is designed to place emphasis on the advancement of spoken language skills, for this underpins the development of reading and writing. Pupils are encouraged to listen and respond appropriately to their peers and adults, ask relevant questions to deepen their understanding, articulate their answers and participate in class discussions, performances and presentations.

Reading and Phonics

Our passion and commitment to Reading promotes high standards of literacy and aims to develop pupils' love of literature. Our aspiration is for all pupils to start reading, with support, by the end of year 2, in order to access our curriculum and to develop the habit of reading regularly, both for pleasure and knowledge. However, we anticipate that for many pupils, this timeline will need to be flexible and our approach will be entirely tailored to the individual child and their needs. All pupils are encouraged to read widely across both fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Where pupils require support with their reading, intervention and additional targeted learning will be put in place. It is our commitment to our pupils that they will all leave their primary education with the ability to read with an element of fluency and with confidence.

Writing

English and Literacy is at the forefront of our curriculum. A high-quality education in English will teach pupils to write fluently and allow them to access all aspects of our broad and balanced curriculum. The skills of transcription and composition are built into our thematic and stand-alone lessons, inspiring opportunities for our pupils to develop a clear set of writing tools to enable them

to make progress. Our pupils will progressively acquire the skills of spelling, punctuation and grammar to enable them to communicate effectively through the written word.

Mathematics

Mathematics, numeracy skills and understanding of money use is a lifelong skill that we instil in our pupils. Across our thematic and stand-alone lessons, our pupils will access a full mathematics curriculum which will prepare them for future learning and later life. A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. We aim for all pupils to have a level of times tables knowledge by the end of year 6 and leave us as confident mathematicians with the skills and understanding required for senior school learning.

Computing and Digital Literacy

Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. For pupils working below age related expectations, these lessons will focus on ensuring that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Sensory Pathway

My Communication

For our pupils following the Sensory Curriculum pathway, there is an additional, underpinning theme and focus on Communication. The intention is to support our pupils to develop a clear set of literacy and communication tools to enable them to make progress in this crucial area. Pupils are supported to develop their skills within the 6 areas of communicative learning for children with learning difficulties. These being:

1. Imperative communications
2. Declarative communications
3. Formal social interactions with familiar and unfamiliar people
4. Non-verbal, behavioural communications
5. Peer to peer communications
6. Augmentative and alternative communications

The development of children's spoken language underpins all areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with both adults and peers throughout the day in a language-rich environment is crucial to their wellbeing, development and confidence. At The White House School, within our Sensory Curriculum class, there is an enhanced focus on the development of communication skills, with most pupils having this as an area for development listed on their EHCP. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, classroom staff hope to build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from classroom staff, and questioning that invites them to elaborate, our children

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will become confident and comfortable using a richer range of vocabulary and language structures. As well as developing pupils' verbal communication skills, our environment is rich in alternative communication methods such as 'Signalong' and PECS.

We have a dedicated 'My Communication' lesson for focus time in this area, however the development of pupil's communication occurs across all subjects and throughout all daily interactions during their school day. We use the Equals informal and semi-formal curriculum to support pupils with their personal communication targets.

As well as planned and child-initiated interactions within the classroom, we also run daily speech and language sessions following the advice of the Speech and Language Therapy Service for relevant children and have a member of staff running focused interventions throughout the week as well.

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE communication times, circle time, stories, singing, speech and language interventions and sessions, phonics sessions, assemblies and performances.

English

It is crucial for our children to develop their literacy skills and we place great emphasis on this as a learning area, with five hours a week allocated to 'English' lessons, which include opportunities to develop their reading, writing, phonics, spelling and handwriting. Through the use of book-focus activities, linked to each project theme, we hope to instil a love of reading, providing a literature rich learning environment.

The areas of reading are split into the two areas 'comprehension' and 'word reading'. We also like to focus on language comprehension in our Little Stars class (which is essential for both reading and writing) – language comprehension starts from birth and only develops when adults talk with children about the world around them. Books (fiction and non-fiction) that adults read with children also contributes to improving language comprehension, as well as rhymes, poems and songs. We follow a rigorous phonics programme (Little Wandle) and this has made a noticeable difference in the better progress children make in their word reading. The skilled word reading we teach in phonics sessions involves both the decoding of the pronunciation of unfamiliar written words and the recognition of familiar printed words. This is supported through the use of visuals and sensory grapheme cards.

All children's attainment is assessed regularly so that their next steps are both relevant to their learning and helps them to make more progress, and children are all reading books that are matched to the phonic sounds they are familiar with. Every child reads their home reading book with a staff member before they take it home.

Mathematics

Several of our children join our school with little to no awareness of number or basic mathematical concepts. We believe that promoting a strong grounding in number is essential so that children develop the necessary building blocks towards a deeper understanding of basic mathematical concepts. We aim for our children to be able to count confidently, developing a deeper understanding of the numbers to 50, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding (both through adult led and child-initiated experiences) we are hopeful that our children will develop a secure base of knowledge and vocabulary from which the understanding of mathematics is built.

In addition, it is important that our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. It is important to us that our children develop positive attitudes and interests in mathematics, look

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for patterns and relationships, spot connections, 'have a go' at new things, talk to adults and peers about what they notice and not be afraid to make mistakes!

Digital Literacy

Within our Sensory Curriculum, Digital Literacy is not taught as a stand-alone lesson. Instead these skills are woven throughout all aspects of the curriculum, with pupils given opportunities to use, express themselves and develop their ideas through, information and communication technology

Personal and Physical Development

Supporting pupils to acquire the knowledge, understanding and skills they need to manage their lives in a physically and mentally healthy way

Yoga and Fitness

Alongside the physical education lessons, pupils will study specific yoga and fitness classes, designed to promote healthy minds and bodies. These sessions will be a combination of practical and theory in nature, teaching pupils to value the importance of keeping both their minds and bodies fit and healthy.

Emotional Literacy

Our Emotional Literacy Curriculum is designed to firstly, help pupils understand that all emotions are valid and should not be viewed negatively. This is done through the discreet teaching of multiple different emotions, using stories to explore each one in turn, enabling pupils to identify the root of the emotion. Following this, pupils reflect on the emotion and try to identify times where they may have experienced it and, if appropriate, identify strategies they could use to manage said emotion. This approach aligns with our Positive Behaviour Policy and the use of Emotion Coaching to support the pupils in managing emotionally charged situations more effectively. Programmes like the Zones of Regulation and tools such as 'Size of the Problem' are commonplace.

Curiosity Pathway

Spiritual, Moral, Social and Cultural Development:

Our SMSC curriculum is robust, woven through all subjects and also delivered weekly through dedicated PSHE and Relationships Education, Citizenship and Religious Education lessons, taking in to account all statutory regulations to cover the following topics;

PSHE and Relationships Education

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The programme of study focuses on the three core themes of 'Health and Wellbeing', 'Relationships' and 'Living Within the Wider World'.

Health and Wellbeing

The focus of this strand of our PSHE curriculum is on physical and mental health and wellbeing. Our curriculum will cover the following topics:

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships Education

The focus of our Relationships Education curriculum is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our curriculum will cover the following topics:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living Within the Wider World

Within these lessons our pupils will develop their sense of self and their position within our local and wider community. Our curriculum will cover the following topics:

- Shared responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010. Further information can be found in our separate SMSC policy. As a specialist SEND setting, we follow the PSHE Association's 'Planning Framework for Pupils with SEND' which covers the following topics; Self Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In. These 6 strands directly relate to the mainstream PSHE Programme of Study.

Citizenship (including Economic Wellbeing)

During their Citizenship lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with our support and encouragement. They learn how to make more confident and informed choices about their health, environment and personal finances; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

The SMSC programme is tailored to the needs of our pupils and differentiated accordingly. Their learning is recorded in exercise books and folders. For further, more detailed information of our SMSC programme, please see the separate SMSC Policy.

Physical Education

Our physical education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. Through a combination of off-site outdoor-education and on-site games and fitness lessons, our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and

Sensory Pathway

other activities build character and help to embed values such as fairness and respect.

Sensory Skills

In these sessions, pupils have dedicated time allocated to develop their sensory skills, in line with their individual Occupational Therapy programmes. They also develop skills within the 5 social dimensions of play, which are:

- **Solitary** – as it implies, this is play which involves only one person. Much play falls within this category and is perfectly reasonable and usual for this to be the case. However, for those with complex learning difficulties, and especially for those with complex learning difficulties and autism, this may be the only play engaged with. As such, there can be a tendency towards such play being limited, repetitive, stereotypical and obsessive.
- **Parallel** – not necessarily playing with but playing alongside, and there may be no acknowledgment or even recognition of the others' presence.
- **Shared** – in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others' presence it is fleeting rather than sustained.
- **Turn-taking** – represents the first stirrings of co-operative play in the clear acknowledgment of the others' involvement in the activity. We tend to think of turn-taking as being as a result of limited resources – we have one bike, you ride first and then it's my go – but this is not necessarily the case and should not be the case when working with those with CLD.
- **Co-operative** – where the learner(s) directly engages with others in the direction the play might take.

Physical Education

It has been proven that physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor skills develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness.

By creating games and providing opportunities for play both indoors and outdoors, our class team aim to support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. We also deliver a weekly whole class P.E. session which gives children the opportunity to learn the key skills we would like to teach them, and we feel that honing gross motor skills provides the foundation for developing healthy bodies and social and emotional wellbeing.

Fine motor control and precision helps with hand-eye coordination, which is linked directly to early literacy. Both the repeated and varied opportunities we aim to provide through targeted sessions, continuous provision and interventions gives the children time to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. Feedback and support from adults allows children to develop proficiency, control and confidence.

PSHE & Relationships Education

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to the progression of their cognitive development. For this reason, PSHE and Relationships Education is a critical element of our Sensory Curriculum. Underpinning each of our children's personal development are the important attachments that shape their social world. We try to provide all children and their families with strong, warm and supportive relationships with adults, and we feel this helps children to understand their own

The White House School

feelings and the feelings of others around them. We recognise that some of the children who join us struggle with some elements of their PSED skills, so it is very important to us that we support children to manage their emotions, develop a positive sense of self, set themselves goals, have confidence in their own abilities, to persist and wait for what they want and that we direct attention as necessary.

Through adult modelling and guidance, we want children to learn how to look after their own bodies including oral health and healthy eating, and to manage their own personal needs with confidence and independence. Through supported interaction with other children, we believe all children can learn to build good friendships, to cooperate with others and to solve conflicts with others peacefully. In Little Stars we are passionate about children gaining these skills because we feel these attributes will provide them with a secure platform from which children can achieve at school and later in life.

Self-regulation is a skill we have identified that many of the children in Little Stars need support with. This is linked to their individual special educational need(s). We aim to help children to show an understanding of their own feelings and to begin to regulate their behaviour accordingly. We try to help children to set and work towards simple goals, to be able to wait for what they want and control their immediate impulses where appropriate. We want all children to be able to give focused attention to what the teacher/adult says and to respond appropriately even when engaged in an activity, showing an ability to follow instructions involving several ideas and actions.

The behaviours for learning we promote in class include:

- Controlling own feelings and behaviour
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions effectively
- Behaving in ways that are pro-social
- Thinking before acting
- Persisting in the face of difficulty

Through dedicated PSHE and Emotional Literacy lessons, as well as Zones of Regulation interventions, the development of self-regulation forms a significant part of our SMSC curriculum.

Knowledge and Understanding of our World

Ensuring pupils are provided with the foundations they need to understand the human, physical, social and spiritual aspects of the world we live in

Outdoor Learning and Forest School

Our beautiful rural setting allows us to ensure pupils regularly participate in outdoor learning. Whether it be reading under one of our trees or scavenging for materials to make nature-art, all pupils are exposed to the wonder of nature. Within their Outdoor Learning and Forest School lessons, pupils learn about the seasons, local flora and fauna and go hunting for minibeasts.

Curiosity Pathway

Science

Our Science curriculum provides the foundations for understanding the world through the combined teaching of the disciplines of biology, chemistry and physics. Pupils are taught essential aspects of the knowledge, methods, processes and uses of science, via our thematic programme of study. Pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

Religious Education

The focus of our Religious Education curriculum is to encourage and challenge pupils to think about ideas, express them to others as well as listen to others. It is important that we instil an understanding in pupils that we may all have different beliefs as well as helping them to begin to make sense of their own beliefs. We promote understanding, respect and tolerance across our R.E curriculum. Across Key Stage 1 and 2, pupils are supported to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Topic

Our Topic lessons combine the humanities subjects of Geography and History. Taught within our thematic programme of study, pupils are supported to gain a coherent knowledge and understanding of the past and instil a curiosity and fascination about the world. With our location there are multiple opportunities for off-site visits to take place along our Jurassic coastline.

S.T.E.M

The combination of Science, Technology, Engineering and Mathematics within a stand-alone STEM lesson equips our pupils with the foundation skills required to succeed in the 21st-century job market. This includes a wide variety of soft skills such as critical thinking, problem-solving, team-work, adaptability and creativity.

Sensory Pathway

Science and S.T.E.M

This topic-based lesson is designed to present a holistic understanding of everyday events, activities and experiences, to support pupils to make connections with these. Pupils following our Sensory Curriculum pathway, study a combination of Science and S.T.E.M based activities and develop skills such as:

- Exploring collections of materials with similar and/or different properties.
- Talking about what they see, using a wide vocabulary.
- Exploring how things work.
- Understand the key features of the life cycle of a plant and an animal.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Topic

This topic-based lesson is designed to present a holistic understanding of everyday events, activities and experiences, to support pupils to make connections with these. Pupils following our Sensory Curriculum pathway, study a combination of History, Geography and Religious Education under the heading of 'Topic'. During these lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn about the wider world and the interdependence of communities within it. They begin to understand that their own choices and behaviour can affect local, national or global issues. They learn how to take part more fully in school and community activities.

Creative Enrichment

Supporting and allowing pupils to express their creative skills to the best of their ability

Extra-Curricular clubs

There is an Enrichment Programme in place for our extra-curricular clubs. These will take place during the last lesson on a Friday afternoon. Class teachers, learning support assistants and senior leaders are all involved in running a club throughout the year, with pupils having the option to choose and rotate between clubs, each half term. The clubs can include pupils from all year groups, therefore providing wonderful opportunities for peer support and mentorship.

As a school we strongly believe that an active involvement in enrichment activities has a vast impact on academic attainment and social development. Many of the skills that pupils develop through their enrichment activities are directly transferrable to the academic aspect of their learning. These skills include problem solving, team-working and performing under pressure. Wherever a child's interest lies, we have designed our enrichment programme to give everyone the opportunity to discover their talents and develop them further.

The enrichment programme is an integral part of the education that our pupils experience at The White House School. Taking part in these activities outside of the classroom allows them to become confident, flexible and resilient young adults, ready to take on future challenges. Whilst fun and exciting, all of the activities also add value, develop knowledge and allow us to tap into unknown potential, equipping pupils with the skills and values they need to meet the challenges of a changing society and to provide the best possible educational foundation for life.

Club examples:

Foreign Languages – Spanish

Learning a foreign language provides an opening to other cultures and at The White House School we offer Spanish as an enrichment club for pupils in key stage 2, for its global use and phonetic structure, which supports pupil's understanding and learning of the language. Our Spanish sessions are designed to foster pupils' curiosity and deepen their understanding of the world. Our pupils are encouraged to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech and in writing.

Gardening

The act of gardening is proven to have huge benefits for children with special educational needs. In these sessions, pupils will learn to nurture the plants, flowers and vegetables they grow, in order to keep them alive. Each class will soon have their own window boxes of flowers and a section of our allotment to take ownership of. This will take place during these lessons, as well as at other opportunities throughout the school week.

'Engaging with a child in a garden or nature setting will help the child learn positive social patterns and provide the skills to see how the world works...while gaining mastery of activities, which leads to improved self-esteem.'

Natasha Etherington

Curiosity Pathway

Art and Design Technology

Art, craft and design embody some of the highest forms of human creativity. We strongly encourage the creative pursuits of our pupils and our high-quality art and design curriculum is engaging, inspiring and challenging. We aim to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they learn how to think critically and develop a deeper understanding of art and design processes. They learn to understand how art and design shapes both the culture and history of a nation.

Music

Music is a universal language that embodies one of the highest forms of creativity. Our music lessons engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with

Sensory Pathway

discrimination to the best in the musical canon.

Art and Design

We strongly encourage the creative pursuits of our pupils and our art and design programme, followed by pupils within our Sensory Curriculum, provides a means of combining expressions, creative skills, imagination and emotions – within a visual or multi-sensory form.

Music

Our music lessons engage and inspire pupils to develop a love of music, as well as an understanding of the basic elements of music, including rhythm, tempo and pitch.

The Supplementary Curriculum

Alongside the formal aspects of our Curiosity and Sensory Curriculum pathways, we also offer a Supplementary Curriculum to all pupils, as required.

Using the Equals informal and semi-formal specialist SEN frameworks, personal learning intentions can be created in the areas of:

- My Sensory Play
- My Communication
- My Independence
- My Thinking and Problem Solving

For those pupils with a diagnosis of ASC, we also use the Autism Education Trust's Progression Framework, to support pupil's development in the areas of:

- Communication and Interaction
- Social Understanding and Relationships
- Sensory Processing
- Interests, Routines and Processing
- Emotional Understanding and Self-Awareness
- Learning and Engagement
- Healthy Living
- Independence and Community Participation

British Values

At The White House School, we ensure that through our vision, values, relationships, teaching and inclusive environment, we promote tolerance and respect for all cultures, faiths and lifestyles. The school staff have a responsibility to ensure that this ethos is reflected and implemented effectively throughout our school policies and practice. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

Fundamental British Values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The Rule of Law: Respect for the basis on which the law is made and applies in England
- Individual Liberty: Support and respect for the liberties of all within the law
- Mutual Respect and Tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

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Below are examples of some of the ways in which we actively promote the British Values at The White House School:

Democracy:

- Elect class representatives for our school council.
- Allow the children's voice to be heard by encouraging free speech.
- Discuss democracy within assemblies and within relevant classroom-based learning opportunities.

The Rule of Law:

- Have a robust positive behaviour policy which is consistently applied throughout the school.
- Support pupils to understand that rules and laws help them to stay safe.
- Create opportunity for discussions around issues of law during SMSC and Citizenship lessons, in other curricular areas and through whole-school assemblies, as and when appropriate.

Individual Liberty:

- Pupils are given important roles in school, such as School Council Representatives.
- Pupils are encouraged to understand responsibility in school in terms of their behaviour and commitment to protecting our school community.
- Equality, justice and fairness are key principles within our school.

Mutual Respect:

At The White House School, pupils learn respect through;

- The emphasis we place on positive behaviour and attitudes towards others
- The way the staff model this through their relationships with each other and the pupils
- The celebration of success via a respectful positive rewards system
- Celebrating religious occasions, holidays and events

Tolerance:

- Our aims and values
- The SMSC curriculum.
- Using world events as opportunities to inform pupils of and positively reinforce life and culture in other countries.

The Protected Characteristics

In the 2010 Equality Act, the government set out nine areas in which people can be expected to be protected from discrimination. These are known as the 'Protected Characteristics' and are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

It is our intention to develop in our pupils a sense of respect and tolerance towards those who demonstrate a protected characteristic. Our anti-bullying policy identifies a commitment to eliminating bullying in relation to a protected characteristic and each scheme of work demonstrates how The White House School cultivates our pupils' sense of respect and tolerance towards those who demonstrate a protected characteristic, within their learning.

6. Implementation

Our Mindful Learning Environment

At The White House School we adopt mindful practice at the heart of our provision. Our pupils will benefit from learning mindfulness through dedicated lessons and daily interactions, in terms of improved cognitive outcomes, social-emotional skills and wellbeing. Our 'Mindful Classrooms' are environments where every child feels safe, supported and ready to learn.

Our curriculum and approach is grounded in research in to the positive benefits that practising mindfulness can have for children with SEND.

ADHD and Mindfulness:

ADHD is a common neurodevelopmental condition that affects how our pupils behave. Symptoms often include ongoing, persistent patterns of inattention, an inability to focus, hyperactivity, impulsivity, forgetfulness and the tendency to be easily distracted. These symptoms can present many challenges when in a learning environment. Practising mindfulness helps to improve self-awareness and reduce feelings of impulsivity, both of which enhances our pupil's ability to focus on their learning.

'...8 out of 10 people felt that they were less affected by the condition (ADHD) after they embarked on a programme of mindfulness...'

<https://www.calmerclassrooms.co.uk/mindfulness-send-children/>

ASC and Mindfulness:

Autism is a spectrum condition that affects people in different ways. Our pupils with Autism may present any or all of the following symptoms: social communication and social interaction challenges, repetitive and restrictive behaviour, over or under-sensitivity to light, sound, taste or touch, highly focused interest or hobbies, extreme anxiety, meltdowns and shutdowns. A mindful approach to learning will support our pupils to manage these symptoms, allowing them to better focus on their learning.

...For many people with autism, it is very difficult to create a peaceful or still mind... (by practising mindfulness) participants learn to gain more control over the focus of the mind, for instance by actively directing attention to breathing or to certain parts of the body. When the attention is thus focused, the mind is more at peace because the attention is diverted away from thoughts and actions, and thus into the being-mode...When people with ASC learn to influence the mode of the brain, it helps them to actively create a more peaceful mind, by shifting from the doing-mode to the being-mode...Mindfulness is one of the first therapies that is scientifically proven effective for people with autism spectrum disorders.

<https://www.autismandmindfulness.org/>

We believe that mindfulness is an essential aspect of our pupil's lives at school, in order to help them cope and manage the challenges of today's society. An increasing number of today's pupils face challenges that affect their ability to focus attention, regulate difficult emotions, build inner resilience and form healthy and supportive relationships. In response, we need to learn effective ways to help calm our pupil's anxious nervous systems while providing them with supportive relationships, nurturing experiences and positive learning environments.

"Half of all mental illness, as we know, begins by the age of 14 - and with young people spending more time online, the strains on mental well-being are only going to increase."

— Former Prime Minister Theresa May

The World Health Organisation recently stated that by 2030, mental health issues will form the biggest burden on health care resources including heart conditions and cancer.

— British Mindfulness Institute

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We build time within the school day to practise mindfulness exercises, relaxation techniques and breathing exercises which aim to help our pupils self-regulate their emotions. Mindfulness in practice at The White House School includes;

- Daily morning mindfulness during our registration. We have partnered with Calm as part of their 'Calmer Schools' initiative and have built a 5-10 minute slot for mindfulness at the start of every day.

The developing mind and heart of a young child and adolescent is very distinct from that of an adult... As a teacher, you are well aware of the gifts children bring into the world, they see things with fresh eyes, open hearts, and with an innocence we watch in awe... This greater openness means that all of the stresses of modern life are actually impacting kids in a much stronger way. Because of this, we need to nourish their developing hearts and minds with moments of stillness, quiet and calm. Mindfulness can become a refuge for kids, a quiet place to return to in all the rush of the outside world, a steady place to stand in all the change and hard work of growing up.

<http://cdn.calm.com/documents/teachers-onboarding-manual.pdf>

Teachers, therapists, learning support assistants and key workers all have access to the subscription, meaning that mindfulness can also be practised throughout the whole school, at all times of the day, to help promote a culture of self-awareness and calm.

- We encourage mindful walking through our school grounds and barefoot walking within our nurture room.
- Our staff encourage pupils to conduct Body Scans to help them regulate and express how they are feeling.
- We encourage mindful breathing.
- Our 'Mindful Classrooms' are calm learning spaces where we promote self-awareness.















Our Thematic Approach

Our curriculum is largely delivered through themed projects. Depending on the curriculum pathway being followed, each project lasts between 2-3 weeks or one half term and becomes progressively more challenging as pupil's move up throughout the school. The project themes provide opportunities for cross-curricular teaching and consolidation of learning.

Curiosity Curriculum Projects:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shooting Stars	All About Me	Animal Magic	Homes and Houses	Seasons and Weather	Dinosaurs	What's on the Menu?
Explorers	The Seaside	Get Moving	Rivers	Ancient Egypt	Around the World	The Stone Age
Astronauts	Explorers	Artists	The World	Musicians	Seas and Oceans	The Romans

Sensory Curriculum Projects:

Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2		
Autumn	Winter	Halloween/ Nov 5th	All About Me - Senses	Christmas	Spring	All About Me - My Special People	Vehicles & Transport	Easter	Summer	Minibeasts	The Seaside	Under The Sea	All About Me - My Body
													

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The sample timetables below indicate the time given to each subject across a usual school week:

Curiosity

The White House School				Class	Explorers					Year	2023-2024			
	Form Time	1	2		3	4	5		6	7	Movement Break	8	9	Reg
	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:20	10:20-10:50	10:50-11:20	11:20-11:50	11:50-12:30	12:30-1pm	1-1:30	1:30-1:40	1:40-2:10	2:10-2:40	2:40-3pm
MONDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Newsround Circle Time	Phonics/ Spelling	Maths	Break	Reading	Art & Design		Lunch & Play	Physical Education	Movement Break		Computing and Digital Literacy		Registration and home time
TUESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Newsround Circle Time	English	Maths	Break	Science		Phonics/ Spelling	Lunch & Play	Music Reading Session	Life Skills	Movement Break	Yoga & Fitness	Citizenship	Registration and home time
WEDNESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Newsround Circle Time	Phonics/ Spelling	Maths	Break	Maths Reading Session	S.T.E.M	R.E	Lunch & Play	English	Mindfulness & Wellbeing	Movement Break	Reading		Registration and home time
THURSDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Newsround Circle Time	Phonics/ Spelling	English	Break	Outdoor Learning		Topic Reading Session	Lunch & Play	PSHE & Relationships Education	Movement Break	Reading	Mindfulness & Wellbeing		Registration and home time
FRIDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Newsround Circle Time	Phonics/ Spelling	Maths	Break	Reading	Topic History/ Geography		Lunch & Play	English	Emotional Literacy	Movement Break	Celebration Assembly	Enrichment Lesson	Registration and home time

Sensory

The White House School				Class	Little Stars					Year	2023-2024			
	Form Time	1	2		3	4	5		6	7	Movement Break	8	9	Reg
	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:20	10:20-10:50	10:50-11:20	11:20-11:50	11:50-12:30	12:30-12:45	12:45-1:30	1:30-1:40	1:40-2:05	2:05-2:30	2:30-3pm
MONDAY	Reg/Form Time Work Station Mindfulness Sensory Circuits Reading	Circle Time/English Literacy/Reading/ Writing/ Phonics/Spelling/ Handwriting		Break	Maths	Topic History/Geography/R.E		Lunch & Play	Mindfulness & Wellbeing / Relaxation	Art & Design	Movement Break	Outdoor Learning		Storytime Registration and home time
TUESDAY	Reg/Form Time Work Station Mindfulness Sensory Circuits Reading	Circle Time/English Literacy/Reading/ Writing/ Phonics/Spelling/ Handwriting		Break	Maths	Science & S.T.E.M		Lunch & Play	Mindfulness & Wellbeing / Relaxation	Yoga & Fitness	Movement Break	Physical Education		Storytime Registration and home time
WEDNESDAY	Reg/Form Time Work Station Mindfulness Sensory Circuits Reading	Circle Time/English Literacy/Reading/ Writing/ Phonics/Spelling/ Handwriting		Break	Maths	Topic History/Geography/R.E		Lunch & Play	Mindfulness & Wellbeing / Relaxation	My Communication	Movement Break	Emotional Literacy		Storytime Registration and home time
THURSDAY	Reg/Form Time Work Station Mindfulness Sensory Circuits Reading	Circle Time/English Literacy/Reading/ Writing/ Phonics/Spelling/ Handwriting		Break	Maths	Science & S.T.E.M		Lunch & Play	Mindfulness & Wellbeing / Relaxation	Sensory Skills	Movement Break	PSHE & Relationships Education		Storytime Registration and home time
FRIDAY	Reg/Form Time Work Station Mindfulness Sensory Circuits Reading	Circle Time/English Literacy/Reading/ Writing/ Phonics/Spelling/ Handwriting		Break	Maths	Topic, Life Skills and Independence		Lunch & Play	Mindfulness & Wellbeing / Relaxation	Music	Movement Break	Celebration Assembly	Enrichment Lesson	Storytime Registration and home time

Short, medium and long-term planning expectations

Our curriculum is created on a foundation of subject specific Learning Journey's, which outline the skills that pupils need to acquire at each year, as they move through the school. From these, teachers are required to produce rolling document schemes of work. Our frameworks and associated schemes of work offer breadth, balance, coherence, relevance, differentiation and progression in accordance with the principles underlying the Learning Journey's for each subject. All teachers are expected to devise bespoke, individual schemes of work for their classes (where pre-made, purchased schemes such as White Rose Maths and Jigsaw PSHE are not in use), regularly reflecting upon and evaluating their own practice and making adaptations where necessary to improve progress. Each scheme of work includes a 'Pupil Snapshot' which provides an overview of learning styles, predicted levels, targets, SEN and EHCP outcomes for each child in the class. Short term planning in the form of individual lesson plans are only required for formal observations by either the Senior Leadership Team, Board members or members of an Inspection or Awarding body.

Resources

Our learning resources are specialist in nature and take in to account the needs and aptitudes of all our pupils. Classrooms will each have visual timetables accessible for all pupils on their 'Class Boards'. Each year group classroom will have its own set of specific resources, as required by each pupil. This may include multi-sensory equipment, handwriting slopes and finger muscle strengtheners for pupils who need to develop their fine motor skills, as a few examples. These are to be utilised as necessary and documented within the scheme of work/teacher's planning as linked to the lesson objective and pupil snapshots where necessary. Resources may take the form of specialist SEN equipment, worksheets or ICT provision. Staff are encouraged to incorporate ICT within their teaching as much as possible. This may be through the use of interactive whiteboards, iPads, using the internet for research, making PowerPoint, Word processed or Publisher documents.

All pupils, as well as the teachers and support staff, use TomTag's, which are visual, learning support resources. TomTag is an award-winning visual support system inspired by Tomas, a young boy with autism. With a unique and innovative design, this communication tool helps children and young people develop coping strategies to manage their day, using structure, organisation and predictability – at home, at school and when out and about. TomTag has a positive effect on behaviour by reducing anxieties and frustrations and making it easier for our pupils to understand, follow and remember what they need to do. It is a visual support that our pupils love to use. We use a number of the different packs available, but most pupils will use these to show their feelings and to manage their school day in the form of portable, visual timetables.

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 or those with specific talents
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with a range of SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no 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 SEND and Inclusion policy and separate Gifted and Talented and English as an Additional Language policies.

7. Monitoring Arrangements – ‘Impact’

The Director and Board members monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Weekly meetings with senior leaders
- School visits
- Learning walks
- Meetings with all teachers, support, intervention and therapy staff
- Half termly board meetings
- Audits

The Senior Leadership team and subject leaders measure pupil outcomes and monitor the way the curriculum is taught throughout the school by:

- Conducting termly planning, marking and book audits
- Conducting termly learning walks
- Conducting bi-annual formal lesson observations
- Holding regular Curriculum Review meetings, where all staff are invited to contribute to the design, development and review of our provision

Class teachers and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The impact on pupils can be measured in the following ways:

- Individual pupils achieve the best possible outcomes.
- Pupils demonstrate increasing engagement and participation.
- Pupils develop methods of communication from the use of concrete ways (body language and the use of real objects) towards the abstract (pictures, symbols, print, signs, ICT and the spoken word).
- Pupils develop a range of responses to social interactions with individuals and in groups, from resisting contact with others to tolerance, passive cooperation, and supported involvement, to enjoying social interaction and experiences.
- Pupils show the same achievement on more than one occasion.
- Pupils show an ability to maintain, refine, generalise, or combine skills over time and in a range of circumstances, situations, and settings.
- Pupils transfer skills between different contexts or combine or use skills in different ways.
- Pupils show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils show a reduced need for artificial reinforcement as they become motivated by naturally occurring events or consequences.
- Pupils move from dependence on a secure or predictable routine to a greater degree of autonomy, shown by increased risk-taking and increased confidence.
- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.

A robust Quality Assurance Calendar and Annual Assessment Schedule is in place to measure impact.

This policy will be reviewed every year by the Headteacher.

At every review, the policy will be shared with the Directors of the School Board.

8. Links with other policies

This Policy should be read in conjunction with the:

- EAL Policy
- Gifted and Talented Policy
- Marking, Assessment and Expected Progress Policy
- Monitoring Pupil Attainment Policy
- Planning guidelines
- Phonics and Early Reading Policy
- Promoting Fundamental British Values and Protected Characteristics Policy
- PSHE Policy
- Relationships Education Policy
- Subject Department Policies
- SEND and Inclusion Policy and Information Report
- SMSC Policy
- Teaching and Learning Policy