WHITE HOUSE SCHOOL

Curriculum Policy

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CAVENDISH EDUCATION

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

This policy aims to:

- Provide an inspiring, ambitious and personalised curriculum that places each pupil at the centre of their learning and reflects their individual needs, talents and EHCP outcomes
- Embed mindfulness as a core aspect of the curriculum so pupils develop emotional literacy, self-awareness and positive mental health
- Promote pupils' academic progress and personal development through a holistic, nurturing and therapeutic approach
- Foster a curiosity for lifelong learning through a broad and balanced curriculum delivered through the Curiosity and Discovery pathways
- Ensure pupils acquire essential communication, literacy, numeracy and self-regulation skills
- Embed Fundamental British Values and the school's three core values within all areas of learning
- Provide pupils with meaningful cultural capital, life skills and opportunities for independent living and community inclusion
- Strengthen home–school relationships through regular communication and collaborative working with families
- Promote respect, kindness and compassion to build a strong sense of community within the school and beyond
- Ensure our curriculum enables all pupils to successfully transition to their next setting and prepare effectively for adulthood

3. Legislation and Guidance

This policy is based on:

- National Curriculum programmes of study
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

4. 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.

- **Ambition** - Developing Curiosity, Courage and Ambition.
- **Resilience** - Developing Character, Confidence and Resilience.
- **Community** - Showing Kindness, Integrity and Respect

Through these values, we nurture the Cavendish Education characteristics of Confidence, Competence, Creativity and Character.

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.

Resilience

- We support our pupils to positively adapt to challenges and change.
- We develop secure and trusted staff and pupil relationships.
- We adopt a strong sense of school community, ensuring each pupil has a sense of belonging and is valued.
- We encourage problem solving, self-compassion and confidence when facing challenges.

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.

5. Roles and Responsibilities

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 and disabilities (SEND) within the specialist setting.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Headteacher

The Headteacher, with support from the Assistant Headteacher for Teaching and Learning, will ensure 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 SEND within the specialist setting.
- Standards of teaching and learning are monitored in accordance with the Marking, Assessment and Expected Progress policy and Staff Handbook.

Teachers

Teachers 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 stored electronically on the 'Staff Shared' 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.

6. <u>What Makes Us Unique?</u>

Our USP evolves around the central focus of supporting our pupils with emotional regulation, to ensure they are 'ready to learn'. This involves bespoke positive behaviour support strategies as well as regular mindful activities and teaching approaches.

'Learn and Thrive: Ready to Learn, Prepared for Life'

Alongside this, our dedication to our pupils is to ensure that they are 'prepared for life', in whatever that looks like for them on an individual basis. For some, it may be in the world of work. For others, it will be most important that they can have sustainable and independent leisure activities and the skills developed to be able to access their local community.

Our curriculum centres around:

- Preparation for adulthood
- Community inclusion
- Sustainable leisure skills (for all pupils, but particularly those who may not access employment)
- Independent living skills
- Life skills
- Emotional Regulation
- Communication development

Common threads that will run across both pathways are:

- **Emotional Readiness**

Ensuring pupils are supported to regulate their emotions, build resilience and reduce episodes of challenging behaviour.

- **Social, Communication and Community Inclusion Skills**

Supporting pupils to foster effective communication skills and collaboration within and outside school.

- **Academic Preparedness**

Provide pupils with the foundational skills for academic success, at their personal learning level.

7. Our Curriculum Intent

We do not expect pupils to fit our curriculum.
We design our curriculum to fit our pupils.

At The White House School, we believe that every child deserves the opportunity to feel safe, belong, achieve and thrive.

At The White House School, our ambitious, nurturing and highly personalised curriculum is designed to make learning possible again. By removing barriers through adaptive teaching, integrated therapeutic support and meaningful life experiences, we enable every pupil to feel safe, belong, achieve and thrive. Together, we develop the knowledge, confidence, independence and life skills needed for pupils to be **Ready to Learn** and **Prepared for Life**.

Many of our pupils arrive having experienced disrupted education, anxiety, barriers to learning or previous educational trauma. Our curriculum has therefore been intentionally designed to make learning possible again. It is ambitious, highly personalised and underpinned by therapeutic, trauma-informed and mindful practice, enabling every pupil to rediscover confidence, rebuild trust and realise their potential.

Guided by our whole-school ethos of **Healthy Minds. Happy Hearts**, we create the conditions for pupils to become **Ready to Learn and Prepared for Life.**

We know our pupils as individuals. We understand both their strengths and the barriers they face. Rather than expecting pupils to adapt to our curriculum, we adapt our teaching, environments and support so that every pupil can successfully access ambitious learning whilst maintaining high expectations.

Our curriculum intentionally develops:

- Emotional Readiness
- Communication and Social Skills
- Academic Preparedness
- Independent Living Skills
- Community Inclusion
- Sustainable Leisure Skills
- Preparation for Adulthood

Through our bespoke **Learn & Thrive** curriculum, pupils experience a broad, balanced and coherently sequenced curriculum which develops knowledge, understanding, creativity and independence. Academic learning sits alongside communication, life skills, wellbeing and personal development because we recognise that these are equally important foundations for lifelong success.

Our curriculum is built around four curriculum departments:

• Key Skills
• Personal and Physical Development

• Knowledge and Understanding of Our World
• Creative Enrichment

Together these provide meaningful opportunities for pupils to acquire knowledge, revisit and consolidate learning and apply their understanding in increasingly independent and purposeful ways.

Relationships are at the heart of everything we do. Through outstanding specialist teaching, integrated therapeutic support, adaptive teaching and Total Communication, we remove barriers without lowering expectations. Emotional readiness is the foundation of learning and we know pupils learn best when they feel safe, regulated and connected.

We offer two personalised curriculum pathways which enable every pupil to access learning appropriate to their strengths and needs whilst remaining ambitious for their future.

Curiosity Pathway
Pupils of mixed ages are taught in one of two classes:

- Adventurers
- Astronauts

The curriculum in each class follows the national curriculum and provides highly individualised learning for pupils working at, or slightly below, their age-related expectations.

Discovery Pathway
Pupils of mixed ages are taught in one of five classes, following a needs-appropriate, formal and semi-formal foundation stage curriculum. This curriculum works towards the early stages of the National Curriculum, as it continues to be relevant and appropriate for their learning needs:

- Little Stars (Key Stage 1 and 2, accessing a Foundation Stage Curriculum)
- Supernovas (upper Key Stage 2 and Key Stage 3, accessing a Foundation Stage Curriculum and beyond)
- Comets (Key Stage 1 and 2, accessing a mixture of Foundation Stage and Key Stage 1 and 2 Curriculum)
- Meteors and Galaxies (Key Stage 2 and Key Stage 3, accessing a mixture of Key Stage 2 and 3 Curriculum)

Across both pathways we promote:

- High expectations for every pupil
- Communication in all its forms
- Preparation for adulthood from the earliest stages
- Reading for pleasure
- Life skills and independence
- Outdoor learning
- Cultural capital and community participation

- British Values and SMSC
- Personal development and wellbeing

Our curriculum reflects our three core values of **Ambition, Resilience and Community**. Through every lesson, relationship and experience, we seek to develop curious learners, confident communicators and resilient young people who are equipped with the knowledge, skills and character to flourish beyond The White House School.

Our ambition is simple:
To remove barriers, restore confidence and empower every pupil to realise their potential — ensuring they leave us Ready to Learn and Prepared for Life.

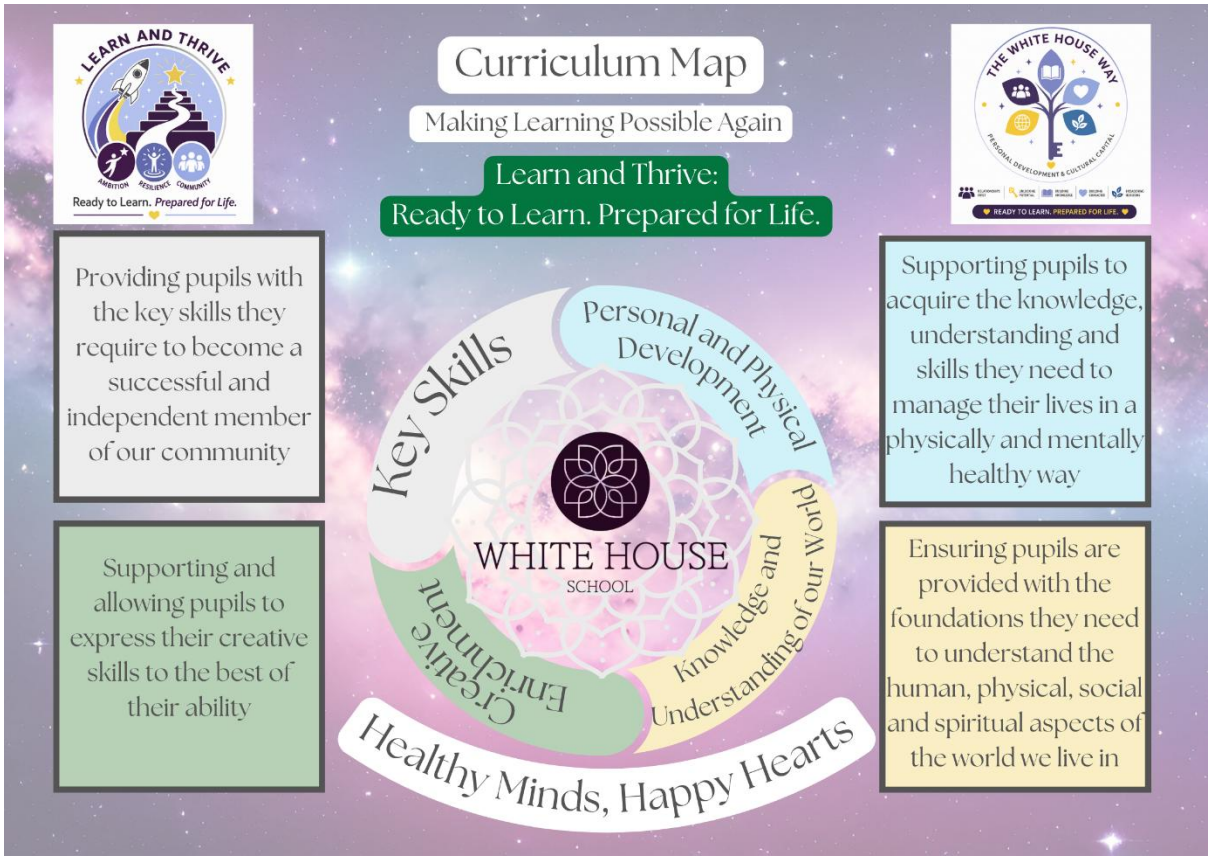
The curriculum in both pathways aims and intends to:

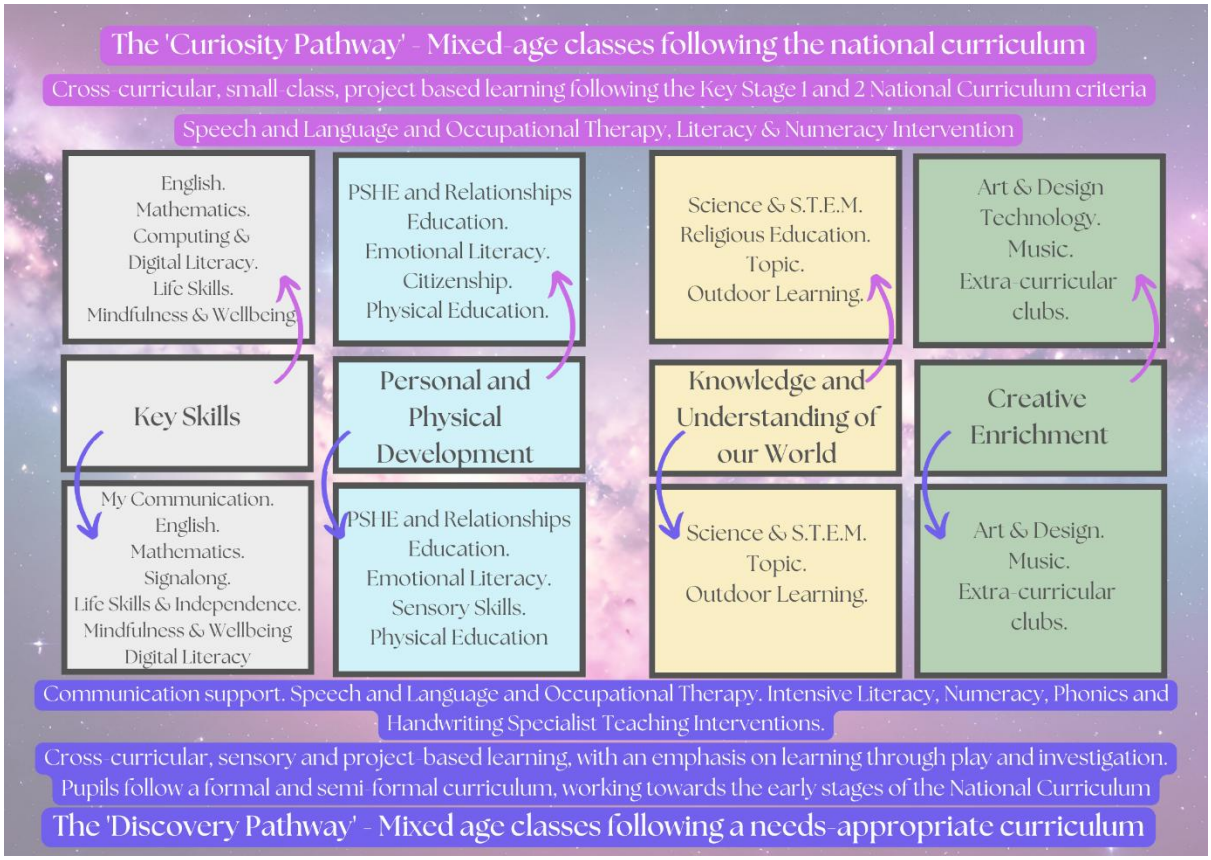
- Meet the diverse learning needs of our pupils through personalised pathways that recognise individual strengths, interests and aspirations.
- Provide a broad, balanced and coherently sequenced curriculum which develops knowledge, skills and understanding over time.
- Ensure that everyone has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- Ensure every pupil feels safe, understood and ready to learn through nurturing relationships, therapeutic approaches and emotionally supportive environments.
- Maintain high expectations for every pupil, removing barriers to learning through adaptive teaching whilst preserving ambition and challenge.
- Enable pupils to develop communication, independence and self-advocacy skills so that their voice is heard and valued.
- Equip pupils with the knowledge, cultural capital and life skills they need to thrive in school, adulthood and the wider community.
- Develop curiosity, creativity and a lifelong love of learning through meaningful and engaging learning experiences.
- Support pupils' spiritual, moral, social and cultural development and prepare them to contribute positively to society.
- Promote positive mental health, emotional wellbeing and resilience through mindful and therapeutic practices embedded throughout school life.
- Encourage healthy lifestyles, physical wellbeing and an understanding of personal responsibility for health and safety.
- Provide opportunities for outdoor learning, environmental awareness and meaningful experiences beyond the classroom.
- Prepare pupils for adulthood from the earliest stages by developing confidence, independence, employability, community participation and real-world skills.
- Deliver inspirational, ambitious and aspirational teaching supported by specialist interventions and integrated therapeutic provision.
- Ensure every pupil leaves The White House School ready to learn, prepared for life and equipped to achieve their individual potential.

Within the Discovery Pathway, we additionally aim to:

- Develop functional communication and total communication approaches so that every pupil can express themselves, make choices and have their voice heard.
- Foster independence through carefully structured opportunities to explore, problem solve, make decisions and participate in daily life.
- Support pupils to build meaningful relationships, connections and engagement with the world around them.
- Promote emotional regulation, sensory understanding and self-awareness to enable pupils to access learning successfully.
- Provide highly personalised learning experiences which celebrate small steps of progress and recognise individual achievements.
- Enable pupils to lead their learning wherever possible, developing confidence, agency and self-determination.

8. <u>Our Curriculum Framework</u>





Registration, Form Time and Circle Time
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 15-minute registration and form time, followed by a 20-minute Circle Time. This includes mindfulness activities, emotional literacy and preparing for the day ahead. It is an essential and compulsory part of the day to make sure pupils are regulated and ready to learn.

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.

Target Time
We allocate two lessons a week, for each pathway, to focus purely on the development of targets, in order to meet EHCP Outcomes. Targets are decided by the Class Teachers, in conjunction with our Therapy Assistants and parents/carers (if applicable) in order to create manageable objectives from the larger key stage outcomes detailed on each pupil's EHCP. These targets are recorded on each child's Pupil Passport.

9. 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.

Life Skills lessons are weighted differently across the two pathways:

Area	Discovery Pathway	Curiosity Pathway
Independent Living	30% = 2 x lessons per week	25% = 1 x lesson per week
Community	30% = 2 x lessons per week	25% = 1 x lesson per week
Health	20% = 1 x lesson per week	25% = 1 x lesson per week
Employment	20% = 1 x lesson per week	25% = 1 x lesson per week

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.

We use the Calm App and their 'Calmer Schools' initiative to access mindfulness resources.

Curiosity Pathway

Speaking and Listening
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
We are committed to promoting high standards of literacy and developing a lifelong love of reading. Our aspiration is for all pupils to begin reading, with support where needed, by the end of Year 2, enabling them to fully access the curriculum and develop the habit of reading regularly for both pleasure and knowledge. For many pupils, this timeline will be flexible, and our approach will be fully tailored to each child's individual needs.

All pupils are encouraged to read widely across fiction and non-fiction to enhance their understanding of themselves and the world, foster an appreciation of literature, and support knowledge across the curriculum. Reading provides opportunities for pupils to grow culturally, emotionally, intellectually, socially, and spiritually. Where pupils require additional support, targeted interventions and personalised learning will be provided.

We are committed to ensuring that every pupil leaves primary education able to read fluently and with confidence. To support this, we use the Little Wandle Collins Big Cat Reading Scheme.

Each class has a stand-alone Comprehension lesson which uses moving image to teach comprehension skills. The skills taught in these lessons are in line with our reading comprehension progression documents.

Writing
English and literacy are at the heart of our curriculum. A high-quality education in English enables pupils to write fluently and access all areas of our broad and balanced curriculum. Skills in transcription and composition are developed through both thematic and stand-alone lessons, providing pupils with a clear set of writing tools to support their progress.

Pupils progressively acquire spelling, punctuation, and grammar skills, empowering them to communicate effectively through the written word. Where additional support is needed, targeted interventions and personalised learning strategies are provided to ensure all pupils can achieve their potential.

We use The Write Stuff as the basis for our English learning, planning, and assessment framework.

Mathematics
Mathematics, numeracy skills, and understanding of money and time are lifelong skills that we aim to develop in all our pupils. Through both thematic and stand-alone lessons, pupils access a full mathematics curriculum designed to prepare them for future learning and life beyond school.

A high-quality mathematics education provides a foundation for understanding the world, develops the ability to reason mathematically, and fosters enjoyment and curiosity in the subject. We aim for all pupils to achieve a secure level of times tables knowledge by the end of Year 6 and to leave primary school as confident mathematicians with the skills and understanding needed for secondary education.

We use White Rose Maths as the basis for our mathematics learning, planning, and assessment framework.

Signalong
All pupils at The White House School are taught Signalong as a method of communication. Signalong is a key word sign-supported communication system based on British Sign Language, used in spoken word order. It combines speech,

signs, body language, facial expression, and voice tone to reinforce the link between sign and word.

Our aim is to give pupils a wide range of tools to communicate effectively and understand others. Pupils are encouraged to use Signalong across the curriculum, as the Signalong programme focuses on topic-based vocabulary relevant to their learning. We also recognise that Signalong can be an important tool to support pupils when they are feeling dysregulated or need less verbal communication.

Computing and Digital Literacy
Our high-quality computing education equips pupils to use computational thinking and creativity to understand and influence the world around them. Computing is closely linked with mathematics, science, and design and technology, providing insights into both natural and artificial systems. The core of computing is computer science, where pupils learn the principles of information and computation, how digital systems work, and how to apply this knowledge through programming.

Building on this knowledge, pupils are also taught to use information technology to create programs, systems, and a range of digital content. For pupils working below age-related expectations, lessons focus on developing digital literacy – the ability to use technology effectively, express themselves, and communicate ideas in ways suitable for future learning, the workplace, and participation in a digital world.

E-Safety is taught as an integral part of each unit. Each unit begins and ends with an E-Safety lesson from Project Evolve, linked to the theme of the Computing and Digital Literacy unit, and revisited throughout the unit to ensure context, reinforcement, and retention.

We use Teach Computing as the basis of our Computing and Digital Literacy learning, planning, and assessment framework, with E-Safety lessons planned from Project Evolve.

Discovery Pathway

My Communication
For our pupils following the Discovery 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 Discovery Curriculum classes, 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 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.

Whilst there are no dedicated My Communication lessons, communication is at the heart of everything in the Discovery pathway. The decision was made to not have dedicated My Communication lessons as communication skills and targets are worked on in all areas of the curriculum, with a dedicated section in the Scheme of Work template regarding communication focuses. We also have Communication and Interaction Target Time lessons timetabled weekly which will focus on communication skills and 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.

Signalong
Linked to the importance of communication within the Discovery curriculum, Signalong is taught as a stand-alone subject for our Little Stars and Supernovas classes. All other classes teach Signalong topic-based vocabulary and highly used words throughout Project lessons and other interventions. This is another tool we provide pupils with to be able to communicate and understand others. All pupils at The White House School are taught Signalong, and this gives pupils, who have limited verbal communication, from the Discovery pathway the opportunity to communicate with pupils from the Curiosity pathway. As a school we want to use Signalong as a way to develop the school community and encourage friendships.

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 Discovery classes (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.

Each class has a stand-alone Comprehension which uses moving image to teach comprehension skills. The skills taught in these lessons are in line with our reading comprehension progression documents.

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.

We use the combination of a Foundation Stage Curriculum and National Curriculum for Key Stage 1 as the basis of our English learning, planning and assessment framework.

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 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!

We use the combination of a Foundation Stage Curriculum, National Curriculum for Key Stage 1 and Maths for Life as the basis of our learning, planning and assessment framework.

Digital Literacy
Within our Discovery Curriculum, Digital Literacy is taught as a standalone lesson for most of the classes, with the expectation of Little Stars and Supernovas. Within Little Stars and Supernovas, 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. They are also introduced to the ideas within E-Safety.

For the classes engaging in standalone Computing and Digital Literacy lessons, E-Safety is taught as an integral part of each unit. Each unit begins and ends with an E-Safety lesson from Project Evolve, linked to the theme of the Computing and Digital Literacy unit, and revisited throughout the unit to ensure context, reinforcement, and retention.

We use Teach Computing as the basis of our Computing and Digital Literacy learning, planning, and assessment framework, with E-Safety lessons planned from Project Evolve.

Additional Key Stage 3 Subject - Careers
It is part of The White House School's vision to provide pupils with a comprehensive programme of careers education, information, advice and guidance and to exceed its statutory duty to provide CEIAG from year 7 upwards.

We believe our diverse cohort should have the same access to a variety of opportunities that encompass just as varied a range of disciplines, while also taking into account their individual access needs. Statistically, adults with Autism are less likely to be in full-time employment. This barrier requires acknowledgement, and it is our intention to support pupils from a young age to prepare for adulthood. Careers are taught as part of the Life Skills programme of study.

Additional Key Stage 3 Subject - ASDAN
The ASDAN curriculum provides programmes and qualifications for learners with special educational needs and disabilities. The courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life.

Pupils following our Discovery Curriculum pathway will cover either the Supporting Aspirations or New Horizons course during their Key Stage 3 Learning Journey:

- Year 7 – Friends, relationships and community

- Year 8 – Good health
- Year 9 – Independent living

The aim of the courses are to better prepare young people with SEND to plan for good life outcomes. The course modules are mapped to the four Preparing for Adulthood pathways. The course is based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. The module outcomes are based on what needs to be in place for a young person with SEND to plan for the future and make a successful transition to new opportunities at college, adult social care, training programmes, employment or in supported living.

10. 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.'

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.

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. 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.

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.

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

Discovery Pathway

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 allow children to develop proficiency, control and confidence.

PSHE, Relationships and Sex Education
Children's personal, social and emotional development (PSED) is essential for leading healthy, happy lives and underpins cognitive development. For this reason,

PSHE, Relationships Education (and Sex Education for pupils of KS3 age) is a central element of our Discovery Curriculum.

Strong, warm and supportive relationships with adults are key to children's personal development. These attachments help children to understand their own feelings and those of others. We recognise that many pupils joining our school may have gaps in their PSED skills, so we prioritise supporting them to manage emotions, develop a positive sense of self, set goals, build confidence, persist with challenges, and direct their attention appropriately.

Through modelling and guidance from adults, we encourage children to care for their bodies, including oral health and healthy eating, and to manage their personal needs with confidence and independence. Supported interaction with peers helps them learn to build friendships, cooperate, and resolve conflicts peacefully. We believe these skills provide a secure foundation for achievement in school and beyond.

Self-regulation is an area where many of our pupils need additional support, often linked to their individual special educational needs. Our aim is to help children recognise and manage their feelings, regulate their behaviour, and work towards simple goals. We encourage them to wait appropriately, control impulses, and give focused attention, even while engaged in activities.

The behaviours for learning we promote include:

- controlling feelings and behaviour
- applying personalised strategies to return to calm
- curbing impulsive behaviours
- concentrating on tasks
- ignoring distractions effectively
- behaving in pro-social ways
- thinking before acting
- persisting in the face of difficulty

Through dedicated PSHE and Emotional Literacy lessons, alongside Zones of Regulation interventions, self-regulation is embedded within our SMSC curriculum. Our PSHE programme reflects our school ethos and aims and promotes respect for others in line with the Equality Act 2010.

In line with statutory requirements, we cover the full content for relationships education and health education as set out in government guidance. Further details of our approach can be found in our separate Relationships Education Policy, available on our website.

11. 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
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 lessons, pupils learn about the seasons, local flora and fauna and go hunting for minibeasts.

Curiosity Pathway

Science and STEM
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. The combination of Science, Technology, Engineering and Mathematics within our combined Science and STEM lessons equip 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, teamwork, adaptability and creativity.

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.

Discovery Pathway

Science and STEM
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 Discovery Curriculum pathway, study a combination of Science and STEM 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 Discovery 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.

12. 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, support staff 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.

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 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 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 discrimination to the best in the musical canon.

Discovery Pathway

Art and Design
We strongly encourage the creative pursuits of our pupils and our art and design programme, followed by pupils within our Discovery 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.

Nurture and Off-Site Education
We also offer a bespoke nurture and off-site education provision as part of our individualised curriculum. Utilised primarily for pupils with SEMH needs who struggle to access a classroom environment, these short-term, intervention timetables are personalised to the individual needs of each child. Whilst being educated off-site, the purpose of these sessions is to develop trusting relationships with school staff and to work towards full integration back to on-site learning. Sessions will always include an element of life skills and the development of key skills such as English and maths. Activities might include visiting a local shop to buy ingredients, before returning to school to make cakes for their class.

The Safeguarding Curriculum
It is essential for us to ensure, through our academic and personal development provision, that pupils are taught how to keep themselves safe. Our safeguarding curriculum spans across subject specific programmes of study, personal development experiences as part of 'The White House Way' and stand-alone activities and visits from guest speakers. Within our Computing and Digital Literacy learning journey, a half-term per academic year is dedicated to learning about online safety. Through our PSHE curriculum, pupils learn how to keep their minds and bodies healthy and the importance of safe relationships. In Life Skills lessons pupils learn basic first aid skills. As part of The White House Way we have visitors such as firefighters, the police and RNLI and pupils learn about road safety. This summary provides just a handful of examples of how we promote safeguarding through our curriculum.

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.

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

- 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.

13. Our Curriculum Implementation

Our Mindful Learning Environment

At The White House School we adopt mindful and therapeutic 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 and Therapeutic 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 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/

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

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:

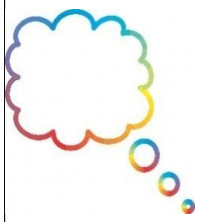
- Daily morning mindfulness during our registration. We have partnered with Calm as part of their 'Calmer Schools' initiative and have built a 5–10-minute slot for mindfulness at the start of every day.

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

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

Our Thematic Approach

Our curriculum is largely delivered through themed projects. Each project lasts for 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Little Stars' and 'Comets' Class					
My World	Animal Magic	Pirates	Building and Construction	Dinosaurs	Space
'Supernovas', 'Meteors' and 'Adventurers' Class					
Friends and Family	Traditional Tales	Woods and Forests	The Stone Age	Safari	Gardening
'Galaxies' and 'Astronauts' Class					
Express Yourself	Holidays and Celebrations	Light and Dark	The Victorians	The Equator	Animation
					

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

The White House School | Class: Little Stars | Year: 2026-2027

	Form Time / Arrival		1		2	3	4		5	6	Movement Break	7	8	Dismissal
	08:45-09:00	09:00-09:20	09:20-09:50	09:50 - 10:20	10:20-10:50	10:50-11:20	11:20-11:50	11:50 - 12:30	12:30-12:45pm	12:45-1:30pm	1:30-1:40 pm	1:40-2:10pm	2:10-2:40pm	2:40-2:50pm
MONDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Work Station	Circle Time	Weekly Assembly	Break & Snack	Reading Intervention	Maths	Life Skills: Health	Lunch & Play	Mindfulness & Wellbeing / Relaxation	PSHE & Relationships Education	Movement Break	Life Skills: Independent Living		Storytime and home time
TUESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Work Station	Circle Time	English/ Phonics	Break & Snack	Reading Intervention	Maths	Target Time – S&P	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Project	Movement Break	Physical Education		Storytime and home time
WEDNESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Work Station	Circle Time	English/ Phonics	Break & Snack	Reading Intervention	Maths	Target Time – C&I	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Music	Movement Break	Project		Storytime and home time
THURSDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Work Station	Circle Time	English/ Phonics	Break & Snack	Comprehension	Maths	Life Skills: Employment	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Signalong	Movement Break	Life Skills: Community		Storytime and home time
FRIDAY	Reg/Form Time Mindfulness Sensory Circuits Reading Work Station	Circle Time	English/ Phonics	Break & Snack	Maths	Project		Lunch & Play	Mindfulness & Wellbeing / Relaxation	Project	Movement Break	Celebration Assembly	Enrichment Clubs	Storytime and home time

The White House School | Class: Adventurers | Year: 2026-2027

	Form Time / Arrival		1		2	3	4		5	6	Movement Break	7	8	Dismissal
	08:45-09:00	09:00-09:20	09:20-09:50	09:50 - 10:20	10:20-10:50	10:50-11:20	11:20-11:50	11:50 - 12:30	12:30-12:45pm	12:45-1:30pm	1:30-1:40 pm	1:40-2:10pm	2:10-2:40pm	2:40-2:50pm
MONDAY	Reg/Form Time Mindfulness Sensory Circuits Reading	Circle Time	Weekly Assembly	Break & Snack	English	Maths	Music	Lunch & Play	Mindfulness & Wellbeing / Relaxation	PSHE & Relationships Education	Movement Break	Physical Education		Dismissal and home time
TUESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading	Circle Time	Reading/ Phonics	Break & Snack	English	Maths	Computing and Digital Literacy	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Life Skills: Community	Movement Break	Project		Dismissal and home time
WEDNESDAY	Reg/Form Time Mindfulness Sensory Circuits Reading	Circle Time	Reading/ Phonics	Break & Snack	English	Maths	Life Skills: Employment	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Target Time – S&P	Movement Break	Project		Dismissal and home time
THURSDAY	Reg/Form Time Mindfulness Sensory Circuits Reading	Circle Time	Reading/ Phonics	Break & Snack	English	Maths	Target Time – C&I	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Life Skills: Independent Living	Movement Break	Project		Dismissal and home time
FRIDAY	Reg/Form Time Mindfulness Sensory Circuits Reading	Circle Time	Comprehension	Break & Snack	Maths	Life Skills: Health	Project	Lunch & Play	Mindfulness & Wellbeing / Relaxation	Project	Movement Break	Celebration Assembly	Enrichment Clubs	Dismissal and home time

Short, Medium and Long-Term Planning Expectations

Our curriculum is carefully sequenced and 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 adaptions where necessary to improve progress.

Each scheme of work includes a 'Pupil Snapshot' which provides an overview of learning styles, predicted levels, targets, SENS and EHCP outcomes for each child in the class. Short term planning in the form of individual lesson plans is 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 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 SEND 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.

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.

14. Our Curriculum Impact

The Directors 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
- 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

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 how 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.

15. Monitoring Arrangements

This policy will be reviewed by the Headteacher and approved by Directors annually in consultation with the school board.

16. Links to Other Policies

This policy should be read in conjunction with:

- EAL Policy
- Gifted and Talented Policy
- Marking, Assessment and Expected Progress Policy
- Monitoring Pupil Attainment Policy
- 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
- SPELL Policy
- Staff Handbook
- Teaching and Learning Handbook

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Sarah Moorcroft – Executive Headteacher
Storage Location	Online
Effective Date	September 2026
Next Review Date	July 2027

Revision History

Version	Change	Author	Date of Change
1	Updated policy for new academic year	Elle Vinall	July 2025
2	Updated format to match Cavendish Policies. Content updated to reflect enhances to curriculum.	Elle Vinall	September 2026