

Part of the Branches Education Group



CURRICULUM POLICY



Approved By	Rebecca Warhurst	Head Teacher	March 2026
Amendments Made			
Linked Policies	See section 9.0 links with other policies		
Signed	<i>R Warhurst</i>	Head Teacher	March 2026
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1.0 AIMS

The aims of our first aid policy are to:

- ensure the health and safety of all staff, pupils, and visitors
- ensure that staff, the Proprietor and those responsible for governance are aware of their responsibilities with regards to health and safety
- provide a framework for responding to an incident, recording and reporting the outcomes.

2.0 TERMINOLOGY

First Aid is the treatment of minor injuries that happen on the school or work premises that would otherwise receive no treatment or do not require treatment by a medical practitioner.

In cases **where a person requires help from a medical practitioner**, First Aid aims to preserve life and minimise the consequences of injury or illness until such help arrives.

A First Aider is a person who has undergone a training course in administering First Aid at work and holds a current First Aid certificate.

3.0 LEGISLATION AND GUIDANCE

This policy is based on:

advice from the Department for Education on first aid in schools, health and safety in schools, and the following legislation:

- the Health and Safety (First Aid) Regulations 1981, which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and provide qualified first aid personnel,
- the Management of Health and Safety at Work Regulations 1992, which require employers to assess the risks to the health and safety of their employees,
- the Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, implement necessary measures, and arrange for appropriate information and training,
- the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept,
- Social Security (Claims and Payments) Regulations 1979, which set out rules on the retention of accident records,
- the Education (Independent School Standards) Regulations 2014, which require that suitable space is provided to cater for the medical and therapy needs of pupils.

4.0 ROLES AND RESPONSIBILITIES

4.1 First Aiders

All staff in the school are trained to administer basic first aid. They are responsible for:

- taking charge when someone is injured or becomes ill,
- ensuring there is an adequate supply of medical materials in first aid kits and replenishing the contents of these kits,
- ensuring that an ambulance or other professional medical help is summoned when appropriate.

First Aiders are trained and qualified to carry out the role and are responsible for:

- acting as first responders to any incidents, they will assess the situation where there is an injured or ill person and provide immediate and appropriate treatment,
- arranging for pupils to go home to recover, where necessary,
- filling in an accident report on the same day, or as soon as is reasonably practicable, after an incident,
- keeping their contact details up to date.

Some staff have received additional First Aid training and 'are fully qualified First Aiders' as part of their role, for example those leading practical subjects, including Food Technology, Science and Physical Education. Where this is the case, these staff should be the first to be called following an incident requiring first aid advice and/ or treatment.

4.2 The Proprietor and Directors

Branches Education Group has ultimate responsibility for health and safety matters in the school, but delegates responsibility for the strategic management of such matters to the Group Health and Safety Manager. Under their oversight, they delegate operational matters and day to day tasks to the Headteacher and staff members.

4.3 Headteacher

The Headteacher is responsible for the implementation of this policy, including ensuring that:

- an appropriate number of trained first aid personnel are present in the school at all times,
- First Aiders have an appropriate qualification, keep training up to date and remain competent to perform their role,
- all staff are aware of first aid procedures,
- appropriate risk assessments are completed, and appropriate measures are put in place,
- Risk Assessments are completed and kept updated e.g. for pupils, classrooms, activities and off-site visits, ensuring that measures are put in place to keep pupils and staff as safe as possible,
- adequate space is available for providing for the medical needs of pupils,
- specified incidents are reported to the HSE when necessary.

4.4 Staff

School staff are responsible for:

- ensuring they follow first aid procedure,
- completing accident reports for all incidents they attend.

5.0 FIRST AID PROCEDURES

5.1 In School Procedures

In the event of an accident resulting in injury:

- the First Aider takes charge of the first aid emergency treatment, in line with their training,
- following their assessment of the injured person, they should administer appropriate first aid and make a balanced decision about the need to call an ambulance. *If unsure at any time the First Aider should call the NHS (dial 111) for further advice*
- staff will decide whether the injured person should be moved, placed in a recovery position, or remain as they are, depending on injuries, until emergency services arrive,
- if the First Aider judges that a pupil is too unwell to remain in school, parents/carers will be contacted and asked to collect their child,
- upon their arrival, the First Aider will recommend next steps to the parents for any ongoing observation or action.

5.2 If Emergency Services are Required

- the First Aider should dial 999 and speak to the emergency services switchboard, who will request key information,
- the caller will explain clearly what has happened, whether the casualty is conscious, breathing and describe the injuries. They will provide the casualty's name, date of birth/age and the location/postcode of the school (or location of incident if not at school),
- the staff member should gather information about the casualty e.g. any medication being taken, allergies, health conditions, next of kin, Social Worker contact details, etc.
- the person making the emergency call will update the staff who are with the casualty,
- the Headteacher will contact parents/carers immediately to advise them and keep them updated, invite them to be with their child, as is feasible given location, etc.,
- when the ambulance/paramedic arrives, they will take on responsibility for the situation and school staff should step back unless directed otherwise,
- a member of school staff should remain with the child or follow the ambulance, if they are taken to hospital, until a parent/carers can join them and assume responsibility,
- the member of staff involved will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury.

NB: Where there is a **lone staff member with a casualty**, they will have to consider the risks against what is required and make an informed decision about how to act to secure emergency treatment.

5.3 Off-site procedures

When taking pupils off the school premises, staff will ensure they always have the following:

- school mobile phone,
- portable first aid kit,
- Information about the specific medical needs of pupils,
- Parent/carer emergency contact details,
- Risk Assessments*

*Risk Assessments will be completed by the teacher and signed off by the Headteacher or a senior leader, prior to any off-site/educational visit taking place.

All **educational visits and off-site activities** will be joined by at a designated First Aider, this will be recorded on the Risk Assessments, together with the staff member's name.

5.4 First aid equipment

First Aid Kits are stored in:

- the medical room
- reception (at the desk)
- Dining Room
- Conservatory
- Meeting Room

In line with British Standard BS 8599-1:2019, a standard First Aid Kit for up to 25 people will include:

- 1 x Disposable Heat Retaining Foil Blanket, Adult
- 1 x Microporous Tape, 2.5cm X 10m
- 2 x Sterile Moist Cleansing Wipes (Packs of 10)
- 2 x Non-Sterile Disposable Triangular Bandages 90cm X 90cm X 130cm
- 1 x Tuff-Kut Scissors
- 6 x Nitrile Powder-Free Gloves, Large (Pairs)
- 1 x Revive-Aid
- 1 x Burnshield® Dressing 10cm X 10cm
- 2 x No. 16 Sterile Eye Pad Dressings
- 2 x Medium HSE Sterile Dressings 12cm X 12cm
- 2 x Large HSE Sterile Dressing 18cm X 18cm
- 2 x Sterile Finger Dressings 3.5cm X 3.5cm
- 1 x Conforming Bandage 7.5cm X 4.5m
- 4 x Washproof Plasters, Assorted Sizes (packs of 10)
- 1 x First Aid in an Emergency Booklet
- 1 x Wall Bracket

NO medication is kept in First Aid Kits. Medication is stored securely. Please see Administration of Medication Policy.

6.0 REPORTING AND RECORD KEEPING

6.1 First Aid and Accident Records

- An accident form will be completed by the First Aider on the same day or as soon as possible after an incident resulting in an injury.
- As much detail as possible should be supplied when reporting an accident.
- A copy of the accident report form will also be added to the pupil's file.
- Records held in the Accident Book will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of.

6.2 Reporting to the HSE

The Headteacher will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the **RIDDOR 2013** legislation (regulations 4, 5, 6 and 7).

The Headteacher will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences include:

- Death.
- Specified injuries, which are:
 - Fractures, other than to fingers, thumbs, and toes,
 - Amputations.
 - Any injury likely to lead to permanent loss of sight or reduction in sight,
 - Any crush injury to the head or torso causing damage to the brain or internal organs,
 - Serious burns (including scalding),
 - Any scalding requiring hospital treatment,
 - Any loss of consciousness caused by head injury or asphyxia,
 - Any other injury arising from working in an enclosed space which leads to hypothermia or heat induced illness, or requires resuscitation or admittance to hospital for more than 24 hours,
 - Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident),
 - Where an accident leads to someone being taken to hospital .

Near-miss events that do not result in an injury but could have done. Examples of near-miss events relevant to schools include, but are not limited to:

- The collapse or failure of load-bearing parts of lifts and lifting equipment,
- The accidental release of a biological agent likely to cause severe human illness,
- The accidental release or escape of any substance that may cause a serious injury or damage to health,
- An electrical short circuit or overload causing a fire or explosion.

Information on how to make a RIDDOR report is available here:

How to make a RIDDOR report, HSE <http://www.hse.gov.uk/riddor/report.htm>

6.3 Notifying Parents or Carers

The Headteacher will inform parents/carers of any accident or injury sustained by a pupil, and any first aid treatment given, on the same day the accident or injury, or as soon as reasonably possible.

7.0 STAFF TRAINING

All school staff undertake some basic first aid awareness training as part of their induction. At least 50% of our staff team will be trained and qualified in either Emergency First Aid at Work (EFAW) or Schools First Aid one day courses. Refresher courses take place every three years.

Staff in the **higher risk/practical** subjects will be trained to a higher level, including for:

- Science; Physical Education; Food Technology; Design and Technology; Forest Schools.

All first aiders must have completed a training course and must hold a valid certificate of competence to show this. The school will keep a register of all trained first aiders, what training they have received and when this is valid until. Staff will be encouraged to renew their first aid training as required.

8.0 MONITORING

This policy will be reviewed as guidance from the DfE is updated, and as a minimum annually by the Headteacher. At every review, the policy will be approved by Directors.

9.0 LINKS WITH OTHER POLICIES

- Health and safety Policy
- Risk assessment Policy
- Administration of Medication Policy

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1.0 ETHOS

We believe that everyone has a personal best and that we play a vital role in making this a reality. All pupils will be given opportunities and support to reach their potential, achieve well and succeed in life beyond school. At Silver Birch School, we inspire every learner to embrace their potential, pursue meaningful pathways, and grow into confident, capable individuals ready to shape their future.

2.0 BACKGROUND

Silver Birch School is a new, independent special school, which is part of Branches Education Group. We will provide education for up to 30 pupils aged 11 to 16 years who have a range of complex needs, including social and communication difficulties, autism, trauma.

Many pupils will have limited positive experiences of school and may be working below age related expectations. Most pupils will have an Education, Health and Care Plan (EHCP) and will have experienced significant disruption in their education and/ or home lives. Many pupils will be looked after; some in our own Ofsted registered children's residential homes.

All pupils will receive 32.5 hours of education per week, in line with revised expectations for mainstream schools. Pupils will learn in small groups of up to five pupils. Many will receive significant one to one support, to enable them to progress towards working independently and as part of a group. All pupils will have a full-time education programme.

Our school will be a positive, well-resourced place to learn and work. Facilities include a range of teaching rooms, including those which are subject specific, e.g. a Hair and Beauty room.

Our staff will be proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves.

3.0 AIMS AND INTENT

3.1 Aims

Our curriculum is pupil-centred, ambitious, relevant and engaging. We have high aspirations and expectations of all pupils. They should leave our school with a range of experiences, skills and qualifications which will act as currency, providing them with a solid foundation for success in life.

We aim to:

- deliver a broad, balanced and ambitious curriculum, based on the National Curriculum, differentiated as is appropriate to individual pupil's needs and interests.
- provide a framework for teaching and learning, within which there is flexibility and scope for this adaptation and creativity to take place.
- ensure high quality teaching and learning experiences for all pupils.
- support pupils' needs and requirements so they can access, enjoy and succeed in school.
- provide the experiences and skills pupils need to be well prepared for their next stage of life; for further education, employment and to play active and fulfilling roles in society.

- ensure staff are well supported to deliver our curriculum by providing continuing professional development, guidance and support to deliver excellent education and support for pupils.

We recognise that being a new school will present challenges and opportunities too. As our cohort of pupils grow, we will modify our curriculum to meet their needs and interests. As such, the curriculum will be kept under at least annual review.

Part of our review will include:

- I. what we **intend** pupils to learn
- II. the effectiveness of the range of teaching activities we use to **implement** our curriculum
- III. the **impact** of the curriculum, i.e. how well the content is learned by pupils, as evidenced by their overall progress and outcomes.

3.2 Intent - our curriculum thinking and high-level planning

Although independent schools are not required to follow the National Curriculum, we have decided to follow it as far as possible, modified where necessary, in line with pupils' specific needs. We aim to give pupils experience across all areas as appropriate. Our pupils will be aged between 11 - 16 years, so will be in Key Stages 3 and 4.

Our curriculum is a vehicle for learning. It promotes the development of the whole child and is the mechanism for giving purpose and meaning to all aspects of school life. The curriculum is not only a collection of taught subjects but is composed of every single moment of every school day. We will seek out and make the most of every one of those moments, providing opportunities for pupils to learn, gain skills and develop personally and socially as they progress toward adult life.

Our curriculum content will change over time as our pupil cohort changes. The curriculum will reflect the pupils' needs, interests and aspirations.

3.3 Our School Motto

Our aim is for pupils to develop a joy of learning, and our school motto reflects this, having been inspired by other inspirational professionals who share mutual aims in respect of education.

At Silver Birch School, we draw inspiration from the silver birch tree—an emblem of strength, adaptability, and rejuvenation. Just as this tree thrives in diverse environments, our school is dedicated to fostering an educational ecosystem where every student can flourish.

At all Key Stages, our curriculum is structured to help pupils to secure success:

- academically,
- personally and developmentally, and
- in life beyond school.

3.4 What do we want pupils to learn?

Our curriculum will support pupils to:

- gain the knowledge they need to achieve the overall goals of their education as set out in their EHCP, as agreed upon admission, or identified and agreed as progress and needs are reviewed.

- gain the knowledge and skills which will be most important for their life chances. This will be based on their individual needs, difficulties and diagnoses, as well as strengths and interests.
- remember and recall learning as they make progress through the Key Stages and subjects.
- know the personalised targets, which help them to achieve the overall goals of their education.
- have high aspirations for their future, by learning about different careers, gaining employability skills, and preparing pupils for the world of work.
- gain a range of accreditation and qualifications.
- develop resilience, perseverance, creativity, innovation, leadership and enterprise.
- develop self-respect, a positive self-perception and resilience, by understanding their own health and well-being, and how to manage their emotions and behaviours effectively.
- develop spiritual, moral, social, cultural awareness and British Values; preparing them well for independent living in the local community and in modern Britain.
- embrace difference and diversity, including protected characteristics, through gaining a good awareness, understanding and developing respect for others.
- understand their rights and responsibilities and be able to express their views appropriately.

3.5 What is Academic Success?

Staff will support pupils to develop:

- understand, embrace and manage their individual diagnoses, challenges and talents
- the skills and knowledge they need to 'close the gap' with peers elsewhere
- academic success, which is pertinent to their own possibilities and passions
- a range of accreditation and qualifications for independence and career success.

3.6 What do we mean by Pupils' Personal Development?

Pupils will be supported through opportunities to promote and develop:

- positive attitudes and behaviour for learning
- effective learning and study skills
- social communication, emotional literacy and self-regulation
- working memory skills
- self awareness, keeping safe, healthy, fit and well.

3.7 Our Curriculum at Key Stage 3 (Years 7 to 9)

As appropriate to pupils' needs, we will provide learning in the following subjects:

- English – Phonics in KS1 and KS2 where appropriate
- Maths
- Science; including elements from Biology; Chemistry and Physics
- Computing/ Information Technology (IT)
- Humanities, including History and Geography
- Design and Technology, including Food Technology
- Art and Design
- Music

- Physical Education (PE)
- Modern Foreign Language
- Personal, social, health, citizenship and economic education (PSHCEE)
- Relationships, sex and health education (RSHE)
- Religious education/ religious studies (RS)

We believe that where staff find regular opportunities for recognition, pupils become can taste success and become accustomed to achieving well in all subjects. Most pupils will leave with a desire to work hard, achieve and succeed. This will prepare them well for the demands of Key Stage 4, as well as becoming independent and succeeding in life beyond school.

3.8 Our Curriculum at Key stage 4 (Years 10 and 11)

During Key Stage 4 our aim is for most pupils to work towards nationally recognised qualifications such as GCSEs with the ambition to teach vocational qualifications at a later date . Our curriculum and qualifications offer provides for all pupils, taking account of their individual special educational needs. Many will have a highly personalised curriculum at Key Stage 4. Please see our Accreditation and Qualifications framework.

We will provide learning in the following core and foundation subjects:

Core subjects:

- English,
- Maths
- Science: one or more of Biology, Chemistry and/ Physics

Foundation subjects:

- Computing/ Information Technology (IT)
- Sports Studies/ Physical Education (PE)
- Citizenship as part of PSHCEE

Pupils will choose at least one additional subject from the range below. This offer will be extended further as our vocational curriculum and work-related learning develop over time.

- Art
- Music
- Food Technology
- Design and Technology
- Humanities – Geography, History, or Religious Studies (R.S)
- Modern Foreign Language

Our Key Stage 4 curriculum offer will support pupils to complete a range of qualifications. These will include Functional Skills, GCSEs, vocational and life skills qualifications, such as Basic First Aid and Food Hygiene. We aspire for every pupil to achieve GCSEs and/ or nationally recognised qualifications.

3.9 Relationships, Sex and Health Education, linked with Personal, Social, Health, Citizenship and Economic Education

In all Key Stages, pupils will study Relationships and Sex Education as well as Personal, Social, Health, Citizenship and Economic Education.

We follow statutory guidance in providing learning to all pupils in **Relationships and Sex Education**. *Parents and Carers have the right to withdraw their child from Sex Education up until three terms before their 16th birthday. After this point, if a pupil wishes to receive sex education, our school will arrange to provide the pupil with sex education during one of those terms (please see our **RSHE Policy**).*

At our school, **RSE** will be called **RSHE** (the 'H' represents 'Health'). It will include **Personal, Social, Health, Citizenship and Economic Education (PSHCEE)**. Our provision for PSHCEE will draw on good practice locally and nationally, including from the PSHE Association. We recognise that this is a vital element of the curriculum, pertinent to the needs of all our pupils.

We recognise that subject matter will need to be age and development appropriate, well planned and sequenced. It will be delivered as a thread throughout the broader curriculum, sometimes through standalone lessons. Staff will identify a range of methods and opportunities to deliver our programme, including having standalone days and a carousel of learning throughout the year.

RSHE lessons will be carefully planned and taught in a sensitive way, using a variety of resources. Pupils will learn how to keep themselves safe and well. They will learn how to develop and maintain positive relationships with others.

There is a focus at all Key Stages on the development of character attributes and skills, including confidence, self-esteem, resilience, managing risk, team working, respect, and critical thinking. Pupils will be well prepared for life in the wider community, learning how to become responsible citizens, how to manage their money well and make sound financial decisions.

Pupils will receive independent advice, guidance and support with careers. Please refer to our **Careers and Work Related Learning Policy** for more information about what will be delivered to all pupils. The school is committed to achieve the 8 Gatsby Benchmarks as the programme evolves.

Our school will provide regular opportunities, through assemblies, tutorials, lessons, social and leisure time for delivering learning in Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and promoting respect for diversity and protected characteristics.

3.10 Religious Studies

Whilst Religious Education must be taught to all pupils in maintained schools, as an independent special school, we will aim to draw on the subject and deliver it appropriately as far as is practical.

Any teaching of Religious Studies will reflect that the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of other key religions represented in Great Britain. We will promote tolerance and understanding of others and their beliefs.

At Silver Birch School, we recognise that it is vitally important for pupils to develop knowledge and understanding of others, their cultures and belief systems. This learning can go some way towards challenging myths, stereotypes, prejudices and discrimination.

Learning will be delivered through a range of methods and opportunities, including standalone days, learning about key events and festivals, topic based work, e.g. in Humanities throughout the year.

Parents have the right to withdraw their children from religious education and/ or collective worship. From the age of 16, pupils can choose to opt out of collective worship but not religious education without parental consent, until they are 18.

3.11 The Wider Curriculum

As a new school, we will be considering how we can develop our wider curriculum offer so that we can provide further opportunities for pupils to develop their talents and interests. Staff and pupils will be encouraged to set up different clubs which complement our curriculum, e.g. horticulture, photography, drama or a band, depending on the needs and interests of pupils.

The curriculum will cover key themes below, moving towards being a more needs-led curriculum and model of delivery as the pupil cohort grows and changes over time.

1. Relationships, Sex and Health Education (RSHE) – *includes statutory RSE, Health and Well-Being*
2. Living in the Wider World - *includes SMSC, Economic wellbeing, Careers Education and Citizenship*
3. Independence and Life Skills – *preparation for life at home, in a community and workplace*
5. Careers and Work Related Learning – *independent careers advice, employability and enterprise*

School Council

We are committed to gaining pupil voice and using ideas and feedback to inform future developments with the curriculum and life of the school. As our school becomes established, we will work with pupils to set up a School Council. Our staff recognise that pupils can be fantastic ambassadors for the school and need to be included in a range of initiatives, both in school and in the local community. This will start by working with staff to secure positive recognition, including 'Healthy Schools status' and 'Green Flag Award'.

3.12 Reading Across the Curriculum

We place a high priority on reading and recognise that it is a vital skill for life, on both a practical level and for pleasure. We focus on nurturing a love of books and learning to read at all Key Stages. Displays on corridors and resources in classrooms will promote a joy of reading for pleasure. Pupils will have several opportunities daily to read, including in Tutor time, in lessons, at break and lunchtime, as well as choosing books from an appropriate range to read at home. Parents and Carers will be encouraged to listen to their children read daily and provide feedback to staff.

Staff will focus on how best to support individual pupils to make rapid progress in reading, as soon as they join our school. For pupils who find reading more challenging, our staff team will provide extra support to enable them to catch up. Depending on pupils' starting points and SEND, this might start with developing pupils' awareness of sound before moving towards providing lessons in phonics. This will help pupils to read with increasing confidence and fluency.

As pupils move through the school, they will explore a range of ambitious texts in English lessons and more widely, as appropriate. Parents and Carers will be supported to continue to encourage their

children to reading, e.g. reading more specialist articles about current affairs, leisure or sport. Reading Champions will be encouraged to help us to celebrate reading and the written word through mentoring peers, making book recommendations and completing book reviews.

4.0 CURRICULUM DELIVERY – IMPLEMENTATION

The curriculum will be delivered in a way that best meets pupils' needs.

4.1 Teaching Hours and Timetabled Lessons

Our school will be open for a minimum of 195 days per year, which includes 5 INSET training days for the staff team.

Pupils will be required to attend school for a minimum of **190 days per year**.

*See our **School Term Dates and Holidays** – available at the office and on our website.*

We are passionate about supporting pupils to fulfil their potential and recognise that every minute spent in school should be valuable. Therefore, pupils will have a full-time programme of learning, totalling **32.5 hours per week**, in line with national expectations for mainstream schools, which we have chosen to follow. These hours include Tutorials, Assemblies, break and lunchtimes, which are all valuable learning times where pupils can develop a range of social, emotional and behavioural skills with support from and under the watchful eye of staff.

Pupils will have five lessons per day, totalling 25 lessons per week. Some of these may be combined to become 'double lessons' for subjects which require more time for learning activities, e.g. Food Technology and P.E.

Our timetable will always be produced thoughtfully so that it meets the individual needs of the existing cohort. This includes planning to reduce transitions, building in lots of opportunities to support social communication and interaction, sensory and mental health needs. The timetable builds in opportunities for clinical and/ or therapeutic support interventions, enrichment, community links and life skills.

4.2 Class Sizes and Staff Support

Class sizes will be small, up to a maximum of eight pupils. Many groups might have two, three or four pupils. Pupils will be supported by high ratios of staff which will support effective curriculum delivery. Some pupils might need to work more independently or with additional support in some or all lessons. This might include having a bespoke timetable that take account of strengths and areas of need. Individual interventions are planned as required to support us to close gaps in knowledge and skills, helping pupils to make more rapid progress. By Key Stage 4, we would expect most pupils to be working more independently across their timetable lessons, with support being targeted as required to secure that independence and success for life beyond school.

Our staff team are suitably qualified and experienced. Teaching staff, including Teaching Assistants will be deployed to ensure effective curriculum delivery and to maximise support to meet pupils' individual needs.

4.3 New Pupil Admissions

Pupils joining our school will undergo a range of assessments and observation, as appropriate, during their first 12 weeks. This will help staff to understand their needs and identify strategies to support

engagement and appropriate learning. This initial period also ensures that there are no previously unidentified needs. Following this, close collaboration between school staff and any clinicians working with a pupil will support us to tailor provision so that it will meet their needs effectively.

Transition Plans will be implemented for all new pupils, supporting them to integrate smoothly into the school. We will support pupils to move at a good pace towards full-time education on the school site, if this is not appropriate for from day one.

We recognise that pupils will have a diverse range of needs, experiences and difficulties. Some may have anxiety, a history of school refusal, leading to poor attendance at school for significant periods of time. Induction and transition to the school will be bespoke and based on the individual pupils' needs.

4.4 How our Curriculum will be Delivered

Pupils will be challenged and supported to achieve the best possible outcomes and make progress throughout each Key Stage. This will be achieved through high quality teaching of skills, knowledge and vocabulary.

Suitably qualified and experienced **staff** will select the most appropriate **subject matter** for our pupils. Staff will produce Curriculum Maps and detailed Schemes of Work to ensure that the content for each Key Stage is covered appropriately.

Staff will be able to identify any gaps in pupils' knowledge and ensure these are covered appropriately, preparing pupils for the next phase of learning and supporting them to catch up with peers nationally.

Teaching staff will select high quality **resources** and a range of teaching methods within and outside of the classroom to bring each subject to life. Staff will ensure teaching and resources are appropriate to each pupil's age, needs, ability and interests.

The curriculum will be delivered:

- through logically sequenced lessons, which support pupils to build on prior knowledge and make connections.
- by staff who help pupils to remember what they learn and ensure that they make progress in all subject areas.
- in an interesting and inspirational way, helping pupils to develop enjoyment of learning, by helping them to experience success and achieve positive outcomes.
- in a way that supports pupils to be ready for the next stage of learning and life beyond school.

A range of teaching and learning approaches will be used, including:

- learning outside the classroom, in the school grounds and locally by using places of historical, geographical or cultural interest, including museums, galleries and landmarks.
- interactive activities and games.
- exploring new vocabulary and ambiguous language, extended writing opportunities.
- question/ answer, discussion, role play and drama.
- practical activities, including modelmaking, art, dance, music.
- inquiry and project based tasks with opportunities for independent and collaborative learning.
- topic work and cross-curricular learning or themes.

Our curriculum is a vehicle for learning and as such the **curriculum is carefully sequenced** across the Year groups. This supports staff to ensure that pupils revisit prior learning, consolidating knowledge

and skills. They will also build on this previous learning, broadening their knowledge, understanding and skillset even further. In this way, pupils will build on their prior knowledge and understanding to make good progress through their learning programmes in each subject.

Teaching staff will have strong knowledge and understanding of the subjects they teach and the varied needs of their pupils. Staff will keep up to date with current developments and initiatives by forming close links with staff from other schools locally. Sharing of best practice is vital, as is developing subject expertise and application.

Through skilful questioning and modelling, staff will break down learning into clear steps. This will support pupils to progress at a logical and steady pace. Staff will know the specific **strategies** that work for each individual pupil and will use this knowledge to make appropriate adaptations to the curriculum. This will ensure that all pupils can access the curriculum, which is deliberately designed to give pupils lots of opportunities to revisit key learning.

Thorough and regular opportunities for **assessment and monitoring** will be built in to help staff to identify any gaps in pupils' knowledge and to target those specific gaps. All of this will help pupils to make good progress through the curriculum. In Maths, for example, as pupils progress through the school and the programmes of learning, they will be able to recognise fractions, perform increasingly complex calculations using fractions and also explain how they performed those calculations. This will demonstrate that they are drawing on prior learning. Sequential learning, using small steps to build on prior learning will be evident throughout the taught curriculum. ***See our Assessment, Feedback, Marking, Recording and Reporting Policy.***

4.5 Delivery at Key Stage 3

In our experience, some pupils, including those who have significant social and communication difficulties, will respond more positively if their academic needs are met in a static classroom or area for most subjects. This might help to reduce the number of transitions and changes in staffing, allowing pupils to develop confidence and social skills to support needed to progress.

During the 12 weeks following admission to our school, pupils will undergo a range of assessments and observations. These will support staff to identify additional interventions to support the pupil to close gaps in knowledge and skills. Interventions will also reduce barriers to learning to support pupils to engage positively and make good progress. Some pupils will receive clinical or therapeutic input to support their needs. We will build these sessions and interventions into a personalised timetable as appropriate.

4.6 Delivery at Key Stage 4

In Years 10 and 11, pupils will follow a core curriculum of English, Mathematics, Science, RSHE (includes PSHCEE), Work Related Learning and Work Experience as appropriate. They will also choose study from several subjects, including vocational learning. Pupils will be supported to secure a range of nationally recognised accreditation, including GCSEs. Key Stage 4 pupils continue to access any clinical or therapeutic input as needed.

4.7 RSHE, SMSC, PSHCEE and Citizenship

Social, Moral, Spiritual, Cultural (SMSC) Education, Citizenship, British Values and Protected Characteristics will be promoted as 'golden threads' throughout so much of what we do, not least during Tutorials, assemblies, standalone days, celebrations and in RSHE/ PSHCEE.

We encourage pupils to respect the fundamental **British Values** of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths, beliefs and cultures.

As part of the wider SMSC curriculum, staff will find regular opportunities for pupils to experience awe and wonder, act responsibly and support the school community and their own community. In addition, we help our pupils to learn about the **protected characteristics** as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Pupils will have an opportunity to be part of a **Student Council** which will enable their ideas to inform decision making and shape our school. As our school grows, pupils will experience 'election' through a democratic selection process, providing representatives from each class and/or Key Stage.

Reading Champions will be encouraged to help us to celebrate reading and the written word through mentoring peers, making book recommendations and completing book reviews.

4.8 Careers and Work Related Learning

All pupils in Key Stages 3 and 4 will have access to independent, **impartial careers advice** from a local careers' advisor. Year 11 pupils from Blackburn and Darwen will also access input from **New Directions**. New Directions provides up to date careers information, advice and guidance on courses, qualifications and careers. They can support us to identify a range of suitable options for continuing education or training beyond school. They can find training and apprenticeships, tailored to pupil needs and interests. This supports us to help pupils to make informed choices from a broad range of career options.

Pupils in Key Stage 4 will complete lessons in Work Related Learning. They will be entered for qualifications in Preparing for Work and Employability (NCFE). This element of our curriculum will support pupils to fulfil their potential and prepare successfully for further learning and work.

Pupils at Key Stage 4 will have access to taster days and work experience with a range of local employers who will have been suitable vetted. As part of our determination to raise aspirations, we will provide all pupils with opportunities to meet people from different jobs in different professions. This will give pupils greater insight and further inspiration about possible careers and roles they might want. Visitors will be invited into school as part of Careers lessons, Tutorials and Assemblies. Where possible, we will make visits to colleges and employers in relevant workplaces. ***See our Careers and Work Related Learning Policy.***

4.9 Monitoring Appropriate Curriculum Delivery

The Headteacher will ensure that the curriculum is monitored effectively to ensure that where **political issues** are brought to the attention of pupils, either at school, during educational visits or extra-curricular activities, that pupils will be provided with an objective and balanced presentation of opposing views.

The Headteacher will ensure that staff are clear about our legal obligations to remain impartial and free from bias in teaching. Staff will be clear about the expectation that we will not promote partisan political views in the teaching of any subject in this school.

Pupils will be taught about a diverse range of views, beliefs and ideas, delivered in a systematic and sensitive way. Teaching staff will always consider the pupils' ages, developmental stages, and existing knowledge when planning.

Where we use any external agencies, including charitable organisations to enhance and supplement curriculum delivery and wider school activity, we will ensure that all materials and communication with pupils are appropriate and in line with our legal duties on political impartiality. This supports us further in ensuring we do not promote partisan political views in the teaching of any subject in this school.

5.0 ROLES AND RESPONSIBILITIES

The Proprietor and Governance Chair are responsible for:

- approving and monitoring the content of this policy
- liaising with the Headteacher and teaching staff with regard to pupil progress and attainment
- contributing towards decisions made about the curriculum
- ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- devising Curriculum Maps (long-term plans) and Schemes of Work (medium-term plans) for the curriculum in collaboration with teaching staff and other senior leaders
- communicating the agreed curriculum to the Proprietor and Chair of school governance annually
- producing an annual report for the Proprietor/ governance advising on the progress and standards achieved by pupils and the arrangements made to ensure all pupils could access the curriculum
- ensuring the curriculum is inclusive and accessible to all pupils
- assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- making any necessary adjustments to the curriculum where required
- keeping up to date with any relevant statutory updates and acting where required
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010
- ensuring the curriculum is accessible to all
- updating and maintaining this policy.

Subject leads are responsible for:

- the overall provision and delivery of the curriculum
- developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life
- the strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- managing the deployment of other teaching staff, including Teaching Assistants within their curriculum areas, providing appropriate support, challenge, advice and information as necessary

- ensuring high quality lesson planning and delivery in line with the Schemes of Work
- supporting and advising colleagues on issues relating to the subject or curriculum area
- monitoring pupil progress and reporting on this to the Headteacher
- managing resources effectively to deliver the curriculum
- providing specialist resources for pupils' needs
- ensuring the curriculum is inclusive and accessible to all.

Teaching Staff are responsible for:

- implementing this policy consistently throughout their practices
- devising short-term lesson plans that are reflective of the school's curriculum
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content and achieving well
- ensure those in need receive additional support in lessons
- ensuring that the curriculum is inclusive and accessible to all
- celebrating all pupils' achievements
- reporting progress of pupils ensuring any difficulties identified are discussed and resolved
- monitoring the progress of all pupils and reporting on this to the Headteacher

6.0 ASSESSMENT AND MONITORING – IMPACT ON PUPIL OUTCOMES

The progress pupils make, including progression over time and how well-prepared pupils are for each stage of learning and life beyond school help us to evidence how effective curriculum delivery is.

6.1 Impact: How We know our Curriculum is Effective

The lasting impact of education on children and young people is lifelong and difficult to measure. However, we do use a range of tools, key indicators and opportunities to support our assessment and monitoring of the curriculum and its delivery. Ultimately, it is about how well pupils are progressing.

These key indicators relate directly back to our intent for the curriculum and its delivery. Pupils will:

- be interested in learning, positively engaged and achieving positive outcomes.
- be able to recall what they learn, build on prior learning and make progress in all subject areas.
- be supported to leave school with a reading age beyond a functional level.
- be well-prepared for each new stage of learning.
- achieve a range of nationally recognised qualifications, including in English and Maths.
- have met the intended outcomes and targets outlined in EHCPs (and PEPs).
- Have career pathways identified, in line with their strengths and interests.
- understand there is a diverse range of workplaces and careers available.
- develop a range of skills transferrable to the workplace and life beyond school.
- be less reliant on adult support over time as they become more independent.
- be socially and emotionally prepared for transition to further education, employment or training.
- feel accepted and valued and will demonstrate improved self-esteem and confidence.
- know how to keep themselves safe, fit and healthy.
- have developed a range of positive coping strategies, supporting them to be resilient.

- have an awareness of their rights and responsibilities and will be able to express their own views effectively and appropriately.
- demonstrate respect, kindness and pride, with an ability to form positive relationships with others.
- be well-prepared as citizens, able to contribute positively to their local and wider communities.

6.2 Assessment

Assessment is key to our approach because it informs planning for the next steps for all pupils. Assessment supports us to monitor the wider impact of our curriculum.

Each term, we will use **iASEND** to track pupils progress and achievement of key concepts and skills. Progress against subject specific targets, EHCP outcomes are monitored through termly and Annual Reviews and the reporting cycle.

Social and emotional progress are monitored through Boxall profiling. This will be complemented by staff observation, data analysis of attendance, positive attitude and engagement in learning, rewards and sanctions.

Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

Academic progress is formatively assessed against the success criteria for each individual subject curriculum along with summative assessment.

All pupils can be supported to achieve life skill qualifications, e.g. Basic First Aid and Food Hygiene. Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Information gathered from all assessment and monitoring is used to identify and address need. Support will be reviewed and provide for each pupil as required and could include in-class support, one-to-one Teaching Assistant; pastoral, therapeutic or clinical intervention.

Please refer to our Assessment, Feedback, Marking, Recording and Reporting Policy.

6.3 Monitoring

Our monitoring activities ensure that the curriculum offered remains progressive and appropriate, enabling all pupils to achieve positive outcomes.

Monitoring includes:

- planning and work scrutiny
- learning walks focusing on a specific theme
- peer and formal lesson observations
- discussion with pupils about their learning

Staff are well supported through:

- an appraisal cycle which provides support and challenge to deliver high quality provision
- opportunities to undertake pair teaching and peer observations to share best practice
- personalised continuing professional development opportunities
- coaching

The Headteacher and Proprietor are clear about priorities, including that (aside from safeguarding) the curriculum and its delivery are perhaps the most important elements of any school, its identity and the impact it can have on learners.

The Headteacher and subject leaders will identify the school's strengths and areas of development as part of the school improvement process. Conclusions will be included in a **School Evaluation Form (SEF)**. Leaders and those responsible for governance will know the school well, including key focal areas for the coming year(s). These will be included in a **School Development Plan**.

The overall **Quality of Education** is scrutinised internally and externally, by a School Improvement Partner and also by Ofsted.

7.0 RELATED POLICIES

- Assessment, Feedback, Marking, Recording and Reporting Policy
- Special Educational Needs and Disabilities Policy
- Equality and Diversity Policy
- Accessibility Plan
- Behaviour, Rewards and Sanctions Policy
- Careers and Work-Related Learning Policy
- Relationships and Sex Education (RSE) Policy

8.0 APPENDICES

Appendix 1: Accreditation and Qualifications

Accreditation and Qualifications

As the school develops, so will the range of qualifications and accreditation opportunities on offer to pupils. Pupils needing to sit examinations in the early months of the school opening, will be supported to do so at other local schools or colleges as appropriate. The school will apply to become an examinations centre in the near future.

Curriculum Area	Title	NQF Level (s)
English	Functional Skills qualification Entry level Certificate English Key Skills Communication GCSE English	Entry 1 - level 1 Entry, 1 and 2 1 and 2
Maths	Functional skills qualification Entry level Certificate Mathematics GCSE Mathematics	Entry 1 – level 1 Entry 1 - 3
Science	Entry Level Award in Science GCSE Science	Entry 1 - 3
ICT	Functional Skills qualification Entry Level Certificate in Information and Communication Technology	Entry 1 – level 2 Entry 1 – 3
Vocational and Work-Related skills	Preparation for Working Life Step Up Working with Others Improving Own Learning Problem Solving Foundation Certificate in Food Hygiene Entry level vocational certificates	Entry 3 -level1 Entry 3 -level1 1 and 2 1 and 2 1 and 2 1 Entry
Personal and Social Skills	Entry level Certificate in Life Skills Entry level certificate in Citizenship Bronze award and bronze/ Silver challenge Award Certificate of Personal Effectiveness (CoPE) St John's Ambulance Young Lifesaver Award	Entry Entry N/A 1 and 2 N/A
The wider curriculum	Unit Award Scheme Entry level certificates GCSEs in a variety of different subjects	Entry 1 and 2

Pupils will be supported to study and gain as many externally accredited qualifications as possible.