



Woodend Farm school
Kindness comes in many forms

Curriculum Policy

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Kindness



Belonging



Believing



Achieving

RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 initial draft	Gemma Quantrill	22/08/2022	26/01/2023	New policy
V 1.1	Nicola Overland	14/07/2023		Changes to curriculum plans for next academic year.
V 1.2	Nicola Overland	31/10/2023	08/11/2023	Annual updates
V 1.3	Nicola Overland	12/01/2024	24/01/2024	Additional updates to reflect changes to curriculum
V1.4	Nicola Overland	31/10/2024		Annual updates
V1.5	Nicola Overland	10/2/2025		Updates for Juniper pathway and reading
V1.6	Emma Dolby	15/07/2025		Change to a thematic curriculum
V1.7	Umut Baskal	08/10/2025		Amendments for Secondary provision
V1.8	Danielle O'Neill	14/04/2026		Secondary provision updated Change to approaches
V1.9	Danielle O'Neill	18/05/2026		Primary and secondary provision combined in one unified policy. Curriculum Models added as appendices



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1. Our Vision

Our curriculum is designed and delivered through a sensory, relational and therapeutic approach that embeds essential skills and knowledge while widening pupils' window of social and emotional tolerance. Across the primary and secondary phases, we broaden horizons by exposing pupils to new learning and experiences that enable them to have a view and a voice.

We want our pupils to be aspirational, to be the best they can be, to be supportive of others and to be proud of who they are. Our vision is that pupils grow from survivors, to strivers, to thrivers, enabling them to become active participants in our school community, wider society and British culture.

In the secondary phase, this vision continues through an ambitious, nurturing and inclusive curriculum that supports pupils to grow in confidence, independence and self-belief. Learning recognises individual starting points, builds on strengths and supports academic, social and emotional progress towards the next stage of education and adult life.

2. Our Mission

We believe every child deserves a quality first education, regardless of background or need. School should be a safe and secure environment where pupils are nurtured by professionals who are invested in them and who develop positive, trusting relationships.

Success at Woodend Farm means unleashing the potential of every pupil we teach. We support pupils to flourish through an enriched, bespoke curriculum that meets individual developmental, academic, therapeutic and communication needs.

Across the secondary phase, our mission is to support pupils to move from supported participation towards greater independence, application, reflection and self-advocacy. We do this through a curriculum that combines thematic learning, subject-specific teaching, therapeutic support, accreditation and preparation for adulthood.

3. Our Values

At Woodend Farm School our core values underpin all the work we do with pupils: Kindness, Belonging, Believing and Achieving.

- Kindness - "In a world where you can be anything, be kind."
- Belonging - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- Believing - "Everything is possible if you believe."
- Achieving - "All great achievements require time."

4. Our Ethos

Our school approach is strongly influenced by the Thrive Approach. We offer pupils an environment that promotes a lifelong love of learning while helping to meet unmet developmental needs so that they can flourish and grow as unique individuals.

Therapeutic support is embedded throughout the curriculum in both the primary and secondary phases. Thrive remains a central element of provision and supports pupils to develop emotional literacy, self-awareness, regulation and resilience. Thrive-informed strategies are used across the school day, including within lessons, pastoral support and individual interventions.

Additional therapeutic and specialist support, including speech and language strategies, occupational therapy advice, sensory regulation approaches and communication support, is



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integrated into classroom practice and individual provision. The therapeutic curriculum is not separate from learning; it is part of how learning is made possible.

We aim to:

- Provide a welcoming and caring environment which gives pupils a sense of **Belonging** and helps them feel safe, secure and included.
- Offer creative and engaging learning that follows the curiosity and interests of pupils while being guided by skilled staff, making sure all children have the opportunity to **Achieve**.
- Make memories with pupils and provide experiences they may not otherwise have encountered.
- Create warm, trusting relationships and partnerships built on mutual respect and **Kindness**. We strongly believe success is built upon **Belief**.
- Prioritise emotional health, wellbeing and happiness for pupils, staff, parents and the wider community.
- Help pupils develop skills for life, including resilience, independence, self-expression, confidence and self-belief.

5. Definition of Learning

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs knowledge and understanding of a subject, skill or value. Learning often takes place through personal interaction; therefore, we promote activities that allow pupils to work with others, solve problems, explore concepts and develop language as a means of learning and a tool for thinking.

When discussing learning at Woodend Farm School, we take into account the additional challenges created by pupils fractured educational histories, learning needs, medical needs and social, emotional and mental health needs.

6. The Learning Environment

6. The Learning Environment

Our learning environment is designed to enable pupils to flourish and feel safe and secure. The environment is calm, stable, stimulating and adapted to meet sensory, emotional, communication and developmental needs.

- Pupils develop trusting relationships with staff.
- Specific needs are met therapeutically and through personalised provision.
- Pupils understand the purpose of learning and its relevance to their own experiences.
- Learning builds on prior knowledge and understanding.
- Steps to success are explicit and models are provided.
- Learning is active, collaborative and creative.
- Questioning, reflection and discussion are encouraged.
- Pupils are supported to self-assess and understand how to improve.
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

In the secondary phase, pupils continue to access predictable routines, clear structures and spaces or strategies that support regulation. Staff provide opportunities for voice, choice and autonomy within a safe and well-supported framework.



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7. Inclusion

Woodend Farm School recognises its responsibility to provide a broad and balanced curriculum for all pupils. Teachers adapt curriculum content, teaching approaches, resources and expectations to meet individual needs. Specific strategies and learning aids are used to make learning accessible to all pupils.

Inclusion and personalisation are central to the curriculum. Staff take account of pupils' communication profiles, sensory needs, therapeutic needs, curriculum approaches, learning pathways and emotional readiness when planning and delivering provision. Learning is adapted so that all pupils can experience success and make progress from their starting points.

8. Curriculum Intent

The Woodend Farm School curriculum is broad, balanced, meaningful and motivating. It is designed to reflect the diverse strengths, needs, interests and aspirations of pupils. It develops academic knowledge alongside confidence, curiosity, independence, communication, wellbeing and a deeper understanding of the world.

The whole-school thematic curriculum is inspired by the Curriculum for Wales and provides a cohesive and inclusive framework for learning. Shared themes are introduced through engaging stimuli or key questions and are adapted to suit pupils' learning styles, developmental stages and progression steps.

The curriculum is organised to provide continuity from the primary phase into the secondary phase. In Years 7 and 8, pupils continue to access a thematic Key Stage 3 curriculum aligned with the Curriculum for Wales. Year 9 acts as a transition year, bridging Key Stage 3 and Key Stage 4 through thematic project work, health and wellbeing, life skills, careers, preparation for adulthood, Forest School and outdoor learning, literacy, numeracy and digital literacy. At Key Stage 4, pupils access bespoke pathways matched to their strengths, needs and next steps.

9. Curriculum Design and Delivery

The curriculum is designed to be flexible, coherent and responsive. Long-term and medium-term thematic plans provide a shared structure, while teachers adapt lessons to meet individual needs, EHCP outcomes, One Plan targets and progression steps.

Thematic learning supports cross-curricular connections and enables pupils to apply knowledge and skills in meaningful, practical and real-world contexts. Subject-specific strands, including PE, PSHE, cooking and nutrition, life skills and careers, are woven through themes so that pupils revisit and build key knowledge and skills over time.

To ensure accessibility and personalisation, staff use long-term and medium-term thematic overviews alongside tools such as Teach Mate AI to generate, adapt and differentiate lesson content, resources and assessment opportunities. This helps pupils engage with the curriculum at an appropriate level while working towards individual outcomes.

At Key Stage 4, curriculum design becomes increasingly pathway-specific while maintaining the school's emphasis on emotional safety, engagement and meaningful progression.



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10. Curriculum Approaches and Pathways

To meet the diverse needs of learners, Woodend Farm School offers distinct curriculum approaches and secondary pathways. Each is underpinned by a shared commitment to personalised learning, emotional development and inclusive practice.

10.1 Whole-school curriculum approaches

Holly Approach

The Holly approach establishes a predictable, regulation-first classroom with a total communication environment. Adults consistently use AAC, Makaton, symbols and objects of reference alongside visual schedules, first-then boards and clear transitions. EHCP and One Plan outcomes are embedded into daily routines and activities so that communication, independence and functional participation are developed across the school day.

Laurel Approach

The Laurel approach supports pupils with speech, language and communication needs. It integrates strategies such as pre-teaching vocabulary, speech and language therapy, Makaton, AAC, narrative therapy and Blank Level Questioning. Provision moves from play-based, language-rich experiences to structured sessions with visual scaffolds and then to formal academic lessons that continue to embed communication targets and movement or sensory breaks.

Juniper Approach

The Juniper approach is designed for pupils with demand-avoidant profiles, where anxiety drives a "can't, not won't" presentation. Provision reduces perceived demands through choice, autonomy and disguised-demand task design. Pupils progress through Entering, Engaging and Approaching sub-levels, moving from play-based experiences to short adult-led bursts and then to longer adult-led and small-group sessions as readiness builds.

Rowan Approach

The Rowan approach is designed for pupils with SEMH needs, often alongside autism. It combines personalised, sensory-aware teaching with the Thrive framework to build self-awareness, self-worth and resilience. Provision progresses from play-based learning to structured teacher-led sessions and then to shorter formal lessons with movement and sensory breaks and the use of motivators to sustain engagement.

10.2 Secondary Key Stage 4 pathways

Discovery Pathway

For pupils who benefit from high levels of structure, manageable steps and personalised support. This pathway focuses on communication, confidence, emotional regulation and independence. Accreditation may include AQA Unit Awards and ASDAN Life Skills Challenge.



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Skills for Life Pathway

For pupils developing functional literacy, numeracy and independence skills in practical and real-life contexts. This pathway includes life skills, travel, money management, safety, careers education and work-related learning. Accreditation may include Functional Skills, ASDAN and other appropriate qualifications.

Academic Pathway

For pupils who are ready to access more formal qualifications. This pathway may include selected GCSEs, continued literacy and numeracy development, project-based science and study skills.

11. Curriculum Areas and Wider Provision

The curriculum is delivered through key themes identified in a three-year curriculum map to ensure breadth of study through a thematic approach linked to pupils' needs and targets. The curriculum has a developmental focus, enabling pupils to engage in meaningful activities that are challenging and relevant.

Programmes to meet physical, personal, communication and therapeutic needs are integral to planning. Alongside the curriculum, pupils may access a wide range of interventions, including:

- Thrive approach – draws together the recent advances in neuroscience, attachment theory and child development and provides optimal social and emotional development.
- Thrive-trained mentors.
- 1:1 Cognitive Behavioural Approach.
- Counselling.
- Family interventions to align consistent approach between education and home.
- Speech and Language intervention – colourful semantics.
- Occupational therapist.
- Numeracy and literacy intervention.
- In-house mentoring programme.
- Emotional regulation interventions – SERTS and Zones of regulation.
- Mindfulness.
- Speech and Language therapy
- Soft play.
- Sensory room.
- Gross and fine motor interventions
- Social skills programmes
- Art Therapy
- Autism Bucket
- Makaton

Forest School and outdoor learning form an important part of the wider offer, particularly in the secondary phase. Outdoor experiences support wellbeing, confidence, resilience, teamwork, problem-solving, practical skill development and supported risk-taking.



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12. Reading at Woodend Farm School

Woodend Farm School aims to foster a lifelong love of reading by providing pupils with regular opportunities to engage with a wide range of texts, genres and authors. Reading is valued as a vital life skill and a gateway to understanding the world.

The reading curriculum is integrated into the whole-school thematic approach and is inclusive, adaptable and responsive to the diverse needs of learners. Reading is embedded across themes, approaches and pathways so that every pupil can engage with texts in a way that supports development and progression.

The most appropriate reading programme is chosen for the pupil to ensure they have a bespoke approach to reading. This is determined by their pathway, pre-existing knowledge and phonological awareness. Pupils on the Holly approach are more likely to learn to read using a whole word programme, whereas pupils on the Rowan, Laurel and Juniper pathway are likely to trial phonics to determine if they are able to learn to read this way.

Phonics is one of the strategies used to support reading development. Phonics is delivered daily using a systematic and synthetic programme following the Letters and Sounds sequence of learning, adapted through multi-sensory approaches suited to pupils' needs. Pupils apply and practise reading in the community and across the curriculum so that literacy is functional, meaningful and connected to next steps in life.

Whole word reading is another strategy used to support reading development for those pupils who have poor phonological awareness or have learnt to read by sight. Woodend Farm School has a range of different programmes to support this. Action words use a kinaesthetic flashcard approach to teaching, embedding actions with words to support recognition. See and Learn is a programme that is designed to support children with moderate learning difficulties by correlating words to pictures, ensuring that all words are taught in context.

13. Assessment, Recording, Reporting and Accreditation

Pupil one page profiles

Pupil one page profiles provide staff with key information needed to work with each pupil, including information from the referring school, EHCP information, teaching and behaviour strategies, likes and dislikes and key de-escalation strategies. These are reviewed and updated annually. Some pupils also have a risk management plan.

Baseline assessment

Baseline assessment is undertaken on admission to establish starting points across academic, social, emotional and communication. Thrive assessments (social and emotional) and academic assessments (YARC*, Sandwell Early Numeracy Test, Phonics, Blanks and British Picture Vocabulary Scale) are completed on admission and repeated at the end of each term to review progress.

* York Assessment for Reading and Comprehension



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Ongoing and formative assessment

Assessment for Learning is used consistently to check understanding, identify misconceptions and inform next steps. Strategies include observation, questioning, discussion, modelling, feedback and pupil reflection. Assessment is responsive to pupils' engagement, understanding and emotional readiness.

Evidence is collected for lessons and uploaded to Evidence for Learning. Evidence may include photographs, videos, work samples, annotations and pupil voice. Evidence for Learning is used to evaluate progress against lesson objectives, assessment objectives, next steps, EHCP outcomes and One Plan targets.

Reporting and review

Woodend Farm School follows a robust assess-plan-do-review cycle. Pupils have targets which are reviewed regularly in collaboration with parents and carers. One Plans are reviewed and updated following review meetings and shared with families. Pupils receive an annual written report in the summer term summarising progress, achievements and priorities for next steps.

Secondary accreditation

In Years 7 and 8, assessment focuses on progression within the curriculum, including academic, therapeutic and personal development. In Year 9, assessment also supports readiness for Key Stage 4 and may include portfolio-based accreditation through AQA Unit Award Scheme, ASDAN Life Skills Challenge and skills-based evidence. At Key Stage 4, accreditation is matched carefully to pupil need and pathway and may include AQA Unit Awards, ASDAN, Functional Skills and selected GCSE qualifications.

14. Teaching, Planning and Pedagogy

Teaching at Woodend Farm School is underpinned by relational, trauma-responsive and therapeutic pedagogy. Emotional safety, trust and positive relationships are central to effective learning. Staff use consistent approaches that support regulation, communication and engagement while maintaining high expectations for all pupils.

Teachers plan and deliver learning through a thematic approach structured around a three-year curriculum map. Themes are aligned with the What Matters statements and assessment outcomes from the Curriculum for Wales. Medium-term plans support developmental appropriateness across approaches and pathways. Class teachers then create individual lesson plans to tailor learning to the specific needs, abilities and interests of pupils.

Adaptations reflect pupils' curriculum approaches, special educational needs, EHCP outcomes, One Plan targets and progression steps. Pupils are assessed as working below, towards, within or above their progression step using the school's internally developed skills continuum.

Evidence of learning is recorded in a variety of ways, including books, videos, photographs, pupil voice and work samples. Evidence is used for monitoring, assessment, review and planning. Schemes of work and medium-term plans show adaptation at three levels of task: being, doing and thinking. Being-level tasks provide additional support to access learning, doing-level tasks support pupils to complete the main learning activity and thinking-level tasks provide opportunities to work at a mastery level.



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Continuous professional development is fundamental. Staff have access to training aligned with the school development plan, curriculum priorities and pupils' needs, including PDA-informed practice, trauma-responsive approaches, Thrive and curriculum planning.

15. Careers, Preparation for Adulthood and Transition

Preparation for adulthood is embedded throughout the curriculum and becomes increasingly explicit from Key Stage 3 onwards. Pupils develop independence, communication, emotional regulation, community awareness, life skills, resilience, self-advocacy and an understanding of future pathways.

The transition from primary to secondary is carefully planned to ensure security and continuity. Information about each pupil's strengths, needs, EHCP outcomes, therapeutic provision, communication approaches and successful strategies is shared across phases so that staff can build on prior knowledge and established relationships.

In Year 9 and Key Stage 4, pupils access careers education, employability development, enterprise activities, community participation and transition planning. Gatsby Benchmarks are used to support the development of careers provision. The school works with pupils and families to support informed decisions about post-16 options, including college, training, supported internships, employment and other appropriate destinations.

14. Monitoring and Evaluation

School leaders monitor and evaluate the impact of teaching and curriculum provision to ensure that pupils make the best possible progress from their starting points. Monitoring includes:

- Learning walks.
- Reviewing marking and feedback.
- Termly pupil progress meetings.
- Planning scrutinies.
- Work scrutinies.
- Pupil voice feedback sessions.

Curriculum impact is reviewed termly by senior leaders and governors to ensure that provision remains responsive, inclusive and aligned with pupil progress and wellbeing. The school also engages with a improvement partner, who is Ofsted trained, to provide external feedback on strengths and areas for development.



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Appendix one: Whole School Curriculum Structure and Progression Model

Phase	Curriculum Model	Curriculum Approaches / Pathways	Curriculum Areas	Key Features	Intended Outcomes
Primary	Thematic approach model	Holly, Laurel, Juniper, Rowan approaches	Literacy, Numeracy, Humanities, Science and Technology, Expressive Arts, Health and Wellbeing, Digital Skills, PE, PSHE, RSE, Forest School, Cooking and Nutrition, Communication and Life Skills	Six themes across the year; Curriculum for Wales framework; communication and regulation embedded throughout; practical and experiential learning; therapeutic and sensory-aware environments	Engagement, communication, emotional regulation, confidence and secure progression
Years 7–8 (KS3)	KS3 thematic curriculum	Holly, Laurel, Juniper, Rowan approaches	Literacy, Numeracy, Humanities, Science and Technology, Expressive Arts, Health and Wellbeing, Digital Skills, PE, PSHE, RSE, Cooking and Nutrition, Life Skills and Careers	Six thematic units; continuation of primary approaches; increased independence and application; strong pastoral and relational support	Continuity, engagement and secure progression
Year 9	Transition curriculum	Holly, Laurel, Juniper, Rowan approaches	Literacy, Numeracy, Digital Literacy, Careers, Community Learning, Preparation for Adulthood, Outdoor Learning, Wellbeing, WJEC Essential Skills for Work and Life, AQA UAS	Bridge between KS3 and KS4; development of transferable skills; community participation; accreditation opportunities; increasing independence and employability	Readiness for KS4, accreditation and preparation for adulthood
KS4 Discovery Pathway	Bespoke pathway	Discovery Pathway	Communication, Emotional Regulation, Independence, Functional Literacy and Numeracy, Life Skills, Wellbeing, Preparation for Adulthood	Highly personalised provision with manageable steps and high levels of support	Increased confidence, communication, independence and next-step readiness
KS4 Skills for Life Pathway	Bespoke pathway	Skills for Life Pathway	Functional Literacy, Functional Numeracy, Travel Training, Money Management, Careers, Employability, Community Participation, Life Skills	Real-life learning contexts and practical application of skills	Independence, employability and preparation for adult life
KS4 Academic Pathway	Bespoke pathway	Academic Pathway	GCSE subjects, Literacy, Numeracy, Science, Digital Skills, Study Skills and Careers	More formal qualifications with continued therapeutic support	Qualifications, progression and post-16 readiness
Post-16 Destinations	Transition beyond school	Personalised pathways	College, Employment, Training, Supported Internships, Independent Living and Community Participation	Transition planning, careers support and family collaboration	Successful transition into adulthood

Notes

- The Holly, Laurel, Juniper and Rowan approaches remain consistent from Primary through KS3 and Year 9 to provide continuity of communication, regulation and personalised support.
- Preparation for adulthood is embedded across all phases and becomes increasingly explicit through secondary provision.
- Therapeutic, relational and trauma-responsive practice underpin curriculum delivery throughout the school.
- EHCP outcomes and One Plan targets are embedded across all curriculum areas.



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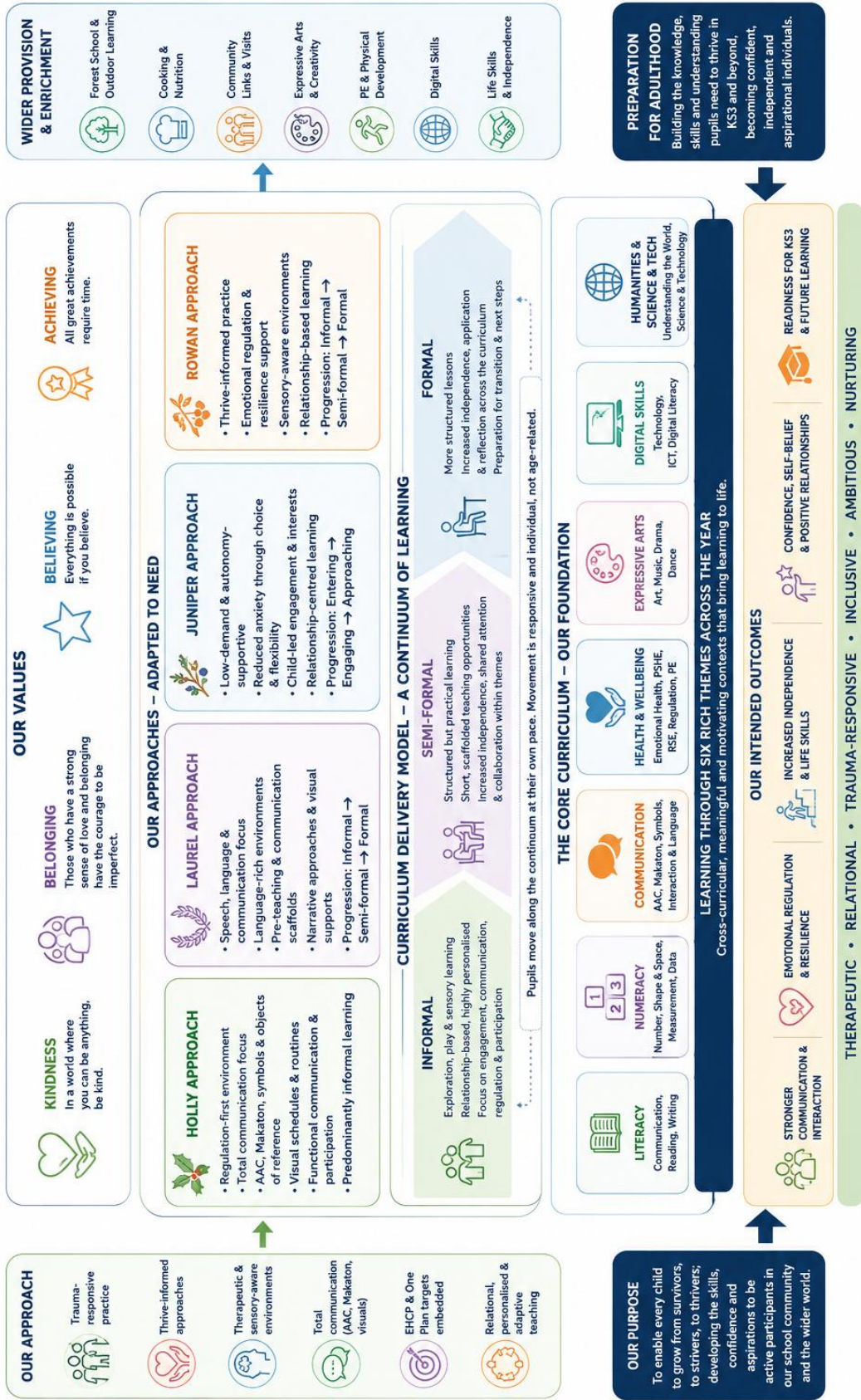


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Appendix 2: Primary Curriculum Model

WOODEND FARM SCHOOL PRIMARY CURRICULUM MODEL

Nurturing, Personalised, Therapeutic Learning for Every Child



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Appendix 3: Secondary Curriculum Model

WOODEND FARM SCHOOL SECONDARY CURRICULUM MODEL

Nurturing, Personalised, Therapeutic Learning for Every Young Person



THERAPEUTIC • RELATIONAL • TRAUMA-RESPONSIVE • INCLUSIVE • AMBITIOUS • NURTURING



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