



FIRST THOUGHT CARE SERVICES

**First Thought
Independent School**

Curriculum Policy, Plans, and Procedures

2024-2025

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1. CONTEXT

Our School is an independent special school and part of the First Thought Care Services Group. Our pupils are aged 5 to 11 with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma, and behaviours which challenge. Pupils who attend First Thought Independent School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and are likely to be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan (EHCP).

Our school caters to pupils with a wide range of special educational needs, primarily those with Autism & complex needs and Severe Learning Difficulties (SLD). We recognize the importance of a holistic, developmental approach and utilize the EQUALS curriculum to address early communication, sensory integration, and cognitive development. This ensures that all pupils, including those with complex needs, experience a broad and balanced curriculum that prioritizes their emotional, social, and academic growth.

Our school benefits from fantastic grounds which contributes to making our school a positive and happy place in which to learn, work and live, and we make full use of the environment. First Thought Independent School is well-resourced and has a comprehensive range of facilities. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, and care staff.

2. VISION AND AIMS

We are committed to helping pupils to flourish and achieve their aspirations through our approach to education and care. Our curriculum provides pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education; personal, social, health and economic education; access to accurate, relevant careers development; effective preparation for the opportunities, responsibilities and experiences of life in British society as required by the Education (Independent School Standards) Regulations 2014. It is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation, and experiences which will prepare them for the next chapter of their lives.

We aim to:

- Inspire pupils to develop a love of learning, experience success, and achieve positive outcomes.
- Help pupils to remember what they learn and make progress in all subject areas.
- Support pupils to be ready for the next stage of learning.
- Ensure every pupil leaves as a confident and fluent reader.
- Enable pupils to make achievements reflective of their strengths, needs, and interests.
- Engage pupils to nurture their aspirations.
- Develop pupils' skills and knowledge relevant to their careers development
- Support pupils to develop their independence and self-esteem.
- Ensure pupils are ready for transition and life beyond our School.
- Engage pupils to develop a positive perception of themselves and a sense of belonging.
- Support pupils to optimise their health and well-being, manage their emotions effectively, and develop their resilience.
- Enable pupils to understand their rights and responsibilities and appropriately express their views.
- Help pupils to develop spiritual, moral, social, and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values, and protected characteristics.
- Promote improved self-regulation through emotional literacy programmes and structured interventions to develop coping strategies.
- Increase confidence through targeted activities that build self-awareness, encourage positive reinforcement, and celebrate individual successes.

- Develop social skills, including teamwork, collaboration, and communication, through group work, role-play, and practical activities.
- Provide learners the skills required to communicate, interact, and regulate emotions through tailored interventions and sensory-based approaches.
- Support pupils with complex needs to develop independence, self-awareness, and preparation for adulthood through personalised learning pathways

3. ROLES AND RESPONSIBILITIES

Leaders at OUR School ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent, and development of the curriculum.
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including high-quality planning, teaching methods, and consistent implementation of policies.
- Teachers use pupils' prior attainment to inform planning and development.
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy.
- Parents/carers receive regular communication from staff, including information about the curriculum and their child's progress.

The teaching staff at OUR School ensure that:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and adapted strategies are used to ensure all pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

All staff ensure that:

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

Our school provides full-time supervised education for pupils of compulsory school age for 190 days per year. The timetable comprises 30 teaching periods per week, with each teaching session lasting up to one hour. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

We aim to deliver a well-planned curriculum that is tailored to meet the individual needs of each pupil.

Meeting the needs of Pupils with Autism and Complex Needs

Our school is committed to creating an inclusive, nurturing, and developmentally appropriate environment where pupils with autism, particularly those with complex needs, can flourish both academically and socially. We recognise that every autistic child is unique, and we strive to offer personalised, flexible support that respects individual strengths, needs, and ways of experiencing the world.

Our provision includes:

- Access to structured, predictable, and sensory-considerate classrooms where routines and expectations are clear, reducing anxiety and supporting emotional regulation.
- A focus on early communication, social interaction, and emotional literacy, using strategies such as visual supports, social stories, communication aids, and play-based learning where appropriate.
- Delivery of a broad and balanced curriculum that is highly personalised to each child's developmental stage, with careful scaffolding to enable success in literacy, numeracy, and other subject areas.
- Opportunities to build independence, life skills, and resilience through carefully planned enrichment, social learning, and real-life experiences.
- Close partnership working with parents, carers, and external professionals, including speech and language therapists, occupational therapists, and specialist autism teams, ensuring a holistic and joined-up approach.
- A strong emphasis on emotional wellbeing and mental health, with access to trusted adults, sensory regulation spaces, and supportive interventions when needed.

Meeting the needs of pupils with Severe Learning Difficulties (SLD)

Our school offers a highly personalised, supportive learning environment for pupils with severe learning difficulties (SLD). We recognise that pupils with SLD benefit from carefully structured, differentiated teaching that supports cognitive development alongside personal, social, and emotional growth.

Our provision includes:

- A curriculum focused on key skills including communication, cognition, personal care, and social interaction.
- Highly structured routines and consistent approaches, ensuring a sense of safety, predictability, and familiarity.
- Use of multisensory teaching strategies, repetition, and practical activities to promote engagement and understanding.
- Individualised learning goals based on each child's developmental profile, with regular review and adaptation.
- Strong emphasis on developing life skills, independence, and meaningful social relationships.
- Close collaboration with families and external agencies to ensure coordinated support and holistic development.

Our aim is to empower every child with SLD to make progress at their own pace, celebrating every achievement and building the foundations for lifelong learning and participation.

Lessons incorporate pupils' prior attainment, ensuring learning activities are appropriately differentiated to close gaps in knowledge and skills. Our timetable has been carefully designed to meet the individual needs of our pupil cohort. This includes careful planning to reduce transitions and provide structured routines to manage anxieties and support concentration.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across both Key Stages.

Based on our learners needs we expect that the majority will be either:

- Working consistently and over time at the most complex end of the Autism and SLD spectrum
- Working consistently and over time at or below the earliest reaches of the national curriculum

Recognising that differentiation from England's (or indeed any) National Curriculum is NOT sufficient to meet the needs of pupils with these needs curricula need to be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

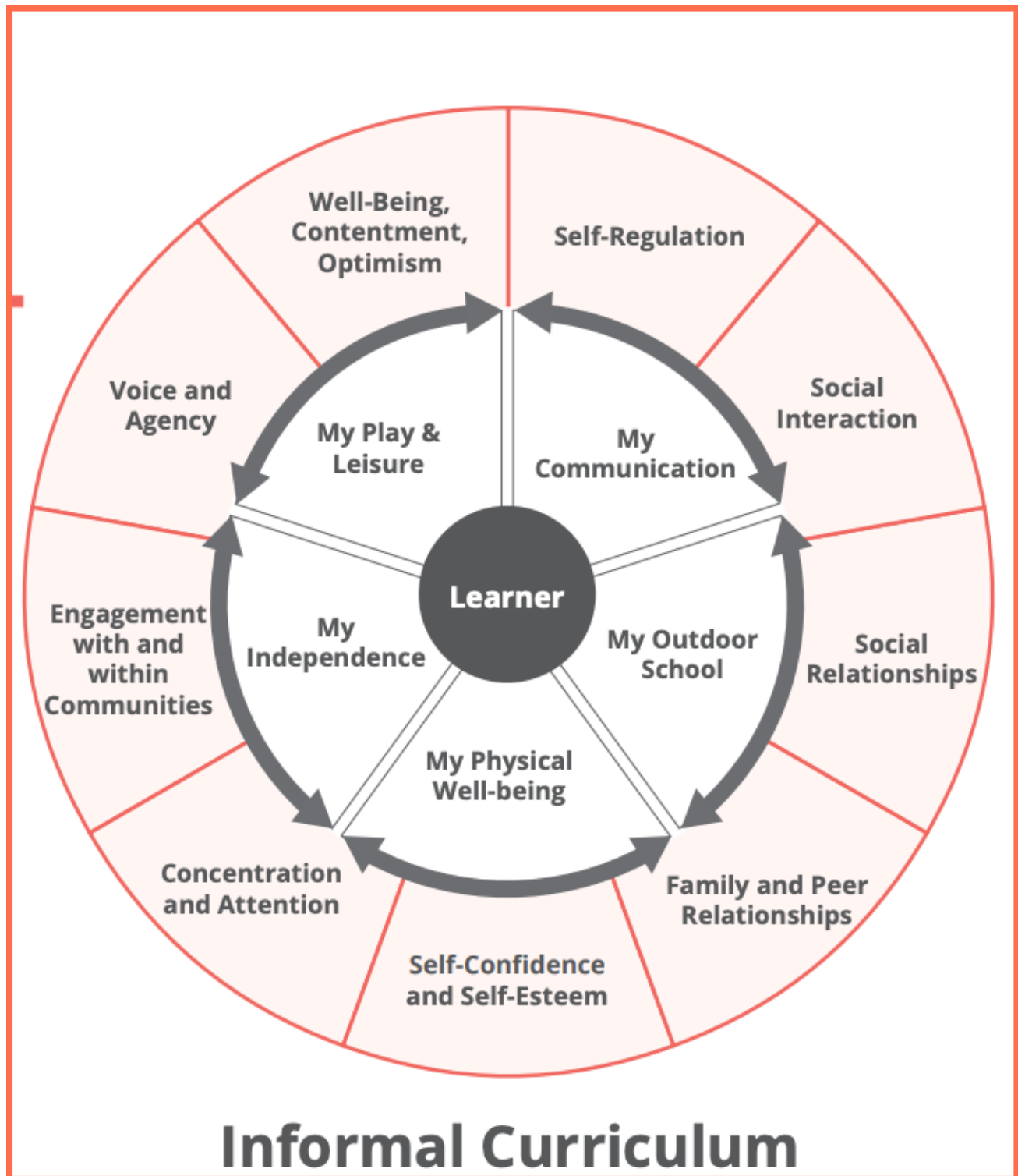
For this reason, our School will primarily follow the EQUALS Informal and Semi-Formal Curricular.

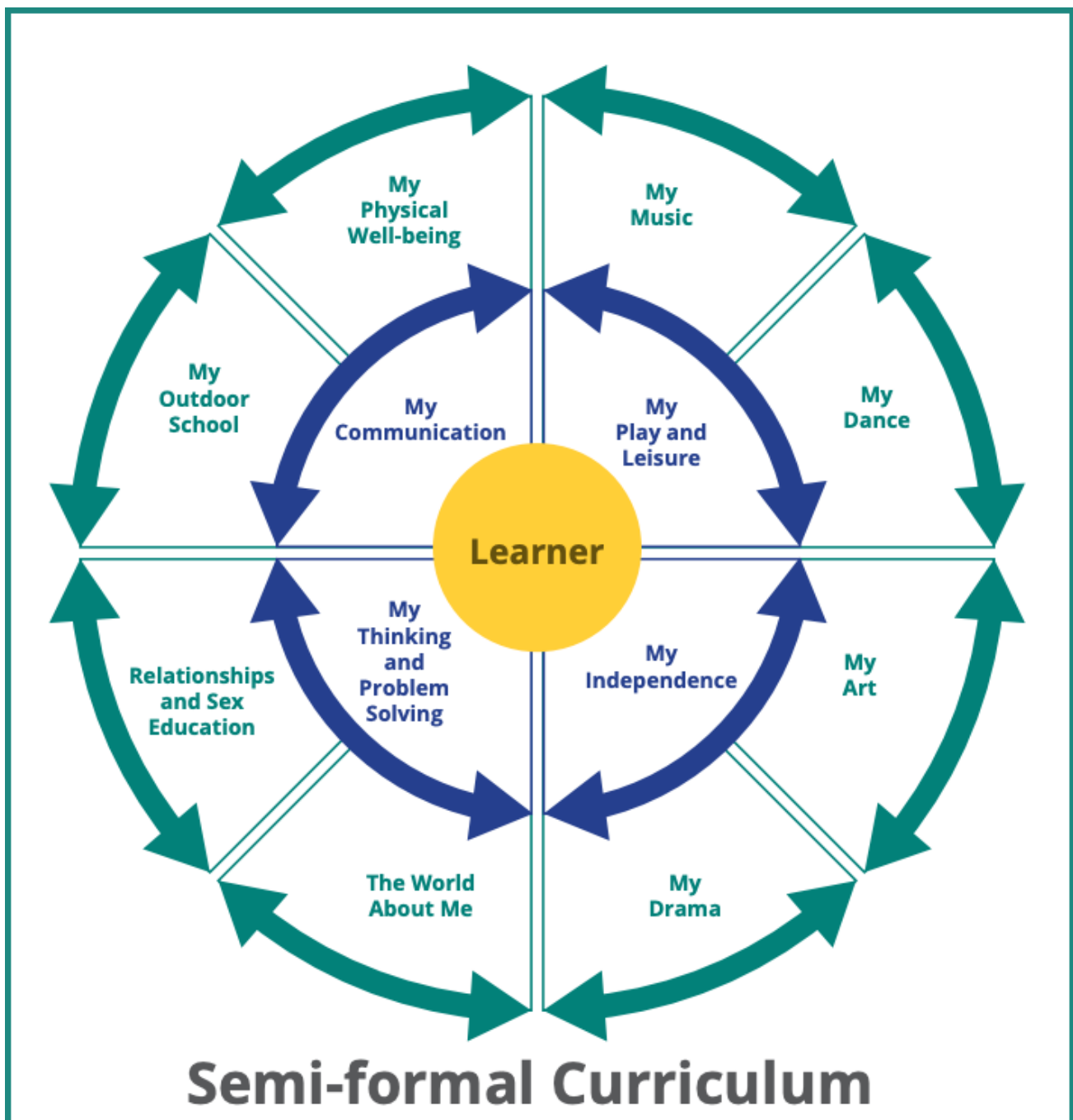
- The **EQUALS Informal Curriculum** is focused on sensory engagement, cause-effect learning, and communication development.
- The **Semi-formal Curriculum** – focused on functional digital literacy, creativity, basic coding, and online safety.

Teaching staff will use the detailed EQUALS schemes of work and custom curriculum plans to develop medium- and short-term plans in each subject area.

The School will also use other schemes where the chosen EQUALS pathway does not provide a curriculum in the areas prescribed by the independent school standards. We will use the PSHE Association's PSHE programme for SEND, the Phonics for SEND scheme by Anne Sullivan and a bespoke curriculum which we developed for Digital Skills. For careers development, we will adapt the careers development programme from the Careers Development Institute which is recommended by DfE guidance about Careers Guidance.

5. CURRICULUM MODEL





We will use their detailed schemes of work to plan learning activities that engage pupils using various approaches such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

Teaching Periods

Teaching periods are consistent across Key Stages, with 30 periods per week allocated for each stage. However, adjustments are made to meet the specific needs of pupils at different developmental stages:

- **Key Stage 1** - A focus on developing core skills in early literacy and numeracy, **alongside the foundations of** social and emotional development. Learning is enriched through creative activities, storytelling, exploration, and structured play, fostering curiosity and engagement while building the confidence essential for future learning.
- **Key Stage 2** - A focus on consolidating and deepening literacy and numeracy skills, while expanding knowledge across the broader curriculum. Opportunities for collaborative learning, critical thinking, and enrichment activities promote resilience, independence, and preparation for transition to secondary education.

Lessons are delivered using high-quality resources that are regularly updated to support teaching and learning across all subjects. Resources include:

- Specialist equipment for Design Technology and ICT.
- Interactive software to support literacy, numeracy, and coding skills.
- Printed materials and workbooks aligned with the National Curriculum.
- Practical resources for scientific, artistic, and physical education.

Our staff team consists of specialists and teaching support staff who have expertise in SEN education, trauma-informed approaches, and mental health support. Staff receive ongoing professional development to ensure their knowledge and skills remain current and effective. All education is set and overseen by qualified teaching professionals.

Specific Approaches

We employ a range of teaching approaches to ensure lessons are accessible and engaging for all pupils. These approaches include:

- Adaptive teaching based on prior attainment and individual needs.
- Project-based learning to promote creativity and teamwork.
- Practical activities and role-play scenarios to build confidence and communication skills.
- Scaffolding to bridge the gap between what a student can do independently and what they can achieve with guidance
- Extending learning to provide the necessary challenge for pupils who do not need scaffolding
- Reasonable adjustments to cater for specific needs, including the use of assistive technology, visual supports, and sensory strategies for emotional regulation.

Individualisation and Planning

Lessons are planned to:

- Reflect pupils' prior learning and build on existing knowledge.
- Close gaps in learning identified through assessments.
- Promote engagement, motivation, and self-esteem through structured activities and positive reinforcement.
- Provide targeted interventions for those requiring additional support.

Monitoring and Review

Teachers and senior leaders monitor the quality of teaching and learning through lesson observations, work scrutiny, and learning walks. Staff reflect regularly on teaching practices and adapt plans based on pupil progress and feedback.

Behaviour

At our School, we promote positive behaviour through a structured and supportive approach. Pupils are encouraged to develop self-regulation, emotional resilience, and social skills through:

- Zones of Regulation strategies to help pupils recognise and manage their emotions.
- Restorative approaches to resolve conflicts and repair relationships.
- Positive reinforcement and celebration of achievements to build self-esteem.
- Individualised behaviour plans aligned with EHCP outcomes, ensuring targeted support for pupils who need additional interventions.
- Clear expectations and routines to create a safe and consistent learning environment.

Behaviour is monitored through daily logs, and staff work closely with pupils and parents to review strategies and ensure continuous improvement.

Literacy

Developing literacy skills is central to our curriculum, and we recognise that pupils may join with gaps in reading, writing, and comprehension. To address this:

- Phonics teaching continues into KS2, using the Phonics for SEND.
- Catch-up interventions focus on reading fluency, comprehension, and vocabulary development.
- Pupils have access to age-appropriate reading materials tailored to their reading level to build confidence and enjoyment in reading.
- Writing activities are designed to develop grammar, punctuation, and spelling skills, while also encouraging creative expression.
- Regular reading assessments track progress, identify gaps, and inform planning for personalised interventions.

Numeracy

We emphasise the development of numeracy skills to enable pupils to build confidence and apply maths concepts in real-life contexts. Our approach includes:

- Diagnostic assessments to identify gaps and ensure targeted interventions.
- Teaching basic number skills, problem-solving, and functional maths to promote independence.
- Practical activities such as handling money, measuring time, and interpreting data to support functional application.
- Use of manipulatives, games, and interactive tools to make learning engaging and accessible.
- Regular assessments and reviews to monitor progress and inform next steps.

Addressing Gaps in Knowledge and Skills

We recognise that many pupils may have experienced disrupted education prior to joining our School. To address this, we:

- Use baseline assessments to determine starting points and identify gaps in knowledge and skills.
- Develop individual learning plans aligned with EHCP outcomes, ensuring personalised support for academic and emotional development.
- Provide targeted interventions for literacy and numeracy gaps, including one-to-one support, small group sessions, and mentoring programmes.
- Integrate practical activities, real-world contexts, and cross-curricular approaches to make learning more engaging and relevant.
- Monitor progress through formative assessments, ensuring teaching strategies are responsive to pupil needs.
- Work collaboratively with therapeutic staff to support pupils with social, emotional, and mental health needs, enabling them to access learning effectively.

Homework

At our School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, some homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are engaged to read regularly at home.

Reading

At our School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils in Key Stage 1 and where necessary in Key Stage 2, explicit teaching of phonics is provided through the Phonics for SEND scheme by Anne Sullivan. Reading interventions are provided, when necessary, in line with a pupil's individual needs. Reading skills are further developed in My Communication lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges. For pupils with complex needs of severe learning difficulties we use a variety of approaches:

Total Communication Approach:

- Use spoken language, **signs (Makaton/BSL)**, **symbols (Widgit/Picture Exchange)**, and objects of reference alongside print.
- -Ensure that communication is accessible in multiple formats.

Develop Pre-Literacy Skills:

- Focus on **attention, listening, communication, and early cognitive skills** before formal reading.
- Activities: **Intensive Interaction, Attention Autism (Bucket Therapy)**, sensory storytelling.

Personalised and Functional:

- Base reading materials on **real-life contexts** and **pupil interests** (photos of familiar people, places, routines).
- Words and symbols linked to meaningful daily experiences.

Multi-Sensory Learning:

- Use **touch, sight, sound, movement** to engage multiple senses.
- Examples: **feely bags, sound lotto, sensory stories, textured letters, music, drama**.

Repetition and Overlearning:

- Consistent, frequent repetition with opportunities for generalisation.

Symbol-Supported Texts:

- Many pupils benefit from **Widgit Symbols, PECS, or Switch-activated stories** to build recognition of words and meaning.

Reading schemes like **Books Beyond Words** (wordless books for understanding emotions, experiences) and **Phonics for Pupils with Special Educational Needs** (by Ann Sullivan) will be considered.

Therapeutic Provision

Our specialist team, work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs and PEPs profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour.

Physical Education

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons mostly take place in the Gym or Garden Area, but some may also take place off-site e.g. swimming.

PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across these core themes:

1. Self-awareness
2. Self-care, support & safety
3. Managing feelings
4. Changing & growing
5. Healthy Lifestyles
6. The world I live in

We ensure that PSHE lessons actively promote equality, diversity, and inclusion, supporting pupils to develop an understanding and respect for others. Lessons include discussions around the protected characteristics outlined in the Equality Act 2010, which are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Pupils are taught the importance of respect, tolerance, and anti-discrimination. Lessons also address how to recognise and challenge prejudice, promoting an ethos of inclusion and equality.

Relationships Education is delivered in line with statutory requirements and carefully planned to be age-appropriate and sensitive to pupils' needs.

Pupils also develop skills and attributes such as resilience, self-esteem, risk management, team-working, and critical thinking to prepare them for modern life in Britain.

There is a focus at both Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions from a young age. They learn how to keep themselves safe and well.

Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At our School, SMSC and British Values are promoted in so much of what we do, not least during school times and in PSHE/Citizenship/Careers lessons.

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 and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider FTIS curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help 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.

COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

Impact

The impact of the curriculum at our School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level, and they will be well-prepared for the next stage of learning
- Pupils will achieve the outcomes and targets outlined on their EHCPs and PEPs, make progression on the EQUALS informal and semi-formal assessment frameworks
- Pupils will have made progress towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to secondary school
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence.
- Pupils will develop improved self-regulation and emotional resilience, enabling them to manage their emotions and behaviours effectively.
- Pupils will increase their confidence through structured activities that promote self-awareness, goal-setting, and personal achievements.
- Pupils will enhance their social skills, including teamwork, collaboration, and communication, enabling them to build and maintain positive relationships.
- Pupils will develop independence in decision-making and problem-solving, preparing them for adult life.
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies.
- Pupils will demonstrate a sense of belonging and pride in their personal identity and cultural diversity.
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities.
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively.

Pupil Assessment Procedures

Assessment is a fundamental component of our approach to teaching and learning. It informs the next steps for pupils, identifies gaps in knowledge and skills, and monitors the wider impact of our curriculum. Our assessment system tracks pupils' progress and achievement of key concepts and skills three times a year.

Baseline assessments are conducted when pupils first join the school to identify their starting points, strengths, and areas for development. This ensures we can effectively tailor support and interventions to address any gaps in their learning and skills.

We use a combination of formative and summative assessments to monitor progress. Formative assessment strategies include regular marking, feedback, and questioning during lessons to support ongoing learning. We also encourage peer and self-assessment to help pupils develop reflective learning practices and greater ownership of their progress.

Assessment data, including progress against EHCP outcomes, is used to inform curriculum planning. Pupils are supported through personalised intervention plans, ensuring they meet developmental milestones related to communication, independence, and social-emotional regulation.

Key Stage 1

- Assessment focuses on early literacy, numeracy, and social development through both observational methods and formal assessments. Phonics screening checks are used where possible to monitor progress in reading, alongside teacher observations and recorded evidence. EQUALS informal and semi-formal assessment frameworks are used to evaluate progress. Regular progress reviews ensure gaps are identified early, and interventions are applied promptly to support continued development.

Key Stage 2

- At Key Stage 2 pupils can gain AQA Unit Awards as recognition for achieving specific learning outcomes within a unit of work across various subject areas. Again here, EQUALS informal and semi-formal assessment frameworks are used to evaluate progress.

Reporting Progress

Assessment outcomes are used not only to monitor pupil achievement but also to inform planning and individual interventions. Teachers regularly review assessment data to identify patterns of progress, address gaps in learning, and adapt teaching strategies accordingly.

Parents and carers are kept informed of their child's progress through a combination of:

- Termly Progress Reports: Highlighting attainment levels, strengths, areas for improvement, and strategies to support continued learning.
- Parent-Teacher Meetings: Scheduled each term to provide an opportunity for detailed discussions about progress and next steps.
- End-of-Year Reports: Comprehensive summaries of academic achievements, personal development, and any qualifications attained.
- Ongoing Communication: Additional updates provided through informal discussions, email correspondence, and phone calls as needed.

We also encourage parental involvement in their child's learning journey by offering guidance on how to reinforce learning at home and support areas where additional practice is required.

All key stages use formative assessments such as regular marking, feedback, and questioning during lessons. Summative assessments and progress against the EQUALS informal and semi-formal assessment frameworks are used to provide termly data to inform planning and interventions. Progress reports are shared with parents/carers regularly to highlight achievements and next steps.

Please refer to our Assessment Policy for further information.

Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Our School will review this local protocol annually to ensure it continues to reflect its best practice.

6. HOW THE CURRICULUM MEETS THE REQUIREMENTS OF THE ISS

Aspect	Informal Pathway	Semi-formal Pathway
Linguistic	My Communication	My Communication
	Phonics	Phonics
Mathematical	My Thinking & Problem Solving*	My Thinking & Problem Solving
Scientific	The World About Me*	The World About Me
	My Outdoor Learning	My Outdoor Learning
Technological	Informal: Digital Skills**	Semi-formal: Digital Skills**
Human and social	The World About Me*	The World About Me
	My Outdoor Learning	My Outdoor Learning
Physical	My Physical Well-being	My Physical Well-being
	My Play & Leisure, My Sensory Play	My Play & Leisure
Aesthetic and creative	My Art, My Drama, My Dance, My Music*	My Art, My Drama, My Dance, My Music
Personal, Social, Health and Economic Education (PSHE)	PSHE for SEND (Encountering & Foundation) – PSHE Association	PSHE for SEND (Foundation, Core & Development) – PSHE Association
Preparation for life	My independence	My Independence

*The EQUALS informal curriculum does not have these subjects – teachers will adapt the parallel semi-formal curriculum to suit the needs of those on the informal path.

**This is a custom programme created to bolster the limited amount of technological education in the EQUALS schemes.

Phonics: [Phonics for Pupils with Special Educational Needs](#)

7. REFERENCES

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

[PSHE education for pupils with SEND \(pshe-association.org.uk\)](#)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)
- Cherry Garden Assessment Framework.
- Equality Act 2010 – Accessibility and Inclusion Standards.
- SEND Code of Practice (2015).

