



LEICESTER

THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Curriculum Policy

Policy Owner	Leicester Therapeutic School
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Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Leicester Therapeutic School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

1. Curriculum Purpose

This policy provides guidance for all stakeholders on the planning, delivery, and evaluation of the curriculum at Leicester Therapeutic School. It outlines our shared responsibility to adopt flexible approaches that meet the diverse special educational needs and disabilities (SEND) of all pupils.

The policy applies to all staff, volunteers, therapists, external professionals, and anyone working on behalf of Leicester Therapeutic School, as well as pupils, parents/carers, external agencies, and members of the public.

Leicester Therapeutic School is committed to providing high-quality teaching and pastoral care within a safe and secure learning environment. In line with Department for Education (DfE) guidance, we ensure that every child and young person can learn effectively and thrive. This policy sets out the school's aims, values, and strategies for the design, implementation, and ongoing development of the curriculum.

We are dedicated to recognising diversity, respecting individual beliefs, and promoting equality of opportunity for all.

The curriculum is planned and implemented in line with Part 1 of the Education (Independent School Standards) Regulations 2014 and current Department for Education guidance. It is supported by appropriate plans and schemes of learning and is reviewed against the Ofsted non-association independent school inspection toolkit in use from September 2026.

As an independent special school, Leicester Therapeutic School delivers a broad, balanced and ambitious curriculum to pupils in Key Stage 1 (KS1) and Key Stage 2 (KS2). The curriculum takes account of pupils' ages, aptitudes and needs, including the outcomes and provision set out in each Education, Health and Care Plan (EHCP). Pupils present with a wide range of abilities and starting points, and many have uneven academic profiles linked to cognition and learning and social, emotional and mental health (SEMH) needs.

In addition, many of our pupils experience heightened anxiety, school refusal, and disrupted educational journeys, including multiple previous school placements or extended periods out of school. These factors place demands on curriculum design and delivery, requiring an approach that ensures every pupil is supported to achieve their full potential.

To meet these needs, Leicester Therapeutic School provides an adapted curriculum that reflects the diverse ages, aptitudes, needs and interests of pupils. The curriculum identifies clear intended end points and is sequenced so that pupils build secure foundational knowledge before moving to more complex learning. Our specialist cognition and learning framework places strong emphasis on over-teaching, retrieval practice, explicit vocabulary teaching and personalised approaches. Teaching and learning take place within an ethos of empathy, understanding and structured support.

Each pupil's curriculum offer is directly informed by the outcomes and recommendations set out in their EHCP, baseline assessment and ongoing assessment. Individual timetables are tailored to reflect strengths, needs and abilities while retaining high expectations and access to a broad range of subjects and experiences. Reasonable adjustments and adaptations are planned to reduce barriers, promote independence and support pupils' long-term success.

2. Primary Need

All pupils at Leicester Therapeutic School have a primary need in the area of:

- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**

Many pupils also have additional needs which fall into one or more of the four broad areas of the SEND Code of Practice:

- Communication and Interaction
- Sensory and/or Physical

We recognise that individual children and young people often present with needs across multiple areas and that these needs may change over time.

Curriculum Approach

Learners follow a curriculum that is bespoke and tailored to their cognitive development and individual needs. The school recognises that a one-size-fits-all approach is not sufficient to fully support our learners. As a result, our curriculum is designed to be broad and enriched with carefully planned experiences, activities, and community-based opportunities. These include a focus on:

- Independent and life skills
- Communication and interaction
- Community participation and access

Many pupils first need to develop the tools and strategies to engage effectively with learning and to manage their unique needs. Therefore, the structure of the curriculum is driven by each pupil's individual priorities, with an emphasis on three core elements:

1. Academic Learning – Providing a wide range of subject-based educational opportunities tailored to the learner's prior knowledge and abilities.
2. Cognitive Development – Supported by personalised strategies, approaches, and therapies that are informed by the learner's specific needs, with guidance from EHCP outcomes, parental input, and external professionals.
3. Community integration- supporting children to access their local community on a daily basis ensures greater self confidence as well as willingness to partake in vital life skills learning.

The balance between these elements varies according to each learner's profile, ensuring that all educational experiences are meaningful, accessible, and relevant to their developmental journey. Flexibility is central to the curriculum, allowing for adaptation to the evolving needs of each pupil.

Equality of Access

Every pupil at Leicester Therapeutic School is entitled to access an ambitious curriculum and their individualised school offer each day. Equality of access underpins all curriculum opportunities. Reasonable adjustments, specialist communication approaches, assistive technology and internal or external

professional support are used where required to reduce barriers to learning without lowering expectations. Adaptations are reviewed to ensure they remain effective and promote increasing independence. (See Appendix A – Equality of Access & Good Practice Guide).

Hands-on support is sometimes required, for example:

- Physical support to access multi-sensory learning or Intensive Interaction.
- Support for sensory regulation.
- Contingent, age-appropriate touch (with consent) to meet social and emotional needs.

In all cases, staff uphold the privacy, dignity, rights, and choices of pupils, ensuring that consent is sought in appropriate and accessible ways so that the pupil's voice is always respected.

Teaching and Learning

Pupil progress is monitored through a combination of:

- Data analysis
- Pupil folder study
- Lesson observations

Teachers are responsible for ensuring that every pupil's needs are met and that learning experiences are age-appropriate, relevant and engaging. High expectations of achievement underpin our teaching. Teachers present new information clearly, explicitly teach important vocabulary, check pupils' understanding systematically and adapt teaching in response to formative assessment. Staff use retrieval practice, feedback and assessment to help pupils embed key knowledge and to identify and address gaps quickly. Expert practitioners and senior leaders work collaboratively to refine curriculum pathways so that they remain ambitious, coherent and responsive.

Personal Development and Values

The curriculum actively supports pupils in understanding and respecting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is achieved through:

- Junior leadership team and democratic decision-making processes
- Opportunities to experience, discuss, and debate aspects of life in Britain
- Exposure to a range of cultural experiences embedded within multi-sensory learning

Pupils are encouraged to develop pride in their school, a strong sense of belonging to the school community, and an awareness of their role in wider national and international communities.

3. KS1

Key stage one provides the essential foundation for lifelong learning. It supports pupils in becoming confident, positive, and enthusiastic about school and the process of learning alongside others. At Leicester Therapeutic School, our KS1 classes provide a nurturing, happy, and supportive environment in which children can thrive through a range of activities that are primarily hands-on and play-based.

Pupils in KS1 are taught through a curriculum shaped by:

- Baseline assessments
- A bespoke curriculum framework and principles
- Leicester Therapeutic School's "community" curriculum, which enriches learning through real-world experiences

The curriculum is carefully planned to be broad, balanced, and flexible. Activities are differentiated to reflect the needs of individual pupils and ensure appropriate challenge and engagement. High staffing levels and well-resourced classrooms enable every child to access learning at a level appropriate to their stage of development.

Targets and progress are shared regularly with parents and carers through Individual Education Plans (IEPs) and continuous assessment, using our bespoke Builder and Constructor assessment tracker, hosted on Trackable. Assessment establishes pupils' starting points, identifies gaps in foundational knowledge, informs teaching and intervention, and helps leaders evaluate whether adaptations are having the intended impact.

Cognition and Learning and SEMH Difficulties in KS1

All pupils in KS1 have a primary need in Cognition and Learning. Close assessment and targeted interventions are used to identify how each child's needs impact their communication, social development, and ability to access learning.

As our pupils require additional support to make sense of the world, over-teaching and structured reinforcement are embedded within our approach. A wide range of interventions, teaching strategies, and specialist resources are used to:

- Support engagement in learning
- Build positive and nurturing relationships and accessible learning environment
- Promote independence, communication, and social interaction

Learning activities are delivered through a balance of individual, paired, group, child-led, and adult-led approaches, depending on the needs of each cohort and individual pupil. Lessons are supported by visual resources and multi-sensory learning opportunities, ensuring accessibility for all learners.

4. How does the Leicester Therapeutic School Curriculum Link Together?

Pupil's work and experiences

Pupils' work and their ability to recall learning are outcomes of a well-planned and carefully designed curriculum. Work is strengthened through teacher assessment, retrieval checks and teacher/pupil feedback.

Delivering a Sequence of Lessons

Lessons link directly to schemes of learning and are adapted to meet pupils' SEND. Teaching builds knowledge in a logical sequence, embeds relevant EHCP outcomes and uses assessment to review learning and adjust next steps.

Schemes of Learning

Schemes of learning link directly to curriculum maps and provide detailed medium-term planning. They identify intended learning, build on prior knowledge and show how teaching is adapted and sequenced. Reading and personal development are embedded where appropriate.

Curriculum Policy

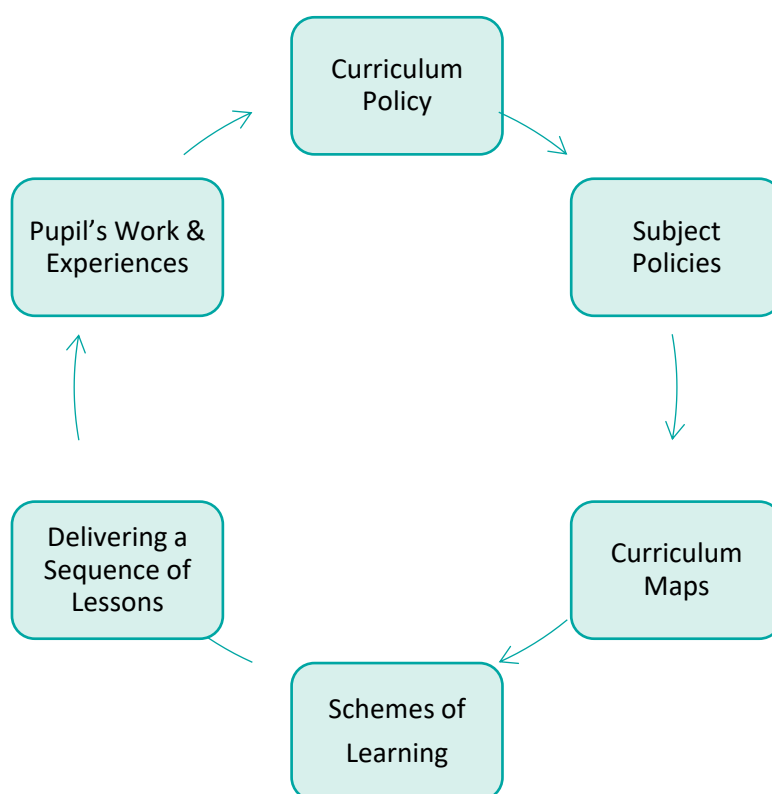
The Curriculum Policy sets out the school's curriculum vision, intent, implementation and intended impact. It is the guiding framework for planning and helps pupils understand what they are learning and why.

Subject Policies

Subject policies follow the whole-school curriculum framework. Subject leaders set out the rationale, intent, sequencing and implementation for their subject, including links to reading, personal development and SEND adaptations.

Curriculum Maps

Curriculum maps set out the school's long-term plans. They show a logical sequence of learning so pupils can build securely on prior knowledge from their individual starting points and strengthen connected knowledge over time.



5. Curriculum Vision and Rationale

At Leicester Therapeutic School, our vision is to enable children and young people with cognition and learning difficulties to achieve their full potential by fostering resilience and removing barriers to learning. We are committed to providing bespoke, flexible, and person-centred experiences in collaboration with parents, carers, and external professionals. The heart of our curriculum is a focus on **wellbeing and personal development**, ensuring pupils gain the knowledge, skills, and experiences needed to build resilience, develop tolerance, enhance their cultural capital, and understand their role within the community. Our environment is personalised, safe, nurturing, and inclusive, enabling children to become confident, motivated, and happy learners.

The needs and happiness of our pupils are central to everything we do. Our curriculum philosophy is rooted in **positivity, opportunity, and trust**, designed to support pupils in becoming enthusiastic lifelong learners and engaged members of society. We serve young people with complex and significant needs, many of whom have experienced disrupted educational journeys or have not previously thrived in mainstream or specialist settings.

To address these challenges, we provide **personalised learning pathways**, shaped by flexibility, ambition, and the expertise of a highly skilled staff team. We set high expectations for all learners, underpinned by their Education, Health and Care Plans (EHCPs), with equal priority given to academic achievement and social, emotional, and personal development. We believe that when children are placed in an environment that nurtures confidence, self-esteem, and ambition, they flourish.

Curriculum Design

Our curriculum is designed to be broad, balanced, and inclusive, delivered through:

- **A two-year cycle (A and B) in KS1 and KS2** to provide structured opportunities for over-learning, retrieval practice, and reinforcement of knowledge.
- A **logical sequence of learning** that builds progressively, allowing pupils to make links, embed knowledge in long-term memory, and strengthen schemata.
- Careful **baseline assessments** and analysis of EHCP outcomes, alongside input from external professionals such as educational psychologists, speech and language therapists, and occupational therapists.
- Adaptation and differentiation to ensure all learners access meaningful and personalised learning from their individual starting points.
- Two pathways.

Builder

Designed as the building blocks for children who may initially struggle to access our Constructor Curriculum Pathway. Children will work on essential skills to enable them to develop a love of learning and build resilience and positive self-esteem. All children will start on the **Base** to ensure that they develop strong foundations for their learning. This will enable them to thrive as they move forward through the **Build** and **Extend**. Learning will be tailored to the individual needs of the children and the amount of time they spend on each pathway will vary dependent on need. Our Builder curriculum pathway enables children to build

on previous learning, whilst moving forward to reach their full potential emotionally, socially, spiritually and academically in preparation for a faster paced curriculum.

Constructor

All curriculum areas are fully covered, enriched with learning activities that nurture personal development, independence, and character. We place a strong emphasis on **reading as the foundation of learning**, recognising its essential role in enabling progress across the curriculum.

Personal Development and Enrichment

The curriculum extends beyond academic learning. Pupils are offered trips, visits, and enrichment experiences that nurture interests and talents, promote spiritual, moral, social, and cultural (SMSC) development, and build an understanding of British values and life beyond the classroom.

Teaching, Learning and Staff Development

High-quality teaching underpins effective curriculum implementation. Teachers and staff receive regular continuing professional development (CPD) and benefit from embedded coaching to strengthen subject knowledge, SEND pedagogy, assessment practice, reading and phonics expertise, and consistency of implementation. Leaders ensure staff have the knowledge and support needed to teach the subjects and phases for which they are responsible.

Our curriculum equips pupils with the skills, knowledge, and strategies to become confident, independent lifelong learners. It prepares them effectively for the next stage of their educational journey, enabling them to make successful transitions and to thrive both in school and beyond.

4. Curriculum Intentions:

- For all pupils to learn in a nurturing, sensory-rich, and communication-focused environment where all learners feel safe, valued, and motivated to explore
- For all pupil to learn through their desired communication and interaction method, using total communication approaches including speech, sign, symbols, and AAC
- For all pupils to experience holistic development, focusing on the prime areas of learning (Communication and Language, Personal, Social and Emotional Development, and Physical Development) while introducing specific areas at a developmentally appropriate level
- For all pupils to make excellent progress from their individual starting points in all subjects.
- For all pupils to be able to use phonological awareness to decode words with confidence.
- For all pupils to be able to read a wide range of age-appropriate texts, including fiction and non-fiction with confidence and a high level of accuracy.
- For all pupils to enjoy spending time in the library.
- For all pupils to see the value and importance of reading including reading a diverse range of texts.
- For all pupils to show an accurate understanding of key subject vocabulary, so that key concepts can be embedded into their long-term memory.
- For all pupils to be able to apply their numeracy knowledge, skills and understanding in a range of mathematical topics.
- For all pupils to express their emotion freely and advocate for themselves

- For all pupils to have opportunities to experience enrichment activities that stretch and challenge pupils of all abilities.
- For all pupils to develop as confident learners and start to be able to work independently and with confidence.

5. Curriculum Implementation

- High-quality curriculum maps organised in a logical sequence of learning, with clear intended end points, so that pupils secure important knowledge, skills and understanding before moving on to more complex material.
- Medium-term plans that are ambitious, build on prior learning, identify the most important knowledge and concepts, establish links that strengthen pupils' long-term memory and set out clear outcomes for each unit.
- Teachers establish a baseline for each pupil using appropriate assessment and gap analysis. Formative assessment is then used to check understanding, adapt teaching, track progress from individual starting points and identify gaps that need timely, targeted teaching or intervention.
- The Key Stage 1 curriculum includes carefully sequenced opportunities to repeat, practise, retrieve and apply learning so that foundational knowledge and skills become secure and can be recalled and used with increasing fluency.
- Systematic synthetic phonics is prioritised for all pupils at the early stages of learning to read. Teaching is matched to pupils' stage of reading development, assessment identifies gaps accurately, and targeted practice is provided so that gaps are addressed quickly and effectively.
- A literacy curriculum that develops accurate and fluent reading, spelling, handwriting, composition, language and communication. Pupils experience systematic phonics where appropriate, frequent reading practice, high-quality texts, story time and library opportunities. Spoken language, oracy and subject-specific vocabulary are explicitly developed across the curriculum so pupils can communicate effectively and access learning in every subject.
- A numeracy curriculum that focuses on the teaching and learning of number, calculation, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics, the development of reasoning skills with an emphasis on pupils' understanding of mathematical language and opportunities to explain how they arrived at an answer whilst having a sharp focus on developing mathematical language.
- Supporting the curriculum with opportunities to experience a range of personal development activities such as educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using existing schemes and programmes of study to enrich lessons

6. Curriculum Connection Anchors

At Leicester Therapeutic School, we ensure our curriculum is immersive by having overarching 'Curriculum anchors' for each half-term (through a topic approach). Our curriculum is based on an 'interconnected curriculum approach' which relies on strategic mapping that builds a well-sequenced curriculum to develop understanding and strengthen schemata. Our policy is based on the theory that 'without critical alignment all other curriculum areas will lack in purpose, vision and direction' (Turner, 2023). Our aim is to ensure the children at Leicester Therapeutic school understand that their learning is purposeful through having awe-inspiring overarching anchors (topics) that capture imagination and inspire learning outcomes.

7. Year 1 Curriculum Map (KS1)

The curriculum overview for **Year 1** is presented in this table below:

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme	Marvellous Me (6 weeks)	Going to the Circus (6 weeks) Sensory Christmas (3 weeks) <u>Community</u>	Fairy tales (6 weeks)	Personal hygiene (6 weeks) <u>Community</u>	Blooming Beans (6 weeks)	Children's Choice (6 weeks) <u>Community</u>
Literacy	All are welcome - transition (1 week). Incredible you (1 week) Adjectives. Peace at last (1 week) Opinions and inference. Funny Bones (1 week) (opinions and parts of a story). Sam's Sandwich (2 weeks) (Adjectives – story). Sam's Pizza (1 week) (Adjectives) Pumpkin Soup (1 week) (prediction and inference)	If I lived at the circus By Tracey Shambas Information page (3 weeks) You see a circus - Character description Wanted poster (3 weeks) Olivia saves the circus -Book review Story board (3 weeks)	Three Billy Goats Gruff – (3 weeks) Retelling a story. Princess and the Pea – (3 weeks) Diary Writing	Teach your dragon good hygiene - Washing Hands instructions (3 weeks). Hand Washing Poem - Non sense poems (3 weeks)	Jack and the Beanstalk – (3 weeks) Information page Handa's Surprise (2 weeks) – Book review. Clockwork Dragon (1 week) – Wanted poster.	Cultural Connections 2Wks Letter writing "Last Stop on Market Street" by Matt de la Peña 2Wks Rhyme and poetry- "I Am Enough" by Grace Byers 2Wks Acrostics poem "Hair Love" by Matthew A. Cherry

Topic literacy links	All are welcome, families, healthy eating, bodies, world around us.					
Maths	IND LTP		IND LTP		IND LTP	
Topic maths links	Measurement – Measuring body parts and estimating.	Direction – circus routine.	Measurement – Size: bigger, smaller, longer.		Amounts / Measurements – Height of plants – keep a record. Cutting – half, quarter. Position and Direction. Money – fruit shop link – Handa’s Surprise.	Number – Place Value
Science	Humans – naming parts of the body, senses, being healthy. Investigation – measuring body parts, taste investigation.	Seasons: Autumn/Winter (2 weeks) Going to the circus – Materials (3 weeks). A Sensory Christmas (3 weeks) – 5 senses.	Materials – different materials, what are they used for? Describing materials, sorting and grouping. Investigation – materials suitable for bridge.	Seasons Spring/Summer – Signs of spring, comparing and sorting. Investigation – Science week. Personal Hygiene – Identify and classifying – How to keep clean.	Plants – How plants grow, life cycles, label plant, parents of a tree, deciduous/evergreen. Garden plants and flowers, investigation - children grow their own plant with daily log.	
Geography	Geographical skills and field work – Recognising local area. Walks, maps, photos, walk around local area/school.		Geographical skills and fieldwork – Position and direction – left/right/up/down. Draw a map of a real place – Classroom (recognising materials), giving directions.			

History	ELG Past and Present – Changes since birth. Me as a baby.	Circus History - Phillip Astley – History of horse training and events of a circus.	Lives of Significant People – Louis Braille – looking at the braille alphabet and his life. Name a famous person, what made them famous and how they changed history.	Hygiene through History - Timeline	Events beyond living memory and lives of significant people – Lady Jane Grey Comparing past and present monarchs. Ordering monarchs. Why are they so important?	
Music	Dance and Movement- Music around the world.	Electric Umbrella	Percussion Musical instruments- Developing a beat.	Electric Umbrella	Singing and actions- Parachute songs/Ball songs.	Electric Umbrella
Art	Tree Painting		Mixing colours/patterns – Kandinsky – pick colours and mix different shades. Emotion names of colours (predications) and colour wheel.		Sketching – Fruit sketch, leaf rubbing, evaluate drawings.	
Computing	Computing systems and networks- Technology around us	Digital painting- Creating media A	Creating media B- Digital writing	Data and information- Data and information	Programming A- Moving a robot	Programming B- Introduction to animation
DT	Cooking: Making a sandwich for Sam. Testing/ commenting on food ingredients.	Going to the Circus – Costume Making	Build structures – Building a bridge using a range of materials			
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Being healthy	Changing me	Relationships

PE	Handball	Gymnastics – Unit 1	Dance – The Lion King	Orienteering	Athletics	Fitness.
So Safe						Growing up and keeping safe
Mindfulness	An introduction into Mindfulness (Part 1)	Imagination time-Role play	Exploring Mindfulness (Part 1)	Imagination time-Role play		

8. Year 2 Curriculum Map (KS1)

The curriculum overview for Year 2 is presented in this table below:

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme	My community • Going to the library • Going to the park • Going camping <u>Community</u>	Ship A'hoy Pirate Trip	It's Panto Season / British Sport	Terrific Toys	Children's Choice	Amazing Animals Zoo Trip
Literacy	Lost and Found-Oliver Jeffers Adjectives +opinions including prediction and inference (3WKS) Beegu - Writing a story including parts of a story. (3WKS)	Pirates – Information Page (3 weeks) The Gruffalo (Julia Donaldson Unit) – Character description, wanted poster (3 weeks) The Snowman – Book review and storyboard (3 weeks)	I really want to win by Simon Phillip -Retelling a story (3WKS) Splash by Clare Cashmore - Diary Writing (3WKS)	Going on a bear hunt – Instructions (3 weeks) Dr Suess – Nonsense Poems (2 weeks) Lost in the toy museum – Reading week (1 week)	Cultural Connections 2Wks (Acrostics name poems)- "Alma and How She Got Her Name" by Juana Martinez-Neal 2Wks The rapping princess Hannah lee (rhyme, write rhyming rap) 2Wks - "Big Sister, Little Sister" by LeUyen Pham (Letter to family.)	Monkey Puzzle – Innovate a story (5 weeks)
Topic literacy links						Animal Fact Files – Information page on an endangered animal.
Maths	IND LTP		IND LTP		IND LTP	

Topic maths links	Measurement – scale of Leicester community – different buildings in the community.	Direction – pirate maps. Temperature – winter/cold. Natural shapes. Real life maths problems amounts and measure.	Size – bigger, smaller, longer -different lengths of races and sizes of equipment.	Measurement – size/length and weight of different toys. Position and direction.	Amounts / Measurements	Real life Maths’s problems – How long (what’s the time Mr Wolf?), Money – fruit shop link – Handa’s Surprise.
Science	(RECAP) Plants – common wild and garden plants within school grounds. Basic structures of common flowering plants, including trees around the community. (Recap discussions throughout topic)	Seasons -Autumn/ Winter Hot vs cold. Keeping pirates healthy. Investigations – keeping warm, ice investigation.	Humans – Importance of exercise on the body. Materials – variety of different materials used in sport and why?	(RECAP)Seasons – Spring/Summer. Signs of Spring. Comparing, sorting. Investigations -Science week.		Animals – classification, herbivore and omnivore, sorting and grouping animals, babies, habitats. Investigation – butterfly camouflage.
Geography	Field work and observational skills – Geography of school, it’s grounds and key human and physical features of its surrounding environment.	Locational Knowledge – Map of the UK naming England, Northern Ireland, Scotland and Wales, atlas work and exploration.	Place Knowledge – Sports that take place in different countries. Similarities and differences			Locational Knowledge – Looking at the world. Looking at habitats around the world and what they are like. Difference between land and sea.
History		Events beyond living memory and lives of significant people – Black beard, Guy Fawkes (Bonfire Night),	Past and Present, and significant people – development of sports and personalities within, inc. significant	Changes within living memory – Toys/ Artefacts, predicting what toys are used for (past and present) – Frank Hornby		

		name a famous person and what they did.	moments in their career. Football – Jamie Vardy. Cricket – Freddy Flintoff.			
Music	Electric Umbrella	Pulse Unit 1	Electric Umbrella	Rhythm Unit 2	Electric Umbrella	Pitch Unit 3
Art		Portraits/drawing – Picasso’s portraits and creating own (Picasso pirate), Comment and evaluate.		Giuseppe Arcimboldo - Observational Drawing		
Computing	Computing systems and networks- IT around us	Digital painting-Digital Photography	Creating media B- Digital Music	Data and information- Pictograms	Programming A-Robot algorithms	Programming B- Programming Quizzes
DT	Structures – Build a structure within the community.					Sewing – Making a puppet.
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Being healthy	Relationships	Changing me
PE	Ball Skills	Volley Ball	Kick it Cricket	Dodgeball	Team Games	Rounders
So Safe						Being Healthy
Mindfulness	An introduction into Mindfulness (Part 2)	Imagination-Role play	Exploring Mindfulness (Part 2)	Imagination-Role play		

4. Year 3 Curriculum Map (Lower KS2)

The curriculum overview for **Year 3** is presented in this table below:

Subject	Autumn 1 st Half	Autumn 2nd Half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme	Near and far-8 Wks	Panic on Pudding Lane Bread baking	Houses and homes – 4 weeks. Walk around the local area Going to the market – 2 weeks Visit the Christmas market <u>Community</u>	Me myself and I healthy me- 6 weeks Think tank museum <u>Community</u>	Children's choice <u>Community</u>	Now you see them, now you don't-Extinct animals.
Literacy	Fiction story 5WKS Giraffes can't dance by Giles Andreae • Interview character • innovate story The Day the Crayon Quit 3WKS • Story review • Description • Letter writing	Diary- Day in the life of the great fire of London. Descriptive writing. Poetry- Michael Rosen 4WKS • Comparing • Performing • Rhyme • Write a poem	Stories from another culture-3wks aboriginal • Compare stories • Alternative ending • Illustrations Stories by the same author 3 WKS Mr Men Create own book. Character descriptions, problems and solutions. Illustrations.	Explanation Texts 3WKS life cycle of a human Tales with a Twist 3WKS (Little Red Riding Hood – 3weeks) • Sequencing • comparing • Persuasive letter • Innovated story	Stories from another culture-Mama Panyas pancakes 6WKS • features of other cultures in text/pictures • book review • writing from a different perspective/Diary Entry	Non-fiction-Extinct animals poster 1 WK • Research information • Create poster Non-chronological report 2WKS • animal fact file Features of non fiction text • features of reports • Write a report Mighty Writer 2WKS • imaginative stories • Retelling a story • Sequencing

Topic literacy links	Setting description of a habitat	Retell GFOL Vlad and the Great fire of London				Letter to David Attenborough Setting description of a habitat (in science books)
Maths	IND LTP		IND LTP		IND LTP	
Topic maths links	Geography weather charts Tally and bar chart of insects	Measuring ingredients		Counting heartbeats		
Science	Living things and their habitats: Living – non-living (MRS GREN) British habitats Micro habitats Adaptations to habitats Food chains	Uses of everyday materials: Name materials Properties of materials Everyday materials, their uses and suitability. Changing the shape of materials. Scientist - Renee Macintosh		Animals including humans: Identifying different sorts of animals. Types of animals and animal categories. Life cycles of humans and animals Healthy – Unhealthy Exercise and why it's important. (Heart Rate Investigation) Good hygiene		Scientist – David Attenborough Animals that might become extinct Famous person – David Attenborough His life, his views, what he is famous for? Conservationist. How can we be like him? How can we look after the planet?
Geography	Near & Far UK map work -Identify characteristics of the four countries in the UK. Where is London? How has London changed?					Continents and Oceans Mapping – aerial maps Our local area Name and locate the world's seven continents and five oceans

	City profile and landmarks Compare a small area of the UK to a small area in a contrasting non-European country. - Field Enquiry - Oadby and Madagascar - Look at Vegetation					North, South, East, West
History		The Great Fire of London Life of Samuel Pepys Great fire of London and its impact	Homes in the Past How have our homes changed? Past and Present Changes within living memory What were homes like in the past?	Schools in the Past How has our school changed? Past and Present Changes within living memory What was school like in the past?		
Music	20 th Century Music	Electric Umbrella	Structure Technology and	Electric Umbrella	Music around the world- Austria (classical and folk)	Electric Umbrella
Art		Fire paintings and silhouettes: Creating different shades. Darken using red. KEY SKILLS - explore colour mixing and apply - Darken colours without using black				Animal paintings: Animal patterns, using different medium to create animal art. Artist: Danielle Tomlinson

		• mix secondary colours				
Computing (Year 3 link)	Computing systems and networks- Connecting computers	Digital painting- Stop frame animation	Creating media B- Desktop publishing	Data and information- Branching databases	Programming A- Sequence sounds	Programming B- Events and animations in programs
DT	Lever and sliders Animals habitats or animals that move – Pop up books	Evaluate, design, test and making bread	Create our own home using various junk modelling materials			
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Being healthy	Relationships	Changing me
PE	Dance	Gymnastics	Fitness	Football (Ball Skills)	Dodgeball	Badminton
So Safe						Friendships
Zones of Regulation			Introduction to Zones of Regulation			
Mindfulness	Art and gratitude	Yoga and meditation				

5. Year 4 Curriculum Map (Lower KS2)

The curriculum overview for Year 4 is presented in this table below:

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme Visits/Wow moment	Castles- 8 WKS Warwick castle	British food (6 weeks) Trip to local Tecso Christmas around the world (2 weeks) Santa visit in town <u>Community</u>	It's Panto Time! 6WKS <u>Community</u>	Children's choice – (6 weeks) <u>Community</u>	Space- Neil Armstrong and Tim Peake	Space- Neil Armstrong and Tim Peake
Literacy	Stories with a setting – Lighthouse keepers lunch 8WKS • To be able to write about an experience. • To develop an understanding of different settings. • Children can talk about a text and explain their reaction to it. • Children can make inferences about characters and use the text to support their answers. • Describe a setting.	Stories by the same author – non fiction, Julia Donaldson 6WKS • To be able to write about an experience • To develop an understanding of fictional stories. • Compare two stories. • Match illustrations to the correct book. • Can give ideas for a story. Winter Poetry 2WKS Reading, discussing and performing poetry.	It's Panto Time! 6WKS Script writing, performance, creating a story, speaking and listening.	Meerkat Mail Writing for different purposes – postcards/lists/cards. 6WKS • To be able to write about an experience. • To develop an understanding for writing for different purposes. • Develop an understanding of non-fiction text. • Describe how a character is feeling. • Plan a postcard.	Writing from another perspective-2WKS Day in the life of an alien • Diary entries • role play Cultural Connections 3WKS Me in the middle- Annette Demetriou -Retelling a story -Expressing opinions -Class book about connections around the world	Instructions-2WKS Making cereal • Give instructions • Follow instructions • Bossy verbs • Ordering • Write instructions Riddles-3WKS Explore riddles. Features of a riddle. Plan and write a riddle.

	- Develop an understanding of story. - Retell and act out a story.			Write a postcard.		
Topic literacy links						Neil Armstrong fact file Letter to persuade an astronaut where to plant seeds in space
Maths	IND LTP		IND LTP		IND LTP	
Topic maths links	Geography weather charts	Measuring ingredients.				Measuring plants
Science		Making various food- changes in state.				Plants: Comparing Plants How plants grow from seeds/bulbs into mature plants – what do they need to grow healthily? What’s inside a seed? Life cycle of a seed. British plants
Geography	Mapping – where to build a castle Use observational skills to study the geography of their school and its grounds and the key human and physical features of its					The Poles Identify seasonal and daily weather patterns in the UK and the location of the North and South Poles.

	surrounding environment					
History	Looking at the types of castle Everyday life People What we do? Our role?					Significant people in History Neil Armstrong and Tim Peake Their impact on science and space travel
Music	Music around the world- Africa	Electric umbrella	Unit 2 – Voice	Electric umbrella	Recorders	Electric umbrella
Art	Collage: Artist: Paul Klee KEY SKILLS - overlapping and overlaying to create an effect. - collages	Christmas arts and crafts.	Design and create own props and costumes for the panto.			Sculptures: (clay) KEY SKILLS - be aware of natural and man-made form - shape and form from direct observations - express personal experiences and ideas - use a range of tools for shaping and making - using plasticine

Computing (year 4 link)	Computing systems and networks- Internet	Digital painting- Audio production	Creating media B- Photo editing	Data and information- Data logging	Programming A- Repetition in shapes	Programming B- Repetition in games
DT		Christmas arts and crafts	Design and create own props and costumes for the panto			Design and sew a space badge
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Being healthy	Relationships	Changing me
PE	Outdoor PE – Basketball	Outdoor PE – Tag rugby	Outdoor PE – Orienteering	Outdoor PE – Cricket	Outdoor PE – Hockey	Outdoor PE – Athletics
So Safe						Families
Zones of Regulation			Delving deeper			
Mindfulness	Content Creation	Exercise and Nature				

6. Year 5 Curriculum Map (Upper KS2)

The curriculum overview for Year 5 is presented in this table below:

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme	Chocolate Cadbury's world Roald Dahl Day	Transport and travel Bus and Train ride to Loughborough_What does Christmas mean in the community? Town to see santa <u>Community</u>	Egypt Trip: New walk museum	London Trip: Central London <u>Community</u>	Going Underground (Stone Age) Creswell Crag.	Children's Choice- Teach the class a topic of their choosing. <u>Community</u>
Literacy	Diary entry: Charlie and the chocolate factory - diary (setting, character) - Charlies experience of the factory. (2/3 weeks) Mighty Writer- Sentence structure, story telling, fiction (2 Weeks) story in style of Roald Dahl. Persuasion Poster: Identify features of a persuasive poster	Non-Chronological report, Letter, Diary The Naughty Bus (5 weeks) Christmas Adverts Persuasive messages, role play	Fables: Aesop (Michael Morpurgo versions). Write own version of well-known fable Explanations: Invent your own machine.	Poetry: Cockney Rhyming Slang (1 week) Poster advertisement Whole class Guide book Katie in London (5 weeks)	Film narrative: Literacy shed adventure film clips (marshmallow monster) Mighty Writer- Sentence structure, story telling, fiction (2 Weeks) Story with a cave theme	Tadpoles promise- Fiction, writing a narrative (3 Weeks) Presentation: linked to ch choice teacher lesson. Writing lesson plans, speaking listening, teaching other children on a topic of their choosing.

	(heading, rhetorical question, image. (2 weeks)					
Topic literacy links	Recount: Of Cadbury World trip. Persuasion: Fairtrade poster	Recount Christmas Story	Explanations: How to mummify a person.		Recount: Of trip to Creswell Crags. Text based unit: Stone age boy • diary • letter Non-chronological report: Volcanoes and earthquakes.	
Maths	IND LTP		IND LTP		IND LTP	
Topic maths links	Measurement: Measuring and comparing bone lengths	Measurement: Distance between cars	Reading graphs: 3D shapes (nets of pyramids)	Measurement: Weighing ingredients in cooking.	Sorting and comparing: Use sorting diagrams to compare rocks.	Measurement: Weighing ingredients in cooking.
Science	Animals including humans Nutrition Skeletons Muscles. Food waste Investigation: Length of arms make you throw further/ length of legs make you jump further	Friction Pushes and pulls, set up a ramp	Investigations • creating questions to investigate. • designing experiments. • making predictions. • recording results. • explaining results. Mummifying fruit		Rocks and soils • What soil is made of? • How fossils are made? • Sort and compare rocks on appearance and properties.	

Geography	Ghana human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		- locating Egypt on a world map. - compass points (4 points only).		- Rocks and soils in the local environment. - Look at maps/aerial photos of local area. - Volcanoes and earthquakes.	
History		Transport Past and present modes of transport	Ancient Egypt An in-depth study on the achievements of the earliest civilisations: -pyramids; - mummification.		Stone Age - early farmers (Skara Brae) - Bronze age religion, technology, travel (Stonehenge) - Iron Age	

Music	Unit 1 pulse	Electric umbrella	Unit 3 Rhythm	Electric Umbrella	Unit 5 Technology, Structure & Form	Electric Umbrella
Art	Using lines/sketching: sketching from observation (wooden anatomical man) Artist: Quentin Blake cartoons			Sketching/improving work. Drawing London landmarks.		
Computing (Year 5 link)	Computing systems and networks- Systems and searching	Digital painting- Vector graphics	Creating media B- Video production	Data and information- Flat file databases	Programming A- Selection in physical computing	Programming B- Selection in quizzes
DT		Fire Engine design and create			Textiles/sewing: Sewing	
Jigsaw PSHE	Being me in my world	Celebrating difference	Dreams and goals	Being healthy	Relationships	Changing me
PE	Gymnastics 1	Dodgeball	Dance	Gymnastics 2	Fitness	Orienteering
So Safe						Respectful Relationships
Zones of Regulation			Destination Regulation			
Mindfulness	Dance and massage	Writing and verbal				

7. Year 6 Curriculum Map (Upper KS2)

The curriculum overview for Year 6 is presented in this table below:

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Theme	Commotion in the Ocean Botanic Gardens in Leicester <u>Community</u>	Superheroes Create a comic book	It's Pantomime season <u>Community</u>	Rainforests Visit to Hindu temple	Children's choice- Teach the class a topic of their choosing. <u>Community</u>	Romans Roman day
Literacy	Stories from imaginary worlds: Journey/Aaron Becker Non-chronological reports: Sea Life	Text based unit: The Tunnel Anthony Browne Comics Character description Create own superhero Write comic strip. Poetry and performance Rhyming couplets Write/perform Allan Ahlberg rhyming couplet Each peach, pear, plum (superhero) To share Heard it in the playground; Please Mrs Butler (Allan Ahlberg);	Playscripts: give ideas for panto, speaking listening and performing.	Stories from other cultures. Text based unit: Remaema: The Vanishing Rainforest. Write/perform Limericks (Edward Lear): Performance Poetry: Jumbiless	Presentation: linked to ch choice teacher lesson. Writing lesson plans, speaking listening, teaching other children on a topic of their choosing. Non-chronological report: facts linked to topic.	Might Writer: Fictional story about a roman. Sentence structure, story telling imagination.

		Here come the Superheroes. (Neal Zetter and Chris White)				
Topic literacy	Report Impact of human activity on coral reefs. (science)	Persuasion: Produce a persuasive poster on the dangers of the sun (skin and eyes). - Slogans - Images Rhetorical Q	Reading Reciting lines for their part in the Pantomime	Instructions: -How to make a fruit salad.	Recount: Text based unit:	Recount: Diary of a day in the life as a Roman soldier.
Maths	Ind LTP		Ind LTP		Ind LTP	
Topic maths	Art: formulas/algebra, link to paint colour mixing	Measurement: Using data loggers to measure light and temperature.		Measurement: Weighing ingredients in cooking. Graphs of rainfall in rainforest and UK.		Roman numerals. Measurement: Weighing ingredients in cooking.
Science	Living things and their habitats Grouping, exploring and classifying. Human impact on environment. food chains – predators, prey.	Light What is light? • How shadows are formed. • Reflection. • Dangers of the sun. Investigation: Changes in the size of shadow.		Plants • Identifying and describing the function of plant parts inc flowers. • Explore plant growth conditions. • Explore water transport.		Forces and magnets • Comparing and grouping materials. • Different types of forces. • Poles attracting and repelling.
Geography	Commotion in the ocean: Identifying oceans/seas. Human impact on coral reefs. Identify location of	• Creating plans of the classroom with a key (birds eye view). • Create a map of the school with grid reference		• Identifying locations of rainforests. • Human impact on rainforests.		• locate and name UK counties and cities. • identify land use patterns and how these have changed over time

	equator, tropic of Capricorn/ cancer.	Mapping and Direction • use 2 figure grid references • use maps at 2 different scales • use a simple key on maps and plans. • use the points on a compass to follow directions. • identify points on maps.		• identify location of equator, tropic of Capricorn and Cancer. • Understand air miles and environmental impact.		(link to Roman influence)
History				Wangari Maathai. Rainforest conservationist		Romans • iron age forts • Julius Caesar • The Roman army by 42AD • Claudius and Hadrians Wall. • Boudicca • impact of the Romans on Britain today (inc art, culture and literature).
Music	Music around the World- Australia	Electric Umbrella	Music around the World- North America	Electric Umbrella	Music around the World- South America	Electric Umbrella
Art	Colour mixing, tinting and toning. Perspective. Creating an enlarged seascape through scaling up. Artist: David Doubilet.	Self-portraits: Use shading to create light/shadows. Experiment with various pencils. Artist: Leonardo De Vinci	Panto costume design,	Colour mixing, tinting and toning: • Different shades of green. • using different brushes.		

	Photography of sea life			• using dotting, scratching and splashing. Artist: Ruth Daniels		
Computing (Year 6 link)	Computing systems and networks- Communication and collaboration	Digital painting-3D modelling	Creating media B- Webpage creation	Data and information- Spreadsheets	Programming A- Variables in games	Programming B-Sensing movement
DT	Cooking: Snack bar for a trip to the South Pole!	Design: Evaluate, design and make a pair of sunglasses using appropriate materials.	Panto Costume making	Cooking: UK fruits - fruit salad.		Textiles/sewing: Sewing cushion
Jigsaw PSHE	Being me in my world (YR 6)	Celebrating difference(YR 6)	Dreams and goals(YR 6)	Being healthy (YR 6)	Relationships (YR 6)	Changing me (YR 6)
PE	Outdoor PE –Netball	Outdoor PE –Football	Outdoor PE – Volleyball	Outdoor PE – Golf	Outdoor PE – Athletics	Outdoor PE – Rounders
Mindfulness	Senses	Patience and acceptance				
So Safe						My adolescent Body
Friendship and Regulation			Block 1 Fun and Games	Block 2 Practising social regulation		

8. Maths Curriculum Map YR1-6 (ages 5-11)

The **Maths curriculum is designed as a standalone overview** to reflect the diverse starting points and learning profiles of our pupils. Children develop mathematical understanding at different rates, depending on their individual needs. This flexible structure allows pupils to revisit and consolidate key concepts, ensuring that learning is secure and meaningful. By enabling personalised progression, the curriculum supports confidence, independence, and mastery, while integrating seamlessly with our **therapeutic approach** to promote engagement, emotional well-being, and a positive attitude to learning.

Maths LTP Year 1						
Block 1 A	Block 1 B	Block 1 C	Block 2 D	Block 2 E	Block 3 F	Block 3 G
Measures	All about 1, 2, 3	All about 4 + 5, time, mass and capacity	All about 6, 7, 8, height, length and time	9 and 10, 11 and 12	Numbers 13 -20 3D Shape Addition and Subtraction Grouping Sharing	Manipulating shapes, developing special reasoning

Maths LTP Year 2					
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Number and place value to 10	Addition and Subtraction within 10	Shape	Place value to 20	Time	Addition and Subtraction within 20

Maths LTP Year 3					
Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
Place Value to 50	Length and Height	Fractions	Money	Position and direction	Multiplication and Division

Maths LTP Year 4			
Block 1	Block 1	Block 1	Block 1
Place Value	Addition and subtraction	Shape	Money

Maths LTP Year 5				
Block 5	Block 6	Block 7	Block 8	Block 9
Length and Height	Mass Capacity and Temp	Fractions	Statistics	Position and Direction

Maths LTP Year 6				
Block 1	Block 2	Block 3	Block 4	Block 5
Place Value	Addition and Subtraction	Multiplication and Division	Length and perimeter	Fractions

Maths LTP Year 6 Extension				
Block 6	Block 7	Block 8	Block 9	Block 10
Time	Money	Shape	Stats	Mass And Capacity

Through the school curriculum, pupils will:

- Develop into respectful and responsible citizens and become actively involved in community life in preparation for adulthood.
- Develop their character, showing increased confidence, resilience, and become as independent as possible.
- Have opportunities to enrich their personal development including their spiritual, moral, social and cultural development.
- Be increasingly well prepared for the next stage of their education, and able to transition smoothly into a secondary school environment.
- Be aware of and actively promote British values so that they are prepared for life in modern Britain.
- Have the opportunity to develop and stretch their talents and interest and will make good use of these.
- Have opportunities to take part in a wide range of extra-curricular activities to enrich their learning and wellbeing.
- Through the school curriculum pupils will develop their character by learning how to be polite and courteous to other and to express the school values in their day-to-day routines of 'stay safe' 'use kind words'
- Show positive attitudes to learning and take increasing responsibility for behaviour for learning whilst promoting the ability to self-regulate their own behaviour.

These intentions will be implemented through:

- A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and special interests.
- Pupils' will meet a range of visitors from the local community, aimed at expanding their awareness of the wider world, career opportunities and different faiths and cultures.
- The school's star system incorporating certificates to promote a love of learning and the importance of celebrating other's achievements. The school's star system aimed to rewarding pupils' learning and behaviour, alongside developing pupil awareness for their EHCP targets.
- A wide range of yearly class group trips which enable pupils to experience different experiences, environments, and places. This will include providing pupils with a wealth of extracurricular activities that enrich learning.
- A PSHE curriculum, as required for independent schools, that provides age- and developmentally appropriate learning across Living in the Wider World, Health and Wellbeing, and Relationships.

Content is adapted to pupils' SEND, communication profiles and lived experiences while maintaining high expectations.

- A School Council in which pupil members act on behalf of their peers and actively contribute to the school's ongoing development.

9. Safeguarding in the Curriculum

Safety and safeguarding are core themes throughout pupils' experience at Leicester Therapeutic School and are actively promoted across the curriculum in line with Keeping Children Safe in Education 2026. Pupils are taught, in age- and developmentally appropriate ways, how to keep themselves and others safe in school, in the community and online. This includes safe use of technology, digital resilience, privacy, respectful relationships, positive friendships, hazards and risks, protected characteristics, first aid and mental wellbeing. Where appropriate, pupils are taught that online images and content can be altered or generated using artificial intelligence and that personal or sexual imagery must never be created, requested or shared in unsafe ways. Practical learning includes safe handling of equipment and use of protective clothing where required. Reasonable adjustments are planned in line with pupils' EHCPs and communication needs so that safeguarding knowledge is accessible, meaningful and regularly reinforced.

10. Relationships Education

Relationships Education is taught in line with the revised Department for Education statutory guidance for introduction from 1 September 2026. As an independent primary school, Leicester Therapeutic School provides compulsory Relationships Education and PSHE. Any sex education taught beyond the science curriculum is delivered in accordance with the school's PSHE and RHE Policy. Content is age- and developmentally appropriate, adapted for pupils with SEND, and sequenced so that knowledge and life skills build over time. Parents and carers are kept informed and curriculum materials are available to them in line with the school's policy.

Children will focus on:

- different types of relationships, both in person and online, including families, friendships, respectful relationships, boundaries, privacy and dealing safely with people they do not know.
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, kindness, tolerance, boundaries and age-appropriate understanding of consent; how to manage conflict; and how to recognise unhealthy, coercive or abusive behaviour and seek help.
- how relationships can affect health and wellbeing, including mental wellbeing; how to stay safe online; and how to use technology, personal information and images responsibly.

11. Responsibilities

Pupils

Pupils are responsible for engaging with their learning as fully as possible, taking into account their unique needs.

Parents

Parents are responsible for supporting their child to attend and engage in their learning, and to cooperate with and support staff in addressing the needs of their child.

Therapists

The therapists are responsible for supporting the subject staff in ensuring that all pupils can access the curriculum and the curriculum is relevant to the needs of the pupils.

Classroom Support Staff

Classroom support staff will liaise with and work under the guidance of teaching staff to enable pupils to access high-quality teaching, communicate effectively and develop independence over time. They will contribute appropriately to the delivery and assessment of learning for individuals or groups while ensuring that the teacher remains responsible for curriculum intent, teaching and assessment.

Teaching Staff/subject coordinators

Teaching staff will ensure that the curriculum is implemented in accordance with this policy. Subject Leads are responsible for the quality, coherence and sequencing of the curriculum in their subject. They will ensure that curriculum plans identify clear end points, build on prior learning and reflect pupils' needs and starting points without lowering expectations. Teaching staff will use long-, medium- and short-term planning, assessment and professional judgement to deliver ambitious learning and make appropriate adaptations.

Subject leads/teaching staff are responsible for:

- long, medium- and short-term planning
- planning that is responsive to pupils' starting points, prior learning and individual needs
- appropriate adaptation and reasonable adjustments to reduce barriers and promote independence
- effective formative and summative assessment used to check understanding, identify gaps and inform future teaching
- using evidence-informed teaching strategies and appropriate resources that support engagement, communication, memory and secure learning
- providing clear opportunities for challenge and support
- directing the work of support staff
- attending and contributing to training and meetings as requested

Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have clear aims and objectives that reflect the school's mission statement and meet the requirements of Part 1 of the Independent School Standards.
- proper provision is made for the ages, aptitudes, needs, talents and interests of all pupils, including pupils with SEND and those facing additional barriers to learning or wellbeing; reasonable adjustments and adaptations are effective and do not reflect lowered expectations.
- sufficient teaching time is provided for the curriculum to be implemented effectively and for pupils to secure important foundational knowledge, including reading, writing, communication and

mathematics.

- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on whole-school targets in order to make informed decisions.

Governors

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation, including the quality of curriculum design, teaching, assessment, inclusion and pupils' achievement from their starting points.

The governing body will also ensure that:

- a robust framework is in place for setting curriculum priorities, evaluating implementation and maintaining ambitious expectations for all pupils.
- enough teaching time is provided for pupils to cover curriculum and other statutory requirements.
- it participates actively in decision-making about the breadth and balance of the curriculum.
- there is support for the Senior Leadership Team in implementing this guidance.
- the policy is reviewed at least annually, with relevant feedback from staff, pupils, parents/carers, governors and external professionals considered as part of ongoing curriculum improvement.

Appendix A: Equality of Access

All pupils at LTS will at all times have...	Some pupils at LTS will have...	A few pupils at LTS will have:...
Good lighting Clear organised environment clutter free Good acoustics	Communication Individualised communication systems/aids Symbols, Picture Exchange Communication System Objects of reference Individual timetables Support from speech and language therapist	Communication Braille or moon BSL +communication worker Objects of reference (personalised)
Communication Total communication environment Signing Timetable & using symbol timetable		Assessments Cognitive assessments Literacy diagnostic assessments Exam access arrangements
Rewards Reward system – Stickers, dojo points	Rewards Individual rewards systems Motivators (now and then)	Interventions 1:1 support at all times OT Intervention EP intervention
Style of lesson / Interventions Systematic synthetic phonics matched to pupils' stage, with frequent practice and rapid response to identified gaps Communication groups	Interventions Music intervention Physiotherapy HI/MSI/VI specialist intervention HI / VI aids Sensory intervention (eg circuits, massage) Occupational therapy Literacy intervention	
		Curriculum Personalised timetable. Individualised MSI/HI or VI curriculum

Chunked lessons New subject specific vocabulary to be taught Hands on kinaesthetic approach Multi-sensory teaching approaches Opportunities to record work in different ways	Communication intervention Maths/cognitive intervention Pastoral intervention Health team intervention Lego therapy 1:1 support for personal targets	Art therapy Music therapy Play therapy
Resources Skilled support from well-trained staff Staff who are calm and able to motivate Basic phase package of IT software Access to appropriate school-approved technology and assistive technology Reading library for books of choice Working resources – available & labelled Visual aids to support independent learning - no adult help cards/ personal checklists etc. Camera for photographic evidence Medication cupboards, locked accessible		Other outside agency support Educational Psychologist CAMHS
	Resources Specific equipment Moving and Handling plans. Technology curriculum access equipment eg laptop or ipad with specific apps Quiet areas for quality listening Use of buff paper	Resources Individualised communication aid Individual specific work areas Personalised care equipment
	Medication Regular medication	Medication Emergency medication constantly available and trained staff
Emotional Wellbeing Access to a calm areas Physical exercise – daily sessions Opportunity to use outdoor space Opportunities to choose free activities within school day PSHE and Relationships Education curriculum Access to a range of strategies to express themselves in a meaningful positive manner	Emotional Wellbeing Access to an emotions chart and regular opportunities to discuss choices Weekly yoga/ tai chi or similar mindfulness sessions Emotional Literacy sessions Buddy system Brain gym 1-1 time with an adult they are familiar and secure with	Emotional Wellbeing Regular changes of position when unable to ask/do independently (time out of chair, opportunities to work standing etc) Regular massage sessions Pets as Therapy (PAT) visits