

Kaleidoscope

Kaleidoscope School: Curriculum Policy

WE BELIEVE YOU CAN!

To be read alongside the policies - Curriculum Values and Pupil Assessment Procedure

**Reviewed August 2025
To be reviewed annually.**



Introduction

Kaleidoscope School is an independent special school for children with an EHCP identifying Kaleidoscope school as their named school. Alternatively, children without an EHCP can attend Kaleidoscope school where a mainstream school has consulted with their Local Authority and identified an alternative arrangement is sourced to suit the child's needs and enable them to settle and make progress. The school will be registered for 40 children to be on role, the school, curriculum, and learning environment is designed for children with SEND and complex needs such as Autism, ADHD, Sensory processing needs, FAS, PFAS, ARND, MLD, and SEMH needs. Children do not need a diagnosis to come to Kaleidoscope school.

Kaleidoscope School seeks to deliver a curriculum that is accessible for all pupils, one that directs them towards key social, emotional, and academic skills appropriate for their needs, development, and ambition. Our curriculum will enable children to experience personal development and achieve academic success. Our curriculum encompasses not only the National Curriculum and age-related expectations, but also all the pre-learning skills a child would need to access that further learning. We can match learning tasks to the needs of the child and show progression through our bespoke learning ladders.

This policy is for all staff at Kaleidoscope school, there will be a whole school approach to supporting the implementation of the content, enabling cross-curricular links, and helping children to apply the information and skills they are learning in lessons with the enrichment activities and wider school life.

Aims

At Kaleidoscope School, all children have access to a broad, balanced, relevant, and holistic education, which supports and challenges them appropriately. Through careful planning, work is sequenced towards supporting children to gain confidence in the knowledge they acquire and progress to the next stage of learning, meeting the individual needs of each pupil. Staff at Kaleidoscope School support pupils to develop a positive attitude to learning through the creation of a consistently safe, nurturing, playful environment, where they feel valued and supported to learn and challenge themselves. This includes opportunities to experience a sense of personal achievement in each school day.



Access to our curriculum is underpinned by our delivery of lessons and interaction with students through the PACE model (Playfulness, acceptance, curiosity, and empathy). We aim to build a consistent, trusting relationship with children, based on respect for the child and acceptance of their needs, throughout the learning experience.

Our learning, through activities, accelerated and stealth learning, as well as targeted support, including individual projects where appropriate, meet the national curriculum objectives, with creative and stealth learning styles to foster better engagement with learning the key skills at each Key Stage.

How is our curriculum inclusive?

At Kaleidoscope school we endeavour to deliver an inclusive curriculum that responds best to each pupil's needs and aspirations. These include - Pupils with SEND, more able pupils; pupils with low prior attainment; pupils from disadvantaged backgrounds; Pupils with English as an additional language (EAL).

SEND: Lessons are planned to support pupils with SEND, so that they can study English, and Maths based on the National Curriculum, and all other subjects wherever possible, and ensure there are no barriers to every pupil achieving. Support is available on a 1:1 basis where appropriate to foster better engagement.

MORE ABLE: We encourage those who are more able, to stretch their learning and deepening of their understanding through further experiential elements. They also can complete extension activities where appropriate in lesson time or at home. Our progression ladders allow for clear and progressive learning in order to meet the needs of the children.

EAL: Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

PUPILS FROM DISADVANTAGED BACKGROUNDS: We make sure that all children, irrespective of family income, have access to the same opportunities as children who may not face financial hardship. Therefore, all pupils are provided with the same learning equipment, including equipment needed for sport and cooking, to provide all children with a better chance of equality of opportunity. Students on FSM will receive their food paid for by the school. All students, irrespective of income will have their trips and off-site visits paid for.



Kaleidoscope

PUPILS WITH LOW PRIOR ATTAINMENT: Lessons will be planned to identify and support students to close the gaps in their knowledge and learning. Through our carefully mapped out progression ladders, we will also be able to identify peaks in a child's learning. We will work closely with students to identify any contributing factors to the low prior attainment such as low attendance at school, unidentified SEN, etc.

At Kaleidoscope School, our aim is to deliver measurable outcomes that demonstrate:

Data is captured and inputted onto the DC PRO system, ensuring the frameworks are bespoke to the requirements of the school.

- Increased ability to make and maintain positive relationships with staff and peers.
- Improved self-regulation (managing own emotions and behaviour) (BP) • Decreased anxiety around uncertainty and change
- Specific targets using information in EHC plans.
- Increased independence with decision making & organisational skills and making positive life choices

With support, pupils should:

- Demonstrate where they can be adaptable, solve problems in different situations, work independently and as a team member.
- Begin and develop a set of moral values such as honesty, sincerity, personal responsibility, and to understand the importance of these values through experience.
- With support, guidance, and modelled behaviour from staff, in an environment of high nurture and expectations, each child will learn and demonstrate how to behave in an acceptable and responsible way and become responsible for their own actions.
- Learn how to communicate their knowledge, feelings, and thoughts in an applicable style for them. we want all children to feel safe when communicated this information.
- Know how to stay healthy and safe.

Our curriculum



At Kaleidoscope School, all students will have access to learn, develop, and embed their knowledge in numeracy and literacy, being assessed within 6 weeks of arriving at Kaleidoscope School, with flexibility to cover the curriculum areas according to pupil's ages, stage of development, ability, and interest. PHSE, including RSE and PE lessons are taught each week to develop their mental and physical wellbeing, at age/development appropriate levels.

Staff meet on a regular basis to review curriculum subjects and develop planning, to ensure the curriculum is meeting the needs of all students. Where necessary, lesson plans and opportunities for learning will be adapted and modified for students to foster development and improvement that best meets their individual needs and supports better engagement with learning.

The Curriculum Lead will meet with staff on a regular basis to monitor staff planning and provide support which ensures pupils will have access to a broad and balanced curriculum, experiencing all areas of learning. The Head teacher at Kaleidoscope School will complete lesson observations every term (or sooner if required) to ensure effective teaching and learning is taking place with meaningful engagement from children and staff, as well as effective and consistent marking and feedback to pupils, to ensure children understand how to progress.

Assessment

Children without an EHCP

At Kaleidoscope School, all children will have an initial assessment within 6 weeks. Some of this will be activity and play based, in this scenario staff will assess through observations and moderation with other members of the school team. Children who can, will complete activities to assess their literacy, numeracy, reading and physical skills (such as fine motor). The activities will be both age and developmentally appropriate. Activities will be designed to be engaging and creative and will aim to be celebratory, building a plan based on existing skills, thinking about achievements and interests, and finding ways to develop on these. Below are the focus areas for the initial assessment: -

- ✓ Cognition and learning
- ✓ Sensory Processing
- ✓ Communication and interaction
- ✓ Physical



- ✓ SEMH needs
- ✓ Self-care
- ✓ Understanding and processing
- ✓ Social and play skills

Children with an EHCP

The information written in a child's EHCP will be used to form the baseline information.

All children will have an IESP document, this will support staff in their planning and their support. This will include: -

- Data from the assessments mentioned above
- Information from parents/carers and other professionals relating to the child's SEMH needs and support strategies
- Information relating to learning strategies for the child – such as flash cards,
- Information from the previous education setting on attendance, exclusions, and attainment.
- Where possible we would like to capture the child's voice about their feelings around school.

The assessment will inform the creation of their personal curriculum targets to support their individual academic needs. Pupils may arrive in the foundation stage, and this is the start of their school journey, others may come from a mainstream school where there have been difficulties, or there may have been long absences from school or sporadic school attendance, meaning there are gaps in learning. Conversely, some students may be working at expected levels of attainment but may have experienced barriers to learning.

Children will be taught in small groups or on a 1:1 basis depending on the activity or needs of the pupils, or what is set out in their EHCP documentation. Work is differentiated to support, stretch, and challenge appropriately.

Academic, SEMH and developmental targets will be outlined clearly on an IESP, which will be reviewed and shared with parents/guardians/carers, and the pupil where appropriate, in termly review meetings. Within each half term, pupils will be given between 2 and 3 specific targets relating to their SEMH, developmental and academic needs and aspirations, which will be working towards fulfilling the

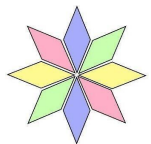


broader targets on their IEP. These individual targets will be discussed discreetly with each pupil on a 1:1 basis and will be revisited with pupils where appropriate to support them to progress academically, and in support of the positive impact on their SEMH needs.

A day at Kaleidoscope School: The school day starts at 09:30 and finishes at 15:00

Below is an example of what a timetable could look like, day-to-day this might look different dependant on the needs of the children. We also understand that this level of structure and activity will not suit all children's needs and ages, therefore there will be a high degree of flexibility for the teachers and staff to ensure a day at kaleidoscope school to right for the children. Getting the structure right is key for children to maximise pupil engagement and achievement.

9.30	Children enter school, hang their coats and bags up on the pegs outside their classroom and enter the classroom with the teaching staff.
9.30-10.00	The first part of the day will begin with a transition activity, this will be differentiated to meet the needs of the children and is a chance for staff to greet the children and establish the routine for the day. They may work independently in this phase of the day and build up resilience and a sense of achievement.
10.00-10.15	Morning snack – for some children this may be a communication session and for other it may form a lesson itself e.g cooking, recipes, or a snack shop
10.15 – 10.30	Story time – this may be a movement/sensory based story for some or a guided reading session for others
10.30–11.00	Break time
11.00-11.30	Teacher lead time - this may be a sensory lesson, a communication session or a formal learning session depending on the needs of the child.
11.30-12.00	Reward/playtime/social interaction/communication skills



12.00 - 12.30	Lunch in the hall (where appropriate)– social skills or self-help skills, learning to use cutlery, tidying away after themselves, washing up etc
------------------	--

12.30 – 13.00	Playtime/choose time – directed by the child
13.00- 13.30	This part of the day will be a learning activity, this will be differentiated to meet the needs of the children. They may work independently in this phase of the day and build up resilience and a sense of achievement. This may be based on IESP targets, EHCP targets, social targets or fine motor development
1.30- 1.45	Choose time
1.45- 2.30	Teacher lead time - this may be a sensory lesson, a communication session or a formal curriculum learning session depending on the needs of the child.
2.30 - 2.50	Reward time/play time that is child lead
2.50- 3.00	Reflection time and self-help skills
3.00	End of day



All support and learning will be differentiated to meet each child's needs and allow them to access a suitable, broad, balanced, and engaging curriculum. EHCP and IESPs will form part of the young person's targets and personalised learning goals alongside the curriculum subjects, detailed below.

Staff will scaffold opportunities for children to be explorative and creative with learning. The morning lessons will encompass English, and Maths and the afternoon lessons will be topic based. There will be reading programmes in place for all children, these will be designed to meet the children's needs, therefore the programmes will differ dependant on the needs of children.

Children at Kaleidoscope School are grouped by attainment, with classes for:

Foundation Stage

In the foundation stage 2, the curriculum is divided into 7 areas of learning, as listed below -

- ✓ Personal Social and Emotional Development
- ✓ Communication and Language
- ✓ Physical development
- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive Arts and Design

The learning that takes place will not be separated, teachers will plan lessons and activities, which encompass opportunities for children to develop a number of competencies, skills, and concepts across several areas of learning. This is the beginning of a child's life in school, and we really want to make it as exciting and interesting as possible for them, we feel small children learn best when they do not think they will be learning therefore staff, will focus on facilitating activities that will be engaging and fun, whilst developing the areas of learning listed above. During the reception year, children will be working towards the 17 Early Learning Goals (ELGs) in the EYFS profile throughout the academic year. These will be assessed in the summer term through informal assessments and staff observations to determine if the child has achieved the ELG, this will be shown as either:

- Experienced
- Working towards



- Secure

Key stage 1 Curriculum (Reception, Years 1 and 2) and Key Stage 2 Curriculum (Years 3-6)

In these key stages the schemes of work will follow the Kaleidoscope Curriculum framework and will cover the subjects listed below. This will provide children with a broad balanced curriculum, lessons and delivery is adapted to suit the needs and abilities of our children, taking into consideration the learning needs of the students. We allow enough time for the content to embed and provide additional support and interventions to help children to catch up and develop additional skills through a range of enrichment activities.

English	Maths	Reading programmes	Science
History	Geography	Computing and online safety	PSHE and RSHE
Cooking	Art	Design and Technology	Music
PE including Dance	Phonics		

At Kaleidoscope School we are keen to promote life skills in all children from an early age, to prepare them for life after school. In addition to the subjects outlined above, enrichment activities are designed to enhance the curriculum and to support children to develop skills that are outlined in their EHCP/IEP.

All children will be supported with learning independence skills, support with this will be personalised, discussed with parents and carers to ensure there is a shared approach and we will always take their SEND and SEMH needs into consideration and be respectful of the children's individual requirements and preferences, ***please see our intimate care policy for more information.***

Below are some examples of the independence skills we will aim to help children develop, we hope that by the time children leave Kaleidoscope school they may be able to do one or more or all these tasks.

I can dress and undress myself.	Tidy away toys.	Wash and dry my hands.	Tell people when I am unhappy
Change my own Shoes.	Use the toilet.	Use a knife and fork.	Carry my own school bag and bottle into school.
Hang up my clothes.	Be used to playing with other children.	Say my name and what I enjoy doing.	Say hello and goodbye to school staff at the start and end of the
			school day in a way I am happy with.

How do we monitor progress at Kaleidoscope school?

Children can join Kaleidoscope school at any point in their primary school life, from Foundation stage to year 6. Children joining kaleidoscope will have varying needs and previous educational experiences. Therefore, getting an accurate baseline for each young person when the children join our school, will be vital to assist with helping the first term in school to be as beneficial as possible. This will allow the teachers to:

- Place children in the right group
- Ensure we have the most appropriate resources and equipment to help children access the curriculum
- For staff in the school to understand the children as individuals, their needs, wants and desires. This will support staff in ensuring children are supported well and will help to establish relationships with staff and other children ➤ To understand the children's educational background ➤ Any other information for the school staff to be aware of.

Baseline assessments will take place within the first 6 weeks of children joining the school, this information will be recorded on the school system and will follow the format as outlined earlier in this document (assessment section).

From this point our aim is to help children to make progress in all areas, some of these areas will be bespoke to a child, utilising the information we have from their EHCP and information from external agencies, such as speech and language or occupational therapy. Each child will have



their own section on our progress monitoring system, this will enable teachers and support staff to monitor learning and progress using the “I can” statements at the end of each topic.

At Kaleidoscope School we take a holistic view on monitoring progress. Staff will work closely with parents/carers to ensure individualised targets are embedded in the daily timetable for children, these will be monitored using observations and progress tracking over the course of a term ensuring the information in education health and care plans, IESPs and pupil passports are utilised. Parents/carers will receive an annual report for their children and will be invited to termly parent’s evenings.

We welcome engagement from parents/carers and encourage joint planning to ensure children are receiving a consistent approach both at school and at home.