



Local Procedure/Protocol

School/Home Name:	Abbeywood School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
Next Update Due:	May 2026
Procedure/Protocol Lead:	Robert Jones/Adam Taylor
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1** Abbeywood School is an independent special school and part of the Witherslack Group. Our pupils are aged 10 to 18, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Abbeywood 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 may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.
- 1.2** Abbeywood School benefits from fantastic facilities across two campuses with excellent transport links. This 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. Abbeywood School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room and a construction workshop on each campus. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

- 2.1** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Abbeywood School provides a curriculum which 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 do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Abbeywood School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 2
Linked to Policy Number:	OPSP11		

- Helping our 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

3. ROLES AND RESPONSIBILITIES

3.1 *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 and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *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 differentiation strategies are used to ensure all our 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

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for our 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

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 3
Linked to Policy Number:	OPSP11		

- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty five teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. All pupils at Key Stage 4 are taught by subject Specialists. 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.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Calm Club, Clinical Interventions and Life Skills have all been included in our curriculum.

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 all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, 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/work books/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

Due to the nature of our learners' needs and diagnoses, it may be necessary for them to access regular planned movement breaks. This is to ensure our students are ready to learn and engaged with the curriculum offer. In order to address our students' communication and interaction needs we recognise it is beneficial to reduce the amount of verbal language used at times when they appear that they are not ready to engage with learning. As a staff team, we therefore implement a visual Now and Next approach to communicate expectations and subsequently prepare students to return to their learning bases. This approach includes a range of options for students to access, however, this may also be bespoke to the individual student's likes and interests. While it is recognised that the classroom is the focal point of quality first teaching and learning. Our aim is to redirect students to their classroom bases as quickly as possible. However, our students' social-emotional difficulties can create barriers to accessing the timetable. The development of students' emotional literacy is a key priority so that they are able to access the learning environment and progress, which can take place outside of the classroom environment as a strategic response to their emotional needs.

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 4
Linked to Policy Number:	OPSP11		

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using literacy interventions (including Fresh Start.)

Pupils access:

English, Maths, Science, PE, RE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), IT, Art & Design, Design Technology, Personal Development and Futures. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and DT room.

Pupils access:

English, Maths, Science, ICT, PE, PSHE/Futures (Year 9, 10, 11) (including Relationships and Health Education, citizenship and careers), Humanities (Geography, History), Futures, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level

to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education) and Transition to Adulthood. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Engineering, Design technology, Media, Construction, Art, Catering, Land based studies, PE/Sport, Separate Science and ICT. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Key Stage 5 (Years 12 – 14)

At Key Stage 5, the DfE's 16-19 study programmes provide sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.6 Residential Pupils

Abbeywood School does not have residential pupils as it only has day placement learners.

4.7 Homework

At Abbeywood School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils'

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 5
Linked to Policy Number:	OPSP11		

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 encouraged to read regularly at home.

4.8 *Reading*

At Abbeywood 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 with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 *Oracy*

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Abbeywood School

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

4.10 *Therapeutic Provision*

Our on-site clinical 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, PEPs and Boxall 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. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 *Physical Education*

All pupils access PE lessons at Abbeywood School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 6
Linked to Policy Number:	OPSP11		

4.12 PSHE, Citizenship and Careers Education

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

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all 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. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from an independent provider. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

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

At Abbeywood School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies 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 SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.14 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

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

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 7
Linked to Policy Number:	OPSP11		

- 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 a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- 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
-

5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Trackable.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

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

5.3 **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 and that it meets the requirements of the Witherslack Group Curriculum Policy.

Our School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy

6. **CURRICULUM MODEL**

6.1 The school operates a 35 period week. There are 7 periods per day. Students start the day with their form teacher in their classroom base and they also end the day in the same way.

Students are taught in classroom bases in a nurture based approach linking in with NASS friendly spaces and recommendations. The use of Now and Next boards support children understanding and chunking the

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 8
Linked to Policy Number:	OPSP11		

activities in lessons. Glossary boards in classes help the learners to develop a deeper understanding through their use of improved vocabulary.

Students have a number of focused activities that are carried out during Tutor time and these are shared with pupils as part of the form timetable of activities. These range from learning about what's in the news, spellings, working on individual work packs linking to EHCP targets or social interactions.

D.E.A.R (Drop everything and read) also forms part of form time and reading is a big focus for the school. Pupils and staff are encouraged to share what they are reading this can be seen with "What I'm reading" signs based around the school. This is part of our "take 10" reading initiative across both sites.

Core subjects are taught for 5 sessions per week with a key focus on developing knowledge, skills, vocabulary and closing the gap on Literacy, Numeracy and Science. On the main site and 4 sessions per week at key stage 4 on Kea park site.

Marketable skills is offered 2 times a week for KS2/KS3 and this allows them to take part in lessons that offer further enrichment to their curriculum. This is done on a selection basis for the term so pupils can select other choices or stay with the things they really enjoy.

Students document their personal development through journals of discovery, this will document everything they have experienced and how they continue to be enriched throughout their curriculum.

They also have 1 session of RWI/intervention time period 3 across the school to support the development of reading and focus on exam prep for KS4 after this work has been achieved. This will widely address the EHCP needs of children across the school.

Key Stage 2/3 Nurture Curriculum

The curriculum at Key Stage 2/3 will enable re-engagement, a key focus on core subjects and on developing core skills. Discrete intervention to support learning in Numeracy and Literacy will focus on students being able to catch up and fill in gaps in learning.

Imaginative Learning Projects - a rolling programme of topics incorporating the curriculum areas. These projects are mapped to the National Curriculum Programmes of Study for KS2/3. The planning for the topics includes differentiation to take into account pupils abilities, aptitudes, and interests.

Discrete lessons for Science, PE, PSHE/Citizenship, Topic based learning and reading intervention. The skills learned in all subject areas are developed to incorporate IT will promote the use of skills and embed learning of this subject area. Opportunities for using literacy and numeracy skills built into all curriculum areas.

They have 2 sessions of life skills/enrichment which are used to support the School's extended curriculum by offering a range of activities both on and off site as part of SMSC, rewards and social skills development this is led by the form tutors and is timetabled throughout the week for each tutor group.

Key Stage 2/3 Curriculum

The Key Stage 2/3 curriculum is made up of the following elements:

Our offer is per week totalling 35 lessons :

5x Maths

5x English

5x Science

2x PSHE/Citizenship/RSE

5x RWI/intervention

3x Humanities (History, Geography, RE(KS2))

3x PE

2x Art/DT

4x Marketable skills

1x ICT

The Key Stage 4 curriculum is made up of the following elements:

The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. This learning experience might focus on Personal Development, Core Subjects and Options (a combination of Academic and Vocational) be supported by college courses and potential work experience placements. This will be a more tailored offer based on the students and their needs where possible.

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 9
Linked to Policy Number:	OPSP11		

All pupils will also have Transition to adulthood as part of the pathway offer. This will form the key experiences they will need to be aware of when leaving school and lifelong skills to be well rounded individuals.

Our offer is per week totalling 35 lessons :

4x Maths

4x English

4x Science

2x PSHE/Citizenship

1x STEM/IT

2X PE

9x Pathway options - 3 Option choices (3 cx session per option)

1x Transition to adulthood

3x Intervention

5 x Literacy intervention

At Abbeywood all learners regardless of their age and ability can have their achievement recognised through the AQA – Unit award schemes. This will progress to Hospitality and catering L1/2 as part of the key stage 4 offer.

Key Stage 5 Curriculum Model

The post 16 programme is designed to prepare young people for their next step and to offer support in the transition. The programme will include the development of:

- Vocational / Employment Skills, Functional Skills, Independent Living and Social Skills.
- Vocational programmes at Abbeywood School to allow students to further develop and build knowledge and skills learnt at KS4
- Work related learning curriculum both at school and local college as appropriate to individual needs.
- Work experience placements in school, local and home environments.

Assessing, Recording & Reporting Pupil Achievements and Progress

- Effective learning and teaching are dependent upon the inter-relationship between effective planning, teaching, assessment, recording, monitoring and evaluation.
- The school policy for assessment, recording and reporting enables all pupils' achievements and assessments to be collated and passed on throughout the pupil's school career.
- The assessment and recording of individual pupil progress is done at least termly and informs teachers' plans and Continuity Maps to ensure that continuity and progression supports pupil learning and the setting of targets for improvement.
- Pupils are assessed using the group's "Way Post" system which uses descriptors that match up to what is expected within year groups. This system was brought in following the removal of National Curriculum levels and pupils will work through "Way Posts" in a similar fashion to the old system. Evidence is recorded on the group database and shared with pupils via displays and in workbooks or files.

Clinical Services

On site, there is access to a Speech and Language Therapy, Occupational Therapy, Educational Psychology and therapist. These professionals are available to work with groups in the classroom, conduct a variety of assessments, have 1:1 therapy sessions and offer to support to the staff team. The therapy team are also available to play an active part in our ITAC (Internal Team Around the Child) process, within which key staff across the site that work with individual pupils look at progress and discuss the best way to offer further support to the young people that we work with.

ITAC (Internal Team around the Child)

The Internal Team Around the Child (iTAC) approach has been developed by The Witherslack Group as a response to the need for more joined up services, and the need to provide a more integrated approach within existing resources. The iTAC process ensures all the relevant practitioners concerned with individual

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 10
Linked to Policy Number:	OPSP11		

cases are convened regularly, and services delivered are integrated, prioritised, coherent and achieve their intended outcomes.

The ITAC will be led by the Form Tutor and the main Teaching assistant involved with the pupil on a daily basis across all subject areas.

The team is made up of professionals from across different disciplines and settings, to holistically meet the needs of the child or young person. Typically this will involve, but is not limited to;

- Tutor (who may also be the class Teacher)
- Teaching Assistant (consistent TA attached to the class or Learning Mentor)
- Pastoral Assistant (identified class pastoral assistant to work with the class)
- Clinical Services
- Keyworkers (Care staff from relevant houses including Residential Special Schools and Children's homes)

Core functions

The ITAC process has core functions which can be carried out by a range of practitioners from across different disciplines:

- effective sharing of information about the child, young person or family to underpin on-going work;
- improve consistency and coordination in the services delivered;
- bring a multi-disciplinary approach to supporting a child, young person and family;
- develop and deliver a package of solution-focused support, with each ITAC member being responsible and accountable for their actions and the services they provide;
- review progress and outcomes, identifying further action and support that may be needed;

Intervention Programme

The school SENCo will oversee the progress towards EHC Plan aims and with support from leaders of literacy and numeracy, pastoral manager and clinical staff will oversee the intervention programme. This will be closely monitored and reported back to the SLT regularly in meetings and action plans. The school's universal provision e.g. small classes, will address many of the pupils' needs. Some pupils may require additional interventions in order to reduce specific barriers to learning, whether they be emotional, social, language, learning or other. The plans are individualised, shared with parents and reviewed every half term.

Personal development/Curriculum Enrichment

In our aim to promote self-esteem and self-confidence in all our pupils, we provide a variety of curriculum enrichment activities to encourage the development of social, emotional and physical skills. We hope to achieve this in three key areas: School Curriculum Themes, Break and Lunchtime Activities and Enrichment Fridays.

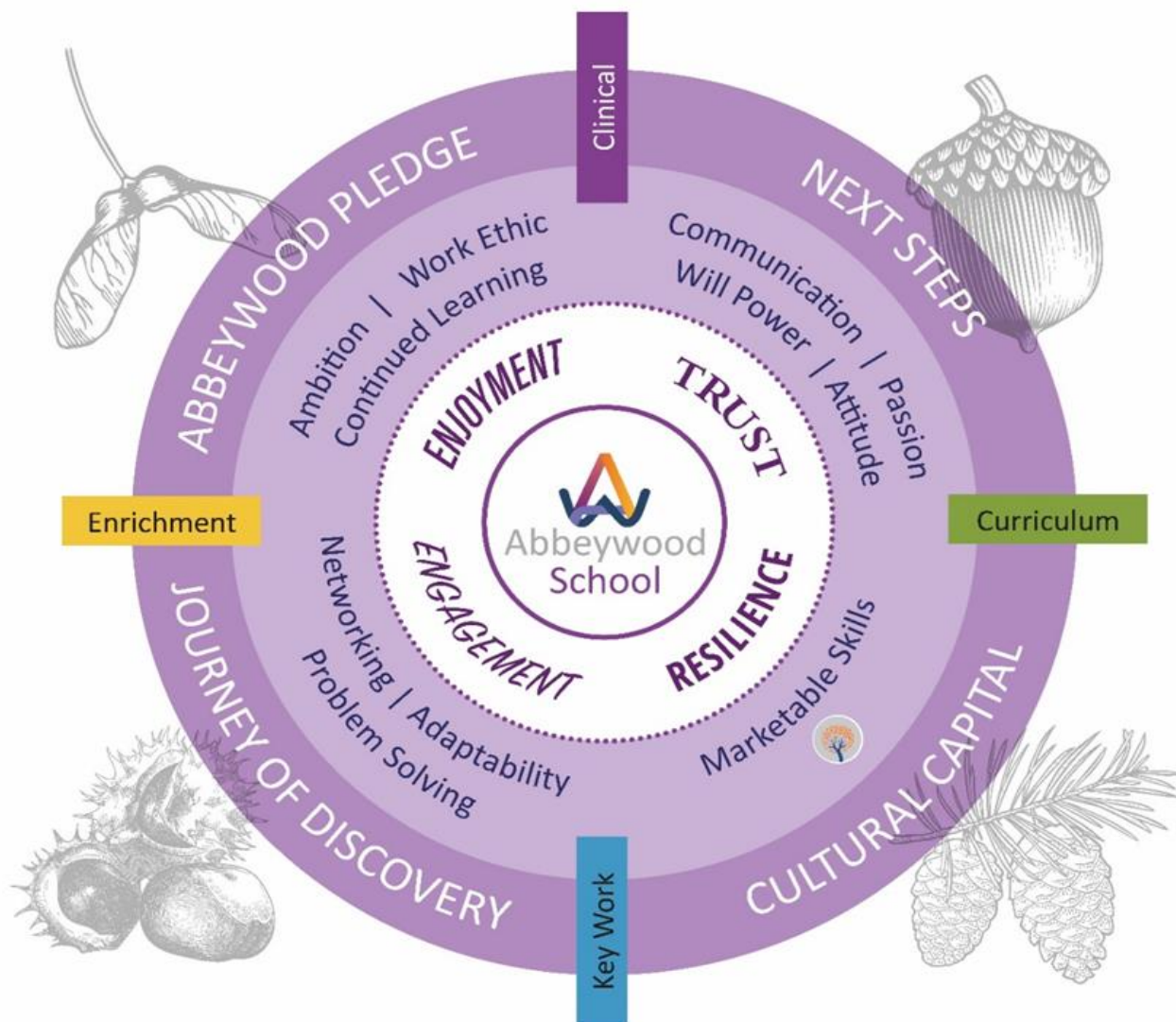
There are regular cultural days and theme weeks, which support SMSC development, charity work, British Values and community links. This all aims to broaden pupils' experiences and promotes respect for all.

Assemblies promote these themes throughout the year and pupils get chances to individualise their enrichments relating to specific interests or needs when appropriate.

Each term there will be a day dedicated to a Cultural day (music/MFL/experiencing other cultures) and the school will theme the whole day around this. This might include breakfast and lunch featuring foods from the country, Lessons themed around the country and the language of the country will be used and highlighted at every appropriate opportunity.

We are looking to develop a range of STEM opportunities within school as part of these theme days and added enrichment of the curriculum.

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 11
Linked to Policy Number:	OPSP11		



7. REFERENCES

This policy should be read in conjunction with the following school documentation:

- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- SEN Policy
- Equal Opportunities Policy
- All subject Policies
- Gatsby Benchmarks
- Marketable skills Policy
- Key worker policy

8. ASSOCIATED FORMS

None

9. APPENDICES

None

Document Number: AWS-V01-1025	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 12
Linked to Policy Number:	OPSP11		