



## Local Procedure/Protocol

<b>School/Home Name:</b>	<b>The Secret Garden School</b>
<b>Local Procedure/Protocol Title:</b>	<b>Curriculum Protocol and Procedures</b>
<b>Linked to Group Policy Title &amp; Code:</b>	<b>Curriculum Policy</b>
<b>Date Reviewed:</b>	<b>May 2025</b>
<b>Next Update Due:</b>	<b>July 2026</b>
<b>Procedure/Protocol Lead:</b>	<b>Elle Guest</b>
<b>Procedure/Protocol Sponsor:</b>	<b>Brin Kelleher – School Development Lead</b>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
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.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
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: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 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** The Secret Garden School is an independent special school and part of the Witherslack Group. Pupils are aged 8 to 19, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend The Secret Garden 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** The Secret Garden School benefits from extensive grounds in a rural location, providing a safe, calm and stimulating environment that contributes to making the school a positive and supportive place in which to learn, work and grow. The natural environment is an integral part of school life and is used extensively to support therapeutic interaction, outdoor lessons, nature-based learning, gardening, quiet reflection and sensory activities. Pupils also have access to the mile walk around the school site, which encourages physical activity, resilience and engagement with the outdoors.

The enrichment curriculum is embedded across school life and includes activities such as cooking, forest school and animal care, which support pupils' personal, social, moral and cultural development. These activities provide practical opportunities for pupils to develop independence, confidence, problem-solving skills and a sense of responsibility, while also fostering curiosity and enjoyment of learning.

The school is well resourced and provides a comprehensive range of facilities, including an Animal Therapy Centre, therapy and sensory rooms, and specialist teaching areas. These resources are used to deliver a personalised and holistic approach to education, enabling pupils to access a broad and balanced curriculum tailored to their individual needs. Staff use these facilities to deliver practical learning experiences that complement classroom teaching, support mental health and wellbeing, and encourage positive engagement in learning.

Class sizes are deliberately small to ensure every pupil is known, supported and able to make progress. A highly skilled team of education, pastoral, care and therapy staff work collaboratively to deliver a cohesive approach to learning and development. Staff plan and implement strategies that integrate academic, social, emotional and therapeutic support, ensuring that pupils' needs are met in a consistent and personalised way.

### 2. VISION, AIMS AND INTENT

**2.1** We are committed to helping all pupils flourish and achieve their aspirations through a personalised and holistic approach to education and care. We believe that education should extend beyond the traditional classroom, providing meaningful, hands-on experiences that engage, inspire, and motivate pupils. Our vision is to ensure that every pupil, including those with Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD), communication needs such as Autism Spectrum Condition (ASC), and gaps in prior education, is supported to reach their full potential. We prioritise a flexible, inclusive approach that

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   2
Linked to Policy Number:	OPSP11		

develops essential life skills, communication, independence, and personal growth, recognising that academic success is only one part of a fulfilling life.

Our curriculum is designed with the intent of preparing pupils for adulthood, equipping them with the knowledge, skills, and cultural capital they need to make informed choices, live independently, and lead meaningful lives. We maintain high expectations for all pupils, with the aim that they leave us with qualifications, accreditation, and experiences that empower them for the next stage of their journey. We support pupils to develop a love of learning, retain and apply knowledge, achieve in all subject areas, and become confident, independent learners. Our intent is also to inspire ambition, nurture resilience, and provide opportunities for pupils to raise their aspirations, engage with the workplace, and develop employability skills including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership, and enterprise.

To meet the diverse needs of our pupils, we offer two curriculum pathways. The Discover Pathway is designed for pupils with general learning difficulties and/or Autism Spectrum Condition (ASC), providing subject-specific learning below age-related expectations. It is delivered through thematic, topic-based learning, integrating life skills, outdoor learning, and creative opportunities, and leads to formal qualifications such as Functional Skills and AQA Unit Awards.

The Central Pathway follows the National Curriculum for pupils able to access age-related expectations, offering a broad and balanced curriculum from Key Stage 1 to 4, including core and foundation subjects such as Art, ICT, History, and Geography, and leading to GCSE qualifications. Pupils are placed on the pathway best suited to their needs, with flexibility to move between pathways as their abilities develop.

Our intent is to create an educational experience that is engaging, practical, and meaningful. We aim to nurture motivated, lifelong learners, provide opportunities for personal growth and independence, and deliver broad and balanced learning experiences. We prepare pupils for life beyond school by fostering high aspirations, providing access to community engagement and career awareness, and supporting the development of cultural capital. Through this approach, pupils develop an understanding of British values and modern society, and acquire the social, moral, spiritual, and cultural awareness necessary to thrive personally, socially, and academically.

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 *Leaders at The Secret Garden 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 The Secret Garden 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

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   3
Linked to Policy Number:	OPSP11		

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

## 4. IMPLEMENTATION

### 4.1 *Curriculum Delivery*

The **Discover Pathway** combines adapted National Curriculum subjects with life skills and themed learning, ensuring relevance and progression. Pupils on this pathway typically:

- Use an established communication system
- Work towards independence with appropriate support
- Learn within a high adult-to-pupil ratio
- Follow a structured timetable with manageable transitions
- Receive personalised teaching and differentiation
- Progress towards developmental stage-appropriate objectives

The **Central Pathway** follows the full National Curriculum, enabling pupils to access a wide range of subjects and progress towards GCSEs.

Across both pathways, thematic learning brings subjects together through real-world issues, events, and concepts. This approach makes learning memorable and meaningful through creative activities, trips, and immersive experiences, while ensuring progression of knowledge and skills.

Some pupils may have bespoke timetables that take account of particular strengths and areas of

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   4
Linked to Policy Number:	OPSP11		

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 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 Ins, Clinical Interventions and Life Skills have all been included in 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 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

#### 4.2 **Key Stage 2 (Years 4 - 6)**

KS2 pupils start their school journey in 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 Read.Write.Inc and Fresh Start phonics programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, ICT, PE, and Personal Development and Enrichment, which includes Forest School, Cookery and Animal Care. 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.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, ICT, PE and Personal Development and Enrichment, which includes Forest School, Cookery and Animal Care. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   5
Linked to Policy Number:	OPSP11		

#### 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, History, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education) ICT. Pupils select three additional 'option' subjects to cater to their individual interests and career aspirations, and these include Art and Design, PE, Travel and Tourism, Humanities, Separate Science and Computing and BTEC Animal Care. Pupils on the central pathway will study a minimum of seven examinable subjects at GCSE and pupils on the Discovery pathways will study a mixture of functional skills qualifications, PE, personal and enrichment.

KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### 4.5 Key Stage 5 (Years 12 – 14)

Pupils who remain at The Secret Garden in Key Stage 5 will be supported to access re-take core GCSE qualifications and/or vocational qualifications, ensuring that pupils are supported in their future aspirations into adulthood.

At Post 16, as well as following The Secret Garden Pathways, learners follow the WG Futures Curriculum which ensures every student is equipped with the academic, personal, and employment-related skills needed for a successful transition into adulthood and the world of work. There are three key foci - Academic, Personal Independence, and Preparation for Employment, which encompass targeted, aspirational, academic, technical, and vocational qualifications, life skills programmes, industry engagement, and community participation. The provision will develop essential literacy and numeracy skills, wellbeing, financial capability, independent travel, employability, Power Skills, alongside employer-led and real-world experiences. The curriculum will align all learning with individual aspirations and destinations to enable students to make informed choices and achieve sustained success in their chosen careers.

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

#### 4.6 Residential Pupils

There are no residential pupils at The Secret Garden.

#### 4.7 Homework

At The Secret Garden 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 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. When pupils reach key stage 4, learning tasks are routinely sent home to support exam preparation and learning. In addition to this, pupils may be given exam booklets to further support revise and preparation, where suitable. All pupils are engaged to read regularly at home and are provided with books from the school library to take home and read to foster literacy and a love of reading.

#### 4.8 Reading

Reading is a central part of our curriculum and is embedded across all areas of learning. We are committed to ensuring that every pupil leaves us as a confident and capable reader, and we have a clear and structured reading strategy in place to achieve this. Pupils who are developing early reading skills receive

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   6
Linked to Policy Number:	OPSP11		

explicit phonics teaching, alongside targeted interventions to meet their individual needs. Reading is taught in English lessons and reinforced across the wider curriculum where appropriate.

All pupils have a dedicated reading slot each day from 11:40 to 12:00, during which they engage with Accelerated Reader programme. This time allows pupils to read independently or work with staff on focused reading support. Teachers hear pupils read at least three times a week to monitor progress, provide individual feedback, and develop fluency and comprehension.

Reading for pleasure is actively promoted through role-modelling by staff, the use of our on-site library, classroom reading areas, class texts, story-time, and regular reading challenges. Pupils are supported to expand their vocabulary and strengthen recognition of high-frequency words through daily activities, including Word of the Day and the 100 high frequency words programme.

Our approach to reading helps pupils develop essential skills, including concentration, comprehension, critical thinking, and communication. Reading supports wider academic progress, access to cultural knowledge, and personal development. By providing structured daily reading opportunities and embedding reading across the curriculum, we ensure that pupils are equipped with the skills and confidence to engage with the world, achieve in their learning, and enjoy reading throughout their lives.

At The Secret Garden, we recognise that well-trained staff are instrumental in delivering a successful reading provision. To support this, teaching and support staff receive on-going CPD within departmental meetings and training, focusing on best practises. This includes training in our phonics programme, Read.Write.Inc and Fresh Start, to ensure staff remain confident and equipped to support every pupil's reading journey.

#### 4.9 Oracy

##### Oracy & Pupil Expression statement

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 a multi-modal approach, 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 The Secret Garden.

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 and communicate effectively, 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 including choice boards/word mats/now and next boards/challenge boards to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language and word choices and tone for different audiences and purposes.
- Work closely with on-site Clinical staff 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.

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   7
Linked to Policy Number:	OPSP11		

#### 4.10 *Therapeutic Provision*

We recognise that many of our pupils experience barriers to learning, and our therapeutic and outdoor learning provision plays a vital role in addressing these challenges. The outdoor environment offers a safe and nurturing space for pupils to explore emotions, develop self-regulation, and build confidence.

Our on-site animals provide unique opportunities for pupils to interact with reptiles, guinea pigs, and gerbils. Through these interactions, pupils develop empathy, learn to manage their own behaviours, and understand the impact of their actions on others. Animal-assisted activities also offer pupils the chance to practise social skills, develop responsibility, and engage in reflective thinking in a supportive environment.

In addition to animal interactions, all pupils have access to holistic therapies tailored to individual pupils' needs. This supports emotional regulation, reduce anxiety, and enhance pupils' readiness to engage with learning across the curriculum.

By integrating therapeutic provision into daily learning, we ensure that pupils are supported both academically and emotionally, promoting well-rounded development and wellbeing.

On-site clinical teamwork with teachers and support staff to provide an 'Energy Matching', 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*

At The Secret Garden, PE is delivered on-site by a specialist PE teacher and is designed to provide a broad and balanced curriculum across all key stages in line with the National Curriculum. Our sessions focus on developing pupils' fundamental physical and life skills, improving core strength, coordination, and overall physical wellbeing, while taking into account individual needs such as hypermobility or other physical challenges.

Occupational Therapy (OT) input is available during PE sessions to support pupils with physical needs, ensuring that all learners can fully access and participate in activities safely and effectively.

Our PE curriculum promotes skill development, confidence, and independence, providing pupils with opportunities to engage in meaningful, enjoyable, and appropriately challenging physical activity that supports their overall health and personal development. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification. These options can include both GCSE PE and BTEC Sport.

#### 4.12 *PSHE, Citizenship and Careers Education*

All pupils access PSHE and Citizenship at The Secret Garden 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).

At The Secret Garden, PSHE is a core part of our curriculum, playing a key role in developing pupils into independent, respectful, and socially responsible individuals. Through PSHE, pupils explore a wide range of topics, including e-Safety, Crime, Bullying, Discrimination, Relationships, Hygiene, and more. The curriculum

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   8
Linked to Policy Number:	OPSP11		

incorporates statutory frameworks such as RSE, alongside additional topics chosen to meet the specific needs and interests of our pupils.

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.

Our focus is on equipping pupils with the essential skills they need at each Key Stage to live as independent, contributing members of society. This includes fostering decision-making, problem-solving, emotional resilience, and the ability to form positive relationships. By building a strong foundation of these skills, PSHE ensures that pupils are prepared to make informed choices, engage positively with their communities, and thrive beyond school.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Shaw Education Trust. 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. Our ICA also contributes to pupil annual review meetings and documentation.

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

At The Secret Garden School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons. Additionally, we dedicate tutor time slots to these significant aspects allowing pupils to engage thoughtfully and reflectively on these important topics.

The Secret Garden is committed to nurturing pupils’ spiritual, moral, social, and cultural growth both within and beyond the classroom. While providing a strong academic education, we also equip pupils with the character skills needed to become independent, respectful, and contributing members of society.

Our planning processes across all subjects reflect this dual focus. Teachers set not only academic targets but also SMSC and personal development goals, including physical, emotional, and social skills. Staff provide regular, progressive opportunities for pupils to be challenged and to succeed in these areas, ensuring a holistic education that supports lifelong growth.

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 engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### **4.14 COVID-19 Recovery Curriculum**

At The Secret Garden 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**

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   9
Linked to Policy Number:	OPSP11		

**5.1** The impact of our curriculum at The Secret Garden School is reflected in the progress pupils make, the quality of their work, and their preparedness for further learning, employment, and life beyond school. While we recognise that the full, long-term impact of our curriculum may not always be immediately visible, we use a range of key indicators to measure and evaluate its effectiveness. These indicators are closely aligned with our curriculum intent and the aspirations we have for all pupils.

Pupils at The Secret Garden School are supported to develop a love of learning and achieve positive outcomes across all areas of the curriculum. They are encouraged to retain and apply knowledge, develop reading skills beyond functional levels, and be well-prepared for the next stage of their education. Our pupils achieve a range of nationally recognised qualifications, including English and Maths, and make progress towards the individual outcomes and targets outlined in their EHCPs and PEPs.

Through our curriculum and enrichment opportunities, pupils are supported to explore career pathways that align with their strengths and interests and gain an understanding of different workplaces. They develop transferable skills that will serve them in further education and employment. Pupils are encouraged to become increasingly independent, reducing reliance on adult support and working towards self-sufficiency in practical and personal contexts.

Our approach also ensures that pupils are socially and emotionally prepared for transition, equipped with the confidence, resilience, and self-esteem to thrive in new environments. Pupils develop the knowledge and skills to keep themselves safe and healthy, and they are supported to cultivate a range of positive coping strategies. They are encouraged to understand their rights and responsibilities and to express their views effectively.

Pupils are supported to demonstrate respect, kindness, and pride, to form positive relationships with others, and to contribute positively to their communities. In this way, the curriculum has a measurable and meaningful impact, preparing pupils not only academically, but socially, emotionally, and morally, for life beyond The Secret Garden School.

## **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 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.

At the Secret Garden School, there is an expectation 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.

The Secret Garden 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.

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   10
Linked to Policy Number:	OPSP11		

## 6. CURRICULUM MODEL

6.1 Please See Appendix 1 for the visual Curriculum Model

## 7. REFERENCES

[National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) [PSHE education for pupils with SEND \(pshe-association.org.uk\)](http://pshe-association.org.uk)

- Keeping Children Safe in Education (DfE, 2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)

Three steps to RSHE success (Sex Education Forum, 2021)

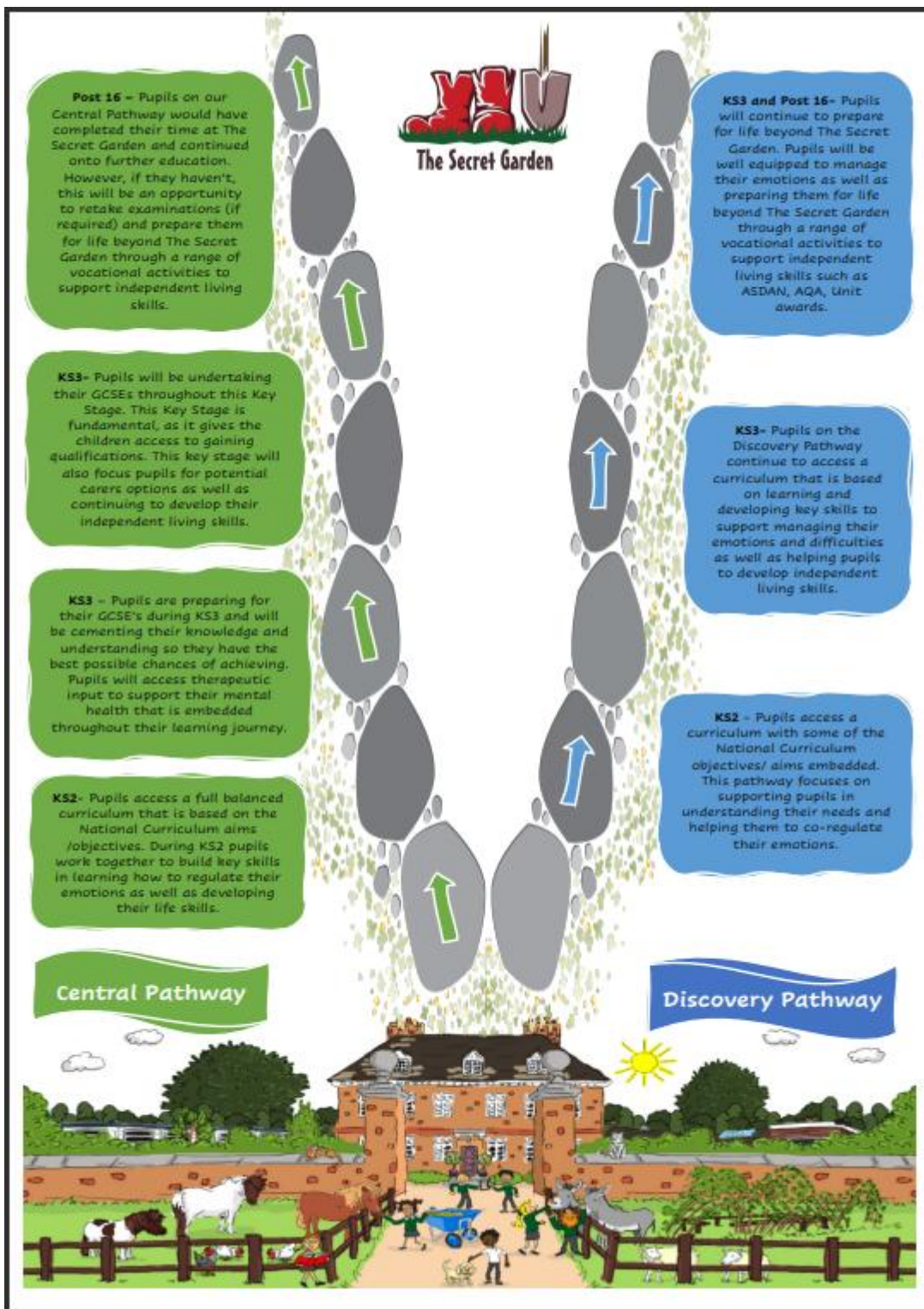
## 8. ASSOCIATED FORMS

None

## 9. APPENDICES

Curriculum model

Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   11
Linked to Policy Number:	OPSP11		



Document Number: TSG-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   12
Linked to Policy Number:	OPSP11		