

Local Procedure/Protocol

School/Home Name:	Avon Park School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
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Procedure/Protocol Lead:	Kerri Louca-Weston
Procedure/Protocol Sponsor:	Brin Kelleher – Regional Director

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.

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1. CONTEXT

- 1.1** Avon Park School is an independent special school and part of the Witherslack Group. pupils are aged 6 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Avon Park 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** Avon Park School benefits from outdoor space and two sites, separating Primary and Key-Stage Three from Key-Stage 4 and are less than 1.5 miles apart. Butlers Leap, the Key-Stage 4 site allows pupils to learn in an environment which supports their growth and maturity; preparing them for their next phase of education, learning or training. The school is a positive and happy place in which to learn and work and we make full use of each environment.
- Avon Park is well-resourced and has a comprehensive range of facilities including science laboratories, Design Technology workshops, a food technology and life-skills room, a motor vehicle workshop and construction workshop, music rooms and an authentic and well-equipped gym.
- Class sizes are deliberately small in order to ensure pupils feel well supported by highly-skilled staff team of education, pastoral, care and clinical staff.

2. VISION, AIMS AND INTENT

- 2.1** At Avon Park School we are fully committed to providing pupils with the highest quality educational experience, ensuring that they are given the best possible opportunity to succeed and be prepared for life beyond Key-Stage Four. The curriculum incorporates a multi-disciplinary approach to maximising every pupil's personal growth. Avon Park School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant which means the content of the curriculum will continue to evolve to reflect our pupils' interests, needs and aspirations so that they continue to be inspired, ensure pupils enjoy learning and follow a pathway linked to their next destination. The structure of the curriculum consists of three key foci which are consistent across every Key Stage. The delivery of these focus areas will be reflective of age, stage and SEN and contain carefully selected learning programmes. These three foci truly enable academic success, personal development and preparation for adulthood.
- The curriculum is our mechanism for giving every moment of school purpose and focus because it promotes the development of the whole child. As a result, it means that the curriculum is more than merely subjects being taught but is encapsulated in every moment of the school day creating endless opportunities to make a real difference and improve the quality of life for pupils and their families.
- The Academic Pathways element provides a broad and a balanced curriculum, focussing on the subject specific content that pupils will study across the key-stages. There is a mixture of National Curriculum subjects and a range of other programmes that we have identified as reflective of our pupils' needs, aspirations and parental hopes. The curriculum ensures every pupil has the opportunity to reach National Standards and achieve age-related qualifications at the end of Key-Stage Four.
- The **Personal Development** focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress. This

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particular area draws upon the expertise of a wide range of professionals in addition to teaching staff such as the clinical, safeguarding and pastoral team and external agencies.

Preparation for Adulthood builds the foundations for transitions across key-stages and preparation into and for adulthood so that pupils are given the best opportunity to maintain success beyond their time at Avon Park.

Avon Park pupils are encouraged to believe that nothing is out of reach and that if you dream of something and believe in yourself then you will have the ability to be able to achieve anything. Our school motto is Dream, Believe, Achieve.

We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care.

We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditations and experiences which will prepare them for the next chapter of their lives.

We aim to do this by:

Academic pathways:

- Inspiring pupils to develop a love of and for learning, experience success and achieve positive outcomes
- Helping pupils to remember what they learn and make progress in all subject areas
- Supporting pupils to be ready for the next stage of learning
- Ensuring every pupil has more than functional reading, writing, numeracy and computing skills and knowledge
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs, interests and aspirations

Personal Development:

- Supporting pupils to develop their independence
- Supporting pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling pupils to understand their rights and responsibilities and appropriately express their views
- Helping 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
- Develop the skills to build and maintain relationships
- Ensure our pupils are equipped to be successful beyond Avon Park
- Develop personal care skills
- Make progress towards their EHCPs

Preparation for Adulthood:

- Inspiring ambitious careers and knowledge of how to achieve this
- Providing our pupils with knowledge and experience of the workplace including roles within a range of industries.
- Providing the opportunity to develop and rehearse Power Skills in a range of contexts such as communication, creativity and Innovation, working independently, organisational skills, teamwork and data literacy which have been identified by industry as the key to successful employment.
- Ensuring pupils are ready for transition and life beyond our school
- Enabling our pupils to be ready for the next stage of learning, training and or employment
- Accessing and belonging to, contributing to and participating in a community safely
- Supporting our pupils to develop functional living skills and independence within their community
- Encouraging and supporting pupils to develop a positive perception of themselves and a sense of belonging
- Understand personal responsibility and respect.

2.2 Curriculum Model: Please See the Visual Curriculum in Appendix 1

3. ROLES AND RESPONSIBILITIES

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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 including those set out within the EHCP
- Subject curriculum leads provide support and advice for colleagues, and monitor progress in their subject area and contribute to professional development

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 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 curriculum 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.
- Recommendations, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood.
- Provide weekly meetings with class staff to provide clinical support and oversight for each class team through class link clinician meetings.
- Support the SHSIRA process and provide clinical support to the DSL as required.

Therapeutic Provision

An extensive on-site clinical teamwork work collaboratively comprising of Occupational Therapists, Psychologists, Speech and Language Therapists and Talk therapists work collaboratively with teachers and support staff to assess, observe and support children through a range of interventions including 1:1 and group work within our Wave model. This also includes training, report writing and attendance in key meetings within school.

Occupational Therapists support pupils and staff with interoception and regulation needs, environmental adaptations and equipment provisions to support children with optimal engagement.

Psychologists support pupils and staff with formulations and psychoeducation, as well as oversight of education engagement and risk management.

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Speech and Language therapists support pupils and staff where appropriate and can include provision such as (but not limited to) phonological awareness screening, vocabulary development and colourful semantics.

Talk Therapists support pupils and staff to work through life experiences or difficulties that they encounter, this can include bereavement, significant life events and managing change.

Pupils have access to on-site sensory areas and regulation spaces throughout the school day in order to support their self-regulation of emotions and behaviour.

3.4 Pastoral staff implement and develop Positive Behaviour Support to ensure that:

- Personalised programmes are data informed through analysis in order to reengage and support pupils through interventions, direct support reducing barriers and increasing opportunity for success; preventing further escalation of behaviours of concern.
- Pupils develop in confidence, develop self-management strategies and behaviours and stamina for learning working along class staff to develop the capable environment profile above the universal offer.
- Co-production with pupils and parents to contribute to the personalised programmes and school responses to need
- Co-production with external agencies to contribute to personalised programmes and school responses to need
- Bespoke support is planned for the diverse range of needs and experiences of pupils and dovetails with Education and Clinical Services

3.5 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

Our school timetable comprises of twenty-five teaching periods per week for each year group. Our small class sizes, with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical and pastoral support. It has been carefully designed to meet the individual needs of the existing cohort ensuring breadth of curriculum learning time whilst incorporating opportunity for daily reading, numeracy intervention, two assemblies and tutor times. Some pupils may have bespoke timetables that take account of strengths and areas of need.

Pupils learn our core subjects without compromise and include Maths, English, Science and PSHE giving pupils the very best opportunity to access our full curriculum, gain qualifications, have a greater understanding of self and others and be able to positively connect with their community.

Explore subjects (History, Geography, Religious Education, Computing and Health and Social Care) broaden the pupil's experience of the local community, Britain and the wider world. They enable the children to understand and explore the world.

Participate subjects: (PE, Music, Drama, Avon Park Life Skills Club, Sports Studies, Leadership programmes such as the Duke of Edinburgh and Skilled-Up programme). These subjects create opportunities to participate in a team and social groups and is vital for our pupils. Some of our pupils may have limited experiences of learning through play and play with others. Social encounters are a powerful vehicle for cultivating strengths, interests, a sense of self and belonging and understanding cause and effect. The pupils will participate in an array of experiences developing motor-skills, co-ordination, communication, resilience, problem-solving, self-confidence, performance skills and establish habits to stay active and healthy. Pupils will develop a

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positive attitude towards challenge and the skills nurtured into leadership skills. Opportunities for sporting events in school, between schools and through sporting associations will be available to pupils of all ages.

Creative subjects (Art, DT, Hospitality and Catering, Food and Nutrition Creative Media).

Pupils often have gaps in learning, social experiences and developmental delay and it is essential that there are opportunities to create, construct and nurture the development of imagination and creative skills. The collaborative and creative elements will enable pupils to develop organisational skills, understand the needs and feelings of others, express self, learn to use a range of and manipulate a range of materials. Pupils will implement the design process increasing their knowledge of materials, tools, processes to complete projects. 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 progression maps outline the key learning within each topic, vocabulary threads of learning within each discipline across each key-stage, year group and term. There is connectivity across the progression map and across the curriculum. Medium-term plans are used to ensure pupils cover the content for their key stage whilst personalising the plan based on the pupil's starting point to close any gaps in knowledge, so that 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 are 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
- Daily reading tasks
- Daily numeracy tasks
- EHCP target tasks
- Exploration of new vocabulary and ambiguous language
- Recall and retrieval tasks
- Activation of prior learning
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning such as -STEAM (Science Technology Engineering Art and Mathematics) days
- Residential experiences
- Educational trips
- Field work and studies
- Inter and Intra sports competitions and experience
- Experiences with or alongside colleges, Universities
- Encounters with employers
- Work-related learning
- Interdisciplinary approaches, using strategies from education, care and therapy
- Twice weekly assemblies aligned to SMSC and carefully planned themes
- Positive Behaviour Support
- Futures Programme
- Information, Advice and Guidance support
- Functional Skills programme
- Skilled-Up

For our pupils with significant and complex social, communication, attention, language and interaction needs additional approaches are used to deliver the curriculum. Personalised programmes are developed through

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a multi-disciplinary approach to identify strategies, based on an assessment of individual need to build memory and make connections. The approach includes:

- Sensory curriculum
- Smaller class group with high ratio of adults
- Increased clinical interventions
- Enhanced communication provision
- Access to the school curriculum

4.2 Key Stage 1 (Years 1-2)

Key Stage One pupils start their journey in designated primary classrooms and are taught most lesson by their class teacher. Specialists deliver Music and PE. Pupils access the National curriculum, with additional interventions offered as required. There is a focus on reading including the teaching of phonics using Read, Write Inc.

Pupils access: English, Maths, Science, PSHE and Functional Living Skills, Careers and Citizenship including Relationships and Health Education, Geography, History, Computing, Art & Design, Design Technology including Food Technology, Music, Physical Education, Religious Education days and experiences, STEAM days, Avon Park Life Skills Club, cultural opportunities.

Individual pupils and class-groups access therapeutic input as appropriate to their needs and curriculum demand. Some pupils may access the Sensory curriculum.

4.3 Key Stage 2 (Years 4 - 6)

Key Stage Two pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teacher. Primary pupils have specialist teaching for PE, Computing and Music. 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 the Freshstart or Read, Write, Inc. programme. There are additional reading programmes that can be used utilised.

Pupils access:

English, Maths, Science, PSHE and Functional Living Skills, Careers and Citizenship including Relationships and Health Education, Geography, History, Computing, Art & Design, Design Technology including Food Technology, Music, Physical Education, Religious Education days and experiences, STEAM days, Avon Park Life Skills Club, cultural opportunities, residential and encounters with employers.

Individual pupils and class-groups access clinical, therapeutic input as appropriate to their needs and curriculum demand. Some pupils may also access the sensory curriculum.

4.4 Key Stage 3 (Years 7 – 9)

In response to pupil experience and academic needs pupils at Key Stage Three can be taught in a static class for most subjects reducing the number of transitions and changes in staff whilst access to specialist teaching rooms and specialist teachers continue to be available. This model provides an opportunity to enhance the educational, pastoral and clinical provision and strategies within the group where need is likely to be more significant than the larger cohort. Other Key Stage Three pupils are taught by subject specialists and move from subject room to subject room. Interventions (clinical, pastoral and educational) are planned as required in order to close gaps in knowledge and skills and reduce barriers to learning in order to support pupils to make progress.

Pupils access:

English, Maths, Science, PSHE (including Functional Living Skills), Careers and Citizenship, Sex, Relationship and Health Education), Geography and History, Computing, Art & Design, Design Technology, Music, Food Technology, STEAM Days, Religious Studies days and experiences, Employer encounters, cultural opportunities and residential. Individual pupils access clinical, therapeutic input as appropriate to their needs. There are daily interventions and reading sessions.

4.5 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a suite of qualifications which include GCSE, vocational courses and functional skills qualifications. Staff aspire to ensure every pupil achieves GCSE qualifications. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PSHE including Skilled-Up (our employability programme), Citizenship and Relationships, Sex, Education and Personal and Social Development (PSD) and

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Physical Education. We work closely with the Witherslack Group Futures programme including encounters with employers and authentic work exposure and experience, STEAM days, opportunities to use their skills and knowledge in authentic, real-life situations, cultural opportunities and residential opportunities. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and include Construction, Health and Social Care, Sport Studies, Art, Food Technology and Nutrition, Hospitality and Catering, Design Technology, Creative Media, Geography, History, Drama and Computing. Pupils have access to the Duke of Edinburgh programme.

Key Stage 4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Please See Appendix 2 for the suite of qualifications on offer

4.6 Homework

At our School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, 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. There a selection of programmes pupils can use at home including MyMaths, Times Table Rockstars and Numbots, GCSE pod and Eden 51 and the MyOn library. All pupils are encouraged to read regularly at home. Key-Stage 4 pupils are also offered additional revision sessions in and out of school.

4.7 Reading

At our School, reading is integral to 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, on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges and celebrations.

4.8 Oracy

Oracy & Pupil Expression statement

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development and we have a robust strategy. 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 Avon Park 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.

Oracy will:

- 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/communication boards] 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.

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- 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.

4.9 Physical Education

All pupils access PE lessons at our School with physical well-being and healthy lifestyles 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 Sports Studies as an option subject at KS4 for those pupils who would like to pursue a related qualification.

Every pupil has two PE lessons a week. Where possible the PE curriculum is linked to inter and intra sporting competitions and experiences within the local and wider community.

4.10 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across 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).
4. Functional Living Skills - Independence in the Community, Independence in the Home, Independence in the Workplace and independent travel
5. Skilled-Up, our bespoke and innovative employability and enterprise programme
6. Numerous employer encounters and authentic experiences and is symbiotic with the Witherslack Group Futures Programme

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 and how to develop and maintain relationships.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. 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.

Pupils at upper Key-Stage 2, 3 and 4 have access to the Witherslack Group Futures programme and build a relationship with national employers.

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

At our School, SMSC and British Values are promoted in so much of what we do, not least during school 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 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.

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Our student council impacts and shapes our school through a democratically selected process providing representatives from class and/or key stages.

Reading Champions celebrate reading and the written word through mentoring, recommendations and book reports.

4.12 Handwriting

In line with Ofsted expectations and the DfE's The Writing Framework (2025), we recognise fluent, legible and automatic handwriting as a foundational skill. Writing depends on both transcription (handwriting and spelling) and composition. When transcription is not automatic, cognitive load increases and limits pupils' ability to communicate ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed and legibility so they can focus on planning, structuring and expressing their thinking.

Handwriting is explicitly taught in Key Stage 1 and Key Stage 2 and practised through a consistent, evidence-informed approach. In Key Stage 1 pupils receive short handwriting sessions, beginning with posture, grip and paper positioning before letter formation. In Key Stage 2, pupils have dedicated writing lessons four times a week. The teaching of writing follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina. At Avon Park, we use Oracy to support writing, giving pupils the chance to develop and use new vocabulary, explore ideas and consider responses without using pens. This helps reduce cognitive load with composition and enables them to improve fluency and speed. Dictation activities provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers.

Adaptations might include sensory-motor activities, specialist equipment and individualised support, with alternative recording methods used where appropriate. High expectations for handwriting are maintained across all subjects, supported by staff modelling.

4.13 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 Impact

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

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils are inspired for continual learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and Science and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Live healthy lifestyles and manage their wellbeing
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will manage and express their emotions in an appropriate manner
- 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 Power Skills transferrable to the workplace
- Pupils will have aspirations for the future

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- Pupils will have the knowledge and skills to be able to progress onto the next phase of learning, employment or training in line with their career aspirations
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities
- Pupils are able to access their community and the world safely and successfully and have a sense of belonging.

5.2 **Assessment**

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

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of 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.

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

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

To support high-quality teaching, learning and achievement for all pupils, the school uses Star Reading and Star Maths standardised assessments across Key Stages 1-4. These assessments provide reliable, age-standardised measures of attainment and progress, enabling staff to identify strengths, barriers to learning, and next steps in curriculum delivery. A key purpose of Star Reading and Star Maths assessments is their diagnostic capability. Assessment outcomes are analysed alongside classroom performance to identify precise areas of need and to inform targeted interventions.

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.

6. **CURRICULUM MODEL**

6.1 **Please see Appendix 1**

7. **REFERENCES**

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

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

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

[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk)

[Independent school standards guidance](#)

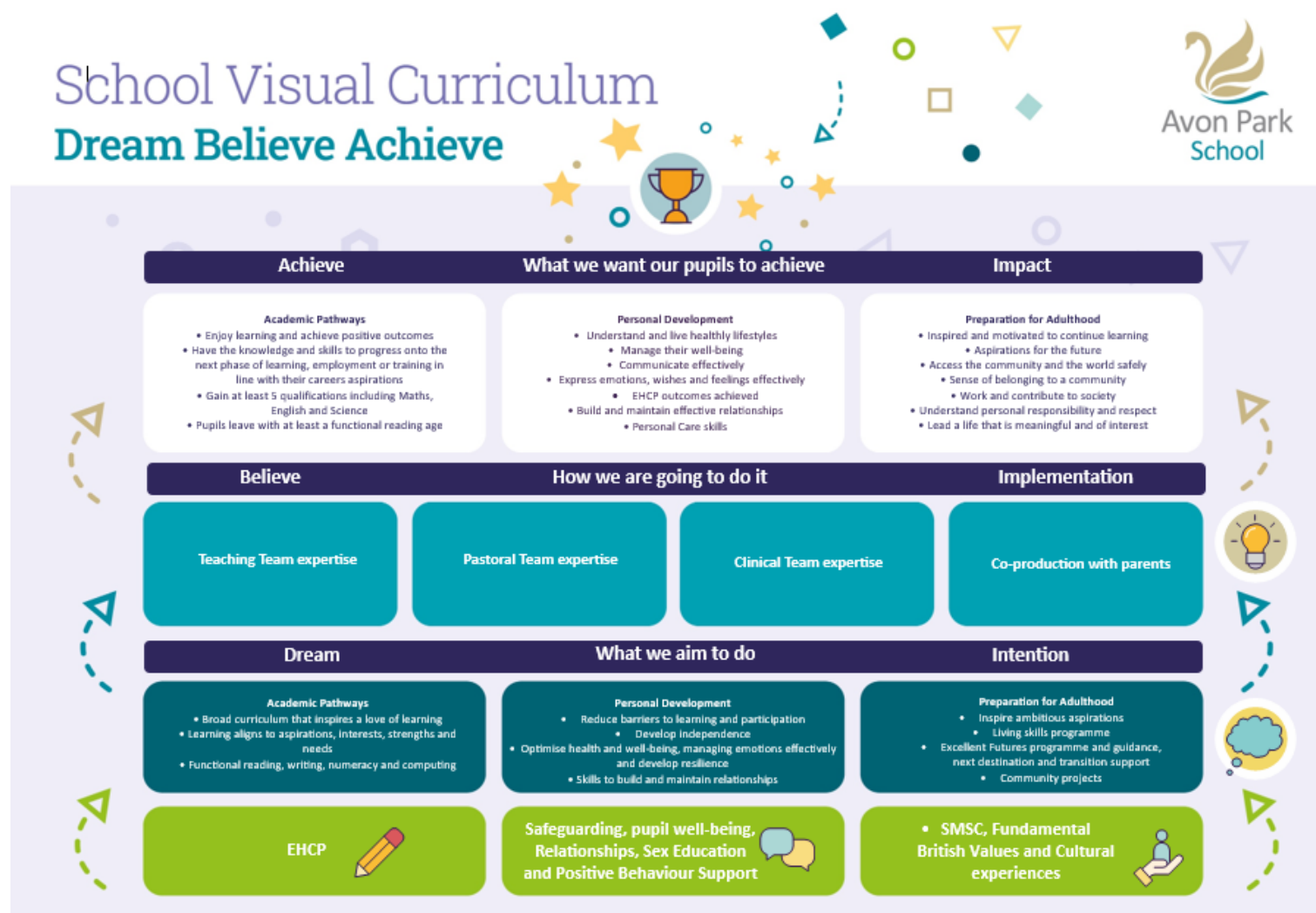
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8. ASSOCIATED FORMS
None

9. APPENDICES

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Appendix 1: Visual Curriculum Model



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Appendix 2: KS4 qualifications

Core	English	Functional Skills Pearson Level 1 and 2 GCSE AQA Language GCSE AQA Literature
	Maths	Functional Skills Pearson Level 1 and 2 GCSE Pearson Mathematics
	Science	Pearson BTEC Applied Science Level 1 and 2 GCSE AQA Combined Science: Synergy
	PSHE and RSE	Pearson BTEC Level 1 Certificate in Personal Growth & Wellbeing Pearson BTEC Health & Social Care
Create	Art	Eduqas Art and Design GCSE
	DT	Eduqas Art and 3D Design GCSE Pearson Level 1 in Design BTEC level 1 and 2 Construction
	Food Studies	Pearson BTEC Basic Cooking Skills Level 1 and 2 (Year 9) NCFE Food & Cookery Level 1 and 2 Food Hygiene & Safety Level 2 WJEC Food Preparation and Nutrition GCSE
Perform	Leadership	Duke of Edinburgh
	Drama	Eduqas GCSE Drama
	Skilled-Up	BTEC in work Skills
	Perform	Cambridge Nationals OCR Sports Studies Level 1 and Level 2
	Music	Rock School Certificate Level1/2 in: Performance/Composition/Technology
Explore	Geography	AQA GCSE Geography
	History	AQA GCSE History
	Computing	Pearson Computer Science Pearson BTEC Creative Media
	Health and Social Care	Pearson BTEC Health & Social Care

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