



Local Procedure/Protocol

School/Home Name:	Chilworth House School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
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Procedure/Protocol Lead:	Sophie Philp – Deputy Head Teacher
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.

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1. CONTEXT

- 1.1** Chilworth House School is an independent special school and part of the Witherslack Group. Our pupils are aged 6 - 11, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Chilworth House 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.

The intent of our curriculum is to offer a nurturing learning environment that provides social and emotional support alongside a targeted curriculum. We have high aspirations for our pupils and use our curriculum to respond to the children's evolving needs and remove their barriers to learning so that they are able to realise their potential.

Our safe and supporting environment allows our children to make progress beyond previous expectations, both socially and academically. We enable this by building strong relationships with pupils who have previously lost trust in adult role models and have become accepting of their own failure. We challenge our children to take risks in their learning in all areas of the curriculum, encouraging resilience and reinforcing successful experiences.

We want our children to succeed and leave Chilworth House School with the skills and knowledge needed to have a positive impact on their lives and their community. To this end we focus on developing social skills, supporting them to become literate and numerate, develop their creativity and curiosity about the world and its history, instil values to equip them for life in modern Britain, and promote their health and wellbeing. We want them to be the best version of who they can be and our staff are ambitious in delivering this end goal.

- 1.2** Our School benefits from fantastic grounds within a stunning rural location. This contributes to making school a positive and happy place in which to learn and work and we make full use of the environment. Class sizes are deliberately small in order to ensure pupils feel well supported by highly-skilled staff team of education, pastoral, 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. Chilworth House School provides a curriculum that is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with experiences that will prepare them for the next stage of education and ultimately enable them to be positive contributors to society. 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

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- Encouraging our pupils to raise their career aspirations
- 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 Chilworth House 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
- 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 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

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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

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, Therapist, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress. Occasionally, we use short term individualisations of our timetable to enable pupils feel secure in their environment and engage positively in their learning.

We motivate and engage our children by offering a curriculum that is flexible to their needs and takes into account their strengths, difficulties and interests. 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 literacy/communication, social skills, Children's University, 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

4.2 Key Stages 1 and 2 (Years 1 - 6)

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 the Read, Write, Inc. programme.

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Pupils access:

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

4.3 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. All pupils are engaged to read regularly at home.

4.4 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.

4.5 Oracy

Oracy 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 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 Chilworth House 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.*

4.6 Therapeutic Provision

on-site clinical teamwork 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

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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.

4.7 Physical Education

All pupils access PE lessons at our 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.

4.8 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).

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.

4.9 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 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.

4.10 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

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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 will have identified possible career pathways in line with their strengths and interests
- 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 approach to inform the next steps for pupils and to monitor the wider impact of the 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 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.

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.

6. **CURRICULUM MODEL**

6.1 **Maths and literacy skills:**

Our daily English and Maths lessons are taught in line with the National Curriculum to ensure that key skills are built upon progressively throughout the Early years and Primary Key Stages. Knowing our children and their needs means that we have a range of successful strategies that support the key skills of English and Maths, including Read Write Inc (RWI), Indirect Dyslexic Learning (IDL), Hamilton maths, Precision teaching and daily reading and writing practice. Children who we recognise as having the potential to work above age related are inspired to achieve this through additional support, differentiated expectations and targeted interventions. We have recently reviewed our curriculum in these core areas to ensure that it is bespoke to the ever-changing needs of our cohort. We have embedded the use of the Read to Write programme as we feel that it promotes access to a wide range of quality texts and gives a logical purpose

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for writing which enables us to introduce and develop key skills in writing. We also see that it complements our reading strategy through the high quality and diverse texts that are used. We recognise that reading is essential in developing pupils cognitive ability and confidence both in writing and the wider curriculum. , we ensure a robust approach which utilises RWINC phonics and spelling. In Maths, we have personalised the Hamilton Maths scheme to ensure that core units are regularly revisited across the year, allowing our pupils to practice and retain their knowledge of key skills, thus enabling their ability to apply these across the curriculum. We recognise though assessment of our pupils' needs that their understanding of spatial awareness contributes to their ability to solve problems and think logically. Therefore, we have included focus time for this in our daily timetable.

Relationships

Everyone is equally important in our school and our positive behaviour support, restorative practice and therapeutic approach ensures that relationships are developed and nurtured to the highest level. Our keyworker sessions allow children time and space to be themselves and facilitate continual access to the rest of the curriculum. By the time children leave our setting, they have developed trusting and caring relationships which will impact on the next stages of their life. Relationship building is a key strength at Chilworth House School and is the starting point for learning with our children, creating a climate of mutual respect and trust based upon shared values across the school community.

We celebrate positive values at Chilworth house school, focusing on a termly themes delivered through assemblies and in class sessions which celebrate our core values. We promote our school values, as a school philosophy that scaffolds how our children and staff can be the very best version of themselves possible by choosing to be positive, take responsibility for their actions and act kindly towards others. In doing so they learn the intrinsic value of positivity which further boosts their self-esteem, resilience and identity of self. This is best exemplified by our inclusion of the Children's University which promotes engagement in new experiences, encourages resilience and success and ultimately sets our children on a path of lifelong learning.

Physical development

At our school, we believe that a healthy body supports a healthy mind. Weekly PE lessons and enrichment activities enable our pupils to develop physical fitness, their balance and co-ordination as well as competition and team working skills. Our onsite catering facilities means that children are provided with a freshly prepared healthy breakfast and lunch each day at school as well as a classroom snack box and taxi snack for the end of the school day. This improves their concentration, learning and behaviour whilst at school giving them greater access to the curriculum. As a result, they learn about the importance of a healthy diet and experience the impact first hand. Our fantastic outdoor facilities offers access to vital gross and fine motor skills practice which supports their posture, coordination and writing skills. We also offer both onsite and offsite enrichment activities such as Swimming, Forest schools, Horticulture, Boxing, Cricket, Football and Computing as well as opportunities to compete against other schools.

Creativity

We understand that a key element in developing our pupils understanding of themselves is to develop opportunities for them to express themselves. Due to this we provide creative learning linked to a rolling programme of cross curricular topics. This will encompass Art, Design and Technology, Music, and dance and drama activities which allow pupils to develop key skills and become more confident learners. We enrich this area of the curriculum through weekly club activities and enrichment afternoons. Every year, children are encouraged to take part in performances to parents, showcase the creative activities they are proud of and take part in whole school competitions which utilise these skills. Weekly music lessons are led by an external instructor and lunchtime music clubs such as keyboard and guitar lessons. By giving children the exposure to creative activities, we are enriching their experiences and offering new hobbies and talents to be exposed.

Knowledge of the World

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Through our wide and varied cross curricular topics which are reviewed annually, children have the time to apply the skills that have been taught in their English and Maths sessions to this area of the Curriculum. Within our topics, children are given the time to revisit and build upon concepts and skills throughout the key stages.

We provide a high-quality science education that provides the foundations for understanding the world through biology, chemistry and physics. All children are taught essential aspects of knowledge, skills, processes and uses of science. They build up knowledge and skills that help them understand and answer questions about the world around them. Children today live in a constantly dynamic and evolving computing world which we prepare them for. Children who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future. Delivering high quality Science, Technology, engineering and Maths (STEM) education helps prepare our children for their future in the workplace.

As part of developing pupils understanding of themselves, it is essential for them to learn about their local community, life in modern Britain and compare and contrast this with developing their knowledge about life in other countries. Through our long term plan we provide termly Geography topics which develop in progression to support their understanding in this area. We encourage children to develop their sense of identity through exploring the History of our country and by learning about key historical periods in our own and other countries. We inspire them to be curious about the past and develop enquiry skills so that they can develop new knowledge and compare this to modern life.

At Chilworth religious education is important to develop our children's knowledge and understanding of the religions and beliefs which form part of the society we live in, thus reinforcing the moral codes of society. By taking part in religious education it provokes challenging questions about the ultimate meaning and purpose of life.

Each academic year we encourage children to develop a deeper understanding of democracy and British Values. We have a school council that has a direct impact on what provision is put in place and ideas that develop and expand upon the curriculum we provide for them. An annual election of a Head and Deputy Head pupil requires our children to write manifestos, make speeches during assembly before a final vote is held. This promotes important speaking and listening skills alongside reading and writing practice which our children often find challenging.

Social and life skills

At Chilworth House School, we support children to communicate with their peers and adults on a daily basis, role modelling and scaffolding expectations. Weekly social skills sessions are key to this and take place in every class, as well as additional small group nurture interventions.

Children are supported through motivational reward systems that are individualised and agreed in class groups. This has a positive impact on behaviour for learning and reinforces socially expected behaviours. Through our school values and PSHE curriculum, we teach our children the important interpersonal skills for positive, safe relationships and friendships. We facilitate this through our teaching, guidance and role modelling. We provide opportunities for social interaction and engagement in the development of life and social skills, especially during 'non-structured' times such as break, lunchtime, enrichment activities and transitions. These interactions develop skills for communication, relationship building, problem solving and working with others. Our children are encouraged to be ambitious. We provide a high quality of education for all of our children which take into account individual protected characteristics. We give them the chance to experience different job roles and also invite guests to our school to talk about different career choices. This gives our children ideas and dreams of what they may want to be later in life.

7. REFERENCES

8. ASSOCIATED FORMS

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9. APPENDICES

1) Vision Statement

At Chilworth House School we want everyone to be the best version of themselves and realise their potential.

We believe our community should be a place where everyone is treated with respect, people always act with kindness, and independence is encouraged and celebrated.

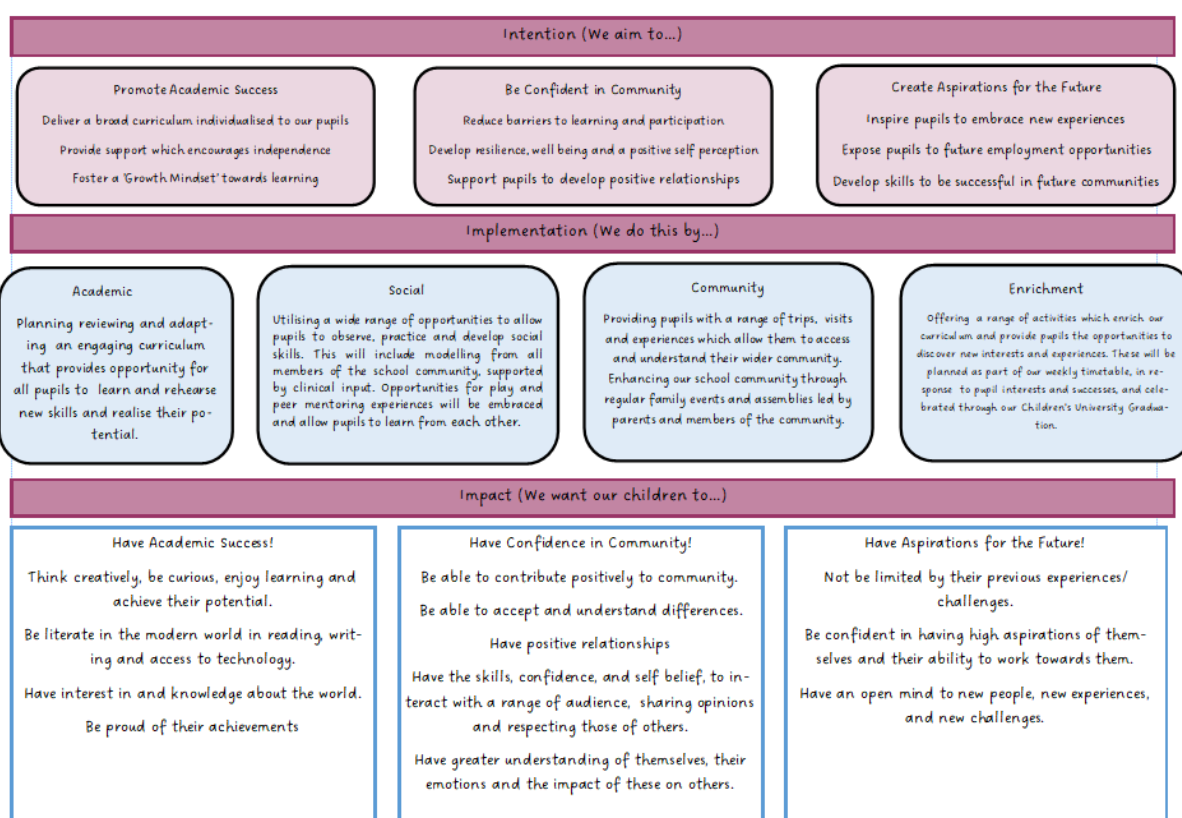
Our Community Pledge:

In our community we will help you learn.

In our community we will celebrate your success.

In our community we will challenge you to be the best you can be.

2) Chilworth House intention, implementation and impact overview



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