

Local Procedure/Protocol

School/Home Name:	Millcourt School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2025
Next Update Due:	July 2026
Procedure/Protocol Lead:	Jonathan Payne
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** Located in Shelf, West Yorkshire, Millcourt School is an independent specialist day school and part of the Witherslack Group. We provide holistic education for a diverse group of pupils aged between 9 and 16, who have a range of neurodiversity needs and the associated behaviours.

Pupils at Millcourt School all have an Education, Health and Care Plan (EHCP), and come to us from a range of previous settings. Some pupils have had negative prior experiences of education, and the majority are working below age-related expectations at the point of admission.

- 1.2** Millcourt School is well-resourced and benefits from superb facilities including specialist teaching areas for Computing, Design Technology/Construction, Science and Food Technology. We also have designated therapeutic and safe spaces for pupils to access as needed. We have small class sizes, with a high staff ratio, ensuring all pupils benefit from our education, pastoral and clinical expertise.

At Millcourt School, our skilled and experienced staff team are committed to providing pupils with a range of experiences so that they can enjoy learning, build on their many strengths and ultimately reach their potential. Our approach is always pupil-centred, underpinned by our key values of:

School Vision & Values

At Millcourt School we prepare our pupils to maximise their individual potential through the promotion and drive of our values of:

Respect

Resilience

/

Independence

We believe that by developing Respectful, Resilient and Independent young people it will empower them to meet the challenges of not only their education whilst at Millcourt, but work and life in a rapidly changing world.

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2. VISION, AIMS AND INTENT

2.1 Our curriculum is based on the National Curriculum; it is broad, balanced, engaging and more importantly relevant to our pupils' needs and interests. We build our curriculum around our pupils to promote engagement and a will and want to learn. Our curriculum is updated and evolves to match needs, interests and ambitions of our changing cohort.

The intent of the curriculum at Millcourt School is to:

- Inspire pupils to enjoy and engage with a range of learning experiences.
- Support pupils to remember what they learn, accelerate their progress and achieve their individual EHCP targets.
- Quickly address the educational gap created through previous school experiences.
- Encourage pupils to develop a love of reading and ensure all pupils leave able to read well.
- Encourage pupils to be ambitious, enabling them to acquire knowledge and subject specific skills that will enable the appropriate level of qualifications which will open doors to further education, employment or training.
- Support pupils to have a growth mind-set, feel good about themselves and take pride in their personal achievements.
- Develop resilience in overcoming challenges educationally and the wider context of life.
- Help pupils to develop positive relationships and respect for others, including those who are different to themselves.
- Support pupils to be independent learners and thus arm them with the skills to be self-reliant in their future life.
- Support pupils to develop their own positive coping strategies and ensure they know how to keep themselves safe and well.

Curriculum Design

- Pupils regularly start at Millcourt at different points in the academic year and at different levels, with gaps in learning, skills and having had varying experiences of education, many of them negative. Our curriculum ensures that pupils are given exposure to skills that progressively link at repeated points throughout their school careers; this enables them to build on previous learning, close learning gaps and acquire the relevant skills and knowledge for accessing accreditations. This repetition and application of skills and knowledge in a variety of contexts and areas allows our learners to make connections so that they can do more and remember more. The skills allow pupil to access knowledge. This prepares pupils for life after their time at school by ensuring that their skills and knowledge are developed and built on at each stage of their education, to give the best chance of success after leaving Millcourt. By using regular assessments and ITAC (Individual Team around the Child) meetings, staff can support pupil's ambitions, meet their individual needs and ensure the correct support is put in place. The choice of qualifications at Millcourt School is tailored to meet the needs of our pupils, ranging from GCSE's, functional skills, entry level and vocational qualifications, thus ensuring pupils have a range of level 1 and level 2 accreditation opportunities.

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

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- 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.

3.4 All staff ensure that:

- High expectations are always maintained for pupils and themselves
- 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 has 28 teaching periods per week for each year group, with 2 lessons designated for end of week reward. Small class sizes aid effective implementation of the curriculum, along with targeted support from our clinical team. Pupils all have their own class 'base' with a designated 'base teacher'. This base provides the safety and security pupils need in being able to be ready to access their education. All classes receive a curriculum appropriate to their Key Stage. We ensure that all pupils in get teaching input from subject specialists in English, Maths and Science in KS3. KS2 and specific nurture curriculums are delivered by primary specialists. Some pupils may have bespoke timetables or access individual interventions in order to close gaps in knowledge and skills, and to support progress. Personalised schemes of work ensure pupils cover the appropriate content and skills for their key stage so that they are all prepared for the following key stage and transition.

At each Key Stage, our teachers expertly utilise a variety of strategies, approaches and experiences which help pupils to remember what they learn. A range of specific approaches are used to implement and deliver the curriculum, such as:

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- Learning outside of the classroom and personal development activities (including Woodland/Forest Skills, Well-Being/Nature/Creative activities and social communication/life skills)
- Real-world and functional activities
- Interactive activities and games
- Revisiting and recall tasks to embed skills and knowledge
- Exploration of new vocabulary and ambiguous language
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Collaborative and independent learning
- Preparation for adulthood

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 the Read, Write, Inc. programme.

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 Key Stage 3 (Years 7 – 9)

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

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. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), alongside Personal Development and Enrichment opportunities. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations, and these include, but not exclusively; Home Cooking skills, PE/Sport, Art & Design, Photography, Computing, History. In addition to this, we will source Alternative Provision for pupils who have a specific career aspiration that we cannot cater for on-site, such as Mechanics and Construction, if appropriate. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Key Stage 5 (Years 12 – 14)

Currently the school does not have any KS5 pupils. However, based the DfE's 16-19 study programmes, we would provide our sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below is provided to each pupil:

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

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

4.6 **Homework**

At Millcourt School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs, in conjunction with home. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.7 **Reading**

At Millcourt School, we are determined that every pupil will develop a love of reading and achieve reading fluency. We have a separate reading strategy in place to achieve this. Reading for pleasure is promoted and teaching of phonics is provided to pupils who are developing their early reading skills. Reading interventions are provided where these are needed for individual pupils to 'close gaps' and development of reading and vocabulary is promoted in all subjects. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate.

At Millcourt School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided, when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.8 **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 Millcourt.

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 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.

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- 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.

4.9 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a therapeutic curriculum which complements our Positive Behaviour Support (PBS) ethos. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets, including those on EHCPs. Pupils have access to therapeutic and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered therapeutic sessions, as appropriate to their needs.

4.10 Physical Education

All pupils have at least 1 lesson of PE per week and at Key Stage 4, pupils can opt to study a qualification in PE/if they wish. Pupils have the opportunity to learn about the importance of physical activity on physical and mental well-being and the importance of a healthy lifestyle. All activities, both off and on-site, are carefully risk assessed. The majority of lessons are delivered on-site, however we access local community spaces, for activities such as swimming were appropriate.

4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Millcourt 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.

Preparing for adulthood is an important part of our curriculum and this includes careers education and work-related learning. We undertake an annual appropriate careers audit using the Gatsby Benchmarks and we have a robust action plan in place. Pupils learn about a variety of careers across the curriculum and how they are linked to a particular subject. As they move through the school, pupils gain a greater understanding about how specific subject skills prepare them for working life. Pupils from Year 7-11 will have access to employers, local businesses and FE providers, with appropriate accredited courses offered for our older pupils. Pupils have the opportunity for individual and impartial careers guidance interviews with an independent careers advisor (C & K Careers) who comes into school regularly.

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

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

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promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

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

4.13 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 will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 Assessment

We use assessment as a key part of 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 assessment system, known as Solar.

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.

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

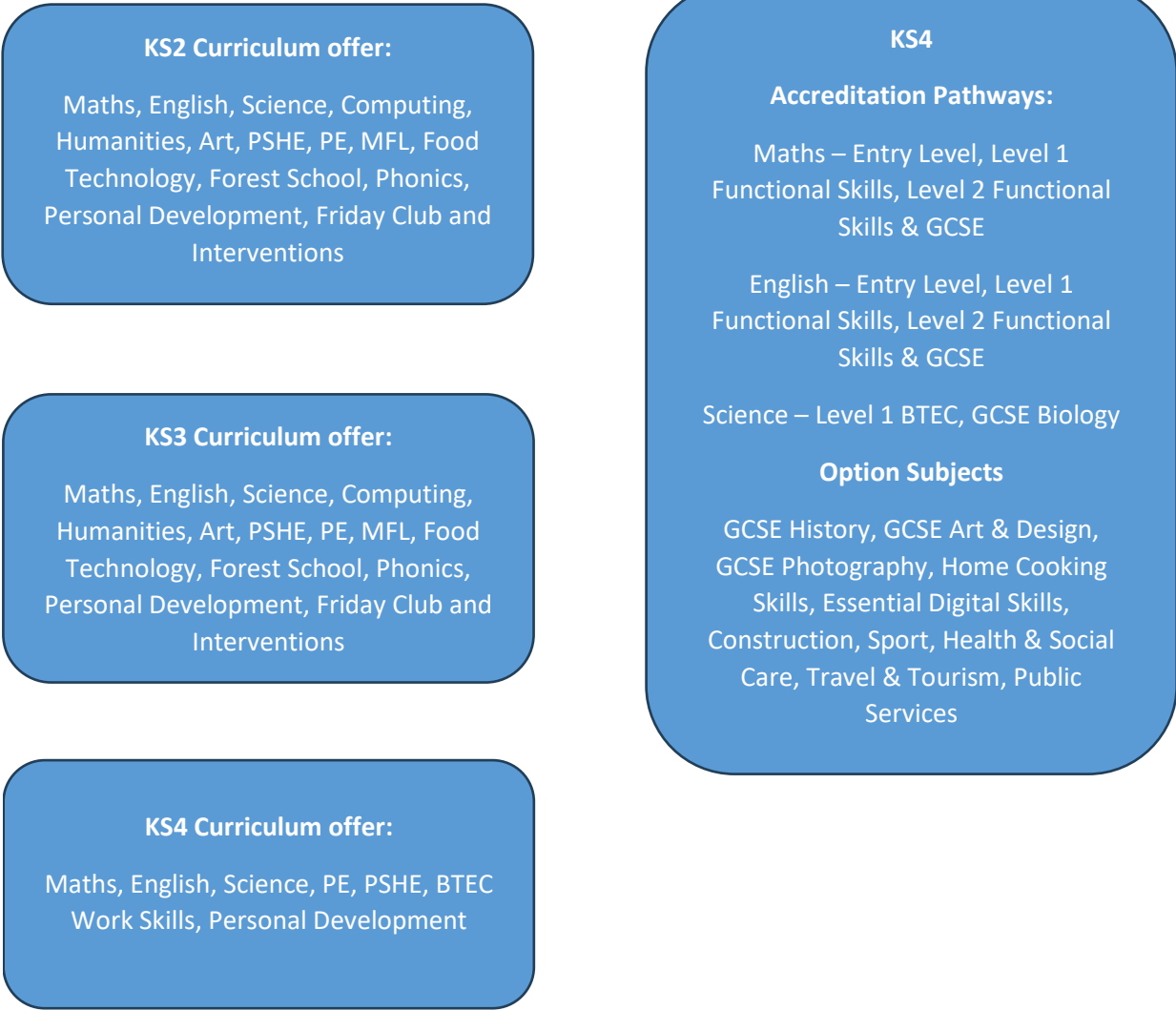
Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 **Monitoring**

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

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

6. **CURRICULUM MODEL**
6.1



7. **REFERENCES**

8. **ASSOCIATED FORMS**

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9. APPENDICES

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