



## Local Procedure/Protocol

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| <b>School/Home Name:</b>                        | Hall Cliffe School                     |
| <b>Local Procedure/Protocol Title:</b>          | Curriculum Protocol and Procedures     |
| <b>Linked to Group Policy Title &amp; Code:</b> | Curriculum Policy                      |
| <b>Date Reviewed:</b>                           | July 2026                              |
| <b>Next Update Due:</b>                         | July 2027                              |
| <b>Procedure/Protocol Lead:</b>                 | Ailsa Stainthorpe – Deputy Headteacher |
| <b>Procedure/Protocol Sponsor:</b>              | 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 Our School is an independent special school and part of the Witherslack Group. Pupils are aged 8 to 17, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend our school have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.
- 1.2 Our school operates across two campuses. Key Stage 2 and 3 are located in Horbury, within a beautiful historic building that boasts a variety of facilities, including a cooking room, media room, science laboratories, and several specialised therapy suites. Our Key Stage 4 site is situated in Grange Moor, where, in addition to traditional classrooms, we have a fully operational salon, a motor vehicle garage, a construction workshop, and science laboratories, among other amenities. We intentionally maintain small class sizes to ensure that pupils receive ample support from our highly skilled team of educational, pastoral, care, and therapy staff.

### 2. VISION, AIMS AND INTENT

- 2.1 At Hall Cliffe School, we are committed to providing a holistic curriculum that nurtures the personal, social, and academic development of every pupil. Our curriculum is designed not only to support young people in fulfilling their academic potential but also to equip them with the essential skills and knowledge they need to thrive in their future careers and contribute positively to society.

We strive to achieve this by:

- Inspiring pupils to cultivate a love for learning, experience success, and attain positive outcomes.
- Assisting pupils in retaining knowledge and making progress across all subject areas.
- Preparing pupils for the next stage of their education.
- Ensuring that every pupil becomes a proficient reader.
- Enabling pupils to earn qualifications and accreditations that reflect their strengths, needs, and interests.
- Encouraging pupils to elevate their career aspirations.
- Providing pupils with insights and experiences related to the workplace.
- Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership, and entrepreneurship.
- Supporting pupils in fostering their independence.
- Ensuring pupils are prepared for transitions and life beyond our school.
- Encouraging pupils to cultivate a positive self-image and a sense of belonging.
- Supporting pupils in optimising their health and well-being, managing their emotions effectively, and building resilience.
- Helping pupils understand their rights and responsibilities while appropriately expressing their views.

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- Assisting pupils in developing spiritual, moral, social, and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British values, and protected characteristics.
- Promote a lifelong love of reading among all pupils, ensuring they receive targeted support in reading, writing, and phonics to help them succeed throughout their school journey and beyond.

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

#### **3.1 *Leaders at our school ensure that:***

- Staff members are actively engaged in decision-making processes concerning the vision, intent, and development of the curriculum.
- Regular monitoring activities are conducted to guarantee that the curriculum is progressive and suitable, allowing all pupils to achieve positive outcomes.
- All teaching staff meet their roles and responsibilities, which include high-quality planning and teaching methods, regular assessments, and consistent application of the established school policies and procedures.
- Teachers are given opportunities to maintain strong subject knowledge and effective pedagogy as needed, while the entire staff team remains skilled in addressing the needs of pupils.
- Parents and carers receive consistent communication from staff, including updates on the curriculum and school strategies, as well as information about their child's progress and next steps.

#### **3.2 *The teaching staff at our School ensure that:***

- The curriculum is thoughtfully planned and delivered to help pupils develop their skills, knowledge, and vocabulary, enabling them to know more, remember more, and prepare for their adult lives.
- The curriculum is tailored to meet the individual needs of each pupil, taking into consideration the outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), Personal Education Plans (PEPs), and other essential documents.
- A variety of teaching and differentiation strategies are employed to ensure that all pupils are challenged and can progress at their own pace.
- Pupils are provided with opportunities to engage in safely planned activities outside of the traditional classroom setting.
- Pupils are aware of their next steps in learning and how to achieve them, with opportunities to discuss their own educational progress.
- Parents and carers receive high-quality reports that reflect their children's learning experiences and outline how they will be supported in their progression.
- Assessment procedures are utilised to enhance the learning and development of pupils, including identifying gaps in knowledge and determining next steps.
- Subject coordinators offer support and guidance to colleagues while monitoring progress within their specific subject areas.

#### **3.3 *Clinical staff ensure that:***

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

#### **3.4 *All staff ensure that:***

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community

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- 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 consists of thirty teaching periods each week for every year group. The small class sizes, combined with a high staff-to-pupil ratio, facilitate effective curriculum implementation. This is further enhanced by specialised support from our Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist, and Clinical Psychologist. Most pupils in Key Stage 4 are instructed by subject specialists, while some may follow bespoke timetables tailored to their specific strengths and needs. Individual interventions are planned as necessary to address gaps in knowledge and skills, ensuring that pupils can make progress.

Our timetable is thoughtfully designed to cater to the unique needs of the current cohort. It includes careful planning to minimise transitions and provides ample opportunities to support sensory, social communication, and mental health needs. As a result, initiatives such as Emotional Check-In, Clinical Interventions, and Life Skills have been integrated into the curriculum.

Through high-quality instruction in knowledge, skills, and vocabulary across both core and foundation subjects, all pupils are encouraged to achieve optimal outcomes and make progress throughout all Key Stages. Detailed schemes of work ensure that pupils cover the necessary content for their key stage and address any knowledge gaps, preparing them for subsequent key stages and transitions. The delivery of key focus areas related to learning, work, and life is aligned with pupils' age and developmental stage, incorporating carefully selected learning experiences based on individual needs. A variety of specific approaches are employed to implement and deliver the curriculum, including:

- Learning outside of the classroom and personal development activities
- Interdisciplinary strategies that integrate education, care, and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and complex language
- Recall tasks
- Worksheets, workbooks, and extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning, and scaffolding
- Inquiry-based and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Planned opportunities to catch up on core concepts from missed work

### 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. Fresh Start programme.

Pupils access:

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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 and extended writing. Pupils requiring targeted support in phonics, reading, and writing will continue their literacy development through the Read Write Inc. Fresh Start programme. The majority of pupils are taught by specialist teachers for core subjects as well as P.E, DT and Art and Design.

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, Enrichment, Outdoor Ed/ Forest School and a carousel of vocational sessions at the Grange Moor site on a half termly basis. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### **4.4 Key Stage 4 (Years 10 – 11)**

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'Key Stage 4 Programme of Study' subjects to cater to their individual interests and career aspirations and these include Motor Vehicle Engineering, Construction, Catering, and Skills Passport. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs. Pupils requiring targeted support in phonics, reading, and writing will continue their literacy development through the Read Write Inc. Fresh Start programme.

#### **4.5 Key Stage 5 (Years 12 – 13)**

At Key Stage 5, any young people facing difficulties in securing post-16 placements will receive support at the Grange Moor site in collaboration with the Futures Team. This assistance aims to facilitate a successful transition to a local post-16 placement. Additionally, GCSE resits will be provided for any young people where appropriate.

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

#### **4.6 Homework**

At our school, teachers offer opportunities for extended learning and homework when it aligns with a pupil's individual needs and educational development. All pupils are actively encouraged and supported to engage in regular reading at home as part of our commitment to fostering a lifelong love of literacy.

To further enhance their literacy skills, pupils are provided with a range of supplementary resources throughout the academic year. These include age-appropriate reading materials, structured phonics programmes, and opportunities for extended writing. Notably, pupils are invited to participate in creative writing competitions during the summer holidays, promoting continued engagement and enrichment beyond the classroom.

#### **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

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pupil's individual needs. Reading skills are explicitly taught during English lessons, integrated across the wider curriculum, and further reinforced during form time through ERIC sessions (Everyone Reads In Class). 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 through the Accelerated Reader programme.

## 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 Hall Cliffe 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.*

## 4.9 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' and PACE in the curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

## 4.10 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. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

## 4.11 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:

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

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

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

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

#### 4.12 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 can limit pupils' ability to communicate their ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed, legibility and stamina so that they can focus more effectively on planning, structuring and expressing their thinking.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach. Pupils receive short, focused handwriting sessions where required, beginning with posture, pencil grip and paper positioning before progressing to letter formation. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, appropriate sizing and spacing, legibility, speed and writing stamina. Dictation activities also provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers.

As part of our whole-school approach to writing, all pupils participate in a dedicated Writing and Presentation Skills session once a week during form time. These sessions provide regular opportunities to develop and consolidate handwriting, presentation, transcription and written communication skills. The focus of these sessions is informed by our Occupational Therapists, ensuring that approaches reflect pupils' sensory, physical and fine-motor needs and that staff are equipped with practical strategies to support individual pupils. This creates a consistent approach to handwriting and presentation across the school rather than handwriting being viewed solely as the responsibility of English lessons.

Adaptations may include sensory-motor activities, specialist writing equipment, adapted seating or positioning, alternative paper and writing tools, and individualised support. Where handwriting presents a significant barrier, alternative methods of recording may be used appropriately while continuing to provide opportunities to develop transcription skills in line with the pupil's individual needs and EHCP outcomes.

#### 4.13 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

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

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

At 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 on Arbor.

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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 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 routine monitoring processes ensure that the curriculum remains progressive, inclusive, and aligned with high standards, supporting all pupils in achieving positive outcomes. These processes include planning reviews, work scrutiny, lesson observations, pupil and parent/career voice, and learning walks, conducted by senior leaders and subject coordinators.

This local protocol will be reviewed annually to ensure it continues to reflect best practice and remains fully aligned with the requirements of the Witherslack Group Curriculum Policy.

## 6. **CURRICULUM MODEL**

### 6.1 *Curriculum Model*

A place to belong, a space to thrive, a future to achieve.

At Hall Cliffe School, our curriculum is designed around the individual needs, strengths, starting points and aspirations of our pupils. We recognise that pupils arrive with a wide range of educational experiences and additional needs; therefore, our curriculum combines high ambition with appropriate personalisation and adaptation.

Our curriculum is broad, balanced, inclusive and ambitious and is designed to provide pupils with the knowledge, skills, qualifications and experiences they need to make meaningful progress and prepare successfully for their next stage of education and adulthood. Pupils' wellbeing, safety, sense of belonging and readiness to learn are central to our approach.

Positive relationships underpin our curriculum. We believe pupils are more able to engage, learn and achieve when they feel safe, understood and valued. Through predictable routines, high-quality teaching, appropriate adaptations and a detailed understanding of individual needs and EHCP outcomes, we seek to remove barriers while maintaining high expectations for every pupil.

#### ***Our Curriculum Model***

The Hall Cliffe curriculum places the whole child at its centre and is built around five interconnected areas:

- Academic Learning – providing a broad and appropriately sequenced curriculum that develops knowledge, skills and understanding and works towards clearly identified end points.
- Literacy, Communication and Numeracy – ensuring reading, writing, oracy, communication and numeracy are developed across the whole curriculum.
- Personal Development and Wellbeing – developing confidence, resilience, self-regulation, positive relationships, safety awareness and the skills pupils need to participate positively in their communities.

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- Therapeutic and SEN-Informed Provision – using EHCP outcomes and working collaboratively with the wider multidisciplinary team, including Occupational Therapy and Speech and Language Therapy, to identify and remove barriers to learning.
- Preparation for Adulthood – developing independence, life skills, careers awareness, employability and meaningful pathways towards further education, training and employment.

Our curriculum evolves as pupils progress through Hall Cliffe. KS2 focuses on building strong foundations, engagement, core knowledge and positive learning behaviours. KS3 develops subject knowledge, skills and increasing independence, while KS4 provides increasingly personalised academic and vocational pathways, qualifications, careers education and preparation for adulthood.

### ***A Whole-School Approach to Literacy***

Literacy is fundamental to pupils' ability to access the curriculum and is therefore a whole-school responsibility. Reading, writing and oracy are interconnected priorities and are reinforced across all curriculum subjects.

All pupils engage in ERIC (Everyone Reading in Class) twice each week, providing protected opportunities to develop reading fluency, confidence, comprehension and enjoyment. Pupils requiring additional support access a comprehensive early reading programme, informed by assessment and individual starting points. Targeted provision includes phonics and Read Write Inc. Fresh Start, with progress regularly reviewed to ensure intervention remains appropriate to individual need.

All pupils also participate in a weekly Writing and Presentation Skills session during form time. These sessions develop handwriting, fine-motor skills, transcription, spelling, presentation and written communication and are informed by Occupational Therapy. Oracy and communication are promoted throughout the curriculum, with strategies informed by Speech and Language Therapy where appropriate.

### ***Teaching, Learning and Assessment***

High-quality teaching is at the heart of our curriculum. Teachers use their knowledge of individual pupils, assessment information and EHCP outcomes to adapt teaching and remove barriers while maintaining appropriate challenge and ambition.

Learning should be purposeful, active and engaging, providing opportunities for pupils to discuss, investigate, practise, create, problem-solve and apply their knowledge across different contexts.

Assessment is used to establish pupils' starting points, identify gaps in knowledge, inform teaching and intervention, and evaluate progress over time. Baseline, formative and summative assessment, alongside professional judgement, pupil work, observations and pupil voice, provide a holistic understanding of progress.

Our curriculum is therefore underpinned by the principle:

Know the pupil → Identify the starting point → Remove barriers → Provide ambitious learning → Develop knowledge and skills → Build independence → Secure the best possible future.

Through this curriculum model, we aim to provide every pupil with:

A place to belong – where they feel safe, understood, included and valued.

A space to thrive – where individual needs are recognised, barriers are removed and pupils are supported and challenged to achieve.

A future to achieve – where pupils develop the knowledge, skills, qualifications, confidence and independence required for their next stage of education and adulthood.

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## 7. REFERENCES

OPSP 11 – Curriculum policy

OPSP29 – Assessment, Marking & Feedback Policy

## 8. ASSOCIATED FORMS

N/A

## 9. APPENDICES

N/A

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