



Local Procedure/Protocol	
School/Home Name:	Westmorland School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2026
Next Update Due:	July 2027
Procedure/Protocol Lead:	Nichola Pankhurst
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.	

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1** Westmorland School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 11, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Westmorland 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.

Our pupils are all very unique, they therefore require a highly specialist and innovative curriculum: with extensive and wide-ranging support, to help them access it productively. The ethos throughout our school of 'high expectations, high support'; has led us to developing an ambitious, challenging and creative curriculum that is accessible to all of our pupils.

As a result of their Special Educational Needs, our Pupils have significant barriers to learning, including:

- *Communication and Interaction*

Our pupils generally have some areas of communication need, either difficulty to say what they want, understanding what is being said to them or they do not understand the social rules of

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 2
Linked to Policy Number:	OPSP11		

communication. This involves many of our pupils with autism (ASD) or Speech, Language and Communication needs (SLCN).

We have a social communication curriculum underpinning our whole curriculum to help address this area and all staff have completed Elklan training, which helped us become a 'communication friendly status' school, ensuring all staff know the best ways to communicate with our pupils.

Even with these support measures in place, there is still a strong relationship between SLCN and literacy difficulties. Our educational staff work closely alongside our speech and language therapists to ensure our pupils communication and interaction needs are being fully met, so they can make progress with our curriculum.

- *Social Emotional and Mental health (SEMH)*

Our pupils may experience some or all areas of SEMH, including social and emotional functioning, well-being, the ability to regulate self and behaviour and the early stages of mental health difficulties. These difficulties may manifest themselves in many ways, e.g. withdrawn, refusal to communicate, challenging behaviours, refusal to complete work, low resilience levels, low self-esteem or even self-harm.

Many of our pupils will not have a formal diagnosis for this area but more now are having the diagnosis for attachment disorders, attention deficit disorder or early childhood trauma.

When approaching learning activities with these pupils all staff need to be aware of their issues around fear of failure, difficulty accepting challenge, low academic confidence and difficulties when 'bouncing back' from even their slightest perception of 'failure' and 'set-backs'.

- *Sensory and Physical*

Many of our pupils present with sensory processing challenges which impact on their functional skills, affecting progress with school work, play and self-care. Specifically, many of them have poor fine and gross motor skills and difficulties with self-regulation.

Our pupils may over- or under-react to sensory input. To support the children, our school environment, and in particular the classrooms, are adapted to reduce sensory input, particularly visual and auditory input, and movement breaks and other sensory strategies are built into the school day as required. Our Occupational Therapists work alongside our educational staff to ensure the environment is adapted to best suit the needs of the pupils to help them access their learning. Some children require more targeted or specialist interventions; for example, specific

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 3
Linked to Policy Number:	OPSP11		

equipment to support sensory needs, a toolkit of specific sensory strategies that can be used in class, or 1:1 OT, using a Sensory Integration approach.

Many of our pupils present with poor fine and gross motor skills; these may be related to sensory processing needs. Pupil's fine and gross motor skills are assessed by the Occupational Therapists and are supported within the classroom or, if required, with targeted or specialist OT interventions. Handwriting development is supported through classroom and OT interventions, and all children have access to technology, including an iPad, allowing alternative means of recording to ensure that learning is not restricted by handwriting challenges.

- *Independence*

The development of self-care and independence skills is a core part of the curriculum at Westmorland School. Many of our pupils face more challenges relating to their independence than other children of their age, due to communication, interaction, sensory, physical, cognitive and/or developmental needs. Education and Therapy teams work together to maximise our children's self-care and independence potential.

- 1.2** Both of our sites benefit from fantastic grounds varied locations. This contributes to making school a positive and happy place in which to learn, work and live and we make full use of the environment. Our School is well-resourced and has a comprehensive range of facilities including sensory spaces, a Sensory Integration suite, a science laboratory, a food technology room. Class sizes are deliberately small in order to ensure pupils feel well supported by highly-skilled staff team of education, pastoral, care 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. Westmorland School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. 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
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 4
Linked to Policy Number:	OPSP11		

- 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 WESTMORLAND 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

Our curriculum is designed with the pupils always being the central focus, as per the diagram above and runs alongside our whole school 'Quality of Life' (QOL) programme. Our detailed and comprehensive assessment procedures help us to clearly identify their needs and how we can best support those needs. Our clinical service and pastoral teams work alongside our educational teams to ensure the most appropriate therapy and interventions are in place for every child to access their curriculum. Our social communication curriculum has been established for many years and is totally embedded into our curriculum supporting pupils to access their learning. We have strategies in place if a pupils progress score dips and they require additional support to help them re-engage in their curriculum again. We have a strong focus on developing our pupils '7 behaviours of learning' and this promotes pupils engagement and consequent progress. We have drawn from good practice to develop 'Our learning is A.C.E.', which further develops pupil engagement and extends their learning opportunities further.

We spent over 18 months designing our Engage, Explore, Excel curriculum which sought to facilitate bespoke learning pathways for our increasingly complex and diverse cohort. Our engage pathway seeks to support our most complex learners, all of whom are learning significantly below the pre-key stage standards and national curriculum itself. The curriculum centres around the areas of Exploration, Realisation, Anticipation, Persistence and Initiation – which allow for key skills to be explored and embedded to allow our pupils to then engage in more typical class-based learning. Our explore pathway is structured as a semi-formal curriculum which caters to pupils who are working below the standard of the national curriculum. Pupils at this stage engage in topic based learning that affords real life learning experiences to support connections in learning. Pupils at this stage may engage in some subject specific learning if this meets their needs however this is decided on a pupil-by-pupil basis. The Excel part of the curriculum caters to pupils who are learning who are able to engage in adapted learning at the standard of the national curriculum. Learners at this stage will still engage in learning experiences outside of the classroom to allow for deeper connections to their learning, and will engage with therapeutic support, as with all stages of our curriculum.

Our Curriculum Intentions:

1. *Pupils remain central to our whole curriculum*

- To consider all previous reports/assessments from previous school.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 5
Linked to Policy Number:	OPSP11		

- To ensure all areas of their EHCP are planned for and provision is ready.
- To ensure all pre-admission paperwork is completed fully and shared with relevant staff in a pre-admission ITAC meeting.
- To plan for any specialist support from Clinical Services as part of their admission process.
- To continually monitor and assess their progress and adapt their curriculum appropriately to their needs.
- To appropriately plan for what high expectations for each pupil would look like and what support is required for them to achieve this.
- To ensure all 3 areas of our QOL programme are in place to best support pupils individual needs, to access their learning productively.
- To provide a curriculum that boosts our pupils physical and mental health and in turn improves their QOL.

2. *Assessment of Need to ensure their “best fit” curriculum*

- Teachers will assess pupils’ national curriculum levels using P Scales, Solar assessments and Boxall.
- The Clinical Services Team will complete a joint assessment of need within the first 12 weeks. This may include consideration of a child’s speech, language and communication needs, sensory processing needs, fine and gross motor skills, functional skills, and engagement in learning.
- The Clinical Services Team will produce a multi-disciplinary team report, which will outline an initial formulation of the child’s strengths and needs, and recommendations for further assessment and intervention, using the Witherslack Group Waves Approach.
- A post admission meeting will then be booked for all professionals and parent/carers to attend to decide on the most appropriate curriculum to be accessed.
- Follow up assessments from teachers are termly and Clinical Services as appropriate or as the need arises.
- All our pupils have SEND needs and therefore we assess them all as requiring a specialist curriculum, which will include regular movement breaks being planned for.
- Clinical Service team may assess a number of pupils as having a ‘high’ need in the same area, which may require long term therapeutic intervention. At this point these pupils would then be put in Starbears for a specialist bespoke curriculum.

3. *Therapy & Intervention to help all of our pupils access their learning*

- To use clinical services advice, strategies and interactions to help each pupil access their learning.
- Clinical services write a report following their assessments to help advise all staff about each pupils needs and how to support this fully.
- Each pupil will be on a separate wave for their intervention
- Wave 1 – Clinically informed and supported specialist learning environment
- Wave 2 – Targeted clinically led therapeutic interventions
- Wave 3 – Direct clinical engagement
- Clinical Services plan their individual interventions for a pupil, alongside the other clinicians to ensure they are working for the best impact on the pupil.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 6
Linked to Policy Number:	OPSP11		

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4. *Social Communication Support to help pupils learn life skills to integrate into society*

- Our social communication curriculum has been developed over a prolonged period of time by speech and language therapists and teaching staff to promote these skills with all pupils.
- To teach pupils functional life skills to prepare them for adult life.
- To help pupils generalise these skills in different situations/locations.
- To ensure pupils have the necessary skills to build friendships with peers to their full potential.
- To ensure pupils feel safe, secure, stimulated and happy.
- To equip pupils with the ability to problem solve and negotiate.
- Give pupils the opportunity to interact and experience with the wider community.
- Pupils in 'Starbears' are given highly specialist support in their area of highest need, this could be communication levels or social communication needs.
- Speech and language therapists will provide on-going assessment of each pupil's social communication skills and share these findings with all teaching staff. They will adopt and differentiate their planning to meet these needs.

5. *Direct Intervention Programme supporting pupils when they are down*

- This is used when pupils have moved below their 'normal' baseline level for a significant reason or for a significant period of time, which is not in line with their cognitive assessment or SEN.
- Pupils will have been identified through the process of pre-admission, through assessment of need or due to a significant life event or medical need they may access their own DIP away from their main curriculum.
- This curriculum will not follow the normal long or medium term plans.
- Pupils will have a specialist curriculum developed based on their own interests, to focus on the development of a particular need or based around their significant life event or medical need.
- This specialist curriculum will be designed and or approved by the clinical services team/SENCO.
- This DIP curriculum will be for the shortest time possible until they have the ability to move back to their main curriculum.

6. *Behaviours for Learning*

- To teach, model and develop the appropriate behaviours for learning for all our pupils is planned for every day.
- We have planned as a school which behaviours our pupils need to develop the most to access their learning. These 7 main behaviours are:
 - Perseverance
 - Enthusiasm

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 7
Linked to Policy Number:	OPSP11		

- Confidence
 - Resilience
 - Independence
 - Creativity
 - Engagement
- We have posters in every class introducing these characters in an age appropriate visual way.
 - We reward pupils with merits and dojos, when these behaviours have been demonstrated.
 - To help pupils generalise these skills within difficult situations.

7. Engage, Explore, Excel

- Our staff team worked collaboratively with our clinical services team to develop learning opportunities and experiences for each area of the curriculum, tracking from early curricular experiences in Engage, through semi-formal learning at Explore and into subject specific learning at Excel.
- We use the headline for this as 'We Engage to Explore to Excel as we ultimately aim to get all subjects working together to get the best outcomes for all our pupils
- We will have the names of 'key people' linked to cultural capital for each subject that we want all our pupils to know about.
- All subject leaders refer to our Engage, Explore, Excel curriculum to move areas through to the School Development Plan and monitor this progress as the year progresses.
- We plan for memorable experiences, cultural, educational and life skills activities within the community to help bring sense and meaning to each pupils curriculum regularly throughout the year.
- We are an ECO-school and this cross-curricular topic is planned for in every class.
- We promote reading for pleasure and reading opportunities throughout every day's planning.

8. A.C.E Learning

- All pupils are assessed on admission for resilience, social communication and sensory processing.
- These assessments help us place each pupil into a class that will most suit their needs.
- Each class will support each pupil and their whole class to access their curriculum the best.
- This involves detailed planning around the subject/topic to allow this access to be most relevant and engaging to the pupils.
- Within each class there will be further differentiation and strategies planned to enable each pupil further.
- Each class will therefore plan very differently from another about how long activities may take, how often reinforcement might be required, what skills to develop, what vocabulary to use and what will be asked and how each learning activity will look.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 8
Linked to Policy Number:	OPSP11		

- Each class will vary the resources required for their pupils to access the curriculum with the learning resources themselves, writing materials, i-pad use and even the chairs the pupils sit on.
- All classes will plan for cross-curricular links and to include the principles of 'A.C.E. learning'.
- All Year 6 Pupils will have the opportunity to complete End of Key Stage Tests (SATs) if it is deemed appropriate for their ability and emotional need.
- All pupils will foster their basic literacy skills and love of reading, this is planned for every day.
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9. Access to Engage, Explore, Excel & A.C.E Learning

- All pupils are assessed on admission for resilience, social communication and sensory processing.
- These assessments help us place each pupil into a class that will most suit their needs.
- Each class will support each pupil and their whole class to access their curriculum the best.
- This involves detailed planning around the subject/topic to allow this access to be most relevant and engaging to the pupils.
- Within each class there will be further differentiation and strategies planned to enable each pupil further.
- Each class will therefore plan very differently from another about how long activities may take, how often reinforcement might be required, what skills to develop, what vocabulary to use and what will be asked and how each learning activity will look.
- Each class will vary the resources required for their pupils to access the curriculum with the learning resources themselves, writing materials, i-pad use and even the chairs the pupils sit on.
- All classes will plan for cross-curricular links and to include the principles of 'A.C.E. learning'.
- All Year 6 Pupils will have the opportunity to complete End of Key Stage Tests (SATs) if it is deemed appropriate for their ability and emotional need.
- All pupils will foster their basic literacy skills and love of reading, this is planned for every day.

10.Future aims/aspirations

- We support all pupils social communication skills development through our curriculum
- We aim to teach our pupils the necessary behaviours for learning skills to help them access the curriculum.
- To ensure all pupils receive the appropriate levels of support and interventions to help them access the curriculum.
- To provide an innovative curriculum which helps everyone discover the 'love of learning'.
- To provide them with the behaviours for learning which will stay with them for life.
- To develop an understanding of caring for our earth and how to protect it in the future.
- To develop a sense of fulfilment and purpose for learning that will stay with them through transitions.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 9
Linked to Policy Number:	OPSP11		

- To have ‘high expectations, high support’ for every pupil in our school.
- To develop pupils understanding of different careers and how to work towards these in the future.
- In all review meetings pupils will always discuss their future career aspirations and then these can be supported and planned for.

Pupils will understand the 3 key areas to help their QOL, Healthy eating, Healthy sleep and Healthy activity.

3. ROLES AND RESPONSIBILITIES

3.1

Leaders at Westmorland 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 Westmorland 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 our 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

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 10
Linked to Policy Number:	OPSP11		

- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 Clinical staff ensure that:

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

3.4 All staff ensure that:

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

4. IMPLEMENTATION

4.1

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. 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, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.

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.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 11
Linked to Policy Number:	OPSP11		

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

Our Curriculum Implementations:

1. Pupils remain central to our whole curriculum

- Each pupil will be introduced to our full curriculum as and when they are ready, for some pupils this will be within their first few days, for others it may take a number of years.
- Consideration of previous learning experiences and to help 'fill the gaps' for areas missed.
- Each pupil will have full access to their EHCP provision required and this will be additionally provided for once our own assessments have been completed.
- Bespoke curriculum put in place to best meet their needs including National Autistic Society approved teaching methods/ Attention Autism.
- 'High expectations, high support' is our aim throughout.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 12
Linked to Policy Number:	OPSP11		

- Multi-sensory approaches where possible to the curriculum to help support all pupils learning styles.
- To use the most appropriate curriculum to meet each pupils needs, consulting with best practice from outstanding schools from across the world, DFE's, Ofsted and the National Autistic Society.
- QOL activities are utilised every day to ensure we maximise everyone's learning and achievement.
- QOL activities to be evident throughout the curriculum, embedded within lessons and the timetable to make it part of everyday life.

2. Assessment of Need to ensure their “best fit” curriculum

- This bespoke curriculum will be adopted/amended in response to these additional assessment findings.
- If new areas of need have been identified in addition to the EHCP this information is shared with the LA and may result in amendments to the EHCP.
- If EHCP is not amended then we still cater for their additional needs identified from the assessments.
- Intervention support is put in place to help ‘boost’ any areas of development that are below their cognitive level.
- Pupils’ strengths are also supported to help them excel in these areas and not to just focus on their areas of need.
- Pupils may require a ‘Direct Intervention Programme’ (DIP/section5) as soon as they start with us, within their class to help them access the curriculum.
- All our pupils will have regular ‘movement breaks’ away from their learning to then help them learn more ‘actively’ as they return to their learning.
- Some pupils with very low reading or literacy skills may require additional support to help them access their curriculum.
- The pupils in Starbears will have long term, therapeutic support in their area of highest need, with a bespoke curriculum advised by a key member from the Clinical Service team.

3. Therapy & Intervention to help all our pupils access their learning.

- This bespoke curriculum will be adopted/amended in response to these additional assessment findings.
- If new areas of need have been identified in addition to the EHCP this information is shared with the LA and may result in amendments to the EHCP.
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- Pupils may require a ‘Direct Intervention Programme’ (DIP/section5) as soon as they start with us, within their class to help them access the curriculum.
- All our pupils will have regular ‘movement breaks’ away from their learning to then help them learn more ‘actively’ as they return to their learning.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 13
Linked to Policy Number:	OPSP11		

- Some pupils with very low reading or literacy skills may require additional support to help them access their curriculum.
- The pupils in Starbears will have long term, therapeutic support in their area of highest need, with a bespoke curriculum advised by a key member from the Clinical Service team.

4. Social Communication Support to help pupils learn life skills to integrate into society

- Our bespoke social communication curriculum is adapted from the principles of the 'Think Social Curriculum' by Michelle Garcia Winner (currently in development).
- There is explicit teaching and modelling of social skills where appropriate, depending on the needs of the child.
- We provide programmes of support to develop social skills e.g. Talkabout (Alex Kelly) and Black Sheep Press.
- High and medium need classes will have their social communication curriculum embedded throughout their day.
- Low need classes will have discreet learning activities to address this need.
- In the high need classes parents will also be encouraged to implement areas of this curriculum to further embed their learning and support generalisation of these skills.
- Pupils have 'social communication' educational visits to their local community to help them engage appropriately in the communities.
- Starbears when focussed on communication and interaction are taught by a specialist HLTA, who works alongside the class teacher, therapy assistant and speech and language therapist to provide a bespoke curriculum for these pupils.
- Educational staff will implement opportunities in their pupils curriculum to help them develop these skills.

5. Direct Intervention Programme supporting pupils when they are down

- Pupils will access this Direct Intervention Programme 1:1, or if appropriate within their own classroom with higher staffing input or Clinical Services to support them to regain their normal levels of achievement.
- Pupils' curriculum will have flexible short term planning, which may vary depending on how the pupil responds at each aim/objective as it is monitored along the way.
- Feedback on effectiveness of the DIP will be at least weekly to the clinical services/SENCO team.
- When agreed aims/objectives have been achieved within the DIP the pupil will move back to the main curriculum.
- At these times pupils resilience may be especially low and this requires a high level of reassurance and support from key staff.
- Pupils may have a DIP within a particular subject, especially in literacy or maths and this would require specialist interventions at times.

6. Behaviours for Learning

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 14
Linked to Policy Number:	OPSP11		

- All teaching, pastoral and Clinical Services staff will support the development of these 7 behaviours throughout the school day.
- We have developed age appropriate characters to represent each of these behaviours to be referred to every time a child needs to think about using one of these behaviours or if they have demonstrated one or more of these behaviours.
- We develop pupils levels of independence with using these behaviours to problem solve and resolve issues they face throughout their day.
- Every time the child is rewarded for using one of these behaviours, this will help to reinforce and embed that behaviour more.
- We will provide a variety of different locations/situations for these behaviours to be referred to, to help generalise this skill.
- These characters are shared with parents/carers to help them also understand and reinforce these behaviours at home.

7. Engage, Explore, Excel

- Pupils access an innovative curriculum daily that offers them outstanding learning opportunities to help them progress.
- Pupils have cross-curricular learning opportunities daily which helps them with ‘over-learning’, generating of skills and maximise their learning opportunities.
- Pupils from different family backgrounds actively engage in their learning and benefit from ‘cultural capital’ which is highlighted in each subject and helps them learn about our ‘key people’.
- Pupils will record their learning in a variety of ways. Pupils learning is often multi-sensory and this helps all learning stages and styles.
- Pupils learning will be supported by use of i-pads.
- Pupils learning is differentiated to ensure all learning activities are accessible to each child.
- Pupils have regular opportunities for leading their own learning paths and this is included in ‘big questions’ being researched themselves, in science and also through the A.C.E. learning opportunities.
- Pupils have ‘memorable experiences’ throughout their topic learning to help embed their knowledge and skills in these areas.
- Pupils take part in a variety of ‘ECO-themed’ learning activities and actively learn about looking after their environment.
- Pupils gain a deeper understanding of a topic or skill through ‘living it’ in a practical/tactile way.
- Every class has active, fun and engaging learning opportunities throughout their day to promote reading.

8. A.C.E Learning

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 15
Linked to Policy Number:	OPSP11		

- 'Attention autism' is a method of learning, which involves exciting objects being drawn out of a bag/box, to help engage the pupils with autism or for the younger/less able pupils. It gains their immediate attention and then vocabulary is introduced and learning activities related to this throughout that day or week.
- Our 'curiosity cuboid' will have an object in that the pupils will try to identify, through asking questions, completing own research and maybe even carrying out their own experiments.
- These challenges will be over a week and can be daily if required. They will help support a pupil or class to cover an area of their curriculum that hasn't yet been covered or if it is necessary to over-learn, embed previous learning.
- The activities will be fun and encourage independence where possible in their completion.
- These extensions of learning opportunities will lengthen the time that pupils are actively learning.
- Through use of 'role-play' pupils will embed their learning further.
- Learning is engaging all pupils and developing our behaviours for learning.

9. Access to Engage, Explore, Excel and A.C.E Learning

- Learning activities will vary dramatically dependent on which level of need classes the pupils are in. High need classes would only be very short periods of learning mixed with extended learning activities and with a more individualised approach. Low need classes will be learning for much longer periods of time, with more class teaching and higher expectations for independence.
- All classes will have opportunities for pupil led learning activities and especially when posed with their 'Big questions'.
- All classes will have multi-sensory learning opportunities where possible to allow greater access to all pupils.
- We are an i-pad per child school and these are used for creativity in the curriculum, own research and give greater options for independent recording.
- Mind-maps will be used at the beginning of a new topic, relating to their 'Big question'. This will help introduce the topic, new related vocabulary and be a record of where their learning began. This can be added to as that topic progresses and may make up a wall display to be referred to.
- All classes will give pupils to the opportunity for a movement break regularly throughout the day, to help maximise all learning opportunities.
- High need classes will generally have a higher resourcing need for staffing, access resources, chairs or writing equipment. It may however occur that with additional resources a pupil may then be able to access a lower need class occasionally.
- Cross-curricular opportunities are embedded throughout and every learning activity will cover a variety of subject areas. This allows pupils to over learn, generalise skills and make progress.
- Opportunities to learn and consolidate skills appropriate to meeting the requirements of the End of Key Stage 2 Tests will be provided for all year 6 pupils who are academically and emotionally eligible.
- Pupils that need additional support to help them to develop their literacy skills will have additional interventions to help them with this.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 16
Linked to Policy Number:	OPSP11		

11.Future aims/aspirations

- Pupils generalise these social communication skills and use them to access their learning and their community on a daily basis.
- Pupils have these behaviours taught, modelled and reinforced daily and across the whole school.
- The curriculum is carefully sequenced to ensure it is accessible, has full National Curriculum coverage and progressively develops knowledge and skills.
- The behaviours for learning are modelled, developed and reinforced to ensure these are becoming life skills.
- Cross-curricular links and specific 'ECO events' will be completed throughout to help them make good choices about looking after our earth.
- Pupils start to respond appropriately to their bespoke curriculum then start to engage with it and eventually start to develop their own 'self-drive' with it.
- Transitions are supported throughout the day and with class moves or teacher changes, eventually this builds up to transitions to new schools or their secondary schools.
- All pupils will be challenged by their curriculum and this will be fully supported every step along the way.
- There will be links with other schools, national corporations and university links too.
- They will take part in 'careers' days and have the opportunity to meet people from different aspirational careers.

All pupils will continue to apply these principles of QOL in their everyday life in the future.

4.2 Key Stage 1 (Years 1 & 2)

KS1 pupils begin their school journey in their designated classroom space and will have access to multiple other spaces for learning, play, exploration and regulation, Their learning will be delivered by the class teacher and supported by the teaching assistant team, some of whom work in a 1:1 capacity. Pupils engage with the curriculum pathway that is pertinent to their developmental stage and cognitive capability.

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

Key Stage 2 (Years 3 - 6)

KS2 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils engage with the curriculum pathway that is pertinent to their developmental stage and cognitive capability

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.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 17
Linked to Policy Number:	OPSP11		

4.3 **Key Stage 3 (Years 7 – 9)**

Pupils at KS3 are taught depending on their curricular pathway. Some pupils remain in their classroom and are taught via a nurture approach by one teacher. Other pupils will move around subject teachers in different classrooms. Pupils engage with the curriculum pathway that is pertinent to their developmental stage and cognitive capability

. Where applicable, 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, Land Based Studies, 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, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations.

4.5

4.6

4.7 **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. All pupils are engaged to read regularly at home.

4.8 **Reading**

At Westmorland 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

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 18
Linked to Policy Number:	OPSP11		

story-time and Library Club. We also work closely to promote and nurture early literacy skills to encourage the development of pre-reading and pre-writing abilities. This incorporates a wide range of approaches and carefully planned activities to lay the foundations for all of our pupils to develop their literacy skills.

4.9 Oracy

At Westmorland School, we believe that communication is the foundation of learning, relationships, and participation. Our pupils experience a wide range of communication differences, sensory profiles, and neurodevelopmental needs, and our approach to oracy reflects a deep commitment to equity, access, and authentic voice-development for every learner. We recognise that oracy is more than spoken language. It encompasses all forms of expressive and receptive communication, including verbal speech, augmentative and alternative communication (AAC), signing systems, gesture, body language, vocalisation, and the use of communication aids. Every mode is valued and respected as a legitimate way to interact, connect, and learn.

Our aim is to create a communication-rich environment in which every pupil:

- Feels safe, heard, and understood, with adults who model curiosity, patience, and attuned communication.
- Builds confidence in expressing themselves using the methods that best support their needs.
- Develops functional communication skills for everyday life, both in school and beyond.
- Encounters a curriculum that is adapted, accessible, and meaningful, enabling pupils to rehearse communication within real contexts.
- Experiences learning that supports social communication, self-advocacy, emotional literacy, and independence.

To achieve this, we are committed to:

- A Whole-School Communication Culture

Staff at Westmorland School create consistent communication opportunities using visual supports, structured routines, modelling, wait-time, and low-arousal approaches. Every adult is a communication partner, and every moment is a communication opportunity.

- High-Quality, Multi-Modal Teaching

We embed communication development across all subjects and pathways. We use AAC, Makaton, symbols, objects of reference, communication boards, sensory supports, and personalised strategies that reflect each pupil's EHCP outcomes and developmental profile.

- Neuro-affirming, Child-Centred Practice

We recognise each pupil's unique communication identity and provide teaching that celebrates individuality, reduces pressure, and avoids forcing speech. Pupils are empowered to choose how they communicate.

- Removing Barriers to Participation

We strive to minimise communication load and anxiety by using predictable routines, visual schedules, chunked instructions, and calm, regulated environments. We teach communication through purposeful, motivating, and highly scaffolded experiences.

- Collaboration With Families and Specialists

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 19
Linked to Policy Number:	OPSP11		

We work closely with families, Speech and Language Therapy (SaLT), Educational Psychology, and external professionals to ensure that communication support is consistent, informed by evidence, and reflective of pupil strengths.

- Preparing Pupils for Life Beyond School

Our oracy approach supports pupils to advocate for themselves, build relationships, share preferences, and develop confidence in a range of contexts. We ensure they have the tools and strategies they need to thrive in the wider community.

4.10 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 EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 Physical Education

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons mostly take place in the hall or on the MUGA 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.

4.12 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.

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.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 20
Linked to Policy Number:	OPSP11		

4.13 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.

At Westmorland School, handwriting is taught through a personalised and developmentally appropriate approach which recognises the diverse motor, sensory, communication and learning needs of our pupils. Teaching focuses on developing the foundations needed for successful writing, including posture, grip, fine-motor control, letter formation, spacing and fluency, with modelling, repetition and visual prompts used as appropriate. Expectations are adapted to each pupil's individual starting point, with alternative methods of recording, including technology, used where handwriting presents a significant barrier to demonstrating learning. The emphasis is on developing functional, increasingly independent written communication rather than a one-size-fits-all approach to handwriting

4.14 *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.

4.15 *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.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 21
Linked to Policy Number:	OPSP11		

5. IMPACT, ASSESSMENT AND MONITORING

5.1 *Impact*

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

Our Curriculum Impact:

1. *Pupils remain central to our whole curriculum*

- Pupils recognise that our curriculum is different from their previous experiences of learning and express these feelings regularly.
- Pupils attitudes to their learning starts to change and they want to come to school.
- Pupils start to engage with their learning, with support.
- Pupils are able to start 'making mistakes' and to learn from this experience.
- Pupils engage in their learning with more confidence and for longer periods of time. Their self-esteem develops rapidly.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 22
Linked to Policy Number:	OPSP11		

- Pupils become more independent and develop ‘self-drive’ with their learning.
- Pupils catch up with areas of learning previously missed.
- Pupil’s progress is accelerated and they catch up with their chronological age or cognitive expectations.
- With QOL procedures in place, pupils will access their learning with the best ‘mental health’ and ‘physical health’ as possible.
- Improved physical and mental stamina for our pupils that has resulted in a better QOL.

2. Assessment of Need to ensure their “best fit” curriculum

- Pupils have their bespoke curriculum adapted further to support their needs. For some pupils this may relate to their own personal interests or learning styles.
- Pupils start to engage in their learning more and for longer periods of time.
- Pupils develop more independence and ‘self-drive’ within their learning. They start to talk about their learning more positively at school and at home.
- Pupils catch-up with areas of learning previously missed, which have been identified by our clinical services or educational teams.
- Pupils progress is accelerated and they start to engage more independently.
-
- Pupils will have a boost to their emotional resilience and can start to challenge their learning more, make mistakes and learn from them.
-
- Pupils will learn more ‘actively’ and retain their learning more.
- Pupils accept that everyone’s needs are different and that their curriculum might be different from another person in their class.
- Pupils who have been assessed as achieving the objectives set by the SLT and Clinical Services team can at that point be considered for a return to their named class. No time restriction is placed on their time in ‘Starbears’ and it is only considered when this will have a positive impact on the pupils learning.

3. Therapy and Intervention to help all our pupils access their learning

- Pupils have a bespoke curriculum that they are supported to access through therapy and interventions.
- Interventions are reviewed every 6 weeks to monitor impact and will be adapted as required if the impact has not been seen.
- Interventions help pupils engage in their curriculum and learning.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 23
Linked to Policy Number:	OPSP11		

- Pupils feel fully supported to access their curriculum and like the fact that we have high expectations for them all. This further helps their self-esteem and that they feel 'understood' by all staff here.
- All pupils progress through being within a therapeutic environment in which to learn.
- Pupil's progress is improved and supported through these interventions.
- Pupil's progress is improved and supported through these interventions.
- Pupils quickly feel the impact of these interventions to help support them to access their learning productively.

4. Social Communication Support to help pupils learn life skills to integrate into society

- Build and maintain positive relationships with peers and adults, where many pupils previously would have been working on their own separate from their main class.
- Pupils develop functional life skills to help them engage in society and make more productive members of their community.
- To help pupils access their curriculum and support progress, through development of their promoted access to their curriculum. They would previously not have been able to take part in class discussions or group learning activities.
- Pupils generalise these skills and use them across the curriculum and with them for future transitions.
- Pupils make more considered decisions of how to keep themselves safe.
- Pupils can use their problem solving skills to help them have greater independence with transitions in the future.
- Pupils are confident to go to the shops, café or library, knowing what the social expectations would be in these situations.
- Starbear pupils will have intensive support to help them develop and generalise these skills to the best of their ability.
- Pupils will use these skills with increasing confidence and find social situations become less stressful and more productive.

5. Direct Intervention Programme supporting pupils when they are down

- Pupils supported fully through their transition to access their main curriculum and this helps them feel more positively about this period of time.
- Progress will be demonstrated through Solar assessments, Boxall, behaviour for learning and Clinical Services assessments.
- Pupils with a specific area of need are fully supported to access their main curriculum, if and when it is appropriate.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 24
Linked to Policy Number:	OPSP11		

- Pupils with a significant life event or medical need fully supported to access their main curriculum and this helps them feel fully supported through this difficult time.
- Pupils make progress through re-accessing their main curriculum with the DIP and re-engaging in a more positive manner.
- Pupils resilience is improved and self-confidence regained to their 'normal' baseline level.

6. Behaviours for Learning

- Pupils will start to start to understand what these behaviours look like and begin to unlearn their previous behaviours that they used in previous schools.
- Pupils will start to recognise which behaviours to apply to different learning situations and gain confidence by applying them appropriately.
- Pupils will start to apply these behaviours with greater independence; it may start with the requiring 1:1 support to apply them initially, then support to a small group, then move on to whole class reminders, then reminders stop being required eventually.
- Pupils will problem solve and resolve their own learning issues with more confidence.
- Pupils will embed these behaviours and generalise this skill, using them without having to think first.
- Pupils will continue to use these behaviours as they transition to further education or future careers.
- Pupils will start to apply these behaviours to their everyday life situations.

7. Engage, Explore, Excels

- Pupils make progress and start to accelerate their progress to 'catch up' to their age or cognitive expectations.
- Pupils start to use these skills across the curriculum and help them 'problem solve' with independence.
- Pupils all have the same learning opportunities to help them progress more equally and still with sufficient 'challenge'.
- Pupils progress through learning through different medium and with different learning activities.
- Pupils will make further progress and development with independence through use of their i-pads.
- Pupils' independence levels are promoted.
- Pupils focus is more on their learning than recording and pupils with SEN needs relating to 'fine motor skills' are not restricted by this.
- Pupils engagement in their learning will increase through pupil-led activities and having memorable experiences.
- Pupils are making good choices about how to look after our planet.
- Pupils learning and skills are embedded further due to these experiences. One pupil started to write for the first time when dressed as an evacuee, on a steam train, writing to his parents he was leaving behind in this role play.
- Pupils find reading fun and actively seek out people to read to. They are independent with many of their reading and literacy daily routines.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 25
Linked to Policy Number:	OPSP11		

8. A.C.E Learning

- Pupils are more engaged in their curriculum and own learning.
- Pupils make more progress through being more engaged in their learning.
- Pupils were so engaged in a 'car indicator' being put in their curiosity cuboid that 3 weeks later, learning an electricity related to this object was still exciting them all.
- Pupils on the autistic spectrum using 'attention autism' had been in their own world for many months and this strategy grabbed their attention and helped re-engage them back into more lessons.
- Pupils progress will be boosted by these challenges.
- Pupils can generalise skills more and embed their learning.
- Pupils can positively boost an area of their learning in a fun way, which helps them strive to feel positive about having to address it.
- Pupils will be more engaged in learning for a longer period of time and this will help them to progress further.
- Pupils apply their social communication skills into their role play. Asking each other how are they going to make a doorway, when bricklaying together.

9. Access to Engage, Explore, Excel & A.C.E Learning

- Pupils have access to an appropriate bespoke curriculum which maximises their learning opportunities and progress is quickly evident.
- Pupils that were school refusers and home educated for 12 months previously, engage in our curriculum often within the first few days or weeks.
- Pupils quickly start to apply more appropriate 'behaviours for learning' and with greater independence from staff.
- Pupils engage in their learning more when they are given the opportunities to lead their own learning.
- Pupils with different learning styles/needs can all access the same curriculum.
- Pupils see their learning as 'fun' and 'more exciting' than in other schools.
- Pupils engage positively in their topics and even go home to research a new topic that they know is coming up.
- Pupils can focus on their learning and progress quicker when given more appropriate recording techniques.
- Pupils are happy to talk about their progress with others and will feel great pride showing their work from the beginning of the year, compared to now and even how they hope to progress in the future.
- Pupils learn how to self-regulate more and when they need a movement break, applying these strategies with greater independence each day.
- Pupils understand the subject/topic and required vocabulary related to this. Pupils actually learn more productively once they have had a movement break and express how this strategy helps them.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 26
Linked to Policy Number:	OPSP11		

- Pupils embed their learning and generalise these skills which accelerates their progress and assists them to catch-up.
- Pupils gain a sense of achievement and feel connected to the Mainstream education system. They gain self-esteem and show engagement in their own learning.
- Pupils will have their appropriate literacy skills to help them access their curriculum.

10. Future aims/aspirations

- Pupils use these social communication skills positively to access their community in the future, within their further education and places of work.
- Pupils can apply these behaviours to access future learning and as they transition into work.
- Pupils have a full coverage of the national curriculum with maximum learning opportunities.
- Skills and knowledge are embedded for life, pupils move on successfully to complete G.C.S.E.s, A Levels and even degrees once they move on from us.
- Pupils make good choices about how to look after our earth and are considerate citizens.
- Pupils make greater progress due to their engagement and involvement in the curriculum. Pupils continue to have good attendance at their new schools, colleges and future work placements.
- Pupils make successful transitions and maintain their self-esteem and confidence at these times.
- Pupils accept their own SEN needs more and continue to use strategies to support these needs into their future. One ex-pupil who is now a teacher says it was the use of role play to develop his social communication skills with us that was his most significant factor in his success now.
- Pupils feel able to make mistakes and to learn from them. Pupils in their previous educational placements either would refuse to complete tasks they found difficult or display extreme behaviour to avoid it.
- Pupils have had a positive experience of education and want to continue this learning into their future, they continue to visit us years after they have left to share their achievements with us.
- Pupils make successful life choices and future careers.
- Pupils will be successful and productive members of their community.
- Pupils will make good life choices into their future. Pupils will have happy, stable, healthy and productive lives.
- Pupils will achieve 'long term QOL' and pass this on to influence those around them.

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 every week year using assessment system, known as Arbor.

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 27
Linked to Policy Number:	OPSP11		

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.

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.

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**

7. **REFERENCES**

8. **ASSOCIATED FORMS**

9. **APPENDICES**

Document Number: WMS-V01-0926	Issue Date:	July 2026	Version Number: 05
Status: FINAL	Next Review Date:	July 2027	Page 28
Linked to Policy Number:	OPSP11		