

Local Procedure/Protocol

School/Home Name:	Cumberland School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2026
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Procedure/Protocol Lead:	Danny Barnes
Procedure/Protocol Sponsor:	Brin Kelleher – Regional Director

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

- 1.1** We are an independent special school within the Witherslack Group, providing specialist education for pupils aged 8 to 16 years. All pupils have an Education Health and Care Plan (EHCP) and present with a range of complex educational, social, emotional and mental health needs.

The majority of pupils have diagnoses or identified needs associated with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), or Autism and ADHD (AuDHD). Many pupils also experience Social, Emotional and Mental Health (SEMH) needs and have experienced Adverse Childhood Experiences (ACEs), trauma, attachment difficulties and complex safeguarding concerns. Some pupils are looked after by their local authorities or have previously been subject to significant disruption in their education and home lives.

Pupils joining Cumberland School have often experienced multiple school placements, prolonged periods of absence, emotionally based school avoidance or exclusion from mainstream settings. As a result, many arrive with negative perceptions of education, reduced confidence as learners and attainment levels below those typically expected for their age.

Despite these challenges, our pupils bring a wealth of strengths, interests and individual talents. Our school's curriculum and therapeutic approach are designed to re-engage pupils in learning, develop social communication and emotional regulation skills, and enable them to achieve positive academic, personal and social outcomes. Through highly personalised support, strong pastoral care and a trauma-informed approach, we aim to provide a safe, nurturing environment where every pupil can thrive and experience success.

- 1.2** Our school is situated in a semi-rural location with excellent transport and road links, providing pupils with the benefits of a calm learning environment while remaining well connected to the wider community. Our split-site model enables us to offer a nurturing and supportive environment for pupils in Key Stages 2 and 3, before supporting a transition into a more independent, college-style Key Stage 4 provision. This approach helps prepare pupils for adulthood, further education and employment, whilst maintaining the therapeutic and nurturing support they require to succeed.

Our school is exceptionally well resourced, with a wide range of specialist facilities that enhance both learning and personal development. These include a dedicated vocational suite encompassing Design Technology, Food Technology and Animal Care, alongside a fully equipped Motor Vehicle Workshop. Our small animal collection plays a key role in both the curriculum and therapeutic provision, providing valuable opportunities for learning, responsibility and emotional wellbeing.

Our beautiful grounds are both attractive and purposeful, with pupils actively involved in studying, maintaining and developing the gardens. We also offer a Forest School provision across Key Stages 2 and 3, providing opportunities for outdoor learning, personal growth and the development of practical skills. Small class sizes and a highly skilled team of education, pastoral, therapeutic and support staff ensure that every pupil receives the individualised support needed to engage, thrive and achieve their potential.

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2. VISION, AIMS AND INTENT

2.1 We are driven by a simple yet ambitious belief: that every pupil can succeed. We are committed to helping young people flourish, build confidence and achieve their aspirations through a nurturing, therapeutic and highly personalised approach to education.

As an all-through school, Cumberland provides a seamless educational journey from Key Stage 2 through to Key Stage 4. Our split-site model enables pupils to benefit from a nurturing and supportive environment in their earlier years before transitioning to a more independent, college-style setting that prepares them for the opportunities and challenges of adult life, whilst continuing to receive the care, guidance and support they need to thrive.

We are committed to continually developing and enhancing what we offer our pupils. Alongside outstanding teaching and therapeutic support, we provide a broad and ambitious curriculum that is tailored to individual strengths, interests and future goals. Our recently refurbished vocational centre offers high-quality specialist facilities, including Animal Care, Food Technology and Motor Vehicles, giving pupils meaningful opportunities to develop practical skills, explore career pathways and experience success beyond the classroom. Our small animal collection further enriches both learning and therapeutic opportunities, supporting pupils' emotional wellbeing whilst developing responsibility and confidence.

Our beautiful grounds, gardens and Forest School provision at Key stage 2 and 3 form an integral part of the curriculum, enabling pupils to learn in practical, hands-on environments that promote engagement, resilience, wellbeing and independence.

Through our curriculum and wider provision, we aim to:

- Create a safe, supportive and inclusive community where every pupil feels valued and able to belong.
- Foster confidence, curiosity and a positive attitude towards learning.
- Enable pupils to make meaningful progress from their individual starting points.
- Develop strong literacy, communication, numeracy and life skills.
- Provide engaging learning experiences that build knowledge, understanding and independence.
- Support pupils to achieve qualifications and accreditation that reflect their strengths, interests and aspirations.
- Raise aspirations through vocational learning, careers education and real-world experiences.
- Develop resilience, emotional regulation and positive wellbeing.
- Prepare pupils for successful transitions into further education, employment and adulthood.
- Promote respect, equality, diversity and an understanding of the wider world.
- Equip pupils with the skills, confidence and determination to lead fulfilling, successful and independent lives.

3. ROLES AND RESPONSIBILITIES

3.1 Leaders at Cumberland School will:

- Champion a shared vision that places pupils' wellbeing, engagement, achievement and future aspirations at the heart of all decision-making.
- Work collaboratively with staff to shape, review and develop an ambitious, relevant and inclusive curriculum that reflects the needs, strengths and aspirations of our pupils.
- Ensure that the curriculum and wider provision enable pupils to make meaningful progress from their individual starting points and prepare them successfully for adulthood.

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- Regularly evaluate the quality, impact and effectiveness of teaching, learning, therapeutic support and pastoral provision to secure the best outcomes for pupils.
- Foster a culture of high expectations, strong relationships and continuous improvement where pupils and staff are encouraged to flourish.
- Invest in the ongoing professional development of all staff, ensuring they have the knowledge, skills and confidence required to meet the diverse and complex needs of our learners.
- Promote a therapeutic and trauma-informed approach that enables pupils to feel safe, valued, understood and ready to learn.
- Ensure that staff are supported to consistently implement agreed school policies, systems and approaches, promoting high-quality provision across both sites.
- Maintain strong partnerships with parents, carers and external professionals through open communication, shared goals and collaborative working.
- Continue to enhance the school's facilities, resources and vocational opportunities so that pupils benefit from engaging, meaningful and aspirational learning experiences.
- Ensure that all aspects of school life contribute to developing pupils' confidence, independence, resilience and readiness for life beyond Cumberland School.

3.2 Teaching Staff at Cumberland School will:

- Deliver an ambitious, engaging and personalised curriculum that enables pupils to develop knowledge, skills and vocabulary, make meaningful progress and prepare for life beyond school.
- Adapt learning to meet pupils' individual strengths, needs and aspirations, taking account of EHCP outcomes, therapeutic recommendations and other key plans.
- Use effective adaptive teaching strategies to ensure all pupils can access learning, experience success and achieve their potential.
- Provide a wide range of learning opportunities, including outdoor learning, Forest School, vocational education and experiences within the local community.
- Encourage pupils to take an active role in their learning, recognise their achievements and understand their next steps.
- Use assessment effectively to identify strengths, address barriers to learning and inform future planning.
- Maintain positive partnerships with parents and carers through regular communication about learning, progress, wellbeing and future goals.
- Create safe, inclusive and nurturing learning environments that promote engagement, independence, confidence and emotional regulation.
- Work collaboratively as subject leaders and curriculum champions to support colleagues, monitor the quality of provision and continually develop teaching, learning and assessment across the school.
- Prepare pupils for successful transitions by developing the confidence, resilience, qualifications and life skills needed for further education, employment and adulthood.

3.3 Clinical Staff at Cumberland School will:

- Provide high-quality therapeutic support that meets pupils' individual social, emotional, mental health and communication needs.
- Use assessment and intervention to identify strengths, reduce barriers to learning and promote positive outcomes.
- Work collaboratively with education, pastoral and care teams to ensure a consistent and holistic approach to supporting pupils.
- Equip staff with practical strategies and guidance that enable pupils to engage positively in learning and school life.
- Promote emotional regulation, resilience, wellbeing and positive relationships through therapeutic and trauma-informed practice.
- Support pupils to develop the confidence, independence and life skills required for successful transitions into adulthood.

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3.4 All staff at Cumberland school will:

- Maintain high expectations of both themselves and our pupils, promoting a culture of aspiration, achievement and continuous improvement.
- Act as positive role models, demonstrating a commitment to learning, reading, personal development and lifelong growth.
- Work collaboratively as part of our Internal Team Around the Child (ITAC) approach, ensuring pupils receive joined-up, individualised support.
- Foster positive relationships and support pupils to communicate effectively, regulate their emotions and develop confidence in themselves and others.
- Promote the development of literacy, numeracy and communication skills across all aspects of school life, helping pupils to become increasingly independent.
- Celebrate success, recognise individual achievements and promote a positive, inclusive and nurturing school community where every pupil feels valued and able to flourish.
- Contribute to creating a safe, therapeutic and engaging environment that supports pupils' wellbeing, sense of belonging and readiness to learn.
- Support pupils to develop the confidence, resilience and life skills needed to achieve their aspirations and prepare for adulthood.

4. IMPLEMENTATION

4.1 Curriculum Delivery:

At our school, we recognise that every pupil's journey is unique. Our curriculum is designed to be ambitious, flexible and highly personalised, enabling pupils to engage in learning, experience success and achieve outcomes that reflect their strengths, interests and aspirations. We maintain high expectations for all pupils, supporting them to work towards GCSEs and equivalent qualifications wherever appropriate, whilst ensuring alternative accreditation and pathways are available when these better meet individual needs and future goals.

Small class sizes, high staffing ratios and a collaborative approach between education, therapy, pastoral and support teams enable us to deliver a curriculum that is responsive to individual needs and barriers to learning. Bespoke timetables and targeted interventions are implemented where required to ensure pupils receive the right support, challenge and opportunities to thrive.

As an all-through school, our curriculum provides a carefully planned learning journey from Key Stage 2 through to Key Stage 4. The curriculum balances academic achievement, personal development, wellbeing and preparation for adulthood. Learning experiences are tailored to support pupils' social communication, emotional regulation, independence and confidence, whilst promoting engagement and resilience.

Our broad and enriching curriculum extends well beyond the classroom. We believe that pupils learn best when learning is meaningful, practical and connected to their interests. Through a wide range of vocational, outdoor and enrichment opportunities, we seek to foster curiosity, develop talents and create positive experiences of education.

Pupils benefit from access to:

- A broad and ambitious academic curriculum across all key stages.
- Specialist vocational learning, including Motor Vehicle Studies, Animal Care, Design Technology and Food Technology.
- Practical learning opportunities involving our small animal collection, supporting both curriculum learning and therapeutic development.
- Forest School provision and outdoor education experiences that promote wellbeing, resilience, teamwork and personal growth.
- Learning opportunities within our gardens and outdoor environments, enabling pupils to develop practical skills and contribute positively to their school community.

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- Enrichment activities designed to broaden experiences, develop interests and support personal development.
- Community-based learning, educational visits and work-related experiences that develop independence and prepare pupils for adulthood.
- Bespoke curriculum pathways, work experience placements and alternative provision opportunities that support individual aspirations, talents and future destinations.
- Personal development, careers education and preparation for adulthood programmes that equip pupils with the skills, knowledge and confidence needed for life beyond Cumberland School.

To ensure all pupils succeed, a range of approaches are used to deliver and enhance the curriculum, including:

- Practical, hands-on learning experiences.
- Outdoor and experiential learning opportunities.
- Interdisciplinary approaches that draw upon education, therapy and pastoral expertise.
- Real-world and functional learning activities.
- Vocational and careers-focused experiences.
- Guided practice, modelling, scaffolding and targeted intervention.
- Collaborative and independent learning opportunities.
- Project-based and enquiry-led learning.
- Structured opportunities for retrieval, recall and consolidation of knowledge.
- Teaching that builds literacy, communication, numeracy and employability skills across the curriculum.
- Personalised support and curriculum adaptations that enable pupils to access learning and achieve success.

Through this approach, we aim to develop confident, resilient and aspirational young people who leave Cumberland School with the qualifications, skills, experiences and self-belief needed to succeed in further education, employment and adult life.

4.2 Key Stage 2 (Years 4-6)

Key Stage 2 at our school provides a nurturing, supportive and highly personalised environment where pupils develop confidence, positive relationships and a love of learning. As a distinct part of the school, Key Stage 2 benefits from strong links with Key Stage 3, ensuring transitions are carefully planned and pupils feel well prepared for the next stage of their education.

Pupils are primarily taught by their class teacher in small classes, allowing learning to be tailored to individual strengths, needs and interests. Alongside the National Curriculum, there is a strong emphasis on reading, communication, personal development and emotional wellbeing, supported by therapeutic input where appropriate.

Pupils access:

- English
- Mathematics
- Science
- Computing
- Physical Education
- PSHE and Personal Development
- History and Geography
- Art and Design
- Design Technology
- Forest School and Outdoor Learning
- Environmental Activities
- Enrichment Opportunities
- Therapeutic and Clinical Support, where appropriate

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Our Key Stage 2 curriculum is designed to engage, inspire and prepare pupils for a successful transition into Key Stage 3, whilst developing the confidence, skills and resilience needed to flourish both in school and beyond.

4.3 Key Stage 3 (Years 7-9)

Key Stage 3 at Cumberland School builds upon the foundations established in Key Stage 2, supporting pupils to develop increasing independence, confidence and engagement in learning. Pupils continue to benefit from a nurturing and therapeutic approach whilst accessing a broader curriculum delivered by a range of specialist teachers and subject experts.

Learning is designed to be engaging, ambitious and relevant, helping pupils to develop the knowledge, skills and resilience needed for future success. Alongside academic learning, pupils have opportunities to explore vocational interests, develop practical skills and participate in enriching experiences beyond the classroom. Therapeutic support remains an integral part of the curriculum, ensuring pupils are supported to overcome barriers to learning and achieve their individual potential.

Pupils access:

- English
- Mathematics
- Science
- Computing
- Physical Education
- PSHE and Personal Development
- History and Geography
- Art and Design
- Design Technology
- Animal Care
- Forest School and Outdoor Education
- Vocational Taster Opportunities
- British Sign Language
- Enrichment Activities
- Therapeutic and Clinical Support, where appropriate

Our Key Stage 3 curriculum prepares pupils for the transition into Key Stage 4, helping them to identify their strengths, interests and aspirations whilst developing the confidence, skills and independence needed for adulthood.

4.4 Key Stage 4 (Years 10-11)

Key Stage 4 at Cumberland School prepares pupils for their next steps through a personalised blend of academic, vocational and life skills learning. Pupils continue to access a core curriculum including English, Mathematics, Science, Computing, Physical Education, PSHE, Careers and Personal Development, whilst working towards qualifications and accreditation that best reflect their strengths, needs and future aspirations.

We maintain high expectations for all pupils and support them to achieve GCSEs or equivalent qualifications wherever appropriate. Alongside this, pupils can access a range of vocational and bespoke pathways designed around individual interests, abilities and career goals. Opportunities vary according to the needs and interests of each cohort and may include Motor Vehicles, Animal Care, Food Technology, Film Studies, Equine Care, Bike Maintenance, Design Technology, work experience placements and community-based learning.

Our specialist vocational centre, outdoor learning opportunities and enrichment programme provide pupils with practical experiences that develop confidence, independence and employability skills. Therapeutic and

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clinical support remains an integral part of each pupil's journey, ensuring they are well supported as they prepare for adulthood.

Through a flexible and ambitious curriculum, Key Stage 4 pupils develop the qualifications, skills, experiences and self-belief needed for successful transitions into further education, training, employment and adult life.

4.5 Key Stage 5 (Years 12 – 14)

Cumberland School is an all-through school that typically provides education for pupils from Key Stage 2 to Key Stage 4. In exceptional circumstances, and in agreement with the Local Authority, parents/carers and other relevant professionals, an extended placement beyond Year 11 may be considered where this is deemed to be in the best interests of the young person and supports a successful transition into adulthood.

Where extended provision is agreed, pupils follow a highly personalised curriculum designed to build upon prior achievement and support progression towards their future aspirations. This may include opportunities to access qualifications at a higher level than those already achieved, alongside the Witherslack Group Futures Programme, which focuses on developing academic achievement, personal independence, employability skills and preparation for adulthood.

Programmes are tailored to individual strengths, interests and career goals and may include work experience placements, college link courses, vocational training, independent living skills and community participation. The aim is to provide meaningful experiences that develop confidence, resilience and independence whilst supporting progression towards full-time further education, training, employment or other appropriate destinations.

Therapeutic and clinical support continues to be available where required, ensuring that young people remain well supported as they prepare for the next stage of their journey beyond Cumberland School.

4.6 Residential Pupils

(not applicable for our school)

4.7 Homework and Remote Learning

At our school, we recognise that a one-size-fits-all approach to homework is not appropriate for all pupils. Where it is beneficial and appropriate to an individual pupil's needs, interests and circumstances, homework or remote learning activities may be provided to reinforce learning, develop independence and encourage engagement beyond the classroom.

Tasks are tailored to individual pupils and may include reading, practical activities, project work, revision, life skills tasks or activities linked to a pupil's particular interests and aspirations. Where pupils are unable to attend school for a period of time, remote learning may also be used to maintain engagement with education and support continuity of learning.

Our approach prioritises pupil wellbeing, success and engagement, ensuring that any learning beyond the classroom is meaningful, achievable and supportive of each pupil's individual learning journey.

4.8 Reading

Reading is a whole-school priority at our school and is fundamental to our vision of preparing pupils for successful futures. We are committed to ensuring that every pupil develops the reading skills, confidence and enjoyment needed to access learning, achieve independence and thrive beyond school.

We recognise that many pupils join us with gaps in their reading development. Through early identification, targeted intervention and high-quality teaching, we are making significant progress in closing the gap between pupils' current reading ability and their potential. Reading provision is personalised to meet individual needs and includes structured phonics programmes such as Read Write Inc. and Fresh Start, alongside a wide range of age-appropriate reading materials and interventions.

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Pupils' reading levels are regularly assessed and monitored using New Group Reading Tests (NGRT) and other assessment tools, enabling staff to identify strengths, barriers and next steps. Reading is promoted across the curriculum, and pupils are encouraged to develop positive reading habits through guided reading, independent reading opportunities and exposure to a rich range of texts that reflect their interests and aspirations.

Through a consistent, whole-school approach, we aim to develop confident, capable readers who can access the wider curriculum and become lifelong learners.

4.9 Oracy and Pupil Expression

At our school, communication is at the heart of learning, relationships and personal development. We recognise that many of our pupils experience social communication difficulties and may require additional support to express their thoughts, feelings, needs and opinions. Developing pupils' communication skills is therefore a key priority across the school.

We believe that every pupil should have a voice and be equipped with the confidence and skills to communicate effectively in ways that are meaningful to them. Through a therapeutic, nurturing and inclusive approach, we support pupils to develop their ability to express themselves, engage positively with others and participate fully in school life and the wider community.

We aim to:

- Develop pupils' confidence and ability to communicate their thoughts, feelings, ideas and needs effectively.
- Provide opportunities for pupils to use a range of communication methods, including spoken language, visual supports, communication aids and therapeutic approaches where appropriate.
- Support pupils to develop their vocabulary, understanding and use of language across the curriculum.
- Encourage pupils to listen actively, take turns, respect the views of others and engage positively in discussion.
- Create regular opportunities for pupils to explain their thinking, ask questions, solve problems and share opinions.
- Work closely with Speech and Language Therapists, where appropriate, and the wider clinical team to ensure communication strategies are embedded throughout school life.
- Use structured activities, role play, collaborative learning, outdoor learning and real-life experiences to develop communication skills in meaningful contexts.
- Foster a safe and supportive environment where every pupil feels heard, valued and confident to express themselves.
- Support pupils to develop the communication, social interaction and self-advocacy skills needed for successful relationships, further education, employment and adult life.

Through a consistent whole-school approach, we aim to empower pupils to become confident communicators who can express themselves effectively, build positive relationships and participate fully in the world around them.

4.10 Therapeutic Provision

At Cumberland School, therapeutic support is embedded throughout school life and forms a key part of our holistic approach to education. Our clinical team works closely with teachers, pastoral staff and support staff to help pupils overcome barriers to learning, develop positive relationships and achieve their individual potential.

Through a therapeutic and trauma-informed approach, pupils are supported to understand and manage their emotions, develop effective coping strategies and build resilience. Individual support plans, EHCP outcomes,

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risk assessments and therapeutic recommendations are integrated into daily practice to ensure consistent support across all areas of school life.

Pupils have access to a range of therapeutic interventions, sensory spaces and safe environments that support emotional regulation, wellbeing and readiness to learn. Where appropriate, pupils receive specialist individual or group interventions delivered by members of the clinical team, including Speech and Language Therapy, Occupational Therapy, Mental Health Practitioners and Psychology services.

By working collaboratively across education, therapy and pastoral provision, we create a supportive environment where pupils feel safe, understood and empowered to engage, achieve and prepare successfully for adulthood.

4.11 Physical Education

At our school, physical education plays an important role in promoting pupils' physical health, emotional wellbeing, confidence and social development. We recognise that many of our pupils may have had limited positive experiences of sport or physical activity prior to joining us, therefore our PE curriculum is designed to be inclusive, engaging and accessible to all.

Pupils participate in a wide range of physical activities that develop fitness, coordination, teamwork, resilience and self-esteem, whilst encouraging healthy lifestyles and lifelong participation in physical activity. Lessons take place both on-site and within the local community, allowing pupils to access a variety of sporting and outdoor experiences. Activities are adapted to meet individual needs and promote success for every learner.

As pupils progress through the school, opportunities are provided to develop leadership, teamwork and personal challenge through outdoor education, enrichment activities and wider sporting experiences. At Key Stage 4, pupils may also have opportunities to pursue sports-related qualifications or accreditation where these align with their interests, strengths and future aspirations.

Through PE, we aim to develop confident, active and resilient young people who understand the importance of physical wellbeing and are equipped to lead healthy and fulfilling lives.

4.12 PSHE, Relationships, Sex and Health Education (RSHE), Citizenship and Careers Education

At our school, Personal Development is a key element of our curriculum and is designed to equip pupils with the knowledge, skills and confidence needed to lead safe, healthy and fulfilling lives. Our PSHE, RSHE, Citizenship and Careers programmes are tailored to meet the needs of our pupils, taking account of their individual experiences, developmental stage and future aspirations.

The curriculum is delivered through three core themes:

1. Health and Wellbeing
2. Relationships, Sex and Health Education (RSHE)
3. Living in the Wider World, including Citizenship, Careers Education, Economic Wellbeing and Preparation for Adulthood.

Across all key stages, pupils develop important life skills including resilience, self-esteem, emotional literacy, decision-making, risk awareness, communication, teamwork and independence. Learning is carefully planned via the Life Lessons scheme to support pupils to understand how to keep themselves safe, manage their physical and emotional wellbeing, build healthy relationships and become active, responsible members of their communities.

As part of our commitment to partnership working, we regularly consult with parents, carers and families regarding the content of our RSHE curriculum. Information about what is taught is shared through curriculum information, review meetings, parent events, individual discussions and other communication opportunities.

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We actively encourage families to discuss any questions or concerns with school staff to ensure a shared understanding of the curriculum and how it supports pupils' development.

In line with statutory guidance, parents and carers have the right to request that their child be withdrawn from specific elements of Sex Education. Requests are considered sensitively and discussed collaboratively to ensure decisions are made in the best interests of the young person. Further information can be found in the school's RSHE Policy.

Preparing pupils for adulthood is a central theme throughout the curriculum. Pupils in Key Stages 3 and 4 access impartial careers education, information, advice and guidance (CEIAG), alongside vocational learning, employer encounters, work-related experiences and preparation for transition. These opportunities help pupils to identify their strengths, interests and aspirations, enabling them to make informed choices about further education, training, employment and adult life.

Through a personalised and therapeutic approach, we aim to ensure every pupil develops the confidence, knowledge and skills needed to thrive both during their time at Cumberland School and beyond.

4.13 Handwriting

At our school, we recognise that handwriting is an important life skill that supports pupils to communicate effectively, record their learning and develop greater independence. Many of our pupils experience barriers relating to fine motor skills, coordination, sensory processing, attention and confidence, therefore our approach to handwriting is personalised and responsive to individual needs.

Handwriting is taught explicitly where appropriate and is supported through a range of practical activities that develop fine motor control, pencil grip, posture and letter formation. Staff provide targeted support and intervention to help pupils improve the fluency, legibility and stamina needed to access learning across the curriculum.

We maintain high expectations while recognising that pupils will progress at different rates. Adaptations may include specialist equipment, sensory-motor activities, Occupational Therapy recommendations, tailored interventions and additional opportunities for practice. Alternative methods of recording, including the use of technology, are utilised where appropriate to ensure pupils can demonstrate their knowledge and understanding successfully.

Through a consistent whole-school approach, we aim to develop pupils' confidence and independence as writers, enabling them to communicate their ideas effectively and access future learning, qualifications and opportunities beyond Cumberland School.

4.14 Social, Moral, Spiritual and Cultural Development (SMSC), British Values and Protected Characteristics

At our school, SMSC development, British Values and an understanding of diversity are woven throughout daily school life. They are promoted through our curriculum, assemblies, enrichment activities, Forest School, outdoor learning, vocational opportunities, community experiences and the positive relationships that underpin our therapeutic approach.

We encourage pupils to become confident, respectful and responsible members of society by developing an understanding of the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance. Pupils are supported to express their views, listen to the perspectives of others and contribute positively to their school and wider community. Where views or behaviours conflict with these values, these are addressed appropriately through education, discussion and reflection.

Through a broad range of learning experiences, pupils are encouraged to develop curiosity, compassion and an appreciation of the wider world. They learn about different cultures, beliefs, backgrounds and life experiences, helping them to understand and celebrate diversity whilst recognising the importance of equality and inclusion.

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As part of this work, pupils develop an age-appropriate understanding of the protected characteristics identified within the Equality Act 2010. We aim to create a culture where everyone feels safe, respected and valued, preparing pupils to build positive relationships and participate successfully in modern British society. Through our personalised and therapeutic approach, we support pupils to develop the confidence, skills and social awareness needed to thrive both within Cumberland School and beyond.

4.15 COVID-19 Recovery Curriculum

At our school, we recognise that many of our pupils have experienced disrupted education, barriers to engagement and periods of absence prior to joining us, including the Covid 19 pandemic. As a result, our focus is not solely on academic recovery, but on rebuilding confidence, fostering positive relationships and ensuring pupils are ready to learn.

Through our therapeutic, nurturing and personalised approach, education, pastoral, therapy and support staff work collaboratively to identify and address gaps in learning, social development and emotional wellbeing. Learning is carefully planned to revisit and reinforce key knowledge, skills and vocabulary, whilst supporting pupils to develop the resilience, confidence and engagement needed to achieve success.

Our small class sizes, high levels of support and bespoke curriculum pathways allow us to respond flexibly to individual needs, ensuring that pupils can access learning at an appropriate level and make meaningful progress from their starting points. Targeted interventions, therapeutic support and personalised learning opportunities help pupils overcome barriers, re-engage with education and develop the skills required for successful futures.

By prioritising wellbeing, belonging and positive relationships alongside academic achievement, we support pupils to flourish, achieve their aspirations and prepare confidently for life beyond Cumberland School.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

At our school, the impact of our curriculum is reflected in the progress pupils make, the opportunities they access, the confidence they develop and their readiness for life beyond school. We recognise that many pupils join us having experienced disrupted education, barriers to learning and negative experiences of school. Therefore, success is measured not only through academic achievement, but also through improvements in engagement, attendance, wellbeing, independence, personal development and preparation for adulthood.

Pupil progress and attainment are regularly monitored through a range of assessment and quality assurance processes. We currently use Trackable to record, monitor and evaluate pupil outcomes and progress, and will transition to Arbor during the 2026-27 academic year to further enhance our assessment and reporting systems.

The impact of our curriculum is demonstrated through the extent to which pupils:

- Develop positive attitudes towards learning, increase their engagement and experience success.
- Make meaningful progress from their individual starting points across academic, social, emotional and personal development outcomes.
- Improve their literacy, communication and numeracy skills, including making progress towards becoming confident and independent readers.
- Achieve qualifications and accreditation that reflect their individual strengths, needs, interests and aspirations.
- Meet or make significant progress towards the outcomes identified within their EHCPs and other personalised plans.
- Develop confidence, resilience, emotional regulation and positive strategies for managing challenges.

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- Build independence and life skills that prepare them for adulthood and reduce reliance on adult support.
- Identify future pathways and aspirations through careers education, vocational learning, work experience and community-based opportunities.
- Develop employability skills, including teamwork, communication, problem-solving, responsibility and self-management.
- Gain meaningful experiences through vocational learning, outdoor education, Forest School, enrichment activities and personalised curriculum pathways.
- Understand how to keep themselves safe, healthy and emotionally well.
- Develop positive relationships, respect for others and a strong sense of belonging within the school community.
- Demonstrate an understanding of their rights, responsibilities and the importance of contributing positively to society.

Ultimately, the success of our school curriculum is measured by how well it enables pupils to flourish, achieve their aspirations and leave us with the knowledge, skills, qualifications, confidence and experiences needed to thrive in further education, employment and adult life.

5.2 Assessment

At our school, assessment is an important part of understanding each pupil's progress, informing next steps and evaluating the impact of our curriculum. We recognise that our pupils often arrive with a wide range of starting points, gaps in learning and varied educational experiences. Assessment therefore focuses on identifying strengths, celebrating success and ensuring that learning is appropriately ambitious, personalised and responsive to need.

Pupils' academic progress, personal development and EHCP outcomes are monitored regularly throughout the year using a range of assessment methods, including teacher assessment, formative assessment, standardised testing, therapeutic assessments and evidence gathered through observations and pupils' work. Reading progress is closely monitored through tools such as New Group Reading Tests (NGRT), alongside targeted phonics and reading interventions including Read Write Inc. and Fresh Start. Until October 2026, pupil progress and outcomes are recorded and monitored through Trackable. Following this, the school will transition to Arbor, providing an enhanced platform for recording attainment, progress, attendance, behaviour and wider pupil outcomes.

Where appropriate, pupils in Key Stage 2 will participate in national assessments. Decisions regarding participation are made on an individual basis, taking account of pupils' needs, attainment levels and emotional wellbeing, with parents and carers kept fully informed throughout the process.

At Key Stage 4, pupils are encouraged to work towards ambitious and meaningful qualifications that reflect their strengths, interests and future aspirations. This may include GCSEs, vocational qualifications, Entry Level, Functional Skills and other recognised accreditation. Success is not measured solely through qualifications, but also through progress towards EHCP outcomes, increased independence, improved engagement, personal development and readiness for adulthood.

The development of social, emotional and behavioural competencies is also monitored through a range of measures, including the Boxall Profile and therapeutic assessments where appropriate. This enables us to evaluate progress in areas such as resilience, confidence, emotional regulation, relationships and engagement in learning.

5.3 Monitoring

At our School, regular monitoring and quality assurance activities are used to ensure that the curriculum remains ambitious, engaging and responsive to the needs of our pupils. Monitoring focuses not only on academic outcomes, but also on pupil engagement, personal development, wellbeing, preparation for adulthood and progress towards EHCP outcomes.

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Leaders, subject leaders and other designated staff undertake a range of monitoring activities, including lesson visits, learning walks, work scrutiny, pupil voice, assessment reviews and curriculum evaluations. These activities help us to identify strengths, celebrate effective practice and ensure that pupils across all key stages benefit from high-quality teaching, therapeutic support and meaningful learning experiences.

Pupil progress, attainment and wider outcomes are reviewed regularly through our assessment systems. During the first half of the 2026-27 academic year, this will be monitored through Trackable, before transitioning to Arbor in October 2026. These systems support leaders in evaluating the impact of the curriculum and ensuring that provision continues to meet the evolving needs of our pupils.

Through ongoing monitoring and review, we ensure that our curriculum remains aligned with our vision of helping every pupil to flourish, achieve their aspirations and leave school with the knowledge, skills, confidence and experiences needed for successful futures.

This local curriculum protocol will be reviewed annually to ensure it continues to reflect the needs of our pupils, the school's evolving provision and the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

	Primary			KS3					KS4				
	Primary 1	Primary 2	Primary 3	Year 7aN	7b	Year 8aN	8b	Year 9a	Year 9b	10a	10b	11a	11b
English	5	5	5	5	5	5	5	5	5	4	4	4	4
Maths	5	5	5	5	5	5	5	5	5	4	4	4	4
Science	2	2	2	3	3	3	3	3	3	3	3	3	3
Junior Duke	2	2	2										
ICT	1	1	1	2	2	2	2	2	2	2	2	2	2
PSHE	2	2	2	2	2	2	2	2	2	2	2	2	2
Forest School	2	2	2	2	2	2	2	2	2				
PE	2	2	2	2	2	2	2	2	2	3	3	3	3
Humanities	2	2	2	2	2	2	2	2	2				
Catch - Up	1	1	1										
Art	1	1	1	2	2	2	2	2	2				
Vocational	1	1	1	2	2	2	2	2	2				
Music	1	1	1										
BSL	1	1	1	1	1	1	1	1	1				
Enrichment	2	2	2	2	2	2	2	2	2	2	2	2	2
Options										10	10	10	10
Total	30	30	30	30	30	30	30	30	30	30	30	30	30

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

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