



Local Procedure/Protocol

School/Home Name:	Lavender Lodge 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:	Clayton Wilson, Deputy Headteacher
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** Lavender Lodge School is an independent special school and part of the Witherslack Group. We are a primary SEND provision for autistic pupils and pupils with ADHD, complex communication and information-processing needs, from Key Stage 1 to the end of Key Stage 2. Pupils are aged 4 to 12 and all have an Education, Health and Care Plan. Our pupils have a wide-ranging level of academic ability and many have experienced disrupted or limited positive experiences of education before they join us.

We have developed a carefully planned and sequenced bespoke curriculum based on the requirements of the National Curriculum. Pedagogy is adapted so that pupils achieve their very best whilst their specific needs are supported. The curriculum incorporates therapeutic intervention and life skills, as well as bespoke enrichment and leisure experiences that allow our pupils to understand themselves and make meaningful life choices.

We do not divide our pupils into formal pathways. The needs of all pupils are met through the Menu of Choice, our whole-school curriculum framework, which offers a menu of hooks — sensory, communication-led, cognition-led and academic — for every learning intention.

Pupil voice prompted us to name our classes after London Underground stations on the Elizabeth Line. These map the learning journey within Lavender Lodge, where the final destination in Year 6 at Heathrow station symbolises how pupils have the opportunity to transition out of Lavender Lodge and follow the many pathways open to them. We expect pupils at the end of Key Stage 2 to have opportunities to consider their own goals and make decisions about their own lives and their future. Classes are grouped according to communication and academic needs.

- 1.2** Lavender Lodge School benefits from inviting and secure grounds with an exciting range of outdoor play equipment. This contributes to making Lavender Lodge School a positive and happy place in which to learn, work and live, and we make full use of the environment. The school is well-resourced and has a comprehensive range of facilities including a food technology room (kitchen), sensory and soft play areas, an on-site main library and sensory library, an allotment and outdoor learning areas. Class sizes are deliberately small to ensure pupils feel well supported by a 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 develop a life changing love of learning. Lavender Lodge School provides a curriculum which is pupil-centred, ambitious, engaging and relevant. Our pupils experience a broad and balanced primary curriculum, delivered specifically for their needs, pace and the skills they will need for secondary school and beyond. We have high expectations of all pupils, with the aim that they leave us with the knowledge, skills 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

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- Supporting our pupils to be ready for the next stage of learning
- Making sure our pupils feel safe, confident and challenged to do well in school and beyond
- Ensuring every pupil leaves us as a reader
- Developing our pupils' communication, whatever their communication method, as the thread through every subject
- Preparing our pupils confidently for transition to their next school
- Supporting our pupils to develop their independence
- 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

2.2 We want pupils to have an enriching and life changing experience at Lavender Lodge School. To achieve this, we aim to provide an ambitious, exciting and varied curriculum that supports pupils to develop knowledge and skills as appropriate to their age, ability and stage of development. Pupils will journey through the school gaining skills and knowledge, improving their self-esteem and confidence as well as generalising skills for use in future life. Our pupils often start at our school at different levels, with gaps in learning and varying experiences of education.

The Menu of Choice is how we hold ambition and need together. For every learning intention it offers a menu of hooks – sensory, communication-led and academic – so that pupils access learning at the pitch that is right for them in that lesson. As pupil who accesses a sensory hook in one lesson may access an academic hook in the next. Learning is therefore returned to at greater depth than simply repeated, and each return builds on what came before and applies it in a new context.

2.3 The Lavender Lodge Way

Our curriculum vision is expressed through intent, implementation and impact:

Intent — a broad, balanced and fulfilling curriculum that leads to independence, in which pupils feel safe, confident and challenged to do well in school and beyond.

Implementation — a wide range of experiences that invite pupils to explore with curiosity, alongside personal development, pupil voice, enrichment and community links.

Impact — pupils build skills and knowledge through communication, reading and learning; develop a positive understanding of relationships, society, rules and consequences; and grow the life skills to make a positive contribution to the community they live and learn in.

3. ROLES AND RESPONSIBILITIES

- 3.1**
- 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.
 - Monitoring includes half-termly Book and Folder Looks led by the Deputy Headteacher and subject leaders, on a published rotation.
 - 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.

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- 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 Lavender Lodge 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) and other key documents
- Weekly planning follows the curriculum overview, is pitched through the Menu of Choice, and is uploaded to the class planning file at the start of each week
- 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
- Curriculum information booklets are sent to parents by the second Monday of each new half term, and home-school communication takes place at least three times a week
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps. Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 Clinical staff ensure that:

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

3.4 All staff ensure that:

- High expectations are 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** Our curriculum is built in layers. The Lavender Lodge Way sets the direction; the long-term plans (Cycle A and Cycle B) secure coverage and progression across our mixed-age classes; the curriculum overview turns this into a working snapshot for each half term; and the Menu of Choice equips teachers to pitch every lesson to the needs in front of them. Beneath the curriculum overview, planning happens at three

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timescales — long-term, medium-term and short-term — supported by progression maps and the Menu of Choice.

The teaching day begins at 8:30am with All Aboard: breakfast chat, sensory circuit, TEACCH work stations, hello time and Zones of Regulation. Lessons start at 9:00am. Lessons are short and frequent to match attention and processing needs, and core subjects are taught in the morning. Key Stage 1 lessons are approximately 30 minutes and Key Stage 2 lessons 30 to 45 minutes. All classes have daily phonics, daily reading, daily handwriting and a daily reflection. Friday is an early finish, with celebration assembly and reflection before pupils go home at 1:30pm.

Small class sizes with a high staff to pupil ratio support 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. Some pupils have bespoke timetables that take account of particular strengths and areas of need. 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.

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. Detailed schemes of work 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. Teachers meet half termly to discuss curriculum coverage and plan schemes of work, and plan individually for all core subjects to adapt to the needs of their classes. Teachers use progression maps to individualise learning at the correct level so pupils can build on prior knowledge.

Across the school we use a range of autism-specific learning strategies embedded to enable all pupils to access the curriculum. Strategies are used where relevant and in a way that is suitable for the group of pupils:

- Attention Autism, including starters that connect to the main body of the lesson
- TEACCH strategies
- Tasks that incorporate special interests
- Alternative communication systems such as Makaton, PODD, and iPad communication apps
- Visual support such as visual systems, timetables and social stories
- Physical structure
- Class Dojos as the whole-school visible praise system

Throughout the academic year, drop down and celebration days are built into each half term to celebrate learning and creativity. These include different culture days (Lunar New Year, Ramadan, Easter, Black History Month), art day, sports day, science weeks, World Book Week, performance days, Neurodiversity and Autism Week, and charity days.

Classes go on offsite trips weekly where appropriate to the curriculum and developmental needs of the pupils. We believe offsite learning is a valuable opportunity for pupils to broaden and generalise their skills in new environments. A sample of activities includes additional sports (cycling), Lady Allen Play Centre, animal experiences, Forest School and swimming.

Each week pupils access enrichment activities. These are designed to develop pupils' social and communication skills, expose pupils to cultural capital, offer a tangible goal for the week and provide opportunities for additional experiences. Pupils also access daily clubs and enrichment opportunities in class, and have opportunities to socialise across key stages and share special interests. Clubs run weekly include cycling, trampoline, and board games, girls' and boys' club, gardening club and sports club.

4.2 Key Stage 1

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Key Stage 1 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics using Little Wandle Letters and Sounds Revised.

Each week pupils access 4 English and 4 Maths lessons; 1 Science, 1 Humanities, 1 Computing, 1 Art/DT, 1 Music and 1 PE; 2 PSHE; five 20-minute phonics sessions; three Little Wandle reading sessions and two Reading for Pleasure sessions; and daily reading, handwriting (15 minutes) and reflection. RE is linked to Art or alternated with PE.

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

4.3 Key Stage 2 (Years 3 – 6)

Key Stage 2 pupils continue their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a continued focus on reading, including the teaching of phonics using Little Wandle Letters and Sounds Revised.

Each week pupils access: 4 English and 4 Maths lessons; 2 Science and 2 PSHE; 1 Humanities (Geography or History), 1 Computing, 1 Art/DT, 1 Music and 1 PE; five 20-minute phonics sessions; three Little Wandle reading sessions and two Reading for Pleasure sessions; and daily reading, handwriting (15 minutes) and reflection.

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

4.4 Homework

At Lavender Lodge School, home learning tasks are sent to parents via Tapestry on a half termly basis. Tasks are offered as a 'menu' from which pupils can choose a range of activities linked to their experiences for that half term, and are pitched so that they are appropriate and pertinent to a pupil's need. Parents are able to upload photographs of their child's work to the platform, and class teachers acknowledge and celebrate what is shared. All pupils are encouraged to read regularly at home.

4.5 Reading and Phonics

At Lavender Lodge 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 through Little Wandle Letters and Sounds Revised, delivered five times a week for 20 minutes. Reading interventions are provided when necessary, in line with a pupil's individual needs.

Five reading sessions of 20 minutes are timetabled each week — three Little Wandle reading sessions and two Reading for Pleasure sessions — using the Sensory Library or the Main Library. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate.

Reading for pleasure is actively promoted, our on-site library, classroom reading areas, class texts, story-time and regular pupil reading challenges. To promote and encourage reading, we provide classroom environments in which reading is given importance and prestige, with inviting book areas showcasing a range of genres and authors. We read stories to the children using multi-sensory resources to help them experience and understand them, and we provide different supportive contexts in which to read, such as guided reading, shared reading and independent reading.

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Reading for pleasure is promoted across the year through books linked to the different topics, whole school events like World Book Day, visits to the library, online e-books and book corners. In some classes, pupils are able to have discussions about text and are supported to make inferences.

4.6 Oracy and Communication

Oracy is a fundamental component of our curriculum, integral to pupils' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using a multi-modal approach, spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also pupils' ability to participate fully in a democratic society, both within and beyond Lavender Lodge School.

We believe that oracy skills are essential for pupils to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares pupils for future personal success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression. We will:

- Develop pupils' ability to express themselves, speak fluently, coherently and confidently in a range of formal and informal contexts
- Equip pupils with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others
- Teach pupils to listen actively and respond appropriately to the contributions of others
- Encourage pupils to use spoken language, choice boards and word mats to reason, question and challenge assumptions and opinions
- Provide opportunities for pupils to present information and ideas clearly, using appropriate language and word choices for different audiences and purposes
- Work closely with Speech and Language therapists to consider the best approaches for developing confident communicators
- Plan opportunities for integrated structured talk activities, such as discussions, presentations and role-plays, into lessons and throughout the school day
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice

Makaton is offered as a core communication system. All staff are confident with the thirteen core feedback signs, and sign-supported speech is the default for pupils accessing sensory hooks on the Menu of Choice.

4.7 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.

4.8 Physical Education

All pupils access PE lessons at Lavender Lodge School with physical well-being being seen as a priority. Lessons mostly take place in the Hall but some may also take place off-site, for example swimming. Swimming takes place offsite and fulfils the weekly PE entitlement for the classes timetabled for it. Fine motor sessions are timetabled regularly in Key Stage 1. Pupils working at the earliest steps of Lavender Lodge Steps (Arbor) access short PE sessions daily, practising key skills instead of one long session. Goals are identified at the beginning of the term and reviewed weekly.

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4.9 PSHE, Citizenship and RSE

All pupils access PSHE and Citizenship at Lavender Lodge School and this aims to be needs-led whilst gaining coverage across three core themes: health and wellbeing (including statutory Health Education); relationships (including statutory Relationships Education); and living in the wider world (including social, moral, spiritual and cultural education, economic wellbeing and citizenship).

Parents have the right to request that their child is withdrawn from sex education delivered as part of PSHE. Relationships and Health Education is statutory and parents cannot withdraw from it. 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 and how to keep themselves safe and well.

4.10 Handwriting

In line with national 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. We follow the Little Wandle handwriting scheme.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach, and is timetabled daily for 15 minutes in every class. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina.

Pupils write in pencil unless a pen licence has been awarded by the class teacher; licences are awarded individually on the consistency of cursive handwriting, not by age or year group, and may also be awarded for touch-typing. Adaptations might include sensory-motor activities, specialist equipment and individualised support. Where handwriting is a significant barrier, alternative recording — typed, scribed, symbol-supported or Clicker 8 — is used and the printed output is filed as the evidence record. High expectations for handwriting are maintained across all subjects, supported by staff modelling.

4.11 SMSC Education, British Values and Protected Characteristics

At Lavender Lodge we deliver an education that provides pupils with regular opportunities to explore and develop their own moral values and beliefs, spiritual awareness and a caring attitude towards other people. We support pupils to learn about their social and cultural traditions and an appreciation of the diversity and richness of other cultures and societies throughout the world. The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths are embedded throughout all aspects of the curriculum, and more specifically via school assemblies, lessons, offsite trips and enrichment activities.

Class rules are agreed with pupils at the start of the year, revisited each half term, and referenced against the UNICEF UK Rights Respecting Schools articles. We specifically work on developing an understanding of the social, moral, spiritual and cultural aspects of life through pupils being Eco Warriors and Anti-Bullying Ambassadors, and taking part in festivals. Work is carried out on the development of pupils' understanding of institutions such as the Police, Fire service, NHS, Post Office, and law and courts.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected

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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.

4.12 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Lavender Lodge School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning 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 which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us as a reader and they will be well-prepared for the next stage of learning
- Pupils will achieve the outcomes and targets outlined on their EHCPs
- Pupils will leave us ready for the next stage of their education, with the communication, literacy and independence skills to access it
- 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 their next school
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills is tracked three times a year using Lavender Lodge Steps (Arbor). Phonics is assessed in line with the Little Wandle scheme. Day-to-day assessment is recorded through our marking codes: every piece of recorded work carries a Prompting code (I, M, VS, V, G, Ver) and an Accuracy code (0–7), in books and in Tapestry observations alike, as set out in our Class Expectations policy.

In sensory classes, assessment is evidenced through the Pupil Evidence Folder – a concertina file for each pupil, divided by curriculum domain – alongside Tapestry, which provides the live digital observation record. Evidence is accompanied by a Sensory Class Observation Sheet (per half term), which records what was delivered, the pupil's responsiveness, the level of promoting, the outcome and the next steps: the work shows what the pupils did, and the observation sheet shows what it means.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve

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the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Softer skills are tracked on Trackable, and experiences related to the teaching of protected characteristics, British Values and SMSC activities are tracked using SMSC Gridmaker.

5.3 Monitoring

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

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

6. CURRICULUM MODEL

- 6.1 Lavender Lodge School's curriculum consists of rolling topic coverage on a two-year cycle — Cycle A and Cycle B — so that pupils in mixed-age classes meet the full breadth of the curriculum without repetition. The topic titles for each half term and key stage are captured on the curriculum overview, which staff use as the starting point for their weekly planning, and every subject has a Menu of Choice for each half term.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	I am great	In the dark	Wild things	Growing Wild	Show time	The seaside
LKS2	This is me	Fossils and Dinosaurs	Into the forest	Rivers	Chocolate	Space
UKS2	I am a Superhero	Stones and bones	Egypt	Rainforest	London	Out of this world

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Hobbies and interests	Fire and Ice	Magical Animals	Sowing seeds	Healthy Humans	Let's get Moving
LKS2	Hobbies and interests	Wizards and dragons	Countries and Cultures	Wild Animals	Care of the earth	Holidays
UKS2	My Special interests	Pole to Pole	Computer Wizard	Habitats	Eco Warriors	Next destination

7. REFERENCES

Witherslack Group Curriculum Policy (OPSP11); Lavender Lodge Class Expectations, Edition 2 (June 2026); The National Curriculum in England (2014); Statutory Framework for the Early Years Foundation Stage; Little Wandle Letters and Sounds Revised; The Writing Framework, DfE (2025); Lavender Lodge RSE Policy; Lavender Lodge Intimate Care Policy.

8. ASSOCIATED FORMS

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Curriculum overview (half-termly); Menu of Choice templates; progression maps; weekly planning template; Sensory Class Observation Sheet; Book and Folder Look pro forma; Praise Menu (one-page profile section).

9. APPENDICES

Exemplar Timetables - Lavender Lodge

KS1 and Sensory — sample week (30-minute lessons)

Monday to Thursday

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:30–9:00	All Aboard — Breakfast Chat, Sensory Circuit, TEACCH Work Stations, Hello Time & Zones of Regulation			
9:00–9:20	Phonics (Little Wandle)	Phonics (Little Wandle)	Phonics (Little Wandle)	Phonics (Little Wandle)
9:20–9:35	Handwriting	Handwriting	Handwriting	Handwriting
9:35–10:00	Little Wandle Reading	Little Wandle Reading	Little Wandle Reading	Reading for Pleasure
10:00–10:15	Playtime			
10:15–10:30	Snack Time			
10:30–11:00	English	Maths	English	SWIMMING (offsite — 1½ hours, incl. travel & changing) = PE entitlement
11:00–11:15	Transition / Reward Time	Transition / Reward Time	Transition / Reward Time	
11:15–11:45	Maths	English	Maths	
11:45–12:00	Fine Motor — pegs & pinchers, stickers, box posting, threading	Fine Motor — pegs & pinchers, stickers, box posting, threading	Fine Motor — pegs & pinchers, stickers, box posting, threading	
12:00–12:30	Lunch			
12:30–12:50	Playground			
12:50–1:00	Sensory Regulation (if required) — guided settle before learning			
1:00–1:30	Humanities	Computing	Art / DT	Science
1:30–2:00	RE / British Values	PSHE	Music	PSHE
2:00–2:30	ETC — Enrichment & Clubs	ETC — Enrichment & Clubs	ETC — Allotment & Outdoor Play	ETC — Enrichment & Clubs
2:30–2:50	Reflection & Goodbye			

Friday — early finish (children leave 1:30pm) · lunch concludes 12:30pm, all in class · teacher PPA from 12:30pm

Time	Activity
8:30–9:00	All Aboard — Breakfast Chat, Sensory Circuit, TEACCH Work Stations, Hello Time & Zones
9:00–9:20	Phonics (Little Wandle)
9:20–9:35	Handwriting
9:35–10:00	Reading for Pleasure
10:00–10:15	Playtime
10:15–10:30	Snack Time
10:30–11:00	Maths
11:00–11:15	Transition / Reward Time
11:15–11:45	English
11:45–12:00	Fine Motor — pegs & pinchers, stickers, box posting, threading
12:00–12:30	Lunch (all classes in class by 12:30pm)
12:30–1:15	Enrichment, Golden Time, Reading & Clubs (Teacher PPA begins 12:30pm)
1:15–1:30	Celebration Assembly & Reflection
1:30pm	Children go home

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Key Stage 2 — sample week (40-minute lessons)

Monday to Thursday

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:30–9:00	All Aboard — Breakfast Club, Sensory Circuit, TEACCH Work Stations, Hello Time & Zones of Regulation			
9:00–9:20	Phonics (Little Wandle)	Phonics (Little Wandle)	Phonics (Little Wandle)	Phonics (Little Wandle)
9:20–9:35	Handwriting	Handwriting	Handwriting	Handwriting
9:35–10:00	Little Wandle Reading	Little Wandle Reading	Little Wandle Reading	Reading for Pleasure
10:00–10:15	Playtime			
10:15–10:30	Snack Time			
10:30–11:10	Maths	English	Maths	English
11:10–11:50	English	Maths	English	Maths
11:50–12:10	Playtime			
12:10–12:40	Lunch — guided return to class, ready to learn			
12:40–1:20	PSHE	Humanities	Science	Computing
1:20–2:00	RE / British Values	Art / DT	PSHE	PE
2:00–2:40	ETC — Allotment & Outdoor Learning	ETC — Enrichment & Clubs	ETC — Music: School Orchestra	ETC — Science Experiment
2:40–2:50	Reward, Reflection & Goodbye			

Friday — early finish (children leave 1:30pm) · lunch concludes 12:30pm, all in class · teacher PPA from 12:30pm

Time	Activity
8:30–9:00	All Aboard — Breakfast Club, Sensory Circuit, TEACCH Work Stations, Hello Time & Zones
9:00–9:20	Phonics (Little Wandle)
9:20–9:35	Handwriting
9:35–10:00	Reading for Pleasure
10:00–10:15	Playtime
10:15–10:30	Snack Time
10:30–12:00	Swimming (offsite — 1½ hours incl. travel & changing) · PE entitlement
12:00–12:30	Lunch (all classes in class by 12:30pm)
12:30–1:15	Enrichment, Golden Time, Reading & Clubs (Teacher PPA begins 12:30pm)
1:15–1:30	Celebration Assembly & Reflection
1:30pm	Children go home

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