



## Local Procedure/Protocol

<b>School/Home Name:</b>	Lavender Lodge School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	May 2025
<b>Next Update Due:</b>	July 2026
<b>Procedure/Protocol Lead:</b>	Clayton Wilson – Deputy Head Teacher
<b>Procedure/Protocol Sponsor:</b>	Brin Kelleher – School Development Lead
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
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.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
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: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	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** Lavender Lodge school caters for autistic pupils from Early Years to the end of Key Stage two. Our pupils typically have a wide-ranging level of academic ability and as such we have developed a carefully planned and sequenced bespoke curriculum based on the requirements of the National Curriculum. Pedagogy is adapted in order for pupils to achieve their very best whilst supporting their specific needs. The curriculum at Lavender Lodge 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.

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, symbolising how the pupils have the opportunity to transition out of Lavender Lodge and follow the many pathways open to them, to spread their wings and fly. We expect pupils at the end of Key Stage Two to have opportunities to consider their own goals, make decisions about their own lives and their future. Classes are grouped in Key stages according to communication and academic needs

**1.2** Our 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. Our School is well-resourced and has a comprehensive range of facilities including a food technology room (kitchen), sensory and soft play area. Class sizes are deliberately small 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 help 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 and broad and balanced primary curriculum delivered specifically for their needs, pace and skills that they will need. 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
- Making sure our pupils feel safe, confident and challenged to do well in school and beyond.
- 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
- 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 Lavender Lodge School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   2
Linked to Policy Number:	OPSP11		

- 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 curriculum ensures that pupils are given exposure to skills at repeated points throughout their school careers to enable them to build on previous learning and apply to new situations.

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

**3.1** Leaders at Lavender Lodge 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 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), 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
- 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

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   3
Linked to Policy Number:	OPSP11		

### 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 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.

Some pupils may 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. Children working at engagement model levels have further opportunities to develop independence and life skills and reinforce learning.

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. Teachers meet half termly to discuss Curriculum coverage and plan schemes of work, teachers plan individually for all core subjects to adapt it 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 will be used where relevant and in a way that is suitable for the group of pupils:

- Attention autism
- TEACCH strategies
- Tasks that incorporate special interests
- Augmentative and alternative communication systems such as Makaton, PODD, PECS, iPad
- communication apps
- Visual support such as visual systems, timetables and social stories
- Physical Structure

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

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   4
Linked to Policy Number:	OPSP11		

- Performance days (music, performance,)
- Neurodiversity / Autism week
- Charity days such as red nose day etc.

#### Offsite learning / community

Classes will go on offsite trips where appropriate to the curriculum and developmental needs of the pupils. Pupils go on offsite trips weekly. We believe offsite learning is a valuable opportunity for pupils to broaden and generalise their skills in new environments. A sample of activities are:

- Additional sports (cycling)
- Lady Allen Play centre
- Animal experiences
- Forest School
- Swimming

#### Enrichment

Each week pupils access enrichment activities. These activities are designed to develop pupils social and communication skills, expose pupils to cultural capital, offer a tangible goal for the week and provide pupils with opportunities for additional experiences to broaden their understanding of the world we live in. As well as the special drop down, days and celebrations pupils also access daily clubs and enrichment opportunities in class. Pupils have opportunities to socialise across key stages and share special interests.

Some of the clubs that we run weekly are:

- Cycling club
- Trampoline club
- Chess and board games club
- Dinosaur club
- Girls Club
- Gardening Club
- Sports Club

#### 4.2 Early Years (Reception)

Our reception pupils start their school journey following the Early Years Framework which defines seven areas of learning and development. There is a focus on total communication, PSHE and supporting their transition into a school environment. Individual pupils also access regular clinical/therapeutic input as appropriate to their needs.

#### 4.3 Key Stage 1 (Years 1 - 2)

KS1 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Jolly Phonics Scheme.

Pupils access:

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

#### 4.4 KS2 Pupils

KS2 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

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   5
Linked to Policy Number:	OPSP11		

as required. There is a continued focus on reading, including the teaching of phonics to early readers using the Jolly Phonics Scheme.

Pupils access:

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

#### 4.7 **Homework**

At Lavender Lodge 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. The Head teacher provides half termly homework task via Tapestry, parents are then able to upload photos of their work to the platform. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

#### 4.8 **Reading**

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. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges. 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. 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. Pupils are encouraged to read often, making use of the school library and the reading corners in each classroom. In some classes, pupils are able to have discussions about text and are supported to make inferences.

#### 4.9 **Oracy**

Oracy & Pupil Expression statement

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using 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 students' ability to participate fully in a democratic society, both within and beyond [School name].

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

- *Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.*
- *Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.*
- *Teach students to listen actively and respond appropriately to the contributions of others.*
- *Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.*

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   6
Linked to Policy Number:	OPSP11		

- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

#### 4.10 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 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 e.g. swimming. Pupils in KS1 and working at Engagement Model level 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.

#### 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.

#### 4.13 Social, Moral, Spiritual, Cultural (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 the law, individual liberty, mutual respect and tolerance of those with different faiths are fully embedded throughout all aspects of the curriculum. Fundamental British Values are embedded throughout the school day but more specifically via school assemblies, lessons, offsite trips and enrichment activities. We specifically work on developing an understanding of the social, moral, spiritual and cultural aspects of life through pupils being Eco Warriors, Anti Bullying Ambassadors, and taking part in Festivals. Work is carried out on the development of pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. 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

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   7
Linked to Policy Number:	OPSP11		

characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### 4.14 **Covid-19 Recovery Curriculum**

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

### 5. **IMPACT, ASSESSMENT AND MONITORING**

#### 5.1 **Impact**

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

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

#### 5.2 **Assessment**

We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, known as TrackAble.

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.

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

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   8
Linked to Policy Number:	OPSP11		

### 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 curriculum consists of a rolling topic coverage and this is organised in the following way;

Autumn Term				Spring Term		Summer Term	
EYFS	All about us (including food and what I like)			Plants and Animals		Water and transport (e.g. boats)	Seaside and Animals
KS1	A	I am Great	In the Dark	Wild Things		Music Maker	Seaside
	B	Hobbies and Interests	Fire and Ice	Sowing Seeds	Animal Magic	Healthy Humans	Let's get Moving
KS2	LA	All about Me	Stones and Bones	Into the Forest	Rivers of Time	Chocolate	Space
	LB	Hobbies and Interests	Wizards and Dragons	Countries and Cultures	Wild animals	Caring for the Earth	Holidays
	UA	I'm a Superhero and Olympians	Stones and Bones	Into the Forest	Rivers of Time	London and Londinium	Out of this World
	UB	Hobbies and Interests	Computer Wizards	Pole to Pole	Habitats	Eco Warriors	Destinations

## 7. REFERENCES

None

## 8. ASSOCIATED FORMS

None

## 9. APPENDICES

None

Document Number: LLS-V02-0526	Issue Date:	May 2025	Version Number: 04
Status: <b>FINAL</b>	Next Review Date:	July 2026	Page   9
Linked to Policy Number:	OPSP11		