



Local Procedure/Protocol

School/Home Name:	Luxborough Court School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
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Procedure/Protocol Lead:	Rachel Rai
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

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

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

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

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

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 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	Luxborough Court School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 19, with many strengths and interests, along with complex educational needs arising from autism and other types of neurodiversity. Pupils will have complex educational needs and may have social communication, interaction, play and language difficulties, behaviours which challenge and many have experienced trauma. Pupils may be working below age-related expectations when they join us and some may have additional or specific learning needs. All pupils have an Education, Health and Care Plan and some pupils may be in the care of their local authorities.
1.2	<p>Luxborough Court School benefits from a fantastic building and grounds. It is well-resourced and has a comprehensive range of facilities including bright, spacious classrooms, a science laboratory, a food technology room, a well-stocked library and a large dining room. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral and therapy staff. All of the aspects described above contribute to making our school a positive place in which all members of the school community are able to fulfil our whole-school values: 'To Learn, To Care and To Succeed' Working alongside the educational team is a Clinical Services Team consisting of Speech and Language, Occupational Therapy, Psychology and talking therapy and a Pastoral Team.</p> <p>The staff at Luxborough Court School believe that teaching the whole child involves so much more than academic success and parents and pupils tell us that they hope that their child finds happiness, friendship and independence.</p> <p>We do this by focusing on the three key 'golden threads' of our curriculum, which are aligned with our values:</p> <p>To Learn: Raising aspirations and achieve To Care: Develop confidence and communication skills To Succeed: Promote independence</p> <p>Each golden thread relates to the overall aims and intent of our curriculum:</p>
2.	VISION, AIMS AND INTENT
2.1	<p>At Luxborough Court School, we are fully committed to ensuring that all of our pupils flourish whilst at Luxborough Court School and in order to achieve this, we provide a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with experiences, skills and knowledge which prepare them for the next chapter of their lives. We aim to do this by:</p> <ul style="list-style-type: none"> • Inspiring pupils to develop a love of learning, experience success and achieve positive outcomes • Helping pupils to remember what they learn and make progress in all subject areas • Supporting pupils to be ready for the next stage of learning • Ensuring every pupil leaves a reader • Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests

	<ul style="list-style-type: none"> • Encaging pupils to raise their career aspirations • Providing pupils with knowledge and experience of the workplace • Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise • Supporting pupils to develop their independence • Ensuring pupils are ready for transition and life beyond Our School • Encaging pupils to develop a positive perception of themselves and a sense of belonging • Supporting pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience • Enabling pupils to understand their rights and responsibilities and appropriately express their views • Helping 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
3.	ROLES AND RESPONSIBILITIES
3.1	<p>Leaders at Luxborough Court School ensure that:</p> <ul style="list-style-type: none"> • 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	<p>The teaching staff at Luxborough Court School ensure that:</p> <ul style="list-style-type: none"> • 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 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 <p>Subject leads provide support and advice for colleagues, and monitor progress in their subject area</p>
3.3	<p>Clinical staff ensure that:</p> <ul style="list-style-type: none"> • 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: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 3
Linked to Policy Number:	OPSP11		

	<ul style="list-style-type: none"> Suggestions, strategies and bespoke interventions are provided to support pupils to develop a toolkit of strategies to reduce barriers to learning and increase consistency in engagement in learning
3.4	<p>Pastoral staff ensure that:</p> <ul style="list-style-type: none"> Personalised programmes are data informed through <i>assessment</i> for pupils in order to reengage and support pupils through interventions, the Engage curriculum and direct support. The initial response is to create <i>stabilisation</i> for the pupil in terms of meeting emotional needs, reducing barriers to success and preventing further escalation of behaviours that challenge. Pupils and parents are given an opportunity to contribute to the personalised programmes Staff other external agencies are given an opportunity to contribute to personalised programmes Bespoke support is planned for the diverse range of needs and experiences of pupils and dovetails with Education and Clinical Services Pupils engagement and participation improves and pupils develop a sense of understanding self and a development of strategies Pupils develop successful behaviours and stamina for learning Positive Behaviour Support approaches underpin decisions, strategies and support Integrate pupils successfully into contexts perceived, by the pupil, as challenging with new skills and support
3.5	<p>All staff ensure that:</p> <ul style="list-style-type: none"> 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	<p>Curriculum Delivery</p> <p>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 Practitioner, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.</p> <p>Classes in Key Stages 1-2 are taught in their own classrooms which helps to reduce transitions and provides frequent opportunities to support the sensory, social communication and mental health needs of pupils eg. through 'emotional check-ins'. Some pupils at Key Stage 3 continue to be taught in their own classrooms, but where they are able to, Key Stage 3 pupils access subject specific teachers and classrooms. Most pupils at Key Stage 4 and 5 are taught by subject specialists.</p> <p>Our school timetable comprises of thirty lessons per week for each class. Some pupils may have bespoke timetables that take account of particular strengths and areas of need and individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.</p> <p>All pupils access an age-appropriate and progressive curriculum route, suitable for wherever they are on their learning journey. For some pupils, this may mean accessing what is known as a pre-key stage curriculum as they are not yet ready to access the National Curriculum. This route may change over time.</p> <p>Each curriculum route provides access to a wide range of subjects, activities and experiences linked to our curriculum intent and is adapted according to pupil needs. Detailed schemes of work are planned to ensure pupils access the content relevant for them and so that they are prepared for their next steps. Some pupils also access additional interventions in order to 'close gaps' in learning.</p>

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 4
Linked to Policy Number:	OPSP11		

	<p>All pupils work towards their own personalised goals linked to their EHCPs, which are embedded into different learning experiences. Pupils access a robust and progressive PSHE and Citizenship programme, alongside Life Skills and Careers lessons which help to support personal development and preparation for adulthood.</p> <ul style="list-style-type: none"> - Learning outside of the classroom and personal development activities - Interdisciplinary approaches, using strategies from education, care and therapy - Real-world and functional activities - Interactive activities and games - Exploration of new vocabulary and ambiguous language - Recall tasks - Worksheets/work books/extended writing opportunities - Role-play and discussion - Practical activities - Modelling, questioning and scaffolding - Inquiry and project-based tasks - Collaborative and independent learning - Cross-curricular learning
4.2	<p>Key Stage 1 and 2 (Years 1 - 6)</p> <p>KS1 and KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access either our Pre-Key Stage curriculum offer, the National Curriculum or a mixture of both, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc/Fresh Start programme.</p> <p>Pupils access: English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design/Music, Design Technology (including Food and Nutrition), Personal Development/Life Skills and Enrichment.</p> <p>Key Stage 1 and 2 pupils access clinical/therapeutic input as appropriate to their needs.</p>
4.3	<p>Key Stage 3 (Years 7 – 9)</p> <p>Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room.</p> <p>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. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.</p>
4.4	<p>Key Stage 4 (Years 10 – 11)</p> <p>Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Motor Vehicle Engineering, Construction, Humanities, Catering, PE/Sport, Separate Science and Computing. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.</p>
4.5	<p>Key Stage 5 (Years 12 – 14)</p> <p>At present we do not have a key stage 5 cohort however we do have a key stage 5 curriculum offer. At Key Stage 5, the DfE's 16-19 study programmes provide sixth form pupils with a structured learning programme</p>

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 5
Linked to Policy Number:	OPSP11		

	<p>which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:</p> <ul style="list-style-type: none"> • Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need). • English and Mathematics where a GCSE at grade 4 has not yet been achieved • Work experience and/or work-related learning • Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment). <p>KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.</p>
4.6	<p>Residential Pupils</p> <p>We do not have any residential places</p>
4.7	<p>Homework</p> <p>At Luxborough Court School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are engaged to read regularly at home.</p>
4.8	<p>Reading</p> <p>At Luxborough Court, reading is integral to curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a 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, on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.</p>
4.9	<p>Oracy</p> <p>Oracy & Pupil Expression statement</p> <p>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 Luxborough Court School.</p> <p>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.</p> <ul style="list-style-type: none"> • Develop students' ability to express themselves, speak fluently, coherently, and confidently in a range of formal and informal contexts. • Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others. • Teach students to listen actively and respond appropriately to the contributions of others. • Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions. • Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes. • Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 6
Linked to Policy Number:	OPSP11		

	<ul style="list-style-type: none"> 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	<p><i>Therapeutic Provision</i></p> <p>Our on-site clinical team work 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 sensory-processing needs, self-regulation of emotions and behaviour, social skills, communication, interaction and language needs. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.</p>
4.11	<p><i>Physical Education</i></p> <p>All pupils access PE lessons at Luxborough Court School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.</p> <p>Where possible the PE curriculum is linked to inter and intra sporting competitions and experiences within the local and wider community.</p>
4.12	<p><i>PSHE, Citizenship and Careers Education</i></p> <p>All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:</p> <ol style="list-style-type: none"> 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). <p>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.</p> <p>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.</p> <p>Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.</p>
4.13	<p><i>Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics</i></p> <p>At Luxborough Court, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.</p> <p>We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.</p> <p>As part of the wider SMSC curriculum, pupils are engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</p>

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 7
Linked to Policy Number:	OPSP11		

4.14	<p>COVID-19 Recovery Curriculum</p> <p>At Luxborough Court, 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.</p>
5.	IMPACT, ASSESSMENT AND MONITORING
5.1	<p>Impact</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <div data-bbox="416 1447 1350 1966"> <p>What we hope to see as the impact of our curriculum:</p> <p>Raise aspirations and achieve</p> <p>Develop confidence and communication skills</p> <p>Promote independence</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Show enjoyment in both learning and reading -Make excellent progress from their starting points -Demonstrate respect and tolerance for all members of society -Be ambitious for themselves and achieve accreditation and/or qualifications reflective of their abilities and interests -Demonstrate awareness of how to conduct themselves in the community, further education settings and the workplace <p>Pupils will:</p> <ul style="list-style-type: none"> -Communicate their wants, needs and views using language and/or alternative methods -Utilise positive coping strategies for managing emotions -Interact with others positively in a range of settings -Demonstrate improved confidence and self-esteem -Take steps to keep themselves safe, as well as physically and mentally healthy <p>Pupils will:</p> <ul style="list-style-type: none"> -Demonstrate an ability to make choices and decisions relevant to them -Show understanding of their rights in different circumstances -Know what it means to be a responsible citizen and how they can proactively make a positive contribution to their community -Be able to read to a functional level or beyond and able to apply their acquired literacy, numeracy and creativity skills to further learning, employment and daily life -Demonstrate increasing independence, as well as readiness to transition successfully </div>
5.2	Assessment

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 8
Linked to Policy Number:	OPSP11		

	<p>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 Solar.</p> <p>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.</p> <p>Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.</p> <p>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.</p>
5.3	<p>Monitoring</p> <p>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.</p> <p>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.</p>
6.	CURRICULUM MODEL
6.1	<p>Curriculum model</p> <p>At Luxborough Court School we believe that children are entitled to a curriculum that raises the aspirations of every child and gives them the confidence to fulfil their potential through positive learning experiences. Luxborough Court is a school for pupils with Autism and some with additional diagnosis's including ADHD. This impacts on individual development and, to differing extents, shapes the nature of the child's learning experience. Education for children at Luxborough Court should reflect the unique presentation of each individual, for example meeting sensory needs, providing for social and communication difference or challenging areas of strength. We believe these differences merit a specific approach, whereby skills can be fostered to maximum effect, rather than trying to fit the child into a 'normative' model of development. Core aims of the curriculum at Luxborough Court are to support the child in developing independence, to encourage a positive sense of self and to promote a positive attitude to learning, so that each child can access learning fully. Pupils at Luxborough Court require a support network that is cohesive and individualised. We believe it is imperative to work in close partnership with parents, carers and families, to facilitate the sharing of good practice and success across all environments. Drawing on the expertise our school provides including speech and language therapists, occupational therapists, psychologist ensures we have a dynamic and holistic approach to every child.</p> <p>Luxborough Court School Personalised curriculum</p> <p>Every child is unique. Many children will present with a 'spikey' learning profile, with areas of strength and areas that are underdeveloped, which would benefit from intervention. Additionally, children will experience a range of different barriers to learning, in areas such as sensory processing, communication, attention deficits, anxiety or low self-esteem. The effects of social communication difficulties are unique to every child and the impact on the ability to learn is extremely varied, so we therefore deliver a bespoke curriculum to meet the pupils' dynamic needs. Children will require support to develop a wide range of skills, including Communication, life skills, mental health and social. Teaching and learning is supported by the Clinical Services team who provide a raft of support. This approach works on the premise of identifying pupils' needs and provides support which enables teaching and learning to take place in a safe and purposeful environment.</p>

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 9
Linked to Policy Number:	OPSP11		

Aims of Luxborough Court

- To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future.
- For all pupils to gain qualifications and accreditations that are suitable for their individual ability and need
- Create a bespoke curriculum that helps to inspire a lifelong love of learning.
- The holistic nature of our practice promotes positive mental health and well-being and enhances our children's life skills, social skills and cultural awareness.
- Relationships are developed between children and adults that are positive, consistent and secure.
- Provide an environment which meets the needs of all children.
- Meet sensory needs.
- Develop self-awareness and self-control.
- Develop resilience and motivation for learning.
- Support children in responding to change.
- Recognise and support anxiety in children.
- Celebrate success in all its forms.



7. REFERENCES

- Assessment Policy and Local Protocol
- SMSC and British Values Policy and Local Protocol
- RSE Policy and Local Protocol
- PSHE and Citizenship Policy and Local Protocol
- Futures, Careers and Work-Related Learning Policy and Local Protocol

8. ASSOCIATED FORMS

Not applicable

9. APPENDICES

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 10
Linked to Policy Number:	OPSP11		

Document Number: LCS-V01-0725	Issue Date:	May 2025	Version Number: 04
Status: FINAL	Next Review Date:	May 2026	Page 11
Linked to Policy Number:	OPSP11		