

# Curriculum Policy



Completed by:	Katie Wyatt	Date: October 24
Last reviewed on:	October 2024	
Next review due by:	October 2025	

## 1. Aims

Maple House School recognises that all pupils should have access to a broad and balanced curriculum with high aspirations for every student.

All pupils need to work at a level which is appropriate to their understanding, relevant to their chronological age and at a rate that suits their individual abilities. Learning and teaching are approached with the focus on the individual needs of the learners. Each pupil has a tailored curriculum based upon their baseline assessment, previous academic outcomes and long-term learning targets. Pupils will be taught in small groups, individually, and when appropriate within the community-so that skills are generalised to real life settings and pupils are prepared for life in the wider world. High aspirations are held for all pupils. Our curriculum develops pupils' experiences, knowledge, self-confidence, ability to communicate and independence.

Our curriculum is designed to build the practical, everyday skills including social, emotional, and mental wellbeing skills into the wider curriculum so they are integral to what we deliver every day, whilst also empowering parents/carers to reinforce these skills within the home environment. This sits alongside high-quality learning experiences based on a broad and balanced curriculum.

Our curriculum is designed to broaden our pupils' horizons, widen their cultural capital and empower them to be curious about the world around them. Through personalised support and a nurturing approach our pupils will become compassionate, independent learners who are well prepared for the demands of the 21st century in modern Britain. Our goal is to help students develop academically, socially, and emotionally at their own pace and in a way that is meaningful to them.

## 2. Legislation and statutory requirements

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the Independent School Standards and the programmes of study we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

## 3. Scope

Pupils at Maple House School have a range of needs including Autism Spectrum Conditions, Social and Communication Difficulties, ADHD and Social, Emotional and Mental Health Difficulties. Most have a history of failed educational placements and traumatic journeys which may have led to school avoidance or non-attendance. Children and young people are characterised by a lack of self-esteem and confidence, a reluctance to trust and a fear of challenge resulting in the requirement for a therapeutic, caring and nurturing approach. This means that teachers must be creative and tailor approaches to each young person to build resilience, confidence and trusted relationships.

Fundamentally, we understand that we are all individuals. Our approach is not a 'one size fits all' but instead offers a tailored, rich, and stimulating education experience for all our pupils, according to their needs. We recognise that many of our pupils encounter additional challenges in terms of their well-being, learning needs, early experiences of school and anxieties about being in school. Therefore, everything we do is crafted to deliver

a bespoke education, carefully nurturing each pupil to ensure that positive outcomes are achieved – and their life chances are improved.

Our curriculum is supported by rigorous planning, and it is clear what end points the curriculum is building towards, and what pupils will need to know and be able to do at those endpoints. We work to secure each pupil's EHCP outcomes and small step targets which are regularly reviewed. These targets are set within a multi-agency forum and detail the objectives required to have been achieved by the end of the key stage they are working in. We work to this end point with the children's Personalised Learning Plans and Positive Behaviour Support Plans, key to the planning of each subject/intervention and support. We continually build, develop and adapt pupil individual provision plans to outline how we will achieve the targets.

Assessments are ongoing but we formally report on progress to parents/carers at least three times a year. We are compliant with the Independent School Standards ('the standards') in the schedule of the Education (ISS) Regulations 2019 and give pupils experience in linguistic, scientific, technological, human and social, physical and aesthetic and creative education.

Class groups are categorised not only by year group, but also learning styles, sensory needs and EHCP outcomes, the stage the child is at and considering different personalities within the school.

Developing valuable life skills and skills to develop independence can be very difficult for children and young people who have attachment and/or educational learning difficulties. Specific time is dedicated for pupils to develop these skills in a safe and nurturing environment.

Our environment and delivery of our curriculum incorporates the three characteristics of effective teaching and learning.

- **Playing and exploring** – pupils will have opportunities to investigate and experience things, and 'have a go'.
- **Active learning** – pupils will have time and space to concentrate and keep on trying if they encounter difficulties to allow them the opportunity to enjoy their achievements.
- **Creating and thinking critically** – we encourage and support pupils to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 4. Principles of Our Curriculum

**Individualised Learning:** The curriculum is tailored to the unique abilities, needs, and interests of each student through personalized learning plans (PLPs) or Education, Health, and Care Plans (EHCPs). We have realistic, yet challenging expectations and plan opportunities to extend their knowledge, experiences, and interests, motivating and supporting every pupil to reach their individual potential. All planning is based on each individual pupil to ensure their goals are realistic and achievable.

**Inclusive and Holistic Approach:** We emphasize the whole child, addressing academic learning, social and emotional development, communication skills, life skills, and physical development. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Adult led and child-initiated activities are equally important; adults interact sensitively, encouraging perseverance and practice, reinforcing that we all learn at a different pace and can all learn when things go wrong.

**Real-World Relevance:** Learning is connected to real-world experiences, enabling students to develop practical skills and apply their learning in everyday situations. We encourage pupils to become independent thinkers allowing them freedom to explore, create and think critically and actively learn. Where possible they will be encouraged to challenge themselves to build their confidence and resilience, given the opportunity to develop the capacity to surprise themselves and others and to become confident and self-assured.

**High Expectations:** We have high yet realistic expectations for all students, encouraging them to reach their full potential. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

**Therapeutic and Supportive Framework:** A multidisciplinary approach integrates education with therapeutic input, such as speech and language therapy, occupational therapy, and mental health support.

A therapeutic approach is key to the daily teaching of all the children. All children are offered a therapeutic plan which includes (but is not exclusive to) play therapies including lego therapy, and Yoga and Meditation. These help us to ensure that all children can achieve in line with their potential. We address cognitive and emotional development as one cannot make good progress without the other. Maple House School provides experiences that help the children to grow in every sense of the word.

At Maple House School we also use the THRIVE approach in school to underpin the curriculum. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. The programme was created by a multi-agency team, with experience of being teachers, advisers, Ofsted inspectors, social workers, family therapists, foster and adoption specialists across education and care settings. They have drawn together their experience with theories and research to create this rich resource. THRIVE draws on an understanding of six “building blocks” of development and growth that comes online sequentially and remains throughout life.

## 5. Roles and responsibilities

### 5.1 The advisory board

The advisory board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum.

### 5.2 Headteacher

- The headteacher is responsible for ensuring that this policy is adhered to, and that:
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### 5.3 Teachers and classroom assistants

- Deliver the curriculum in line with this policy and statutory guidance, seeking advice and support where required.
- Ensure understanding of the national curriculum and relevant subject knowledge.
- Ensure understanding of relevant examination board specifications and examination requirements.

## 6. Curriculum

### Curriculum Intent, Implementation and Impact

*“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”*

Our pupils may have a range of learning needs such as Autism Spectrum Disorder, Social, Emotional and Mental Health Needs and Communication Difficulties. All our pupils have an Education and Health Care Plan. Some pupils may have missed aspects of their education prior to attending Maple House School and so they often begin their education here with attainment levels and skills that are significantly below average for their age.

The aim and values of Maple House School are focused on maximising every individuals’ potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

At Maple House School we strive to deliver a curriculum that is accessible to all our pupils. We aim to offer a balanced, interesting and relevant curriculum which is created around the individual learners. Maple House School delivers a bespoke curriculum, which is closely aligned with our pupils’ levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated clinical and therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils’ individual needs and based on a person-centred planning framework. Professionals, parents and the pupil will be pivotal in ensuring individual needs are met.

Learners can start at Maple House School during any time in their education, at any point in the year and are supported through an individualised transition programme. It is important that teachers use this transition time to assess and try and understand the extent of the learner’s previous knowledge, skills and understanding both in the core subjects and in their specific subject area. Teachers at Maple House School must be equipped with knowledge of the curriculum in reading, writing and mathematics as well as their own subject area due to the academic ability of some of the learners we teach. There are also times when lessons don’t follow their planned route due to incidental learning which is equally important to explore. This could be due to gaps in learning or an interest that has been sparked in the individual learner/group, which through further exploration will strengthen the planned learning content. Due to learners often missing gaps in education, teachers planning won’t always fully understand the learner’s historic educational profile. At times, planned sequencing will be paused to revisit previous content/skills which the learner is expected to have covered at an earlier stage of their educational career. Daily staff meetings/handovers are important to share knowledge of learner’s social, emotional and academic learning. Through these meetings teachers can work closely to support cross-curricular planning and allow the learner to make more rapid progress.

## Intent

Our curriculum is designed to give all our pupils a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavor to provide opportunities for all of our pupils to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

At Maple House School, we have three curriculum intentions that act as drivers for what we deliver. These incorporate the Maple House Values and provide clarity and real-life examples of how these values can have a lasting impact on themselves, others and the world around them.

### Intention 1 – Develop our Sense of Self

Our curriculum will ensure that all pupils develop an understanding of themselves and the impact they have. To encourage ambition and drive to try new things and achieve their full potential. To understand trust and honesty and how this shapes them for the future.

### Intention 2 – Develop our Sense of Others

Our curriculum offer will ensure that all pupils develop an understanding of caring and working collaboratively with others. Being able to be honest with others and trust in those around them, staff, pupils, professionals, parents and carers. Recognising and valuing other's individual needs, recognising that,

*“Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” (Albert Einstein).*

### Intention 3 – Develop our Sense of the World

Our curriculum offer will ensure that it provides opportunities to support our pupils in becoming responsible British citizens. A responsible citizen has knowledge about their role in the community, state and the world and understands they have a role in making the world a better place to live through implementing the Maple House values into their everyday lives and the world.

## Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our pupils. Our curriculum model ensures that we have flexibility to fit in with our pupils rather than our pupils fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches, including a broad range of qualifications that meet the needs of our students and their attainment levels. We recognise that as our school population develops, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our pupils each year.

The levels are not always defined by age, but by need and achievement; pupils are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended, to facilitate a 'learning flow' between the two. Because of the personalised approach to the curriculum, we can meet the needs of all our learners. All pupils across the school focus on targets based on the outcomes in their Educational Health Care Plan and Personal Learning Plan. Some pupils receive additional funding e.g. Pupil Premium, and the impact of any interventions funded through these is monitored to ensure that they support progress.

At Maple House School, we endeavor to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible.

To provide pupils across the school with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses a broad and balanced pathway; Cornerstone Curriculum, 'National Curriculum, Functional skills, a Vocational curriculum and GCSE Level qualifications.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach. In Key Stages 1 and 2 our pupils will follow the Cornerstone Curriculum.

### What is the Cornerstones Curriculum?

*The Cornerstones Curriculum is a creative and thematic approach to learning. It is based on a child-centered pedagogy called The Four Cornerstones and is delivered through Imaginative Learning Projects (ILPs) and Knowledge Rich Projects (KRPs), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides many learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively. Cornerstones is used at a stage that suits the children's needs; this may not be a direct correlation to the children's chronological age. Due to the needs of our children, and the fact that many have missed chunks of their education through non-attendance in previous settings, it is important to find those gaps.*

Cornerstone Curriculum Maestro is used to support us in implementing an ambitious curriculum. This supports us in designing, delivering, teaching and assessing our curriculum. Curriculum Maestro is used to design and plan a curriculum that ensure progression of key knowledge and skills, sequenced and adapted to meet the individual needs of the children in our school.

Base of our curriculum structure

#### Early Years (Ages 5-7)

The focus is on building foundational skills in literacy, numeracy, social interaction, and emotional regulation through:

Play-based Learning: Encouraging exploration, creativity, and communication.

Communication and Language Development: Use of non-verbal cues, communication aids, and developing speech therapy as appropriate.

Early Mathematics: Basic number recognition, counting, shapes, and patterns.

Personal, Social, and Emotional Development: Supporting children in understanding their emotions, building friendships, and following routines.

Sensory and Motor Development: Activities that develop fine and gross motor skills.

#### Primary (Ages 7-11)

In this stage, we emphasize developing key academic skills and increasing independence:

English: Phonics, reading comprehension, storytelling, and basic writing skills.

Mathematics: Practical applications of number operations, shapes, measurements, and time.

Science: Exploration of the natural world through sensory-based learning and simple experiments.

PSHE (Personal, Social, Health and Economic Education): Developing personal and social skills, learning about healthy living, and making safe choices.

Physical Education: Focus on coordination, balance, and fitness through adapted activities.

#### Lower Secondary (Ages 11-14)

At this stage, we build on earlier learning with a focus on preparing students for more structured learning and real-life application.

English and Literacy: Advanced reading, writing for different purposes, and speaking and listening skills.

Mathematics: Problem-solving, basic algebra, money management, and geometry.

Science: More structured inquiry into biology, chemistry, and physics, using practical and sensory-based experiments.

Social and Emotional Development: Coping strategies for stress, building resilience, and understanding relationships.

ICT (Information and Communication Technology): Learning basic computer skills, internet safety, and using technology to communicate.

Life Skills: Cooking, personal care, and household tasks.

In **Key Stage 3**, pupils will follow programmes of study which deliver the skills and knowledge identified in the National Curriculum. The curriculum will embrace all areas of academic learning at a level that is related to individual educational needs and provides suitable levels of challenge. Opportunities to develop pupil's personal, social and health awareness and understanding will be embedded across all curriculum areas and delivered extensively through our personal development programmes and PSHE programme, including Active Citizens, Pathways, Life Skills (Prince's Trust), Mindworks and THRIVE.

#### Upper Secondary (Ages 14-16)

This phase focuses on functional academics and life skills, leading to accreditation and vocational experiences.

Functional English: Emphasis on reading for information, functional writing, and speaking in real-life situations (e.g., job interviews).

Functional Mathematics: Handling money, budgeting, time management, and measurements.

Science: Practical applications in everyday contexts, such as health and the environment.

PSHE and Citizenship: Rights and responsibilities, personal safety, healthy relationships, and work readiness.

Vocational Studies: Introduction to work-related learning through school-based enterprises and community work experience.

Transition Planning: Preparing for post-16 options, including further education, employment, or supported living.

#### Post-16 (Ages 16-19)

The post-16 curriculum focuses on preparing students for adulthood, fostering independence, and enhancing employability whilst allowing additional time to close gaps in learning and achieve academic outcomes up to the age of 19 years.

Accreditation Pathways: Students work towards Entry Level, Functional Skills, or GCSE qualifications as appropriate.

Work Experience and Enterprise: Practical work-based learning and supported internships with local employers.

Independent Living Skills: Focus on daily living, travel training, self-care, and managing personal finances.

Social Communication: Developing social skills, self-advocacy, and relationship-building.

Health and Wellbeing: Teaching about healthy lifestyles, fitness, and mental health.

Transition to Adulthood: Support with post-school options, including supported employment, college, or adult social care services.

Studies in key stage 4 support pupils to attain a range of relevant qualifications so that they can and do progress to the next stage of their education or pathway. For some, this may be onto courses that lead to higher-level qualifications and into employment or apprenticeship. Maple House will provide opportunities for young people to stay within an educational setting post 16 which supports and meets their educational, emotional and mental health needs, where they can continue to sit Functional Skills, Vocational or GCSE



qualification and other related qualifications. Through our continued personal development programmes, we support our young people to help gain independence and life skills where appropriate. We will support young people through individual pathways to enable them successfully to navigate to the next stage of their education or employment.

Qualifications offered meet a range of abilities in a variety of subject areas. The school has a strong belief in the value of Entry Level, and vocational educational programmes and provides access to suitable courses and accreditation. Vocational studies and our Active Citizens programme can include opportunities for pupils to attend college and work placements, with support from staff.

The school is regularly visited by outside speakers, and we arrange educational and careers visits to give pupils the opportunity to access learning through members of the community and experience learning through a wide range of sources. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom as part of our Active Citizens programme. Trips and visits extend the range of environments in which pupils learn and broaden their experiences of the wider world, enabling pupils to apply skills and learning to real-life contexts.

Our Active Citizens curriculum include adventurous activities that enable pupils to enjoy taking part in physical and social tasks, in a range of environments and locations which are free from the constraints of a classroom. Pupils have opportunities to develop social skills, self-confidence, tolerance and team working skills whilst developing positive attitudes to health and fitness. Our Active Citizens programme delivers an array of meaningful encounters, delivering high level of cultural capital, whilst providing opportunities that our pupils may never have experienced before or have an opportunity to again.

The school provides Relationships and Sex Education (RSE) through their PSHE lessons. Pupils are encouraged and guided by moral principles, including healthy relationships and consent and taught to recognise the value of family life. The role of RSE is to explore, understand and challenge conventional notions of masculinity and femininity, describing sexuality in a positive sense. It provides pupils with the knowledge, skills and attitudes to feel happy and supported in their own sexual identity, and to respect others' sexual identity. Those involved in the delivery of RSE will be committed to securing a safe environment which encourages open discussion of both the positives and dangers of sexual activity. The biological aspects of human reproduction are delivered through the science curriculum. We recognise that parents have the right to withdraw their children from any or all parts of the school's program of Relationships and Sex Education, other than those elements which are required by the Science National Curriculum. We recognise that many of our young people are highly vulnerable. We teach our pupils to keep themselves safe and have a focus each year for every age group on consent and appropriate and inappropriate touch, and how to report any concerns.

SMSC and PSHE are central to all aspects of our curriculum and play a vital role in underpinning our Careers programme and Active Citizens programmes. Pupils are encouraged to respect the law and to act consistently with their own beliefs and with a view to the consequences of their own and others' actions. We enthusiastically promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Political issues are introduced in a number of courses and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject in the school is not allowed.

In Key Stage 3 and 4, Religious Education is delivered as a discreet subject and referenced within other subjects as and when it is relevant. The RE curriculum in Key Stage 1 and 2 incorporates learning about other religions so pupils have a broader understanding of the diverse world that they are living in.

Reading is at the heart of the curriculum and is explicitly taught across the school as a standalone session each day. We recognise that this is the core skill that will help in all areas of development and progress both

inside and outside of education. Our intent is for all pupils to read at a near age-appropriate level as they can, through rigorous and sequential lessons and assessment. A Read, Write, Inc phonics screening is completed upon entry and the individuals reading plan put together as a result.

As well as reading we give emphasis in our curriculum to the development of:

- Numeracy Skills with all children being introduced to Numicon: Breaking Barriers Scheme (unless they are more able whereby White Rose Math's Schemes of work are utilised as a springboard for planning)
- Numeracy skills for KS3 and KS4 will follow White Rose Maths and BKSB on a Functional Skills and GCSE Pathway.
- Social, Emotional and Mental Health, including SRE (see individual policy)
- Physical Skills including PE, swimming, individual therapies, using the local community and Life Skills. This also includes daily sensory circuits and activities.
- Outdoor Learning and connecting to the environment (Active Citizens and Forest Schools).
- SMSC- including the fundamental British Values. We use the resources provided by CEOP to support this learning and provide meaningful encounters through our Active Citizens programme.
- AQA Unit Awards and Prince's Trust
- Academic Progress
- Celebrating the Arts and creativity through the Arts Award.
- Topic work is based on the likes/dislikes and interests of the children, whilst ensuring coverage of the National Curriculum where appropriate.
- Therapeutic Interventions such as play therapy and Yoga/Meditation/Lego.
- Visual signs and symbols are used throughout the school with all the children and utilised where possible within the curriculum. We also use now and next or task boards.

KS1/2	
Core Subjects	Additional Subjects
English Mathematics Science Humanities (History, Geography) Religious Education Design Technology including Art Physical Education PSHE/RSE Computing	THRIVE Forest School Food and Nutrition Active Citizens Music
KS3	
Core Subjects	Additional Subjects
English Mathematics Science Humanities (History, Geography) Religious Education Food and Nutrition Design Technology including Art	THRIVE Forest School Active Citizens Music Drama

Physical Education PSHE/RSE Pathways (Careers) Computing	Active Citizens - Life Skills (including Prince's Trust)
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KS4		
Core Subjects	Optional Subjects	Additional Subjects
English Mathematics Science ICT Pathways (Careers) PSHE/RSE	Food Preparation and Nutrition* Hospitality and Catering* Design Technology & Art (The Arts Award and GCSE) Physical Education (Short Course)* Religious Education (Short Course)* Music* Health and Social Care* Drama*	THRIVE AQA Awards Active Citizens  Active Citizens - Life Skills (including Prince's Trust)

\*options available with viable number of students and the expertise of teaching staff through recruitment

## Impact and Intended outcomes

By implementing a differentiated and modified national curriculum, with a broad range of qualification levels and a bespoke and intentional personal development programme, it is intended that Maple House School will:

- Allow all pupils to make progress from their individual starting points.
- Increase the communication skills and styles of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level based on informed baselines
- Engage pupils' interests in personal development and encourage learning through Active Citizens
- Create a positive learning environment where pupils can feel safe.
- Allow pupils to interact and learn from each other and from the environment around them.
- Allow all pupils to reach their full potential and achieve their own personal success and independence.
- Give pupils opportunities to develop their key skills and practice them in the real world
- Prepare our learners for their next stage in education, employment and life
- Promote independent choices around learning and independent study through AQA Awards

**It is intended that children at Maple House School, leave as independent, confident young people with high aspirations for themselves and the confidence to access society to improve their social standing, life skills and future prospects in the world of work.**

We should see the impact of our 3 learning intentions in the following way:

### Intention 1 – A Sense of Self

Pupils have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment and instilling the school values of Kind, Respectful, Hardworking and Safe. Pupils demonstrate incremental progress in

their subject knowledge, skills and understanding. They can retain and apply this over time and in different contexts. Pupils require reduced levels of support to access their learning demonstrating independence and confidence with improved fluency and accuracy.

#### Intention 2 – A sense of others

Pupils are active participants in their learning and are keen to work with and support their peers. They understand equity and can accept and promote inclusion, championing our school values when interacting with others and with the wider community as part of Active Citizens and in their home lives.

#### Intention 3 – A sense of our world

Pupils are engaged in their learning in all aspects of the curriculum and talk with enthusiasm about experiences they have taken part in, especially as part of the personal development programmes at Maple House School. They access their learning in a variety of environments and can apply their independence, knowledge and skills accordingly. Pupils are ready to transition to their next stage of learning/ independence as a responsible citizen, taking with them the Maple House Values and modelling them continuously as they become independent and confident young adults.

## 7. Inclusion

We adapt the Curriculum and our Active Citizens programme for individual learners according to their needs, whilst respecting the fact that all children have the right to a broad, balanced and relevant education which provides continuity and progression. We recognise children's strengths, needs and interests and build on these to promote achievement and success. We identify our children's strengths through continual assessment, the Annual Review Process and consultation with each child and their families. We plan and adapt the provision and learning opportunities to meet these needs. Each learner has a personalized learning plan and positive behaviours support plan which are regularly updated to reflect the individual needs of the learner. Support staff, teaching staff, carers, social workers and parents (where suitable) are involved with and made aware of the outcomes on these plans.

Children who have additional needs, have often had turbulence in their schooling before they arrive at Maple House. We seek to engage children so that a baseline can be sought, but sometimes this can be difficult. We believe that is important to understand each pupil in order that the curriculum is well matched, planned and sequenced so that they are able to engage in the lessons. We adapt the curriculum to meet the individual; we do not expect the individual to adapt.

Teachers set high expectations for all pupils, not just academically, but holistically. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 8. Curriculum Transition

All young people at Maple House School are given full access to a broad and extensive curriculum based on their key stage, individual needs and abilities. During the admission and initial assessment period, the most appropriate class setting is identified for the young person. This is based on consultation documents, baseline assessments, risk assessments and the Personalised Learning Plan. If pupils need to change classes after this period, a decision would be made through discussions between the Headteacher, SENCO, teachers, and parents/carers as part of the continual transition review process.

The school prides itself on providing effective and vital support for pupils as they make transitions through the various stages in their education. We carefully manage the transition of our pupils throughout the school and in preparing pupils for further education or future employment. Detailed assessment and planning allow the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of individual's targets. Pupils and their parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps. Part of the preparation for transitioning into adulthood will include support with travel training and transitioning into buildings and organisations that house a larger number of young people as well as accessing opportunities (including work experience) within the community.

## 9. Monitoring arrangements

Monitoring and Evaluation of the Curriculum is achieved by:

- Observation of lessons with a specific focus
- Staff Development meetings between all staff
- Use of pupil data including assessment points
- Regular scrutiny of workbooks
- Termly or annual amendment of curriculum structure dependent on the individual needs of pupils
- Regular updates of the individual children's Provision Map.

## 10. Links with other policies

This Policy will be reviewed annually by the Head teacher and SLT members.

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- Online safety policy

## 11. Examinations

A separate examinations policy and exams access arrangements policy are available.

## 12. Evaluation of Curriculum Effectiveness

We regularly evaluate our curriculum through:

- Student Progress Tracking

- Monitoring academic, social, and emotional development.
- Stakeholder Feedback
- Gathering input from parents, students, staff, and external partners
- Inspections and Audits: Ensuring compliance with regulatory standards and best practices for special needs education.