



# Curriculum **POLICY**

## **Abbey School**

|                              |                        |      |          |
|------------------------------|------------------------|------|----------|
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Other relevant policies:

Assessment Policy

Teaching & Learning Policy

Careers Policy

RSHE Policy

SMSC Policy

Reading Skills Framework

Global Learning Framework

Community Sports & Leisure Framework

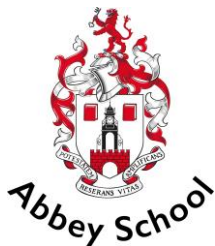
PE Policy

V3.0



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## **1. Introduction**

At Abbey School, we are committed to providing a broad, balanced, meaningful and relevant curriculum which enables every pupil to achieve their full potential. We recognise that all pupils have complex Special Educational Needs and Disabilities (SEND) and require highly personalised learning opportunities that reflect their individual strengths, aspirations, interests and needs.

All pupils attending Abbey School have an Education, Health and Care Plan (EHCP), or an Individual Development Plan (IDP) for pupils from Wales. The curriculum is designed to ensure that all pupils can access learning that is appropriately challenging, engaging and ambitious, whilst supporting their personal development, independence, communication, wellbeing and preparation for adulthood.

The curriculum at Abbey School is underpinned by the belief that every pupil can make progress and that learning should be personalised, purposeful and empowering.

## **2. Aims**

The curriculum at Abbey School aims to:

- Provide a broad, balanced and ambitious curriculum for all learners.
- Meet the individual needs identified within each pupil's EHCP or IDP.
- Develop communication, independence, social interaction and emotional regulation.
- Enable pupils to achieve the best possible outcomes academically, socially and personally.
- Promote physical, emotional and mental wellbeing.
- Foster resilience, confidence and self-advocacy.
- Prepare pupils for adulthood, employment, further education and community participation.
- Promote equality of opportunity and remove barriers to learning.
- Ensure learning is meaningful and transferable to real-life situations.
- Celebrate achievement and recognise progress in all its forms

## **3. Legislation & Guidance**

The curriculum at Abbey School is delivered in accordance with the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, the Education Act 2002 and other relevant legislation and guidance relating to special educational needs, safeguarding, inclusion and preparation for adulthood. The curriculum is designed to secure the best possible outcomes for all pupils and to ensure that learning is ambitious, personalised and responsive to individual needs and aspirations.

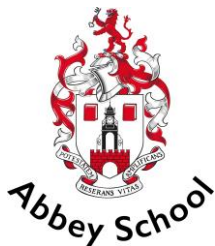
## **4. Curriculum Principles**

The curriculum at Abbey School is designed around the following principles:

### **1. Personalisation**

Every pupil follows a highly personalised learning programme which reflects their individual profile of strengths, needs, interests and aspirations.

### **2. Inclusion**



All pupils have equal access to learning opportunities regardless of their level of need, disability, communication style or background.

### **3. Ambition**

We maintain high expectations for all pupils and seek to provide opportunities that enable every learner to achieve their best possible outcomes.

### **4. Relevance**

Learning is designed to be meaningful and connected to real-life experiences to support engagement and the development of transferable skills.

### **5. Preparation for Adulthood**

Preparation for adulthood is embedded throughout the curriculum and focuses on:

- Independent living
- Employment
- Community inclusion
- Health and wellbeing

## **5. Curriculum Pathways**

Abbey School offers three distinct curriculum pathways to ensure learning is appropriately matched to each pupil's cognitive profile, communication needs and learning style.

### **The Engaging Pathway**

The Engaging Pathway is designed for pre-formal learners.

Learning focuses on:

- Engagement and responsiveness
- Communication and interaction
- Sensory processing and exploration
- Early cognition
- Emotional wellbeing
- Physical development
- Independence skills

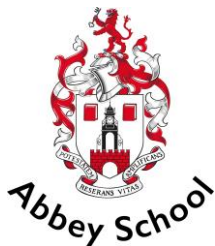
Learning is experiential, practical and highly individualised. Progress is measured through engagement, participation and the development of functional skills.

### **The Exploring Pathway**

The Exploring Pathway is designed for semi-formal learners.

Learning focuses on:

- Functional communication
- Early literacy and numeracy
- Personal and social development
- Independence skills
- Problem solving
- Knowledge and understanding of the world



Pupils access a structured curriculum through practical and experiential learning opportunities whilst continuing to develop communication, regulation and independence.

### **The Establishing Pathway**

The Establishing Pathway is designed for pupils who are able to engage in formal learning and follow programmes based upon the National Curriculum Programmes of Study.

Learning focuses on:

- Subject-specific knowledge and skills
- Literacy and numeracy development
- Critical thinking and problem solving
- Academic achievement
- Personal development
- Preparation for adulthood

Teaching is adapted to meet individual learning needs whilst maintaining appropriate challenge and ambition.

## **6. Personalised Learning Plans (PLPs)**

All pupils have a Personalised Learning Plan (PLP) which is reviewed and updated each term.

PLP targets are drawn from:

- Outcomes identified in the pupil's EHCP or IDP
- Curriculum schemes of work
- Assessment information
- Identified barriers to learning
- Advice from members of the trans-disciplinary team

PLPs provide a structured framework for monitoring and evaluating progress and ensuring teaching remains responsive to the changing needs of each learner.

## **7. Assessment and Progress Monitoring**

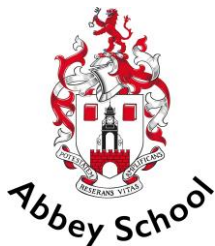
Assessment at Abbey School is continuous, meaningful and informs future planning.

Assessment information is gathered through:

- Daily observations
- Evidence of learning
- Formal and informal assessments
- Progress against EHCP outcomes
- Progress against PLP targets
- Curriculum-based assessments
- Contributions from the trans-disciplinary team

Assessment is used to:

- Identify next steps in learning
- Adapt teaching strategies
- Monitor progress over time



- Evaluate the effectiveness of interventions
- Inform annual reviews and progress meetings

Progress is recognised in a range of areas including academic achievement, communication, independence, social development, emotional regulation and preparation for adulthood.

## **8. Trans-Disciplinary Working**

Abbey School recognises that effective learning outcomes are achieved through collaborative working.

Teachers work closely with the wider trans-disciplinary team, which may include:

- Behaviour Analysts
- Speech and Language Therapists
- Occupational Therapists
- Pastoral Staff
- Medical Professionals

The trans-disciplinary team contributes to the identification, implementation, monitoring and evaluation of personalised learning programmes.

## **9. Curriculum Organisation**

To meet the diverse needs of our learners, the curriculum is organised through a rolling programme within mixed-age classes. Pupils are grouped according to their academic attainment, social development and communication needs rather than solely by chronological age, enabling staff to create learning environments that best support individual progress and wellbeing. Within each key stage, pupils may be taught alongside peers from different year groups, and a carefully planned rolling programme ensures full curriculum coverage without unnecessary repetition when pupils move between classes or year groups.

## **10. Early Years Foundation Stage / Key Stage 1**

In the Early Years Foundation Stage (EYFS) and Key Stage 1, the curriculum is delivered through a topic-based approach that is tailored to meet the needs of pupils with complex SEND. Recognising that many learners require additional time to secure the fundamental skills that underpin future learning, pupils continue to follow an EYFS model throughout KS1. This enables a strong focus on communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design. Learning is planned around the seven areas of the EYFS Framework, with half-termly topics providing meaningful and engaging contexts for teaching and learning. This approach promotes the development of essential foundational skills while supporting pupils to learn, practise and apply their knowledge and understanding across a range of experiences.

## **11. Key Stage 2 & Key Stage 3**

In Key Stage 2 (KS2) and Key Stage 3 (KS3), pupils continue to access a topic-based curriculum, with learning organised around termly topics that provide meaningful contexts for the development of knowledge, understanding and skills across a range of curriculum areas. Pupils follow one of three curriculum pathways – pre-formal, semi-formal or formal – ensuring that learning is appropriately matched to their individual strengths, needs and stage of development. Each pathway is designed to promote progress, independence and engagement, while providing suitable levels of challenge and support. Through carefully planned termly topics, pupils are able to make connections across their learning, revisit and build upon prior knowledge, and develop the communication, social, emotional and academic skills needed for their next stage of education and lifelong learning.

## 12. Key Stage 4

At Key Stage 4, pupils continue to follow their designated curriculum pathway whilst accessing increased opportunities linked to preparation for adulthood.

### Engaging and Exploring Pathways

Students following the Engaging and Exploring Pathways participate in vocational taster programmes.

These programmes:

- Introduce a range of vocational sectors
- Develop work-related skills
- Promote independence and employability
- Enable students to explore personal interests and strengths

Students study one vocational area each term and engage in school-based work experience activities. At the end of each term, students take part in a mini-enterprise project which provides opportunities to showcase their knowledge, skills and achievements. Students also work towards nationally recognised ASDAN accreditation programmes.

### Establishing Pathway

Students following the Establishing Pathway study a range of accredited qualifications including:

- Open Awards qualifications
- NCFE qualifications

Courses are assessed primarily through portfolio-based evidence and provide opportunities for students to achieve nationally recognised qualifications ranging from Entry Level 1 to Level 2.

Programmes are carefully selected to match individual aspirations, strengths and future destinations.

## 13. Sixth Form

The Sixth Form curriculum focuses on preparing students for adult life and successful post-school transitions.

Key areas include:

- Employability
- Independent living skills
- Community participation
- Functional literacy and numeracy
- Personal and social development
- Health and wellbeing
- Travel training where appropriate

Students have opportunities to participate in regular work experience placements, enabling them to apply and transfer skills developed in school to real workplace environments.

Learning programmes are designed around individual aspirations and intended destinations.

## **14. Preparation for Adulthood**

Preparation for adulthood is a central element of the curriculum from the earliest stages through to Sixth Form.

Opportunities are planned to develop:

### **Employment Skills**

- Enterprise activities
- Vocational learning
- Work experience
- Employability skills

### **Independent Living**

- Personal care
- Household skills
- Money management
- Decision making

### **Community Inclusion**

- Travel skills
- Community access
- Leisure opportunities
- Citizenship

### **Health and Wellbeing**

- Physical health
- Emotional wellbeing
- Healthy relationships
- Personal safety

## **15. Spiritual, Moral, Social and Cultural Development**

The curriculum promotes pupils' spiritual, moral, social and cultural development through:

- Assemblies
- Enrichment activities
- Community engagement
- British Values education
- Personal, Social and Health Education
- Celebration of diversity and inclusion

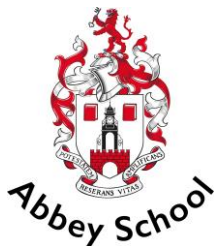
Pupils are encouraged to develop respect, tolerance, responsibility and an understanding of the world around them.

## **16. Parental Engagement**

Abbey School recognises that parents and carers play a vital role in supporting learning and development.

Parents and carers are kept informed of their child's progress through:

- Termly progress review meetings attended by the class teacher and Behaviour Analyst
- Regular communication between home and school
- Written reports
- The annual person-centred review of the pupil's EHCP or IDP



- Opportunities to contribute to target setting and future planning

The school values parents and carers as key partners in the education process.

## **17. Monitoring and Evaluation**

The effectiveness of the curriculum is monitored and evaluated through:

- Pupil progress data
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities where appropriate
- Parent and carer feedback
- Destination data
- Reviews conducted by middle and senior leaders and members of the advisory body.

Curriculum development is an ongoing process and is regularly reviewed to ensure it continues to meet the needs of all learners and reflects current best practice in SEND education.

## **18. Equal Opportunities**

Abbey School is committed to ensuring equality of opportunity for all pupils. The curriculum is designed to remove barriers to learning and ensure that every pupil can access appropriate and meaningful educational experiences regardless of their needs, abilities, background or circumstances.

## **19. Responsibilities**

Curriculum development, implementation and evaluation at Abbey School is a shared responsibility. Through collaborative working between pupils, families, school staff, the advisory board and the wider trans-disciplinary team, the school seeks to ensure that every pupil receives a personalised, ambitious and meaningful education that prepares them successfully for adult life.

### **Advisory Body**

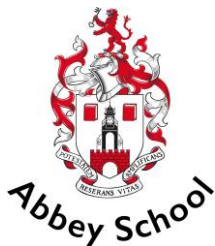
The Advisory Body is responsible for:

- Ensuring the school fulfils its statutory duties regarding curriculum provision.
- Monitoring the effectiveness and impact of the curriculum.
- Ensuring sufficient resources are available to support curriculum delivery.
- Holding school leaders to account for pupil outcomes and curriculum quality.
- Ensuring the curriculum promotes equality, inclusion and preparation for adulthood.
- Reviewing and approving the curriculum policy.

### **Principal**

The Principal is responsible for:

- Providing strategic leadership of the curriculum.
- Ensuring the curriculum reflects the school's vision and values.
- Ensuring compliance with statutory requirements and relevant guidance.



- Promoting high expectations and ambition for all learners.
- Allocating staffing and resources to support effective curriculum implementation.
- Monitoring the quality and impact of curriculum provision across the school.
- Reporting to governors on curriculum effectiveness and pupil outcomes.

## **Assistant Principal – Curriculum, Teaching and Learning**

The Assistant Principal is responsible for:

- Leading the development, implementation and review of the curriculum.
- Ensuring curriculum pathways meet the needs of all learners.
- Overseeing curriculum planning, assessment and progression.
- Monitoring curriculum quality through observations, learning walks, work scrutiny and data analysis.
- Supporting staff to deliver high-quality teaching and learning.
- Coordinating curriculum development and innovation.
- Ensuring the curriculum remains relevant, ambitious and responsive to pupils' needs.
- Reporting on curriculum effectiveness to senior leaders and governors.

## **Middle Leaders / Subject Leaders**

Middle and Subject Leaders are responsible for:

- Developing and maintaining schemes of work and curriculum resources.
- Ensuring progression within their subject or curriculum area.
- Monitoring teaching, learning and assessment within their area of responsibility.
- Supporting colleagues to deliver high-quality curriculum experiences.
- Analysing pupil progress and identifying areas for improvement.
- Ensuring learning opportunities support pupils' EHCP outcomes and preparation for adulthood goals.

## **Teachers**

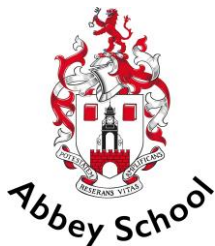
Teachers are responsible for:

- Delivering the curriculum effectively and consistently.
- Planning learning that is personalised, meaningful and appropriately challenging.
- Developing and reviewing termly Personalised Learning Plans (PLPs).
- Using assessment information to inform future planning.
- Identifying and addressing barriers to learning.
- Working closely with parents, carers and members of the trans-disciplinary team.
- Monitoring and recording pupil progress.
- Contributing to EHCP annual reviews and person-centred planning processes.
- Promoting positive outcomes in communication, independence, wellbeing and learning.

## **Learning Mentors**

Learning Mentors are responsible for:

- Supporting pupils to access the curriculum.
- Delivering planned learning activities and interventions under the direction of teachers.
- Providing feedback on pupil progress and engagement.
- Promoting communication, independence and positive behaviour.



- Supporting the implementation of strategies recommended by the trans-disciplinary team.
- Contributing evidence towards assessment and PLP reviews.

### **Trans-Disciplinary Team**

The Trans-Disciplinary Team (including Behaviour Analysts, Speech and Language Therapists, Occupational Therapists and other professionals) is responsible for:

- Working collaboratively with school staff to identify pupils' needs.
- Advising on appropriate learning strategies and interventions.
- Supporting the removal of barriers to learning.
- Contributing to curriculum planning where appropriate.
- Monitoring and evaluating the effectiveness of interventions.
- Supporting staff training and professional development.
- Contributing to EHCP reviews and PLP target setting.

### **Pupils**

Pupils are encouraged to:

- Participate actively in learning.
- Communicate their views, preferences and aspirations in ways appropriate to their needs.
- Take increasing responsibility for their learning and personal development.
- Contribute to target setting and review processes where appropriate.
- Respect the rights, needs and learning of others.

### **Parents and Carers**

Parents and carers are responsible for:

- Working in partnership with the school.
- Sharing relevant information that may impact on learning and wellbeing.
- Attending progress review meetings and annual reviews.
- Supporting learning opportunities at home where appropriate.
- Contributing to person-centred planning and target-setting processes.
- Helping the school understand their child's strengths, needs and aspirations.