



Curriculum Policy

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Related Policies and Guidance Documents	<p>Relationship and Sex Education Policy Provider Access Policy Study support policy Accessibility plan Admissions policy Assessment Recording and Reporting Policy Careers Policy Educational trips and visits policy English as an additional language policy Marking and Feedback Policy Provider access Reading policy SEND policy Study support policy Curriculum Intent Document Equality Information and Objectives Policy Schemes of Work</p>
Related Regulations	<p>Independent School Standards (2014) National Curriculum framework</p>
Annexes and Supplementary Info	
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September 2021	Amendments to Personal Development curriculum
March 2022	Amendments to English, Cornerstones and Maths curricula, teaching groups, outcomes, curriculum mapping, baseline and tracking processes
March 2023	Aims changed to Introduction to encompass Aims.

	<p>Amendments to Introduction: School outline added; Law and Legislation added; Further information added to Roles and Responsibilities</p> <p>Amendments to Curriculum: Breadth added; Reading and Phonics separated; British Values added to Personal Development, Horticulture changed to Outdoor learning and Forest School added; Therapeutic Support added to include Multidisciplinary Input; Protected Characteristics in the Curriculum added. Teaching Groups removed.</p> <p>Amendments to Outcomes: Further detail added.</p> <p>Amendments to Link to Other policies: Further policy and document references added</p>
February 2025	<p>Updates to Introduction (Roles and Responsibilities)</p> <p>Curriculum revisions to Primary and Key stage 4; Personal Development and British Values; Maths; Careers Information and Guidance</p> <p>Revisions to Outcomes</p>
March 2026	<p>Related policies and guidance added to.</p>
May 2026	<p>Amendments made to Key Stage 3 curriculum, Reading, Careers Information and Guidance, Outcomes.</p> <p>Assessment Recording and Reporting Policy added to related policies</p>

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1. Introduction

School outline

Hope House School is a special needs school which provides personalised education for students with a range of learning disabilities. All of our students have a diagnosis of ASD with associated conditions and some are nonverbal or experience barriers to communication. Our emphasis is on creating an inclusive curriculum with learning experiences which serve to progress the skill set of each learner, whatever their ability. Our curriculum content is relevant and purposeful and provides learning to impact a lifetime. Hope House School offers a safe and secure environment where each pupil is valued and is encouraged to participate as fully as possible.

Aims

The school's PRIDE values are at the heart of the curriculum: Peace, Respect, Independence, Determination and Equality. Our vision is to support all pupils to develop their independence skills and to make the right choices by demonstrating our PRIDE values. We expect all members of the school community to encourage pupils to 'work towards independence with PRIDE' and uphold the PRIDE values. A further aim is to promote a whole school approach to positive behaviour that is supported and followed by the whole school community including parents, staff, pupils, and trustees.

To achieve our aims, we:

- Create a happy, safe, and secure learning environment where all pupils' needs are met where success, achievements and progress are celebrated and recognised.
- Provide a flexible, personalised and engaging learning curriculum which is both exciting and ambitious for all.
- Offer a curriculum that is mapped and sequenced to include some aspects of the National Curriculum coverage but is creative with its content whilst also providing a range of real-life experiences including other religious and cultural backgrounds.
- Develop pupils' autonomy by communicating through appropriate means, fully supported, listen, and respect the pupil voice and allow them to contribute.
- Promote the pupils' spiritual, physical and emotional well-being so that they are secure, confident, and well-motivated.
- Enable the pupils to acquire the knowledge, skills, and confidence in preparation for adulthood so that they may lead as independent life as possible.
- Foster positive relationships with parents and other professionals.
- Provide staff with training and development opportunities and ensure that all current Education government legislation is adhered to.

Law and Legislations

This policy reflects the requirements to provide a broad and balanced curriculum as per the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 (updated 2020) and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance

Handbook. This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2 (1) (a).

Roles and Responsibilities

The Head Teacher, assisted by the Deputy Headteacher, has overall responsibility for the curriculum and overseeing its delivery through:

- Regular formal and informal discussions with staff
- Monitoring planning to ensure curriculum coverage
- Observing learning and teaching to ensure progress is being made within the topics
- Regular reviews of the curriculum through regular open dialogue with staff and pupils
- Making changes where necessary
- Formulating an action plan to move the school forward
- Seeking the students' views about their learning experiences
- Management and allocation of resources as well as whole school curriculum enrichment opportunities

Teaching Staff responsibilities:

- Responsible for the planning and delivery of the curriculum on a day-to-day basis
- Responsible to the Head teacher to create effectively sequenced and coherent long-term plans
- Exploring cross-curricular links where appropriate
- Mark students' work to emphasise success and set appropriate next steps targets
- Make amendments to planning to optimise learning opportunities when they arise
- Adapt resources and lesson content to accommodate the individual's learning needs
- Use a range of teaching and learning strategies
- Promote celebration of successes by recording achievements appropriately and in a timely manner
- Attend all training opportunities given and seek further training where relevant to their subject area / skills set
- Provide accurate information on students as requested e.g. educational reports and assessments
- Adhere to risk assessments to ensure that the learning spaces of the school are welcoming, conducive to the learning experience and safe for all learners
- Model appropriate behaviours towards learning opportunities and become good role models
- Ensure that the safety and well-being of all learners is optimized

It is the responsibility of the headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

2. The Curriculum

Hope House School is committed, where possible, to covering as many aspects of the National Curriculum as possible and its programmes of study. Pupils study a broad and balanced curriculum tailored to their individual needs with adaptations based on the needs of our pupils. We use a thematic approach to learning.

In Primary we use Literacy Tree for English and Cornerstones as the basis for foundation subjects. The latter provides a varied and engaging range of topics and provide pupils with the

opportunity to participate in a wide variety of lessons including art and design, science, cooking, history, geography, and expressive arts. Each lesson also factors in Fundamental British Values and Spiritual, Moral, Social and Cultural learning.

In Key Stage 3, we use Beyond English as the basis for our English lessons and make cross curricular links with other subjects including Science, Art, History and Geography. This stage of the curriculum prepares learners for Key Stage 4 with tasters of qualifications available to them at their next step and, in Year 9, by beginning to work towards Functional Skills Maths and English. Students in Year 9 also study a range of ASDAN qualifications including Short Course Science, Sports and Fitness, Foodwise and Gardening.

The curriculum at Key Stage 4 is structured towards learning the skills required by students who have additional needs to ensure the quality of life for them in the future; emphasis is placed therefore on English, Maths and Preparation for Adulthood throughout the curriculum. Attention is focussed to areas of study which will help students to achieve independence after they leave. Their study will also include Careers Guidance, Independent Living Skills and appropriate work experience placements. The school also offers pupils the opportunity to take examinations and accreditations at a variety of levels from different providers including ASDAN, NOCN and NCFE Functional Skills qualifications, depending on the ability of the student. For those pupils who are able and wish to follow a higher level of education, arrangement will be made to study at a local college or specialist teaching would be provided.

Our Post-16 offer varies according to the needs, abilities and interests of the student. Studies at Key Stage 5 comprise of: functional literacy and numeracy, emotional literacy, effective communication, independent living and preparing for adulthood, budgeting and finances, healthy relationships and sex education, personal development of interests and skills, employability skills and work experience.

Breadth

It is the school's responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Therefore, personalisation, adaptation and differentiation is the key to the successful delivery of the curriculum at Hope House School. The curriculum incorporates the following learning experiences within the curriculum:

- Linguistic: Effective communication skills, literacy and oracy are integrated throughout the curriculum. High quality classroom talk is encouraged in all lessons.
- Mathematical: Through all subjects across the curriculum there is a focus on the application of numeracy and its relevance to real life situations.
- Scientific: Through our broad and ambitious curriculum of academic and enrichment experiences: Biology, Physics, Chemistry, theoretical concepts and practical experiments.
- Technological: Through digital competence explored across the curriculum.
- Physical: Through PE lessons, extra enrichment opportunities such as Duke of Edinburgh, cycling, horse riding, horticulture and forest schools.
- Human and social: Personal Development, history, geography.
- Aesthetic and Creative: art, sensory learning, mindfulness, food technology.

English

The English programme at Hope House School is designed to develop good standards of language and literacy for all pupils. The bespoke and individualised programme, differentiates to individual needs, using a structured and visual approach to support communication, social understanding and literacy skills for use in everyday living.

The curriculum covers the literacy, communication and language areas of learning from the Early Years Foundation Stage (EYFS), up to English Functional Skills Level 2 qualifications as children progress through the school. The curriculum aims to ensure security in the skills defined in the EYFS framework and builds on these to teach essential skills and the right foundation for good future progress through school. Pupils progress to work towards national curriculum expectations, following engaging topics mapped to the Cornerstones curriculum in Primary. At Key Stage 3, Beyond English is used as the basis for the curriculum with links to other curriculum areas. Pupils focus on the Functional Skills qualifications in Key Stage 4 in preparation for life after education.

Phonics

Hope House School follows the DfE validated Twinkl Scheme to offer a high-quality phonics scheme that supports our pupils in becoming confident readers, spellers, and writers. Pupils access daily phonics lessons, where necessary, and learn to decode words through the translation of letter symbols into sounds when reading and using oral segmenting skills to encode and allocate letter symbols to the sounds of speech for spellings. The books they read are matched to the sounds they are learning, to help them develop confidence as early readers. Pupils are assessed termly through this programme. Individual pupils, recognised as under-achieving are identified for 1:1 intervention.

Reading

Reading is embedded in the curriculum offer and throughout school life. Each day, pupils have the opportunity of 30 minutes independent reading, and each class is read to from a novel or book linked to the overarching thematic topic. Each pupil has the opportunity to take home a school reading book, linked to their reading level or to be read to at home. Through promoting a love of reading, we are able to address gaps in pupils reading ages through reading interventions across all key stages. At Hope House we use Little Wandle Fluency programme to support pupils when they have completed the Phonics Scheme.

Mathematics

At Hope House School we follow the White Rose Maths scheme from EYFS through to Year 11. From Year 10, pupils follow NCFE Functional Skills programme mapped against WRM. White Rose Maths uses a the widely recognised CPA approach to learning (Concrete, Pictorial, Abstract). First, children are encouraged to work with concrete materials to practise skills. Next, pictorial representations are introduced to help with reasoning and resolving problems, and finally they are introduced to abstract concepts, where both concrete and pictorial representations help support children in their understanding of abstract concepts. This ensures the pupils develop a deeper understanding of the learning objectives.

Personal Development and British Values

Personal Development education is a medium through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work in modern Britain. A well-delivered Personal Development programme has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged by aiming to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning.

Our PSHE curriculum is mapped to the PSHE Associations Education Planning Frameworks. Pupils on a pre-formal pathway follow the framework for pupils with SEND whilst those following a more formal curriculum pathway access appropriate topics from the Cross-phase model. The

latest edition is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education 2025 (RSE) and Health Education from the Department of Education (DfE) and to the PfA Outcomes. Pupils also have careers information, advice and guidance, as part of their entitlement, which is closely aligned to the Gatsby benchmarks and, where appropriate, will undertake offsite work experience.

A strong commitment to the development of SMSC themes and British Values is in place across the school, to focus and concentrate on sharing and expanding our learner's knowledge, understand the experiences of others and try, where possible to reflect the diverse nature of our school community. SMSC themes, as well as British Values inform our assemblies which also tie into themed weeks, targeted to raise awareness of different diversity themes.

Across the curriculum, all aspects of British values are integrated. Cultural awareness is discussed across all subjects and applied within their understanding and learning. Pupils learn about mutual respect through sharing ideas, exploring relationships, friendships and behaviours. Through the opportunities they have to discuss, debate and justify their own views and opinions, pupils are able to develop empathy for others. Through these aspects of the curriculum, pupils become well-rounded individuals in their life as a whole, as well as amongst their peers at Hope House School, developing their ability to work well with each other and through their use of skills such as teamwork.

Outdoor Learning

The Horticulture curriculum at Hope House School is carefully planned to engage and excite all our pupils. Our long-term and medium-term plans are produced to provide pupils with opportunities to develop gardening knowledge and skills and use them effectively. Pupils work to achieve an ASDAN award in either horticulture or gardening. These specific courses define what we will teach and ensure an appropriate balance and distribution of work across each term.

Forest School provision at Hope House School forms part of the curriculum offer for all pupils. It provides a unique educational experience that offers pupils the opportunity to succeed and develop confidence and self-esteem through hands on learning experiences in a woodland environment. Children engage in motivating and completing achievable tasks and activities throughout the year and in almost all weathers. Forest School has at its heart our PRIDE values. In Key Stage 4, pupils learning forms part of the NOCN Skills for Employment, Training and Personal Development qualifications.

Careers Information and Guidance

Careers guidance is offered to all students from Year 7 onwards, although opportunities to include this learning in the curriculum before this time are given where appropriate. From Year 7 onwards, pupils work with an Independent Careers advisor.

Therapeutic Support and Intervention

Additional therapy is offered within the curriculum as well as through one-to-one therapeutic support, according to specific need and through a close working partnership between home and school. At Hope House School, we have access to a range of therapeutic support including Speech and Language Therapy, Occupational Therapy and Educational Psychology. These methods are cascaded down from therapists to teaching staff and methods are incorporated into learning and teaching. A thorough knowledge and understanding of each learner's needs and PDP targets are also crucial. We are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan. A therapeutic approach to the curriculum

supports broader development and character through personal development; mental health and wellbeing are woven throughout the coherent curriculum with key skills linked

Protected Characteristics in the Curriculum

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. At Hope House School, it is important that all pupils gain an understanding of the world we live in and learn to live alongside and show respect for a diverse range of people. We aim to reduce and remove any inequalities that may exist and strongly believe that no child should be disadvantaged. We value all pupils as individuals and support all pupils to reach their potential. The curriculum takes into consideration the ages of pupils and their learning abilities and enables pupils to achieve their expectations. Through a carefully planned curriculum and lessons tailored to meet pupil need, the curriculum remains broad for as long as possible and does not limit opportunity. Within the curriculum, there are many opportunities to show role models that have overcome barriers. Through our carefully tailored Personal Development curriculum and SMSC, pupils celebrate individuals from a range of different backgrounds who have achieved great success.

In addition to within school, we also foster good relationships throughout the community. We place emphasis on working closely with parents and carers who are invited into the school to share in learning experiences and celebrate achievements. We follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

3. Quality First Teaching

Quality first teaching at Hope House School is purposeful, evidence-informed, and responsive. Every lesson is designed to ensure that teaching is rooted in pupils' current knowledge, gaps, developmental stage, and next steps for learning.

Teachers implement the curriculum by:

- Creating learning experiences with clear intent, purpose, and impact.
- Motivating pupils through positive reinforcement and aspirational expectations.
- Demonstrating pedagogical best practice aligned to EEF evidence (scaffolding, retrieval practice, cognitive load theory).
- Using assessment to inform teaching and next steps as referenced in the Assessment Recording and Reporting policy

Teaching for learners following a formal curriculum pathway is characterised by:

- Clear learning objectives and success criteria
- Explicit modelling and scaffolding
- Retrieval practice and curriculum sequencing
- Adaptive support informed by therapy and assessment
- Encouragement of independence and engagement in learning choices
- Opportunities for social, emotional, and moral development alongside academic learning

Teaching for those learners following a pre-formal curriculum pathway is characterised by:

- Prioritising communication, not speech
- Experiential, sensory, and play-based learning
- Teaching which is individualised and responsive

- Progress that is measured in small, meaningful steps
- Adults who act as interpreters, co-regulators, and co-learners

Teachers regularly reflect on why content is taught, ensuring relevance, engagement, and transferability. This approach supports pupils to acquire knowledge and skills for future adult life, including vocational and life skills. Planning ensures sequencing, appropriate pace, and targeted adaptations. Teachers monitor engagement, understanding, and progress using formative assessment, as detailed in the Marking and Feedback policy. This evidence informs subsequent planning and ensures learning is meaningful and progressive.

Approaches used to scaffold learning include:

- Breaking complex tasks into smaller steps
- Guided modelling and worked examples
- Use of Multisensory Learning
- Peer and adult support in structured settings
- Independent, paired, and group work
- Communication-rich environment
- Predictable, structured routines
- Engagement before learning on the pre-formal pathway

4. Outcomes

At Hope House School, assessment is an ongoing process to inform next steps for pupils. Those following a formal pathway are assessed in Maths, Reading and Writing against the National Curriculum in Primary and Key Stage 3, and Functional Skills at Key Stage 4. Pupils accessing a pre-formal curriculum are assessed against Cherry Garden Branch Maps across the 6 areas of the EYFS framework and the Engagement model where appropriate. All pupils are assessed against the Autism Education Trust Framework and preparation for Adulthood outcomes. Data snapshots are taken 3 times a year when standardised assessments are conducted in Reading, Spelling, Maths. Boxall profiles are completed as part of this cycle.

Pupils are assessed at 3 levels against each objective: Beginning, Developing and Established. Teachers use their judgement and evidence from work completed to assess pupil progress. Our expectation is that no child is judged to be established in their knowledge of an objective until there is a minimum of three pieces of evidence completing the given skill, with an appropriate degree of independence. Pupils are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, including NCFE, NOCN and ASDAN. The aspirational goal for all pupils is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

All pupils at Hope House School have an Education Health and Care Plan (EHCP). The EHCP must specify the outcomes sought for the child or young person to be well prepared for adulthood, including wider outcomes such as positive social relationships and emotional resilience or stability.

The effectiveness of our provision and the education which our pupils receive is monitored continuously through observations of pupils, data analysis and their progress towards achieving the outcomes agreed in their EHCP.

5. Monitoring arrangements

The school's arrangements for managing the curriculum policy are monitored by the Headteacher.

This policy will be reviewed by Headteacher, every three years, unless there have been changes.

At every review, the policy will be approved by the trustee board.