

Curriculum Policy

Policy Number	VERSION 02
Date of last review	07/05/2026
Date of next review	07/05/2027
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1. Introduction

Edan Court School is a day school for boys and girls aged 8 to 18 who exhibit a range of complex needs that may include communication difficulties, social, emotional and mental health needs and pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

Before joining our school and because of their social and emotional difficulties, poor mental health and/or associated learning needs many have been unable to access an educational curriculum effectively. Our School is a learning environment at the heart of its wider community. We promote the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century.

The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment. All pupils at Edan Court School will have access to an education that is personalised, engaging and will encompass a purposeful and ambitious curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both

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learnt formally within a lesson and informally outside the classroom throughout the whole School Day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The curriculum consists of all of the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment activities. The curriculum is also designed to robustly ensure that pupils gain experience in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

All pupils who arrive at Edan Court School have experienced disruption to their learning. Many have not attended formal education with consistency or for a considerable time. Pupils often arrive as reluctant readers and writers as well as experiencing emotional barriers to learning. It is essential that pupils are engaged into an ambitious curriculum that inspires them to achieve the best they can. Teaching at Edan Court School is ambitious for all. Staff are aspirational for all pupils. The curriculum encompasses all aspects of the national curriculum.

The overall aim of the curriculum is to enable all the young people at Edan Court School to become balanced, secure and curious young people with high aspirations for both themselves and the communities they are part of, when they leave us and enter the next stage of their lives. At Edan Court School we offer a flexible, individualised, engaging skills-based curriculum providing both choice and challenge focused on developing emotional literacy, core subject knowledge and offering a wide range of accredited outcomes. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state-of-the-art learning environment.

The Curriculum will:

- Annually, build upon pupils' prior knowledge and help them to store knowledge in their long term memory so they make progress by knowing more and remembering more.
- Ensure that the right components are embedded in long-term memory to ensure pupils are able to perform more complex tasks.
- Provide pupils with opportunities to 'overlearn' key concepts through repeated recall to secure learning;
- Contribute to achievement of overall subject goals.
- Ensure that all pupils are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of

and understand this policy and any subsequent revisions.

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

2. Pupil Entitlement

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning. Edan Court School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however, be consistent with any Education, Health and Care Plan for any young person, which may well prioritise subjects or key areas of learning.

3. Special Educational Needs

As part of the admissions process and after a place has been confirmed a range of data and information is sought after to inform education staff prior to the young person arriving. This information will include as much as possible: education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects. On admission to the school, each young person will complete assessments to compliment the information already held. This may include both therapeutic and academic assessments and observations, however we will ensure pupils are not overwhelmed on arrival and ensure a baseline is gathered sensitively. Assessment data and information will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including pupil passports, education plans, individual education plans and risk assessments.

At Edan Court School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding of how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspect of school life to meet the pupil's sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The Curriculum at Edan Court School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

At Edan Court School each lesson is reasonably adjusted, splitting the lessons that involve a lot of sitting for refocusing and calming. We give consideration for the need for pupils to constantly move and realise it is stimulus to aid concentration and focus, allowing pupils to stand and walk within a learning period. The staff team at Edan Court School are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in joint collaboration with multi-disciplinary teams including specialist health practitioners. Edan Court School has high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

4. Curriculum Intent

Our ambitious curriculum has three pathways designed to help our children to; Begin, maintain, repair and recognise positive and healthy relationships so they can socialise with others positively and experience lifelong friendship and love. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.

Become emotionally aware, literate and resilient. Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviours (communication) that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. When children leave Edan Court school we want them to understand their emotions and how best to communicate and manage them positively.

Become tolerant and respectful individuals who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.

Move on to their next stage with the best possible outcomes. This is different for every child that attends our school. All our pupils will develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best outcomes they can. Regular assessment of each child allows us to create and adapt differentiated provision with high expectations for every pupil.

In order to meet the varying and individual needs of all pupils at Edan Court School, pupils will follow either of the following pathways:

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Nurture	Developing	Expected
<p>Our Nurture provision is designed to offer pupils who may have missed out on early learning experiences and opportunities to form secure attachments and the opportunity to flourish within school. It provides structure and a secure base that supports our more fragile learners to feel safe and confident in their learning environment.</p> <p>With focus on literacy and numeracy, identified as the basic skills needed to raise self-esteem, the curriculum of our nurture group is designed to accelerate academic progress or restart it when it has stalled, leading to a shared enjoyment of learning and improved attendance.</p> <p>At Edan Court School we aim to develop the social, emotional and behavioural skills of our pupils enabling transition from our nurture pathway and into KS3 on our emerging or expected pathways, and/or life after Edan Court.</p>	<p>Pupils on our developing pathway will study a curriculum focused towards developing their social skills and independence.</p> <p>Their core package will support them to achieve the qualifications such as:</p> <ul style="list-style-type: none"> • Entry Level/Level 1 Functional Skills English • Entry Level/Level 1 Functional Skills Maths • Open Awards Entry Level/Level 1 Science • Level 2 Certificate in Functional Digital Skills • Level 1 CoPE Qualification • Level 1 Award in RSHE • A range of vocational Entry Level qualifications 	<p>Students on our expected pathway will study towards achieving the following:</p> <ul style="list-style-type: none"> • Level 2 Functional Skills English • GCSE English • Level 2 Functional Skills Maths • GCSE Maths • Open Awards Level 2 Science • Level 2 CoPE Qualification • Level 2 Award/Certificate in RSHE • A range of vocational Level 1 qualifications

Not all pupils are currently accessing the national curriculum. Pupils in the nurture classes follow the EYFS curriculum, with the option to follow a pathway towards the national curriculum, dependent on progress. Within Nurture pupils follow the Early Years Foundation Stage framework to support our students to achieve outcomes of staying safe: enjoying good physical and mental health, living a healthy lifestyle, enjoying and achieving: getting the most out of life and developing the skills for adulthood, making a positive contribution: being involved with the community and achieving economic wellbeing: not being prevented by economic disadvantage from achieving their full potential in life. The framework is delivered using a mixture of child-initiated play and adult led activities. When students start their learning journey within Nurture, we use the Development Matters and progression steps outcomes to baseline each student. This enables us to plan for developing a student's learning and outcomes they have already achieved. At the end of each half term students will be assessed that term allowing teachers to see progress that has been made or if an outcome still needs supporting. Active learning takes place because play is purposeful,

and students are engaged. We believe in personalised learning whereby we plan for students as individuals ensuring activities are geared to their interests, style of learning and level of development. There are seven areas of learning and development within the framework that shape educational programmes in Nurture. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three areas are called the Prime Areas and are: Communication and Language, Physical Development and Personal, Social and Emotional Development. The other four areas are called the Specific Areas and are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All the areas must be delivered through planned purposeful play, with a balance of child initiated and adult-led activities

5. Curriculum Implementation

Edan Court School uses a variety of teaching and learning styles in lessons. The principal aim is to develop students' knowledge, skills and understanding of the world around them. Teachers ensure that the students apply their knowledge and understanding when articulating a vision or solving a problem. We do this through a mixture of whole class teaching and individual or group activities. Within lessons, we give students the opportunity both to work on their own and to collaborate with others, listening to other students' feelings, thoughts and ideas, and treating these with respect. Students critically evaluate existing theory and develop their own. They have access to a wide range of materials and resources, including ICT.

Curriculum Implementation

Curriculum Offer

Academic

A breadth of subject offer leading to a wide range of formal qualifications. **The National Curriculum will form a part of our whole school curriculum.** We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.

Vocational

Training, development of skills and practical knowledge that may and can relate to occupation and employment

Therapeutic

Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils' health and well-being at all times.

Creative

Imaginative, problem solving and expressive in approach, practice and originality

Experience & Talents

Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich.

Curriculum Delivery

Academic Timetable

Structured and systematic approach with clearly defined lessons. Can follow a primary or secondary model of delivery. All have access to specialist staff and learning environments.

Learner-Initiated and Adult Led Teaching

A flexible approach with teaching input delivered in short and diverse sessions.

Thematic / Topic Learning

Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery.

Delivery of the curriculum is personalised, considering previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum. MFL will be delivered within thematic based learning.
- Mathematical: Numeracy, with an emphasis on functional and experiential learning.
- Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments.
- Human and Social: PSHE; Citizenship, Geography, History and RE.
- Physical: Swimming, Outdoor Education, Duke of Edinburgh.
- Aesthetic and Creative: Art, Music, Arts Award.
- Therapeutic: sensory, play, Outdoor Education.

Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

In order to meet all pupils' needs, we will ensure that the following are all considered and appropriately incorporated where appropriate in the delivery of lessons.

Clearly displayed timetables (visual and interactive), which are capable of being changed on a day-to-day basis.

- Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives.
- A range of resources are available to access and record across the curriculum.
- Emphasis is placed on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organization.
- Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused).
- Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day.
- Break directions down into small steps and allow extra time for pupils to process them if needed.
- Regular verbal prompts are to increase alertness and return the pupil's attention to task in hand.
- Monitor and limit the time that focused auditory attention is required.
- Consider classroom noise level and use stimulation through music or a visual/auditory clip.
- Use of levelled questioning and instructions to support pupil's ability to access and respond.

Intervention and Catch Up

Due to the gaps in their education a priority will be to address and support misconceptions and gaps in learning to effectively meet the key additional needs of all pupils. Where required, a further priority will be placed on developing numeracy and literacy skills through intervention programmes (Read, Write, Inc. and Fresh Start).

6. Curriculum Impact

Our School's Curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition

- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and behavioural needs of our pupils
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society
- benefits other secondary and primary schools in the area.

7. Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that pupils feel comfortable and safe to learn at their best.

Creative and rich learning environments enhance our Curriculum for each key stage and subject with specialist areas. Safe spaces offer pupils the essential space needed at any given time to support regulation and prevent sensory overload. We also recognise that although the emphasis is on educational attainment this is not at the expense of attention to social skills development, including enhanced opportunities for meaningful peer interaction, independence and skills as a preparation for adult life.

8. Social, Moral, Spiritual and Cultural Education

At Edan Court School, we are committed to developing our students' Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum. All curriculum areas contribute to the pupil's spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value

themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Edan Court School embraces the Young Foundations Values and classroom expectations should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil's achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

9. Careers Guidance, Work Experience and Vocational Learning

Edan Court School strives to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information and PSHE. All pupils have access to tailored and external guidance. In Key Stages 3/4 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All pupils aged 14 years and above are provided with opportunities to engage in practice a interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies. Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil's needs. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11+ pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year at Edan Court School.

The Edan Court careers programme is as follows:

Year Group	Key Focus	Example Activities	Gatsby Benchmarks Covered
Year 7	Career Awareness & Self-Discovery	<ul style="list-style-type: none"> · Intro to careers lessons in PSHE · Skills & interests quizzes · "What jobs exist?" exploration activities · Assembly from local employer 	BM1 Stable programme BM2 Labour market info BM4 Linking curriculum BM5 Employer encounters
Year 8	Exploring Career Sectors	<ul style="list-style-type: none"> · Careers research project · Use online career platforms · Subject-career links in lessons · Employer talks or career fair 	BM1 BM2 BM4 BM5
Year 9	Options & Career Pathways	<ul style="list-style-type: none"> · GCSE options guidance · Career pathway workshops · Meeting with careers adviser for some students · Alumni or apprenticeship talks 	BM1 BM2 BM3 Addressing individual needs BM4 BM5 BM8 Personal guidance

Year 10	Work Experience & Skills	<ul style="list-style-type: none"> · Work experience placement · CV writing workshop · Mock interviews with employers · College/apprenticeship provider visit 	BM3 BM5 BM6 Workplace experiences BM7 Encounters with FE/HE
Year 11	Post-16 Planning	<ul style="list-style-type: none"> · 1-to-1 careers guidance interview · College & sixth-form open events · Apprenticeship workshops · Application support (CV, personal statements) 	BM3 BM7 BM8

10. Reporting and assessment

At Edan Court School staff use online platforms; Evidence for Learning and Insight Tracker to record pupil attainment and assessments across all subjects taught at the school. This system uses curriculum steps in all subjects to track progress for pupils. This covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' that take pupils through the Curriculum from year 1 through to year 11 and GCSE criteria, broadly in line with the National Curriculum. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment. Within the framework, pupils are assessed at three levels against each objective – 'working towards', 'developing', 'expected' or 'exceeding' (and 'achieved' where a qualification is gained). Teachers use their judgment and evidence from work completed to assess pupil progress. Our expectation is that no child is judged to be secure 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. All assessments recorded by staff are subject to both internal and external moderation practices. Pupils are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as Open Awards, NCFE and ASDAN short courses, Functional Skills and Entry Level Qualifications. 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 Edan Court School will receive a termly parent's evening on their progress and an annual written report, this will also be shared with the local authority during annual QA visits.

At Edan Court School pupils are assessed using 'stage-not-age', meaning they are assessed based on their own academic ability rather than where they are expected to be working chronologically. The Edan Court stages are as follows:

11. Equal Opportunities

Fundamental British Values

Edan Court School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Edan Court School, however, are also explicitly taught through themed activities and events, PSHE and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens.
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours.
- An understanding of the problems of identifying and combating discrimination.

Protected Characteristics in the Curriculum

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Edan Court School it is important that all children gain an understanding of the world

Edan Court Stage	Cognitive Equivalent Year Group	Cognitive Equivalent NC Key Stage
Nurture	Reception	EYFS
Stage 1	1 and 2	KS1
Stage 2	3 and 4	Lower KS2
Stage 3	5 and 6	Upper KS2
Stage 4	7, 8 and 9	KS3
Stage 5	10 and 11	KS4
Stage 6	Year 12 +	KS5

they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. At Edan Court School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum. Pupils are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all pupils to be the best they can be. The curriculum will remain as broad as possible for as long as possible. At Edan Court School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers to achieve. At Edan Court School we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements. At Edan Court School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering

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equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.