



RAVENSCLIFFE
HIGH SCHOOL & SPORTS COLLEGE

Curriculum and Assessment Policy

Reviewed by	Jess Lough
Date approved	11/05/2026
Date for review	10/05/2028
Chair of sub committee	Jill Grant
Headteacher	Jo Hague
Signed by chair of Governors	Brendan Heneghan

This policy should be read in conjunction with the school's data protection policy.

1. Introduction

Ravenscliffe High school is a community special school for students aged 11-19 years with generic learning difficulties i.e. including moderate to severe and more profound and complex learning difficulties. All of our students have additional special educational needs (SEN) which can include autism, speech, language and communication needs, physical difficulties and medical needs, visual, hearing and multi-sensory impairments and social, emotional and mental health difficulties and all have an EHCP

In order to most effectively meet the needs of all our students, the curriculum therefore requires a high degree of personalisation, flexibility and creativity, alongside rigorous intentional planning, effective implementation and regular evaluation of impact. This policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on how we implement our curriculum for all learners.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is available for to view via the school website.

2. Our Intent- what are we trying to achieve through our curriculum?

a) Curriculum outcomes

Our intent is providing opportunities for students to 'Live their best life' and is rooted in five aspirational outcomes:

1. Be effective communicators

Having a voice and being able to express needs, thoughts, opinions and rights

2. Achieve their potential

Maximise progress from their starting points.

3. Develop independence and autonomy

Build independence with appropriate and proportionate support where needed (interdependence)

4. Be happy, thriving, healthy and safe.

Develop a sense of belonging. Explore interests, develop strengths, and participate fully in school life so they can build identity, confidence, and wellbeing.

5. Be prepared for the future

Experiencing the world and their community with curiosity, wonder and preparation for the future.

For our students to be successful we have designed a curriculum that aims to provide the following;

- A broad and balanced education for all students - coherently planned to meet the individual needs of all our students. For students who are able to access some independent learning (even with a high level of support), this education is based upon the National Curriculum for the majority of learners.

Quality of Education Committee

- An ambitious curriculum with high expectations, that is specifically designed and adapted to give students with all types of special educational needs, relevant knowledge, skills and abilities to apply what they know and can do to the best of their abilities, and with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training or other destinations as appropriate (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.
- A varied curriculum that includes access to community resources with link classroom learning to life skills. This enables students to develop a full understanding in a real situation and apply learning in many concepts.
- A curriculum, which supports students' physical development and wellbeing, taking as much responsibility for their own health as they are able, and enabling them to live an active lifestyle.
- A curriculum which supports students' spiritual, moral, social and cultural development and is underpinned by British Values
- A curriculum that is engaging, empowering whilst also being fun and celebratory
- Alongside the traditional curriculum the school has a range enrichment and vocational activities to prepare students for life outside and after school
- A curriculum that allows our students to nurture, believe, achieve, succeed.

b) Curriculum pathways

RHS organises and delivers the curriculum according to the type and extent of special educational needs and disability. It has 4 learning pathways. (See Appendix 1 for pathway diagrams)

	Sensory 'Learning to Learn' Level P1 – P4	Emergent 'Engage and Explore' Level P4 - 6	Semi-Formal 'Initiate and Investigate' Level P6 – NC1	Formal 'Thinking with structure' Level NC1 +
Type of Learner	These students require their needs to be met primarily through direct experiences and activities, which are multisensory. The focus is on each student establishing positive, interactive relationships, providing opportunities to pro-actively explore the world around them and gain environmental control.	These students also need a multisensory curriculum based around communicating their wants and needs. Their learning needs to be supported through structured patterns of communication and social activity to enable them to develop positive social behaviour. PECs, AAC and signing are used to support communication.	These students require some support to communicate their needs. This may be through AAC, signing, PECs or simple sentences. They have basic literacy and numeracy skills but need support to apply to different situations.	These students can communicate with relative fluency and can make reasoned choices. They have a higher level of structured thinking. Life skills and independence skills form a part of the curriculum. They demonstrate the ability to apply the skills and knowledge learned.
Teaching strategies	Specialist teaching delivering a highly experiential and multi-sensory curriculum carefully written using extensive research based ideas. It is designed to	The curriculum is extremely modified and is based around communication. There is a greater focus on EHCP Outcomes rather	They have access to a modified National Curriculum in KS3/4 with a bespoke learning package 16-19 around Preparation for	The KS3/4 curriculum is based around National Curriculum Subjects The KS5 curriculum is developed around

	focus on engagement and very early development of communication, cognition, thinking skills and physical-sensory needs. Small group work, Intensive interaction, sensory stories, messy play are woven throughout this exciting 'flourishing' curriculum. Sensory students need adult support for all their needs.	than individual subjects. Activities include learning through play, experiential learning, repetition, intensive interaction. Emergent students need adult support nearly all of the time.	adulthood. Discreet lessons offered but at the same time covering individual EHCP outcomes. Life and independence skills form a large part of the curriculum. They need adult support but are working to be independent for short periods of time.	The Preparation for Adulthood areas. Although adult led, students are given more opportunities to work independently either on the own or with peers. There are still opportunities for practical learning.
	N.b. For students on the autistic spectrum we adopt an eclectic cognitive-behavioural approach.			

c) Short, medium and long-term planning expectations

A curriculum map is available for each subject – which are continually reviewed and updated by the subject lead.

Schemes of Learning are available for each topic – outlining medium term plans. Again, these are updated as required by the subject lead.

All teachers are expected to plan sequenced learning opportunities for each class taught (based on current assessment information on Evidence for Learning), which takes into account the knowledge and skills to be learned, and the personalised needs and individual targets of the students.

d) Availability of resources to support curriculum delivery

Subjects leads are expected to complete a Subject Action Plan which is updated accordingly and reviewed throughout the year. Any significant resource implications are highlighted within these plans, in order that the School Improvement Plan can be resourced according to agreed strategic priorities.

All other subjects have access to a curriculum budget, and subject leads are encouraged to submit requests to SLT for additional resources, which reflect their Subject Action Plans and the School Improvement Plan priorities. All subject areas are currently well resourced to support curriculum delivery.

e) Curriculum inclusion of disadvantaged students and minority groups

Approximately 43% of students are eligible for Pupil Premium Grant. This money is targeted at the key barriers to learning which can potentially be reduced. These include Family Liaison Officer (who works pro-actively with students and their families); SALT/AAC provision, supportive IT equipment, See PPG guidance available on the website for details of spend for current and previous years.

The school invests in addition tutors. One tutor for our readers who lack confidence to support them to achieve a higher level of accreditation. In addition, the grant is being used towards students who excel in Maths - supporting them to achieve a higher level of qualification.

f) Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, - for all Formal and semi-formal and Emergent learners - which all maintained schools in England must teach. The only dis-application is for those students with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years). 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, and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook.

3 Implementation - How do we deliver our curriculum?

a) Curriculum organisation

The organisation of the school reflects that of a mainstream Secondary School. Most students are based in a mixed ability pastoral groups based on their year group and meet daily for registration and have an Individual Pupil Progress lesson together once a week.

KS3 + KS4

Formal and Semi Formal learners

These students follow a secondary style curriculum personalised to meet their needs. The groups are predominantly ability based of about 10-14 and cover the national curriculum subjects.

Emergent learners

Again, these learners follow a secondary style curriculum but the lessons are taught in a thematic way. Groups are smaller from 5 – 8 students in a group

In KS3/4 and 5 – students are taught in Key Stage or chronological year ability groups for all subjects

KS5

Formal and Semi-Formal Learners

Students are predominantly taught in ability groups. All students have English, Maths, RSHE, Thrive, Enrichment and ICT lessons and the remaining lessons are linked to Preparation for Adulthood.

Sensory KS3, 4 + 5

All lessons are based on areas of development and assessed through Routes for Learning rather than curriculum subject areas. Most sensory groups have approx. 7 students in them.

RHS runs a 5 lesson a day timetable across all Key Stages and teachers, where possible, teach their subject specialism. Extended double lessons are used for the more practical lessons e.g. PE, Cooking, Food. Our Emergent and Sensory learners also have extended sessions for most of their lessons.

Subjects are organised into four areas

<u>Core</u>	<u>Foundation</u>	<u>Creative</u>	<u>Vocational</u>	<u>Enrichment</u>
English Maths Science ICT	PHSE PE inc Dance Geography History RE Food	Art Performing Arts/Music DT Outdoor learning	Work related Learning Community Life Skills Careers	Thrive Therapy Residential Outdoor education Sensory integration Specific enrichment lesson

b) Cross-curricular links and themes (inc. literacy, numeracy, SMSC)

Planning across all subject areas for Formal, Semi formal and Emergent learners includes references to cross-curricular links of literacy and numeracy.

There are regular educational visits, trips and guest speakers and activities, to not only support key aspects of the curriculum, but also reinforce contextual learning, functional application of knowledge and skills and enhance wider cultural awareness.

SMSC is similarly taught throughout all subject areas as appropriate, supported by regular theme days for RE, MFL, history, geography etc. There is a weekly assembly which is either celebratory or themed and regular celebration events are held, for example for Christmas, Eid, events of public interest etc. Subject teachers are regularly requested to evidence this through recording examples on our 'Gridmaker' tool.

c) Enriched experiences

We currently offer a residential for our Year 12 students to Bendrigg Outdoor Centre. This is a mixed ability group and offers a range of outdoor activities across the week. We also offer sleep overs at school in the Summer term for Year 9 students.

In addition to the core curriculum, the KS5 learners are also offered the following enriched learning opportunities:

- Either a regular weekly work related learning external placement at a local supermarket, shop or café or a regular weekly internal work related learning placement in a range of areas of school including, the school café or with the catering team, school office, working with the site or IT team,
- Employer encounters via work place visits, employer networking events, employer visits, talks from employees from different employment roles
- Duke of Edinburgh Award
- Whole school events e.g. fundraising events, open afternoons, music performances
- Students are taught alongside peers with similar needs with plenty of opportunities for socialising and peer-to-peer support

d) Cultural impact of the school (implicit curriculum)

RHS maintains a strong ethos and strives towards the following principles:

- A happy, safe, positive, and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotional literate, solution-focussed and restorative organisation.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

e) Other activities (extra-curricular)

A wide variety and choice of after school clubs are available for all ages and types of Learners (3 days/week). Currently this includes swimming, dance, football, KS4 + KS5 youth club and rebound, but does change on an annual basis.

f) Progression through school and college

The core curriculum has been designed to sequentially build on the development of sequential knowledge and skills throughout KS3 and 4 in particular. In KS4 we begin to focus on preparation for adulthood and this becomes the main focus for the curriculum for students in KS5. The enriched and implicit curriculum has been designed to ensure further personal development of cultural capital – matched to students' needs, abilities and potential future destinations.

g) Curriculum differentiation for different pathways and classes

As noted within Section 2 – Intent, the curriculum throughout school is differentiated according to the general abilities and type of learning needs of the pathway . Lessons are then further personalised according to relative ability levels of the students within the class, and personalised targets included where appropriate to meet individual need. Generally, the more independent the learner, the more the lesson will be based upon differentiated subject targets, and the more supported the learner, the more personalised the targets become. Sensory learners access a completely bespoke and personalised curriculum based on their individual needs.

h) Subject teaching (staffing and training)

There is a subject lead for English, Maths, Science, ICT, Sensory, PSHE, Emergent, Food, DT, Art, Music, Preparation for Adulthood, PE and Humanities and they are therefore responsible for planning, delivery and

Quality of Education Committee

monitoring/evaluation of their subject area. Subject leads are actively encouraged to access relevant training and connect with local special school networks in relation to their subject.

Within school, subject meetings are regularly held between all staff who teach a particular subject and these are planned out across the year.

Regular subject development meetings are scheduled between each subject lead and one of the Deputy or Assistant Head teachers to enable any issues arising to be raised and discussed accordingly.

Each subject has a comprehensive 3i document covering the subject specific intent, implementation and impact considerations for their own subject. These align with the whole school curriculum and assessment policy and outline in more detail what each subject does specifically to meet the needs of learners.

i) Assessment

RHS use an online assessment system 'Evidence for Learning'. Each curriculum area has a section where students can be baselined and progress data collated. Targets for every subject area have been streamlined to include all ability levels. The exception to this is the sensory learner assessment which does not use subject specific assessment targets but Routes for Learning targets. Evidence and assessment against these are also collated and tracked through 'Evidence for Learning'. (See Appendix 2) The pathway guides.

Staff plan, teach and continually assess students' progress against the targets on this system, and upload electronic evidence of assessment undertaken.

RHS has also added a section for the students EHC outcomes and next steps to be assessed using the Ravenscliffe Progression Scale. It is a way to measure the success for individuals working towards their outcomes. The Ravenscliffe Progression Scale demonstrates this by assessing progress in four aspects of learning – Independence, Proficiency, Maintenance and Generalisation.

Progress expectations are currently defined internally in school (according to baseline data but we are in the process of identifying other local special schools to support benchmarking and moderation in the near future).

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents as part of the EHC Review process and an end of year report and assessments are sent to parents in June. Parents are then invited into school for two parent's evening and to the child's EHCP review meeting. In addition, Parents Support Meetings are held for all in each term. Parents are welcome to discuss their child's progress at any other time during the year.

See Appendix 3 for Assessment Overview

j) Accreditation

Formal and Semi-formal students in KS4 and KS5 work towards a range of accreditations.

They include;

- Functional Skills Entry 1 and 2 (and higher if required) in Maths, English
- Digital Skills in ICT Entry 3 and higher if required
- Laser Accreditation Entry 1 and 2
- NVQ Food Hygiene level 1 + 2
- Duke of Edinburgh
- Internal semi-formal achievement award in laser accreditation subject areas

See Appendix 4 for Accreditation overview

k) The role of therapies in student learning

Therapeutic support from a range of disciplines plays a key role in delivery of the curriculum to pupils. Support and advice from therapists should feature as a regular element of the delivery of the daily routine for pupils at RHS. There are those students however, whose needs will necessitate a higher level of input and the timetable within classrooms may reflect this.

4 Impact- what difference is our curriculum making?

a) Effectiveness of learning re attainment and progress

Progress data for all students, across all subject areas is ongoing and closely internally monitored by the teacher themselves and by the subject leads. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted small group intervention work is arranged by the teacher.

b) Effectiveness of curriculum on preparation for next stage of education and life

On completion of Year 11, most of our students in recent years have accessed our KS5 provision. If it is thought by the student, parents and professionals at the Y11 EHC, that it is more appropriate for the student to go directly to college at Y12 or Y13 or social care at 18, then this is very much supported, although the vast majority of students do not leave until the end of Year 14.

Our KS4+5 study programme also focuses upon the Preparation for Adulthood agenda i.e. Employment, Independent living, Friends-Relationships-Community and Good health, which are adapted according to abilities, needs and planned future destinations. Students therefore leave school – prepared to be as independent as they can be e.g. having learned to budget money, trained to travel independently if they are able etc. They are also as well placed as they may be for employment – in terms of quality encounters with employers and bespoke work experience. Similarly, students learn how to maximise their leisure time, and access low cost/ no-cost local activities. This study programme helps to prepare students as best as they are able for their next stages in education and working life.

5. Roles and responsibilities

a) The Governing Body

RHS maintains a highly effective working relationship with its governors. In addition to meeting as a Full Governing Body, the more in-depth focus is through the termly Quality of Education subcommittee. Through these meetings, the governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure the following:

- A robust framework is in place for setting curriculum priorities and targets, alongside ensuring all aspects of special educational needs and disabilities (SEND) are effectively met.
- It participates actively in decision-making about the breadth and balance of the curriculum offer
- Sufficient teaching time is provided to cover the agreed curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate.
- It ensures students who are capable of achieving paid employment are provided with appropriate independent careers guidance during KS4 and 5.

b) Headteacher and Senior Management Team

The headteacher and SLT is responsible for ensuring that this policy is adhered to, and that:

Quality of Education Committee

- 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet and are in line with current legislation and government guidelines
- 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 in order to make informed decisions

c) Assistant Headteachers

There are three Assistant Headteachers across RHS with the following responsibilities.

KS3 + KS4 programmes of study for semi formal learners and KS3 formal learners

KS4 and KS5 programmes of study for formal and KS5 semi-formal learners

KS3-5 programmes of study for sensory and emergent learners

d) Teachers with additional Teaching and Learning Responsibilities (i.e. Middle leaders)

There are 7 TLRs employed across school and college with the following responsibilities:

- KS3-5 programmes of study for maths with an additional responsibility of Assessment
- KS3-5 programmes of study for English with an additional responsibility of Teacher Development
- KS3-5 programmes of study for ICT with an additional responsibility of Enrichment
- KS3-4 programmes of study for Science with an additional responsibility of Sustainability- KS3-5 programmes of study for Sensory learners with an additional responsibility of managing and coordinating the PCA team and lead Moving and Handling
- KS4-5 programmes of study for Work Related Learning and Preparation for Adulthood subjects with an additional responsibility to be confirmed
- KS3-5 programmes of study for Emergent

All TLRs meet half termly with SLT to review any specific issues that have arisen in relation to teaching and learning within their areas of responsibility.

e) Subject leader

All subject leads are responsible for annually reviewing their subject area, completing a Subject Action Plan for their subject and reviewing associated schemes of learning. They also have a responsibility for ensuring expected progress across their subject area, addressing any areas of development and managing associated resources.

f) Other teachers and staff

All teachers and teaching assistants who plan, deliver or actively support curriculum subjects have a duty to ensure that the school curriculum is implemented in accordance with this policy.

6. Monitoring arrangements

Quality of Education Committee

Governors monitor coverage of National Curriculum subjects, the meeting of individual needs and compliance with other statutory requirements through:

- Attendance at Quality of Education Committee meetings
- Regular school visits and learning walks etc.

SLT and subject leaders currently monitor the way all subjects are taught throughout the school by:

- Carrying out Learning walks and formal observations,
- Work and evidence scrutinies,
- Moderation meetings
- Regular planning analysis, etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Health & Safety

The subject leader for each subject has a general responsibility for the application of the LA and schools' safety policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work e.g secure storage, equipment positioning, supervision. If their subject requires a specific curriculum risk assessment it is their responsibility to update this annually or when required. All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the subject leader so that employers can comply with their statutory duties and specific responsibilities in terms of health and safety.

Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outlined in the online safety policy.

This policy will be reviewed every year by the SLT and Governors attending the School Committee for Quality of Education. Following every review, the policy will be shared with the full governing body

8. Links with other policies

This policy should be read in conjunction with the following:

SEN policy and information report
Local Offer
Positive behaviour and SEMH policy
Subject 3i documents

Appendix 1

Learning Pathway Diagrams

Ravenscliffe High School Learner Pathways

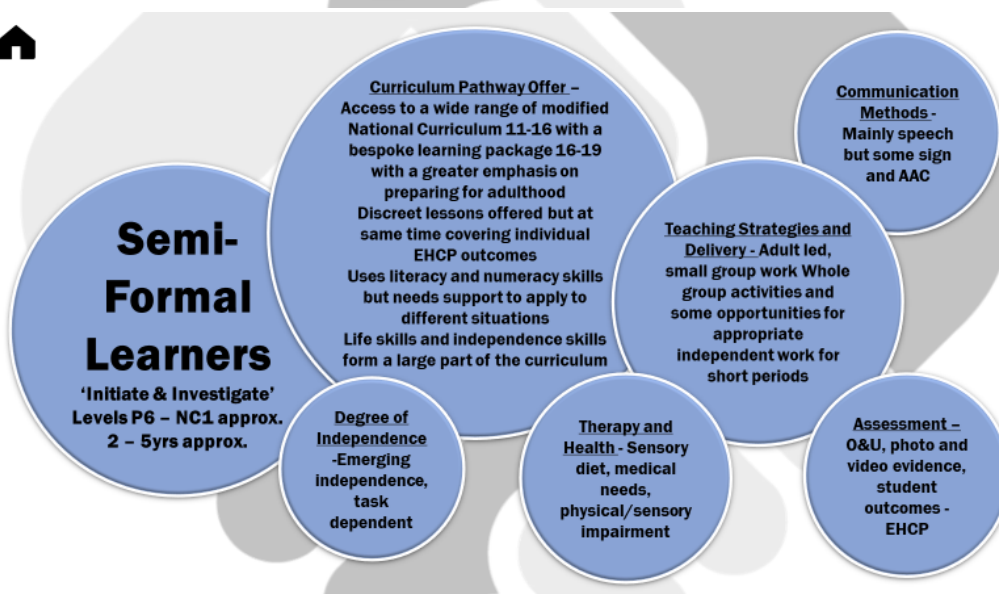
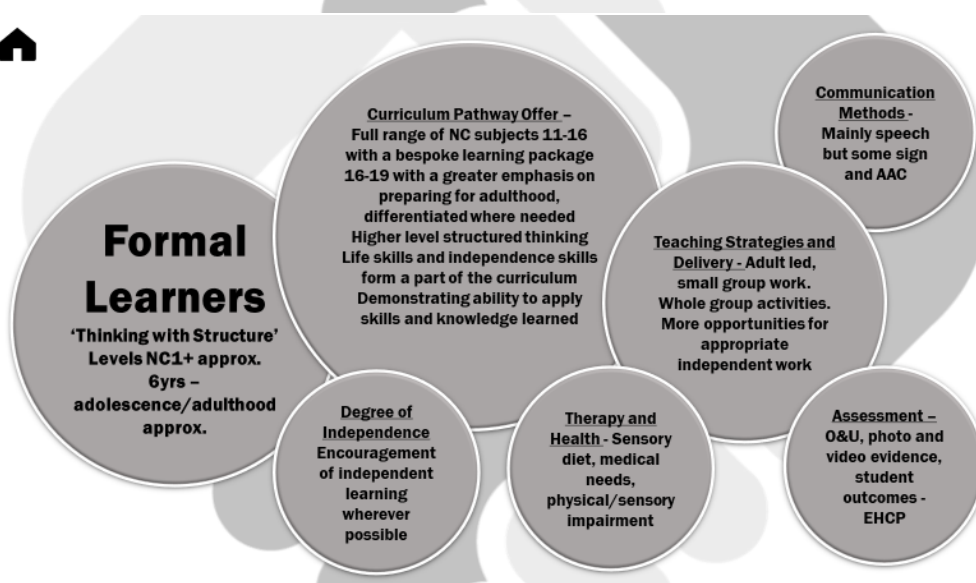
Together we nurture, believe, succeed

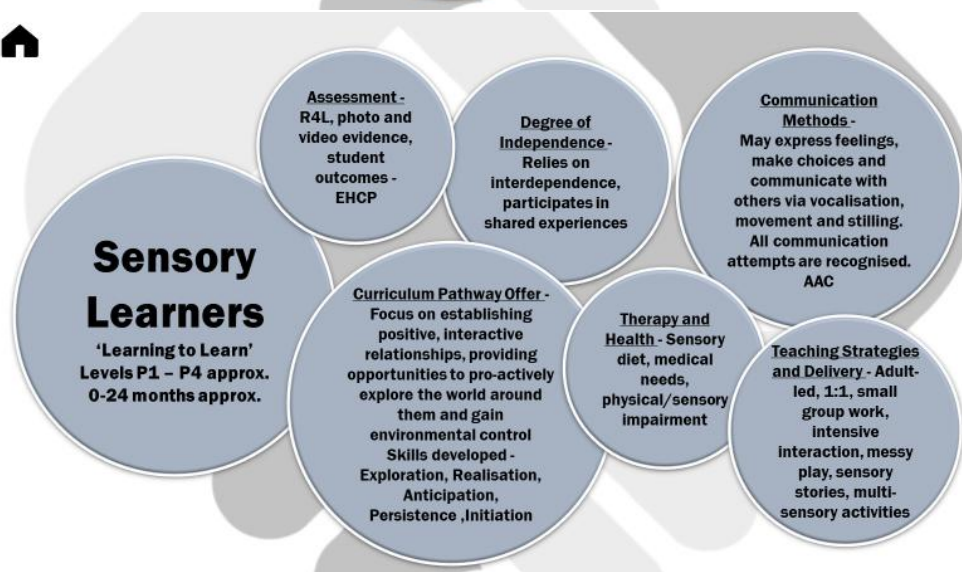
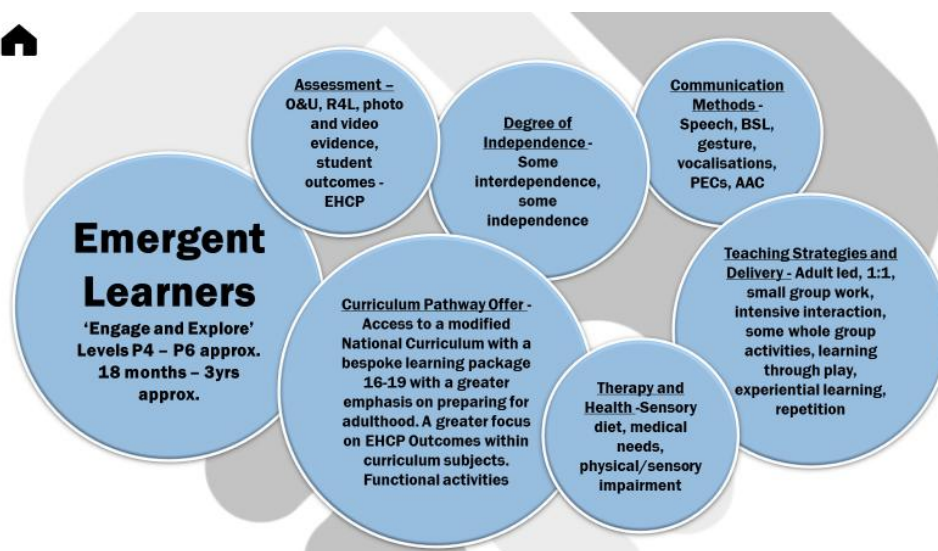
**Sensory
Learners**

**Emergent
Learners**

**Semi-
Formal
Learners**

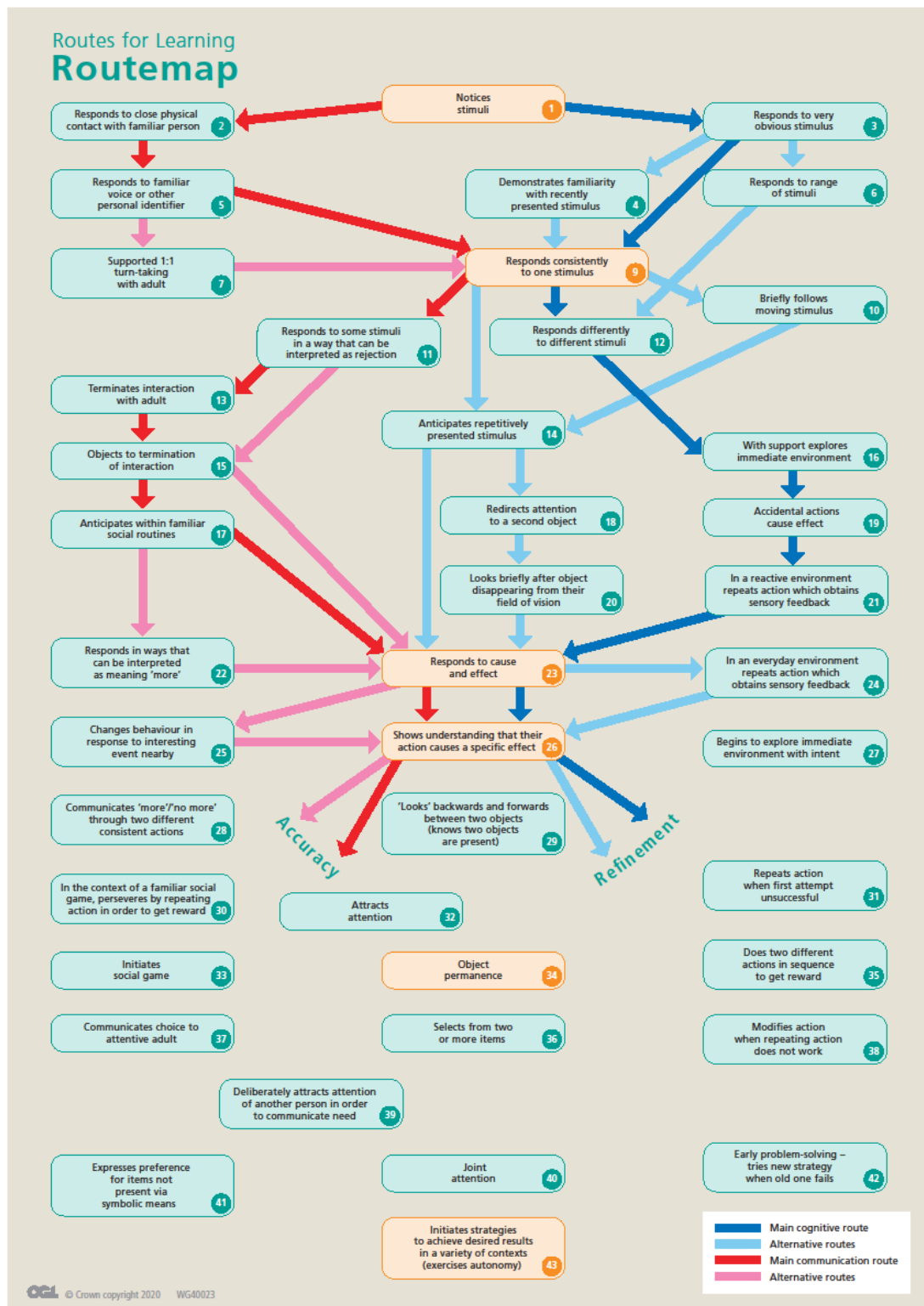
**Formal
Learners**





Appendix 2

Routes for Learning Routemap



Appendix 3 - Assessment and Evidence Overview

Assessment	KS3	KS4	KS5
Subject Assessment	All teachers to baseline check learners in the subjects they are teaching in September Evidence for learning– speak with subject leads if large discrepancies Dec, April, June deadlines– All subject teachers to assess on Evidence for learning in Core and Foundation subjects if taught all year. For foundation subjects only taught for part of the year a baseline must be completed within 4 weeks and then an assessment made at the end of the unit of work. If it is split in to 2 half term units the assessment takes place at the end of the 2nd half term. Y7 to be baselined throughout the first half term and a baseline grade added to Evidence for Learning by October ½ term.		The same as KS3 and KS4 but only for English, Maths and IT
Outcome Assessment	Pastoral teachers to check baseline in September		
Only RPS assessing the outcome not the next steps	Outcome RPS to only be completed once a year before an EHCP review. Pastoral teacher to complete Evidence for Learning outcome assessments using the evidence attached to each outcome. Targeted subject teachers to assess subject specific outcomes and rate on On and UP		
Routes for Learning assessment	Only the sensory teachers will complete the Evidence for Learning for each sensory student. As a teacher teaching a R4L student you must identify which R4L Outcome you are working on, on the spreadsheet. Each half term you must add at least one piece of evidence that is clearly annotated with relevant information.		

	KS3	KS4	KS5
Subject evidence	Annotated evidence to be added to assessment descriptors Regular evidence added for subjects throughout the year.		
Outcome evidence	Throughout the year evidence must be added when appropriate .This evidence must have a clear annotation plus an RPS grading on the evidence for Proficiency, Independence, Maintenance, Generalisation in relation the Outcome you are working towards. Subjects and lessons that do not have subject specific assessment criteria on Evidence for Learning should add evidence towards student outcomes that are worked on in these lessons e.g D of E, outdoor learning, Horticulture		
Accreditation evidence		Each unit is very clear as to what evidence is needed. Remember this evidence could be used towards an outcome or specific subject on Evidence for Learning	
Routes for learning evidence	If you are teaching a student who falls under the Routes4learning criteria you must identify which Route for Learning you are working on, on the spreadsheet at the beginning of term/year. You must then add a piece of evidence per half term that is clearly annotated.		

Appendix 4

Accreditation Overview

KS4 Overview

	Functional Skills Entry Level	Other Accreditation	NVQ Level 1
KS4	Top Formal Learners in Maths English	The Art Award Crest Award - Science	Food Hygiene

KS5 Overview

	Entry 1 Pathway	Entry 2 Pathway	Entry 3/L1 Pathway	Duke of Edinburgh Bronze	Duke of Edinburgh Silver
Y12 + Y13	Formal students who didn't achieve Entry Level 1 Functional Skills in English Maths	Formal students working towards Entry Level 2 Functional Skills in English, Maths	Selected students in specific subject areas doing appropriate Entry 3/L1 qualifications	Formal and Semi Formal	
	Semi Formal students working towards a range of Laser accreditations Entry 1 in all aspects of the curriculum Pre- Laser accreditation for those working below Entry 1	Formal students working towards a range of Laser accreditations Entry Level 2 in all aspects of the curriculum			
	NVQ Level 1 Food Hygiene	NVQ Level 2 Food Hygiene			
Y14					Formal Students

INTENT What are we trying to achieve?	Our curriculum is designed to enable our students to;	Be a strong communicator					Achieve their potential			Be an independent/interdependent young adult			Be a well-rounded individual	Be prepared for the future	
	To achieve these things we need curriculum is;	Engaging	empowering		meaningful		nurturing	challenging		flexible	broad	aspirational		relevant for future and life	
IMPLEMENTATION How do we organise learning?	Learning pathways	Sensory ‘Learning to learn’					Emergent ‘Engage and Explore’			Semi-formal ‘Initiate and Investigate’				Formal ‘Thinking with structure’	
	Approaches to learning	A range of teaching approaches, teaching styles and.....													
		Multi-sensory Switch work				Thematic approach			Subject driven Thematic approach				Subject driven		
	Where does learning take place	Lessons in school		Lessons in the community		Recreation Time		Shared time		Trips and residentials		Home and respite			
		NC subject areas Preparation for Adulthood		Travel training Springboard Sporting opportunities Local amenities		Playground Corridor Changing rooms/toilets Performances		Assembly Transport		Various trips linked to curriculum Residentials In Y9, Y11, KS5 both in UK and abroad		Working with parents Linden Brook Online			
	How is our curriculum special to RHS?	Young people are treated as individuals and are not defined			Create opportunities i.e. Springboard Strong relationships			Inclusive		Strong pastoral role			Work closely with families and outside agencies		
	Subject leads	English	Maths	IT	Science	Emmergent	Sensory	PSHE	Art	DT	Food	Performing Arts	PE	Preparation for adulthood	

IMPACT How well are we achieving our aims	Assessment fit for purpose	In depth baseline	Ongoing assessment integral to teaching and learning	Subject assessment	RPS – Outcome progress		Accreditation	Maximises progress	
	Monitoring Impact	Analysing pupil progress data	Learning walks, work sampling and discussions with pupils	Teacher planning		Feedback from students, parents and outside agencies	Internal reviews	External reviews	

Curriculum Vision and Aim

All our students are individuals and we aim to provide a high quality education that is personalised to meet all of their needs. Based on strong baseline assessments the curriculum focuses on developing the key skills of communication, cognition, independence/interdependence, holistic, physical and sensory development; all skills that equip our young people for life now and in to the future.