Curriculum Policy 2025/26

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School		Headteacher	
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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1.   Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a

result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout Heckington House School day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2.   Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.

- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, Heckington House School may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.

- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

<u>Ultimate Measure of Success</u>

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3.   Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.

- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.

- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.

- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with Heckington House School's ethos, SEMH principles, and company policy.

- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.

- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.

- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.

- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.

- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.

- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.

- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.

- Provide colleagues with subject expertise, advice, and resources to support teaching.

- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into Heckington House School's monitrng timeline and school development plan.

- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.

- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.

- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.

- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.

- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.

- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.

- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.

- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.

- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.

- Reinforce and model positive learning behaviours and social interaction.

- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.

- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.

- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards , the Education Inspection Framework, and other regulatory statutory requirements.

- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.

- Provide challenge and support to school leaders to ensure continuous improvement.

- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.

- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4. Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).

- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.

- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.

- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.

- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.

- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.

- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.

- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.

- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.

- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.

- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.

- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5.   Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to Heckington House School in order to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers in order to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support pupils whilst in others pre -teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

6.   Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7.   Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-

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- Pupil progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carer surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

<u>Review Cycle</u>

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.

- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.

- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.

- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

<u>Reporting and Improvement</u>

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into Heckington House School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence

Heckington House School keeps all curriculum evidence on Tutor Share.

Assessment data and tracking is collated in Arbor.

Appendix 2

Heckington House School Curriculum model 2025 2026

	Linguistic	Mathematical	Scientific	Technological	Human and social	physical	Aesthetic and creative
7	National Curriculum English (Ignite)	National Curriculum maths (White Rose Maths)	National Curriculum Science	D&T, Food tech and Digital Resilience	Humanities (RE, Geography and History) PSHE and RSE	National Curriculum PE	Arts (Art, music and dance)
8	National Curriculum English (Ignite)	National Curriculum maths (White Rose Maths)	National Curriculum Science	D&T, Food tech and Digital Resilience	Humanities (RE, Geography and History) PSHE and RSE	National Curriculum PE	Arts (Art, music and dance)
9	National Curriculum English (Ignite)	National Curriculum maths (White Rose Maths)	National Curriculum Science	D&T, Food tech and Digital Resilience	Humanities (RE, Geography and History) PSHE and RSE	National Curriculum PE	Arts (Art, music and dance)
10	English Language GCSE and Functional Skills	Maths GCSE and Functional Skills	Science Synergy double GCSE and Entry Level	Vocational studies, electronics, Food Tech and Digital Resilience	PSHE, RSE and RE during Tutor	PE and Sports Leaders	Creative (Art, music technology and dance)
11	English Language GCSE and Functional Skills	Maths GCSE and Functional Skills	Science Synergy double GCSE and Entry Level	Vocational studies, electronics, Food Tech and Digital Resilience	PSHE, RSE and RE during Tutor	PE and Sports Leaders	Creative (Art, music technology and dance)