

Curriculum Statement

A large graphic on the left side of the page. It consists of a red semi-circle at the top, a white circle in the middle, a white arc below the circle, and a white wavy line at the bottom.

Pride
Passion
Partnership
Professionalism
Positivity

Curriculum Statement

Updated, theory-informed curriculum narrative aligned to Intent–Implementation–Impact, with explicit autism pedagogy, sequencing and assessment principles.

Curriculum intent

Our curriculum is designed to ensure that every pupil becomes:

- **Safe** – able to self-regulate, communicate needs and manage transitions
- **Independent** – able to apply learning in real contexts with decreasing adult scaffolding
- **Resilient** – able to cope with challenge, recover from setbacks and persist with learning

We recognise that many autistic pupils present with an individual profile of strengths and challenges. We therefore deliver a curriculum that is ambitious and inclusive, combining a modified National Curriculum with an explicit autism curriculum so pupils can access learning, belong socially and thrive emotionally.

Curriculum model

The curriculum has two integrated components:

- **Modified National Curriculum (NC):** subject learning taught through adapted content, pacing and approaches so pupils can access knowledge and skills.
- **Preparing for Adulthood (PFA):** explicit teaching of the ‘hidden curriculum’ required for learning and life, mapped to AET strands.

KS Strands (AET-aligned)

- Social Communication
- Social Interaction
- Social Understanding
- Sensory Processing
- Emotional Regulation
- Independence and Community Participation

Curriculum non-negotiables (what you should see every day)

1. **Connection before correction:** calm, predictable, relational approaches underpin learning readiness.
2. **Communication-first classrooms:** we engineer communication opportunities and teach functional language, supported by a total communication approach where appropriate.
3. **Explicit teaching and modelling:** skills are broken down, taught directly, practised, and revisited.
4. **Cognitive load reduction:** clear steps, chunking, worked examples, structured routines and minimal ambiguity.
5. **Scaffolding to independence:** adult support is planned, tracked and deliberately faded.
6. **Generalisation is planned:** we teach skills in multiple contexts (class, corridor, playground, community).

7. **Regulation is taught:** pupils learn co-regulation → self-regulation using shared tools (e.g., Zones) and agreed scripts.
8. **Safety, dignity and belonging:** behaviour is viewed as communication; reasonable adjustments are routine.
9. **High expectations with adaptive teaching:** ambition is maintained while access pathways vary.
10. **Assessment informs teaching:** we use tight feedback loops rather than excessive testing.

Implementation

Teaching is delivered through carefully structured routines, reduced anxiety environments, explicit instruction and practice opportunities. Pupils access:

- Core subject learning (English, Maths, Science and foundation subjects) with adaptations to content, language demand and output requirements.
- Core Skills sessions to address gaps in literacy and numeracy and to secure prerequisite skills.
- Weekly Preparing for Adulthood (PFA) lessons: targeted, explicit teaching aligned to pupil profiles and EHCP outcomes.
- Therapeutic input: SALT/OT/ELSA/therapy programmes embedded through joint planning and strategies within teaching.
- Enrichment and wider curriculum experiences to broaden cultural capital, identity and community belonging.

Personalisation and pathways

We use baseline assessment, triangulated evidence and professional judgement to identify starting points. We then select:

- the most appropriate access route to subject content (e.g., simplified language, concrete representations, alternative recording)
- targeted interventions where needed (e.g., Talk About, Language for Thinking)
- individual and group targets aligned to EHCP outcomes and curriculum priorities

Sequencing and progression (how learning builds)

Curriculum content is sequenced so that pupils build secure foundations and revisit key concepts over time. Progression is planned through:

- Pre-teaching of prerequisite vocabulary and concepts
- Spaced practice and retrieval (low-stakes review)
- Overlearning for automaticity where appropriate
- Increasing complexity and independence (fewer prompts, greater choice, wider contexts)

Example Preparing for Adulthood (PFA) progression: Emotional Regulation

Stage	What this looks like
Early	Co-regulation with adult; identifies basic feelings; uses 1–2 taught strategies with prompts.
Developing	Chooses from a wider strategy toolkit; begins to recognise triggers; uses visuals/scripts to ask for help.
Secure	Self-monitors and selects strategies independently; repairs after dysregulation; applies skills across lessons.
Generalising	Uses strategies in unstructured times and community; explains needs; supports peers appropriately.

Impact (how we know it's working)

We evaluate impact through a balanced approach to assessment that avoids over-testing and values meaningful outcomes. Evidence includes:

- Pupil work, performance tasks and teacher assessment of subject learning
- Observation and structured narratives showing increasing independence and reduced adult prompting
- Preparing for Adulthood (PFA) progress measures (e.g., regulation, interaction, community participation) triangulated with behaviour/attendance patterns
- Pupil voice, parent feedback and multi-agency review
- EHCP outcome progress and preparation for next steps

The clearest indicators of impact are improved readiness to learn, increased independence, successful generalisation of skills beyond the classroom, and pupils' ability to participate safely and positively in their community.

Roles and expectations (staff)

- All adults consistently use shared language, visuals and routines to reduce uncertainty.
- Teachers plan with KS Strands and EHCP outcomes in mind, identifying where skills will be explicitly taught and practised.
- Support staff deliver planned scaffolds and record prompting levels to enable fading over time.
- Therapy strategies are embedded, not bolted on; teachers and therapists jointly agree universal and targeted adjustments.