



Curriculum Statement/Policy

At TOSH our curriculum is designed with clear **Intent**, delivered through effective **Implementation**, and measured through meaningful **Impact**. It is ambitious, inclusive, and carefully structured to meet the diverse needs of learners with SEMH. Our curriculum aims to develop knowledge, skills, independence, and personal development so that all pupils are prepared for their next steps in education, training, or adult life.

Key principle: where possible students are following a curriculum appropriate to their age. Adaptations will be made where necessary by using different resources or appropriate pedagogy. The aim is to ensure students are not disadvantaged or miss out on learning and enjoyment because an element of their understanding is missing from earlier years e.g. they should not be restricted in the writing topics and learning simply because they have a problem with spelling.

Core skills will be a focus- for example oracy, fluency in 4 functions in maths, handwriting, spelling (where it supports the flow of writing but not letting it be a barrier)

The curriculum will help children build on prior knowledge and is sequenced in a range of ways:

Sequencing

1. A coherent sequence aligns with educational standards and learning objectives, helping to ensure that all necessary skills are taught systematically.
2. Effective sequencing considers the developmental stages of learners, making sure that concepts introduced are appropriate for their cognitive abilities.
3. The sequence of lessons often includes prerequisites, where foundational knowledge must be mastered before or alongside progressing to more complex topics.
4. Teachers may adapt the sequence based on student needs, providing adapted/differentiated instruction to cater to varying levels of understanding.
5. The principle is that where possible students should access topics especially in foundation subjects suitable for their age with adaptations to how they access the learning. For core learning eg English maths, oracy etc there are specific bridging schemes

However, it should not be forgotten that in some case sequencing will be adapted to suit the interests and curiosity of the learner- there will be room for them and the teacher to make their own connections to prior learning and/or experiences especially of the children are new to the school

To ensure this we have the following **Curriculum resources**

- **Curriculum map** – an overview of what is to be covered and how **this builds on prior learning**. In some cases, this will also focus on how core subjects like maths and English can be embedded across the curriculum to help learners recognise what they have learnt and how they can build on it
- **Schemes of work**: to identify more detailed coverage, support delivery, teaching approaches, resources if appropriate and non-negotiables. These provide suggestions as to how the SOWs may be adapted especially in foundation subjects
- **Assessment plan**: assessment is based on key non negotiable learning and dovetails with appropriate AQA unit awards
- **Story of the journey through the subject/pupil's perspective** to ensure appropriate and cohesive delivery

In addition, and depending on the needs of the subject:

- **Example of SOW adapted for mixed age classes**
- **Sample lesson plans**: to cover teaching approaches, LOs, non-negotiables, adaptations etc
- **Bridging schemes: (English and maths)** to support those who may struggle with some of the basics and are working significantly below age expectations
- **Schemes of work** to support those working just below their age expectations
- **Examples of worksheets/ lesson ideas/knowledge organisers**
- **Examples of cross curricula opportunities**, for example in English, oracy, maths and PSHE to help embed learning and recognise prior knowledge
- **Assessment plan (see assessment file for how records are kept)**
- **'My journey' Self-assessment achievement record for learners**

How are these used

- The starting points will be the schemes of work and curriculum maps. All staff should plan to follow these using the SEMH adaptations as appropriate and needed
- There may be adaptation based on baseline assessment, induction and observations during the first weeks of term
- They may also be adapted to meet the needs of EHCPs
- In some cases students may be working on schemes of work aimed at age groups below their actual age if bridging units etc are not suitable
- Staff will follow assessment plans and include suitable unit awards to meet the needs and aspirations of learners checking they suit the curriculum intent
- Other documents may be used as reference points and to support T and L

- Staff will use the assessment plan along with unit award assessments or BTEC/Short course/Functional skills assessment as indicated by specific curriculums

We encourage flexibility and teachers look for learning opportunities as they arise and the small classes mean that teachers can quickly spots gaps in learners knowledge or curiosity, and adapt the scheme of work as appropriate. Assessment sheets ensure that the core knowledge and skills are still covered.

Intent

Ambitious, Sequenced and Responsive Curriculum

- Our curriculum is planned to be **ambitious for all pupils**, ensuring wherever possible that the curriculum is not narrowed.
- Learning is **carefully sequenced**, enabling pupils to build on prior knowledge and consolidate understanding over time. (see curriculum maps and progression chart) For example “In mathematics, pupils begin by securing number sense before progressing to formal calculation methods...”
- Individual starting points are established using transition information, EHCP outcomes, baseline testing, and professional assessments.
- The curriculum provides meaningful breadth, including academic learning, communication development, life skills, enrichment, and personal development.

Meeting the Needs of Pupils with SEND

- Adaptation is at the heart of the curriculum intent: we ensure that each pupil has access to the full curriculum through personalised provision.
- High aspirations for every learner underpin our planning, supported by appropriate scaffolding, differentiated materials, and multi-sensory approaches.
- The curriculum integrates EHCP outcomes and developmental needs, ensuring that education is both relevant and purposeful.

Implementation

High-Quality Teaching and Adaptation

- Teachers implement a consistent set of **whole-school non-negotiables**, ensuring high expectations and a shared approach across all subjects. These include:
 - **Clear learning objectives** communicated in accessible formats.
 - **Explicit teaching**, including modelling, guided practice, and regular checks for understanding.
 - **Use of visual supports**, structured routines, and communication-friendly practice.

- **Opportunities for overlearning** to support working memory and long-term retention.
- **Positive behaviour support** embedded in teaching and daily routines.
- We also have **mixed year group plans** so learners have tasks and learning appropriate to their needs
- Teaching is adapted—not simplified—to ensure pupils access the intended curriculum. Adaptations include:
 - Scaffolded tasks and chunked learning.
 - Assistive technology and multi-sensory resources.
 - Flexible grouping and targeted interventions.
 - Personalised communication strategies and sensory regulation opportunities.

Curriculum Non-Negotiables

To maintain consistency, high standards, and a shared approach across all subjects, we uphold a set of whole-school non-negotiables:

- **Clear learning objectives** displayed, shared, and reviewed in every lesson.
- **Appropriate and evidence-informed pedagogy**, including modelling, guided practice, and regular checks for understanding.
- **Provision of personalised strategies** aligned with EHCP outcomes.
- **High-quality communication support**, including consistent use of visuals, simplified language, and routine structures.
- **Positive behaviour support** embedded into daily practice.
- **Opportunities for independence**, problem-solving, and life skills development in all learning sessions.

Clear Learning Objectives

Each session includes learning objectives that:

- Are tailored to the ability level of the pupil or group.
- Link explicitly to curriculum outcomes and EHCP targets.
- Are communicated in accessible formats such as symbols, simple language, or visual representations.
- Are reviewed at the end of lessons to encourage reflection and celebrate progress.

Success criteria are adapted to ensure that every pupil can experience achievement, regardless of starting point.

Baseline Testing and Ongoing Assessment

Assessment is an ongoing, holistic process. Upon entry and at key stages, pupils complete baseline assessments that may include:

- Literacy and numeracy assessments appropriate to cognitive level.
- Communication and language baselines.
- Functional skills or life skills assessments.
- Motor skills or sensory needs assessments where relevant.
- Baseline assessments give a clear picture of each pupil's starting point and include literacy, numeracy, communication, SEMH, and functional skills measures.
- Assessment is **ongoing, formative, and proportionate**, informing planning and next steps without creating unnecessary workload.
- Summative assessments are adapted to pupils' cognitive profiles and reviewed termly.
- Progress is tracked in relation to curriculum endpoints, personalised targets, and EHCP outcomes.
- The **AQA Unit Award Scheme** forms a key part of our accreditation approach, allowing pupils to gain recognition for small, meaningful steps in academic, vocational, and life skills learning.

Qualifications and assessment

The data informs personalised learning plans and helps teachers set ambitious yet realistic targets.

Key stage 2

Use of AQA Unit Awards in Assessment

Along with the schools assessment based on non-negotiables in the curriculum, to recognise a wide range of achievements, we integrate the **AQA Unit Award Scheme** as part of our wider assessment framework. This provides:

- A flexible, personalised accreditation that celebrates small, incremental steps.
- Opportunities for pupils to achieve recognition in academic, vocational, life skills, and enrichment areas.
- Clear, achievable units that can be adapted to individual needs and learning pathways.
- Evidence-based assessment that values effort and practical accomplishment.

- Teachers use a wide range of evidence-informed methods suited to pupils' needs, including practical, real-life learning, structured visual materials, and assistive ICT.

However, the basic teaching approaches will be:

Modelling/direct instruction, inquiry-based learning based on interests, adaptive teaching

And a lesson structure will be:

Recap → new input → guided practice → independent work with support, DIRT

- Resources are selected to ensure accessibility, engagement, and clear progression.
- Staff continuously evaluate and refine teaching methods through observation, assessment, and professional development.
- Use of practical, real-life, and experiential learning.
- Multi-sensory and hands-on activities that support different learning styles.
- Use of ICT, assistive technologies, and accessible digital tools.
- Visual schedules, task planners, and step-by-step guides.
- Adaptive teaching materials, including simplified texts, symbol-supported resources, and sensory-based activities.

Resources are continually reviewed to ensure they remain relevant, inclusive, and responsive to pupils' needs.

Teachers subject knowledge will be supported through Friday pm planning sessions, CPD, schemes of work, mentoring

Building on Prior Learning

We recognise that progress is not always linear, especially for pupils with additional needs. This does not mean that they are not capable of accessing material appropriate for their age but it may need to be adapted including adapting for challenge

Our curriculum is sequenced to:

- Identify and build on pupils' previous knowledge, skills, and experiences.
- Use transition information, EHCP outcomes, baseline assessments, and observational data to establish starting points.
- Ensure that learning is connected and cumulative, enabling pupils to revisit, recall, and apply knowledge in meaningful contexts.
- Provide opportunities for overlearning and reinforcement to secure long-term understanding.

Each subject has a KS2 catch/interventions SOW to be used along side the Yr 7 curriculum

If learners join in yr 8 or yr 9 then they can either access SOW appropriate for their age or use adapted materials for that level or use material from younger years

Impact

Evidence of Learning and Progress

- Pupils demonstrate progress through the acquisition of new knowledge, developing skills, improved independence, and greater confidence.
- Assessment shows that pupils build their learning cumulatively and retain key knowledge over time.
- The use of AQA Unit Awards provides verified evidence of achievement and contributes to a holistic picture of progress.

Preparation for Next Steps

- Pupils leave our school with the knowledge, skills, and accreditation appropriate to their needs, supporting transitions into further education, training, supported employment, or adult services.
- Personal development is a core measure of impact, with focus on resilience, communication, emotional regulation, and life skills.

Raising Aspirations and Enabling Success

- Our curriculum ensures that all pupils—regardless of complexity of need—are given opportunities to succeed and to celebrate achievement.
- The impact of the curriculum is regularly reviewed using assessment data, pupil voice, parental feedback, internal moderation, professional collaboration, and external accreditation outcomes.

Timetable

For the KS2 classroom this ensures a balanced curriculum and includes a DIRT (Dedicated Improvement and Reflection Time) session every 4 weeks.

For the KS3/4 classroom this is based on the BTEC guided learning hours and functional skills curriculum along with the use of unit awards to provide breadth.

The key stage 2 foundation subject topics, especially science are planned to both provide a broad understanding of the world but also to provide the underpinning knowledge needed for the BTEC first in applied science or to support the functional skills curriculum.

Approved by:	Sue Clark	Date: February 2026
---------------------	-----------	----------------------------

Last reviewed on:	
--------------------------	--

Next review due by:	February 2027
----------------------------	---------------