

# CURRICULUM POLICY

To be read in conjunction with:

* Accessibility Policy
* Equality of Opportunity Policy
* Special Educational Needs Policy
* Educational Visits Policy
* Marking and Feedback Policy

Policy Review Date: September 2025

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| **Version** | **Date** | **Updated By** |
| 1.0 | January 2019 | L Guy |
| 2.0 | September 2022 | L.Brown |
| 3.0 | March 2024 | K Martin |
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1. **Introduction**

Westbourne School is a Day School for boys and girls aged 7 to 18 who exhibit a range of complex needs that may include; communication difficulties, social, emotional and mental health needs and also pupils who have been diagnosed with autism or other who have other neurodivergent diagnoses. Pupils are placed from six key local authorities, with referrals also coming from others in a wider catchment as appropriate, and all learners have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties 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 trauma-informed learning environment.

The curriculum consists of all 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 experiences 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 Westbourne 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 Westbourne School is ambitious for all. Staff are aspirational for all pupils.

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

1. Intent

At Westbourne School we believe that all our pupils have the right to access an ambitious and appropriately challenging curriculum, which connects them both to their own lived community and cultural experience but also widens their horizons to the wider world around them.

The majority of our learners have a neurodivergent diagnosis (often of Autism and/or ADHD) and/or a Social, Emotional or Mental Health (SEMH) need. Some children or young people have experienced early childhood or ongoing trauma and as a result we have an established trauma-informed culture with trained staffed throughout our school community.

The overall intent of our curriculum is to enable all pupils at Westbourne School to thrive by developing self-belief and pride; becoming successful learners, confident individuals, and responsible citizens.

The word ‘curriculum’ should be interpreted to include all learning experiences pupils have in school, but also within all the other activities that we organise in order to support social development, personal growth and therapeutic engagement.

Our curriculum is sequenced to develop skills and knowledge to deepen understanding; but also allows for appropriate input to fill gaps and build solid foundations, which is appropriate for many of our pupils.

Our curriculum is delivered by skilled, empathetic, and knowledgeable staff in a nurturing, trauma-responsive environment; and our aim is always to provide learning opportunities that inspire curiosity, are rewarding and engaging, are ambitious and adaptive to everyone’s learning needs.

Our core principals:

1. Embed everything we do from the view of **Unconditional Positive Regard** for our learners (**TIP framework**), within our AAD (**Ask, Accept, Develop**) and **Nurture** frameworks.
2. Maintain a **consistent focus on the overall purposes of the curriculum** – we must all have a focus on ***why*** we do what we do and not just how.
3. Focus on the core skills of **Reading, Vocabulary, Numeracy and Oracy**.
4. Maintain a focus on the research and science behind what we are offering (embrace **“learn what, learn how”)**
5. **Challenge** all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are **high but achievable** for them.
6. Create **authentic contexts** for learning that foster **curiosity** and **engagement**
7. Support **social and emotional development** and **positive relationship**Implementation
8. Intent

Our curriculum has two pathways, alongside a short-term 'keystone curriculum' provision for pupils in crisis or who are not able to access our mainstream pathways for a variety of reasons. Learners provision is then further personalised to reflect their individual learning and developmental characteristics, as well as being consistent with the overarching requirements of their Education, Health and Care Plans (EHCP). Westbourne also has nurture provision available for all our phases.

Our curriculum is taught over five days a week, in 45-minute sessions, which are sometimes delivered as double lessons. The curriculum has two pathways (a formal and semi-formal pathway, the latter including both vocational and nurture provision) as well as our ‘keystone’ curriculum’ which is a short-term provision for pupils who are in crisis or who are unable to access the mainstream curriculum offer on arrival.

We offer pupils the chance to obtain GCSEs, BTECs, ASDAN certificates, and Functional Skills qualifications, as well as access to a Scouts/Cubs or DofE curriculum in their outdoor education provision. As well as our intense focus upon our broad academic, outdoor, and vocational curriculum offers, we focus one lesson, interventions and daily tutor times on PSHE, Relationships Education (Up to Year 6) or Sex and Relationships Education (Year 7 and above).

Pupils are taught in groups of up to 7 pupils and will spend most of their school week in their own classroom, which have been zoned to include, learning, reading and regulation spaces. This classroom provides a safe base and therapeutic anchor-point for pupils in school and supports our trauma-informed ethos. Pupils leave this classroom for some vocational subjects, which require specialist classrooms, for LOTC and for PE.

At Westbourne we pay particular attention to reading, writing, and communication skills and deliver a DfE approved synthetic phonics programme. Reading is a daily feature in all of our classrooms, with pupils reading in tutor time.

We have a small post-16 cohort, and the bespoke offer they receive enables young people to complete or start accredited course, to retake previous courses if needed, and also learn how to be independent in their further learning or employment journey.

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Enhanced Offer:

We have a skilled, trained Pastoral and Wellbeing Team on both our school sites who offer individual intervention sessions as well as immediate crisis support. We also have an on-site clinical team who offer support to pupils in universal, enhanced or specialist provision (referrals are made via a termly MDT meeting)

Literacy and Reading

Phonics is delivered through Phonics International’s ‘No Nonsense Phonics’ Programme. Upper and Lower School staff have received phonics training. More training is scheduled for staff who have just started. Phonics is taught daily in lower school, with fidelity to the scheme that is used. Phonics is delivered as an intervention for upper school pupils who are identified as requiring this through a screening assessment.

All pupils complete a Star Reading assessment. This supports appropriate groupings and adapting teaching appropriately. Pupils whose Star Reading assessment identifies a reading age 18 months below their chronological age complete a phonic screening assessment.

Reading is further supported through:

* Reading in tutor time
* Key words in planning and on displays
* Word of the Week activities
* World book day activities
* Staff ‘I am Reading posters’
* Additional support for pupils with significant areas of challenge comes in the form of , targeted interventions - 1:1 support, catch-up and phonics, comprehension, and specialist speech and language interventions with our clinical team.

Numeracy Intervention:

All pupils complete a Star Maths assessment. This supports appropriate groupings and adapting teaching appropriately. Numeracy intervention is offered by our interventions team, and can include targeted support in specific areas of need, general catch up, or focus on specific EHCP targets around lifeskills numeracy work (for example money, time etc)

Therapeutic Intervention:

The Clinical Team work within [Outcome First Group’s Wellbeing Rainbow](https://www.outcomesfirstgroup.co.uk/about-us/our-wellbeing-strategy/) where support for students is at the 3 different tiers:

* Universal- Where the clinical team supports the whole school therapeutic environment and offer staff training on areas of particular need.
* Enhanced- The clinical team promote multidisciplinary involvement in supporting pupils, this may mean the pupil has specific strategies recommended to teaching staff to support them to engage and learn in the classroom or they are involved in group therapy sessions.
* Specialist- The pupil is invited to 1:1 therapy sessions with a member of the clinical team.

The clinical team operates on a referral system for specialist level support, this is based on the pupils EHCP recommendations and teacher/parental concerns.

The clinical team are based on site and therefore are easily accessible to staff and pupils.