

Curriculum Policy

At Westbourne, we do not prepare pupils simply to leave school; we prepare them to succeed in life.

We are a specialist day school for pupils aged 8–18 with Education, Health and Care Plans (EHCPs), supporting children and young people with Autism, ADHD, Social, Emotional and Mental Health (SEMH) needs and a range of neurodiverse profiles. Many of our pupils join us having experienced disrupted education, barriers to learning or trauma. Our role is not simply to educate them—it is to help them rediscover confidence, develop a love of learning and believe in their own potential. We an education that enables them to flourish, regardless of their starting point or previous experiences.

Our curriculum is ambitious, therapeutic and highly personalised. It combines academic excellence with emotional development, independence, life skills, and preparation for adulthood. We believe pupils achieve their very best when they feel safe, understood, valued, and inspired.

Everything we do is underpinned by our trauma-informed ethos, our **Ask, Accept, Develop (AAD)** approach and our shared values of being **Ready, Respectful and Safe**. These principles shape not only behaviour and relationships but every learning experience we provide.

Curriculum Statement

At Westbourne School, we nurture a love for learning by encouraging curiosity, resilience, and independence. Our curriculum blends academic achievement with the knowledge, skills and experiences needed to prepare pupils for life beyond school, ensuring every learner develops strong literacy, numeracy, communication, and critical thinking skills alongside the practical abilities required for everyday life.

Learning extends far beyond the classroom. Through meaningful experiences, outdoor learning, enrichment, therapeutic support, vocational opportunities and community engagement, pupils develop confidence, resilience, and the belief that they can succeed. Every experience is designed to inspire curiosity, broaden aspirations and prepare pupils for adulthood.

Our curriculum is personalised to meet the individual strengths, interests, and needs of every learner, with EHCP outcomes woven throughout learning. Whilst every pupil's

journey is unique, our expectations remain consistently high. We believe that all young people deserve an ambitious education that enables them to achieve more than they ever thought possible.

Above all, Westbourne is a community where every pupil is known, valued and empowered. By combining high-quality teaching, therapeutic practice, and real-world preparation, we develop successful learners, confident individuals and responsible citizens who leave Westbourne equipped to thrive in further education, employment and adult life.

Our Curriculum Intent

The intent of the Westbourne Curriculum is to ensure that every pupil leaves us with far more than qualifications.

We aim to develop young people who:

- **Love learning** and have the confidence to embrace challenge.
- **Achieve academically** through ambitious teaching that is adapted—not diluted—to meet individual needs.
- **Develop independence**, resilience and emotional regulation so they are prepared for adulthood.
- **Communicate effectively**, building the literacy, numeracy, vocabulary and oracy skills needed for future success.
- **Experience the world beyond the classroom** through enrichment, outdoor learning, enterprise, careers education and community engagement.
- **Believe in themselves**, recognising their strengths, celebrating success and aspiring to ambitious futures.

Every interaction, lesson, therapeutic intervention and enrichment opportunity contributes to this vision.

Our Curriculum Drivers – Ask, Accept, Develop

Everything we do at Westbourne is driven by our AAD approach.

Ask

We begin with curiosity.

We seek to understand every pupil as an individual recognising their strengths, interests, aspirations and barriers to learning. We continually ask what each child needs to succeed and adapt our teaching whilst maintaining ambitious expectations.

Accept

We accept every pupil unconditionally.

Through trauma-informed practice and positive relationships, we create a safe environment where pupils feel valued, understood and respected. Acceptance is not

about lowering expectations; it is about creating the secure foundation from which every pupil can flourish.

Develop

We believe every pupil can grow.

Our curriculum develops academic knowledge alongside confidence, resilience, independence and preparation for adulthood. We encourage pupils to take risks in their learning, celebrate progress and recognise that sustained effort leads to success.

Our Values – Ready, Respectful, Safe

The Westbourne Curriculum is brought to life through our shared values.

Ready

We prepare pupils to engage positively with learning, equipping them with the routines, resilience and confidence needed to embrace challenge and become lifelong learners.

Respectful

We promote kindness, empathy and mutual respect. Pupils learn to value themselves, others and the wider community through positive relationships and responsible decision-making.

Safe

We create emotionally and physically safe environments where pupils feel secure enough to learn, regulate and grow. Through trusted relationships and consistent routines, pupils develop the skills to keep themselves and others safe.

Curriculum structure

The Westbourne Curriculum provides a broad, balanced and ambitious education that is personalised to meet the individual strengths, needs and aspirations of every pupil.

Pupils are taught within Key Stage 2, Key Stage 3, Key Stage 4, and Post-16 provision in small classes of up to eight. Teaching is carefully adapted to reflect each learner's Education, Health and Care Plan (EHCP), developmental profile, and therapeutic needs, ensuring high expectations for all whilst removing barriers to learning.

The curriculum is delivered over five days through lessons of 45 minutes, with some subjects taught as extended sessions. Where pupils are temporarily unable to access the full curriculum due to emotional or mental health needs, a personalised outreach programme supports continued learning and successful reintegration.

Pupils follow a broad academic, vocational and therapeutic curriculum leading to a range of qualifications including GCSEs, Functional Skills, BTECs and the Duke of

Edinburgh's Award. Alongside academic learning, all pupils access PSHE, Relationships and Sex Education (RSE), Careers Education and Preparation for Adulthood.

Our bespoke Post-16 provision prepares students for their next steps through accredited qualifications, employability skills, independent living, and personalised transition planning.

Literacy and Reading

Reading is central to the Westbourne Curriculum.

All pupils complete STAR Reading Assessments on admission, with additional phonics screening where required.

Reading is promoted through:

- Daily tutor reading
- Explicit vocabulary teaching
- Word of the Week
- Reading role models
- World Book Day
- Personalised literacy interventions, including phonics, comprehension and speech and language support.

Numeracy

All pupils complete STAR Maths Assessments to identify strengths and areas for development. Times tables Rock stars is used to support the mastering of quick-fire multiplication and division.

Intervention structure

Our intervention offer ensures pupils receive the additional support needed to thrive both academically and emotionally.

Pastoral and Wellbeing

Dedicated Pastoral and Wellbeing Teams provide proactive intervention, emotional support, and crisis management, working closely with pupils, families, and staff to remove barriers to learning and promote positive wellbeing.

Clinical Support

Our on-site Clinical Team delivers therapeutic support through Outcomes First Group's Wellbeing Rainbow, offering:

Universal Support – developing a therapeutic school environment and staff training.

Enhanced Support – targeted strategies, group interventions, and multidisciplinary working.

Specialist Support – individual therapeutic intervention following referral through the school's MDT process.

Literacy and Reading

Pupils access the DfE-approved No Nonsense Phonics programme alongside targeted reading interventions based on individual need.

Numeracy

Targeted intervention supports pupils to develop mathematical understanding, close knowledge gaps and apply numeracy in everyday contexts, including budgeting, money management and other essential life skills linked to EHCP outcomes and Preparation for Adulthood.

Planning

Staff and student welfare remain at the heart of the Westbourne curriculum.

All staff plan according to the following template:

- Changes to the curriculum are planned annually, in line with our intent, our values and our AAD approach as outlined in this policy.
- Where appropriate, changes to the curriculum are discussed collectively with Heads of Department and the whole staff body.
- Proposals for change are welcomed from all members of staff and will be reviewed by the SLT in relation to the ethos laid down in this policy.
- Staff workload is a primary consideration when changes are made, to ensure that the time demands on staff are not overwhelming and remain realistic.
- The curriculum planning is structured to enable all students to develop the key elements of learning - knowledge, skills, conceptual understanding, and disciplined habits.
- Planning is adapted to reflect each pupil's Education, Health and Care Plan (EHCP), recognising individual learning profiles, communication needs, and therapeutic recommendations. Teachers make meaningful adaptations to learning whilst maintaining high expectations and ensuring all pupils have access to an ambitious curriculum.

Assessment

At Westbourne, assessment is purposeful, personalised, and centred around the progress each pupil makes from their individual starting point. We recognise that our pupils often join us having experienced disrupted education, significant gaps in learning and varying levels of engagement. As such, assessment is not simply about measuring attainment, but about understanding each learner's development and using this information to plan ambitious next steps.

Teachers use a range of formative and summative assessment strategies to identify pupils' strengths, remove barriers to learning and adapt teaching accordingly.

Assessment is continuous and informs high-quality teaching, ensuring learning remains appropriately challenging whilst meeting individual needs.

Progress is captured through a combination of:

- Ongoing formative assessment within lessons, using 'Evidence for Learning' to capture National Curriculum small step progress, and identify gaps in learner knowledge.
- Assessment against curriculum objectives and accredited qualifications.
- Monitoring progress towards EHCP outcomes.
- Standardised assessments, including STAR Reading and STAR Maths.
- Pupil voice, self-reflection, and celebration of achievements.

Recognising that progress looks different for every learner, staff use *Evidence for Learning (EFL)* to capture learning and progress towards EHCP targets in a meaningful way. Using EFL as the primary tool to measure both academic and EHCP targets, provides a consistent platform that enables pupils' achievements to be evidenced in a coherent way. Using photographs, videos, observations, and examples of work that celebrate both academic progress and wider personal development. Evidence for Learning provides a holistic picture of each learner's journey and allows parents, carers and professionals to see progress that may not always be reflected through traditional assessment methods.

Assessment at Westbourne values the development of knowledge alongside communication, independence, emotional regulation, resilience, and preparation for adulthood. We believe that every achievement matters, and we celebrate progress in all its forms.