

# 701E

## Senad Curriculum Policy – English Schools

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<b>Related Policies and Guidance Documents</b>	701*** School Specific Curriculum Policy 702 Teaching and Learning, plus observations and book scrutiny 703 Spiritual, Moral, Social and cultural development – including British Values 709 Careers information and Guidance 710 Equality Act 712 Alternative Provision (education other than at school) 717 Assessment and Moderations 750 Relationships and Sex Education
<b>Related Regulations</b>	<a href="#">Education Act 2002</a> <a href="#">Independent school inspection: toolkit, operating guide and information - GOV.UK</a> <a href="#">The Independent School Standards - Guidance for independent schools</a>
<b>Annexes and Supplementary Info</b>	<a href="#">Curriculum and Assessment Review Final Report - GOV.UK</a>
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January 2026	<b>P1</b> second half of box removed; <b>P3</b> link added; <b>P5</b> Paragraph 6 reworded slightly

## Curriculum Policy – English Schools

**Our Vision** is to support, encourage and educate children and young people with a range of needs to recognise, wish to and achieve their full potential.

To achieve our vision **our aims** are to support learners

- To develop knowledge, understanding and learn new skills
- To make informed choices and engage in purposeful activities
- To have goals and something to look forward to

This policy meets the standard (2) (1) (a) of the Independent School Regulations. This policy is supported by appropriate plans and schemes of work that supports standards (2) (2) at the school level.

Each **SENAD** school will have its own local aims and objectives of how it applies the curriculum to meet these aims

## Intent

At all key stages, the overall intent is that each pupil engages, achieves and makes the most personal progress towards achieving their full potential. By doing so our intention is that learners will have the most fulfilling, enjoyable and independent life possible.

In general, schools will map out

Each **SENAD** school in England has its own curriculum policy that details their own intent, implementation and impact framework.

In general schools will map out:

- for pupils working at below the age-related expectations that are pre-subject specific, the intended progression of fundamental key skills, experiences and knowledge. Each school will use a model that best meets the learning needs of their pupils leading to the agreed goals and also the outcomes from the Education, Health and Care Plan (EHCP).
- for pupils who are working towards/within subject specific learning the school will map out the intended progression of skills and knowledge leading to the end points that are outlined in the National Curriculum along with the outcomes from the pupil's EHCP.
- for pupils working within National Curriculum subject areas, schools will map out the intended progression of skills and knowledge leading to the accredited end points (GCSE for example) along with any specific outcomes from the pupil's EHCP.

For all pupils, the starting point will be a baseline assessment of need, taking information from pre-placement reports and visits and assessment in school over the first six weeks of starting. Their next steps will lead to a curriculum offer that is highly personalised. Due to the specific learning needs of individual pupils, some steps may be broken down and further personalised. This approach to curriculum design provides the opportunity for pupils to access a broad and balanced curriculum at a level that, whilst meeting their needs also meets statutory requirements.

The following form the foundation of delivery of the curriculum:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progression will mean different things in each of our schools. It is not always about movement up a ladder of skills and knowledge, although this will be important for some learners. For others, lateral progression is important in being able to apply the skills and knowledge that have been learned in different settings, with different people at different times. Repetition of fundamental skills is also important – to embed them into the long-term memory as a foundation for future learning.

## Implementation

All schools within the SENAD group provide high quality teaching. Pupils' abilities are assessed by members of a multi-disciplinary team and annual targets are set linked to the EHCP outcomes. These are reviewed at a mid-point to track progress and evaluated annually with parents/carers. Teachers also plan the next steps in curriculum areas and teaching is informed by the sequential planning in each area.

In delivering the learning, a range of strategies will be employed according to the specific need of each pupil. These might include intensive interaction, use of AAC, visual support systems, use of PECS, multi-sensory approaches, low-stimulus environment, reward systems such as Achieve!, repetition and so on.

Some pupils will also have therapeutic targets as determined by their EHC plan. These will be delivered either as part of a discrete therapeutic plan or integrated into the school day.

English (Communication) and Maths (Numeracy) and Personal, Social Education (PSE) and careers education (at secondary level) will be taught in a variety of ways according to the school and the needs of the pupils. Each school will have a specific framework for these subjects.

Learning will be

- in specific timetabled lessons
- through involvement in daily functional skills sessions
- integrated into other subject areas as appropriate
- incidental as a result of a well-planned environment and high-quality support

The sequence of learning, like all other subject areas, is personal to each pupil based on their prior learning, and comprehensive assessment of need.

For other subject areas, each school will outline their own curriculum overviews that are to be delivered as part of a rolling programme. The rolling programme can allow for pupils to be placed in mixed age classes allowing groupings based on a range of factors. Subject/curriculum area content is planned to allow for repetition over time.

For pupils working at the earlier stages of development, the planned curriculum might provide a thematic approach for multi-sensory delivery. Curriculum areas of communication, cognition, engagement and personal development remain a high priority often delivered in a cross-curricular way linked to outcomes from the EHC plan. This allows for a rich and creative curriculum offer that extends and builds on pupils' interests and preferences. Skill development and a wide range of experiences can be repeated in an interesting and motivating manner to sustain pupil achievements.

## **Enrichment and Wider Development**

The curriculum provides many opportunities to enrich learning. In addition, other wider opportunities are provided such as

- Whole school projects linked to the Fundamental British Values (FBV) such as Red Nose Day, Comic Relief, MacMillan coffee morning
- Links to high profile national and international events such as the King's Coronation, The Olympics, the FIFA World Cup
- Use of external providers such as sports coaches, artist in residence, visiting authors and poets
- Whole school theme days such as World Book Day, Arts, STEM or Science days

## **British Values**

Each school will incorporate 'Fundamental British Values' into their spiritual, moral, social and cultural education programme. This will be taught as discrete sessions in some schools but will also permeate through the school curriculum, including the enrichment curriculum to support the development of the 'whole child'.

[Promoting fundamental British values through SMSC - GOV.UK](#)

We recognise that such development is most successful when those values and attitudes are promoted by all staff who provide a model of behaviour for the pupils.

1. Democracy – the ability to communicate, understand and make basic choices are the most important areas of learning. Schools ensure that pupils are given a 'voice' to communicate using whatever technique they are familiar with. This may be hi or low-tech devices such as PECS, photographs, signing, touch cues and/or using words. Pupils are empowered by giving them choices throughout their waking day about things that we all believe to be important. By listening and responding staff demonstrate that they believe that everyone's views are important, thus demonstrating that they support democracy and liberty.  
Schools may also have a school council as well as group and individual advocacy sessions.
2. Rule of Law – staff teams at each of our schools will involve pupils in determining class and school rules and codes of behaviour, helping pupils to make choices and decisions that are acceptable to the wider community.  
Pupils are helped to learn to manage their behaviour which for many of our pupils can be a barrier to engagement with the curriculum, with peers and with the environment.

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Staff are highly trained and committed to providing a consistent environment within the school and beyond. Pupils are taught to understand the connection between actions and consequences in an environment that enables them to feel safe and secure.

3. Individual Liberty – pupils are encouraged to become good and valued citizens. This is done by teaching pupils to become as independent as possible. Pupils are also taught that they have a right to say “yes” or “no” to things that directly impact them. School’s also engage with charitable events to promote the importance of a caring environment where we help others.
4. Mutual Respect - Respect is a core value in SENAD schools. Pupils learn that it is expected that respect is shown to everyone, adults and other pupils. Classroom and learning rules and school Behaviour Policies will reinforce the expectation around mutual respect.
5. Tolerance of different faiths and beliefs – Schools in the SENAD group are communities where each person is respected and valued equally without regard to ability, gender, sexuality, faith, heritage or race. Schools celebrate and appreciate different cultures through encounters and participation in events and celebrations. Curriculum themes and immersion days enable pupils to experience British Culture. This includes visits to places in the local and wider community. All staff at each school work hard to make sure that pupils are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Equal opportunities, regardless of learners’ needs, abilities and backgrounds, is at the heart of our philosophy and practice. We recognise and understand our duty to support the protected characteristics set out in the Equality Act. It underpins our approach to planning and delivering learning opportunities and focus on accessibility for all. We strive to provide constructive, effective and challenging activities and opportunities for all pupils regardless of ability, gender or race. All pupils will have access to a wide range of materials and experiences in order to promote tolerance and understanding at each pupils’ level. (See policy **710** for more detail)

## **Cultural Capital**

All schools are required to provide a curriculum that covers “cultural capital”

Building cultural capital is essential to teach acceptance and the skills needed for pupils to become citizens, able to participate fully in our modern multicultural societies. Cultural Capital in SENAD schools is realised through all aspects of the curriculum. By exposing students to a large variety of subjects areas and a richness of experiences they develop qualities that will be useful to them as well-rounded global citizens.

The core foundation of the work in SENAD schools is to enable each pupil to develop the knowledge, skills and understanding they need to live the most enjoyable, fulfilling and independent life possible. In order to do this, the curriculum offer is as broad and enriching as possible. Pupils are given opportunities and supported to develop their engagement and creativity through a range of interesting activities. The curriculum is enhanced through community visits, visiting speakers and theme days; pupils have different experiences dependent on their needs and interests. Each school will outline the experiences on offer to their pupils in their curriculum mapping and frameworks.

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## Full-Time Supervised Education

Each school in the SENAD group provides full-time education for all pupils in order to give them an education that meets their needs as set out in their Education, Health and Care plan.

The school day is typically delivered on weekdays during term time between the hours of 9am and 3.30pm for 190 days per year. Each school determines its own term dates and teacher training days.

A small number of pupils may be following a reduced timetable due to their prior experiences and current needs. This will be accompanied by a plan to re-introduce the pupil to full time education as quickly as possible.

Some pupils will have a programme split between the SENAD school and the local college; this is seen at the 14 – 19 phase of learning.

Each school will vary the rhythm of the day to suit the needs of their specific learning community.

For some pupils, an alternative learning programme may be required. This would typically be used to address complex behaviour dynamics, for pupils with a complex history of school refusal behaviours or health issues. Policy **712E** sets out the details of alternative provision for SENAD schools.

## Impact

The aspiration for all pupils attending SENAD schools is that they achieve their full potential in all aspects of their development.

Due to the individual learning needs of our pupils the outcome of the curriculum and the progress they make is highly individual. All achievement and progress is valued and celebrated.

Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their targets from the Education, Health and Care plan, reviewed annually with all relevant parties
- Pupils making progress towards curriculum-based learning outcomes when reviewed at the end of each term or learning module. Parents/carers will receive a report of curriculum progress at least annually
- Improved attendance
- Achieving external accreditation such as GCSEs, entry level qualifications, AQA and/or AIM awards for secondary aged pupils Increased engagement with their learning
- Decrease in behavioural incidents
- Increased attendance at school

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- Using existing skills in a wider range of contexts
  - Positive transition out of school and into their next setting
  - Pupil self-assessment documents

### **Keeping the work of the school under review**

Proprietors measure the impact of the schools on the progress and development of pupils in the SENAD group in a number of ways

- Learning walks – school displays, learner engagement, curriculum in action, interaction with staff and learners
- Class observation – teaching and learning, management of behaviour, engagement in the curriculum (see Policy **702**)
- Discussions, surveys and interviews – with staff, pupils, families, and other visitors
- Progress records – Evidence for Learning, work books, photographs, drawings, other recording systems in use
- External Evidence – OFSTED/Estyn, visitor feedback, LA audit visits, National reports, Senad Monitoring Visits, external commissioned audits
- Test results, accreditation, leaver destinations
- Review and analysis of self-evaluation framework document, school development plans, monthly reports to directors, action plans
- Headteacher/Principals' performance management review meetings
- Curriculum reviews in conjunction with headteachers/principals and subject co-ordinators

### **Reporting to Parents and Carers**

Parents and Carers receive

- Regular updates about engagement with and progress in classroom activities (this might be via social media, use of systems such as Evidence for Learning or more formal termly reports)
- Review of progress reports, (at least) twice a year from care, education and therapy
- End of year report from education, outlining progress and attainment in the curriculum, behaviour targets and engagement with a range of enrichment activities. In addition, attendance data will be provided
- Annual review of progress towards achievement in the Individual Learning Plan linked to the EHCP
- Transition plans and subsequent reviews of the plan

### **Related Documents**

This policy is written for the benefit of all members of the schools' community, external agencies and parents/guardians. It should be read in conjunction with the following policies

- 702 Teaching and Learning, plus observations and book scrutiny
- 703 Spiritual, Moral, Social and cultural development
- 709 Careers information and Guidance
- 710 Equality Act
- 712 Alternative Provision (education other than at school)
- 717 Assessment and Moderations
- 750 Relationships and Sex Education

Schemes of work and Curriculum Maps for individual schools  
School Prospectus

The above are available to view/download on the SENAD website  
[www.senadgroup.com](http://www.senadgroup.com)

copies are available on request (there may be a charge) from  
[info@senadgroup.com](mailto:info@senadgroup.com)