

# Curriculum Policy



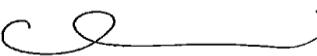
This guidance is to be read in conjunction with related National Autistic Society Policies

## Declaration

Sybil Elgar School does not promote partisan political views. School promotes British Values.

The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The SEND Code of Practice 2014, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

School has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principal
Date of document	July 2021
Latest revision	January 2026
Signed Chloe Phillips Principal	

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## Sybil Elgar School Mission Statement

We are committed to ensuring that every autistic student has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.

We want to ensure that all our young people have purposeful and enjoyable experiences at Sybil Elgar, preparing them for the opportunities, responsibilities and experiences of later life. This is achieved by ensuring that all students have access to an aspirational broad, balanced, motivating, relevant curriculum with clear outcomes and an emphasis on quality of life. Students at Sybil Elgar all have an Education and Health Care Plan (EHCP) outlining individual difficulties in language and communication, social awareness and imagination.

Every aspect of the students' care and education is tailor-made for them using approaches that The National Autistic Society has tried and tested over many years.

## Sybil Elgar School Ethos and Philosophy

- We put the needs of our children and young people first. We are resolute in our commitment to ensuring their right to a quality education and to be treated with dignity and respect which we do with compassion, kindness and sincerity.
- We are non-judgemental and celebrate diversity. We unreservedly accept all our children and young people as part of our culture and community
- We promote that compassion, tolerance and positive intervention can effect change.
- We believe in a strong and transparent partnership with parents, carers and families, including other professionals around each family.
- Our empowering teaching approach puts our autistic students at the centre of all we do and always looks ambitiously towards next steps and preparation for meaningful adult living.
- Our curriculum is broad, balanced and creative with enhanced access to the community with positive opportunities for sensory, physical, social communication and practical living skills. It is underpinned by established research and effective autism specific best practice.
- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.
- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn

independence skills and gain qualifications to be as autonomous and fulfilled as possible.

- We are committed to Equal Opportunities and all that implies.

## Introduction

This Policy is written within the context of the vision and values of the National Autistic Society

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and interested stakeholders. The policy incorporates our aims values and ethos as well as describing the approach to our curriculum, the content and the highly specialised approaches for teaching complex autistic students. The curriculum is the basis for our school to provide a meaningful and effective education. We believe this should be as broad and balanced as possible, preparing our students for adulthood and tailored to meet individual needs. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

The design of the curriculum is led by the Senior Leadership Team (SLT). All staff, including Teachers, Transdisciplinary Team (TDT) and Keyworkers work closely together to develop the curriculum, which means there is real ownership and understanding as it evolves. Consistency is vital for our students, therefore any changes to the curriculum are carefully researched and considered. Further information about Therapeutic Interventions and individualised programmes and how these integrate into our curriculum can be found in section 3.

## Context of School

The Sybil Elgar School is part of the National Autistic Society. All of our students have a diagnosis of Autism and they all have an EHCP.

The School currently has 86 students across our two sites in West London aged 4 ½ to 22 years.

All our students can experience extreme and complex behaviours creating significant

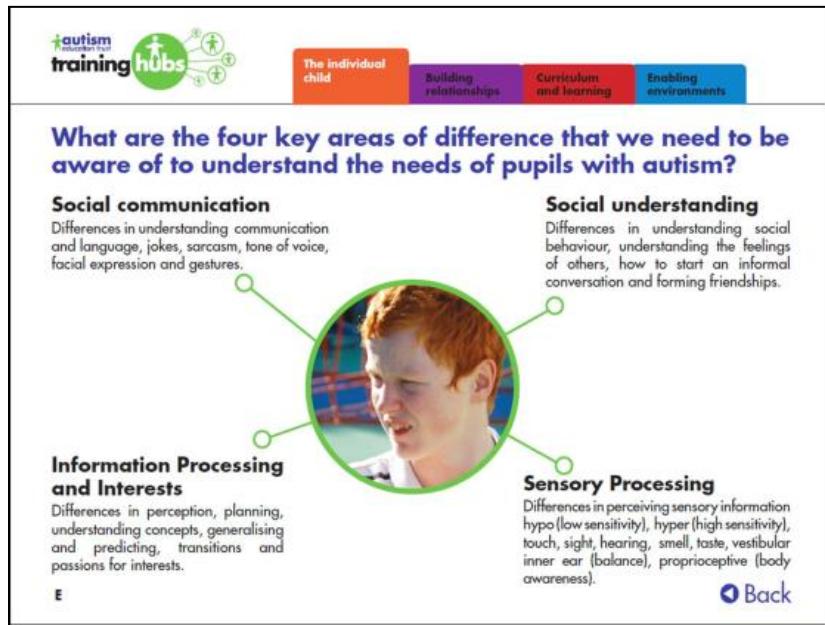


barriers to learning; many having come to us due to their needs only being able to be met in our very specialised setting. Student referrals and intake occur throughout the academic year allowing us to support excluded students and those who are out of education. Many of our students have complex family and/or social care needs, including a large cohort of Children with Social Workers, Children Looked After and Child In Need. We are proud that our children and staff come together from diverse backgrounds.

In addition to a primary diagnosis of autism and the four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs

our typical current cohort of students have significant global delay and severe profound and complex multiple learning difficulties.



They may demonstrate features of emotional and behavioural difficulties, may be highly withdrawn or isolated, may be hyperactive, extremely disruptive and lack concentration and focus.

Most will have immature social skills and may present extreme challenging behaviour arising from other complex special needs. Many do not use verbal language yet.

For example, some of our most able students may have additional emotional and sensory needs including extreme anxiety and /or depression, which can result in self-harming, obsessive behaviour and eating disorders.

A high proportion of our student population may also be affected by specific disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA) attachment disorder, anxiety disorder or, more rarely, schizophrenia or bipolar disorder.

A significant proportion of our student cohort may also have Dyslexia and Dyspraxia.

# Intent



## Our Ethos and Philosophy

- We put the needs of our children and young people first. We are resolute in our commitment to ensuring their right to a quality education and to be treated with dignity and respect which we do with compassion, kindness and sincerity.
- We are non-judgemental and celebrate diversity. We unreservedly accept all our children and young people as part of our culture and community
- We promote that compassion, tolerance and positive intervention can effect change.
- We believe in a strong and transparent partnership with parents, carers and families, including other professionals around each family.
- Our empowering teaching approach puts our autistic students at the centre of all we do and always looks ambitiously towards next steps and preparation for meaningful adult living.
- Our curriculum is broad, balanced and creative with enhanced access to the community with positive opportunities for sensory, physical, social communication and practical living skills. It is underpinned by established research and effective autism specific best practice.
- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.
- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn independence skills and gain qualifications to be as autonomous and fulfilled as possible.

We are committed to Equal Opportunities and all that implies.

The underpinning ethos of Sybil Elgar is that all children and young people should be given the utmost beneficial opportunities to experience, learn, achieve and gain qualifications through experiences which will add value to their lives now and into the future.

We aim to improve the quality of life for our students, to ensure their safety and wellbeing and to increase their breadth of experience.

Atypical behaviours are accommodated in a positive and empowering learning environment, which supports students to develop alternative functional skills and

strategies that can be adopted in the wider community.

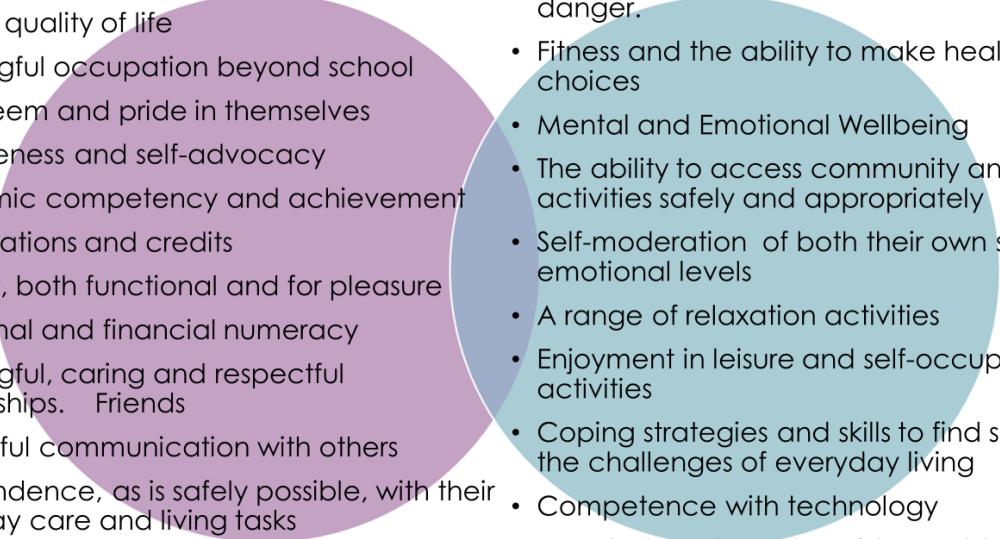
We celebrate diversity and ensure that every student has full access to a suitably ambitious curriculum to meet their needs and prepare them for the next step in their education or training; including those who have been out of education for extended periods of time or previously were unable to succeed in other settings.

The central intent of the curriculum is to improve the quality of life for our autistic students.

It is centred on these needs and strengths which are identified in individual Education and Health Care Plans (EHCPs) and the corresponding agreed developmental goals. This ensures that our autistic students with highly complex needs develop the knowledge and skills to learn and make progress now and in the future.



## We intend that all our students will achieve ....



The diagram consists of two overlapping circles. The left circle is purple and contains a list of outcomes related to personal and social development. The right circle is light blue and contains a list of outcomes related to physical and mental health, as well as practical and leisure skills. The intersection of the two circles represents the shared outcomes that are intended for all students.

- Happiness
- A good quality of life
- Meaningful occupation beyond school
- Self-esteem and pride in themselves
- Assertiveness and self-advocacy
- Academic competency and achievement
- Qualifications and credits
- Literacy, both functional and for pleasure
- Functional and financial numeracy
- Meaningful, caring and respectful relationships. Friends
- Successful communication with others
- Independence, as is safely possible, with their everyday care and living tasks
- Understanding and cooperation when people are trying to help
- Awareness, responsiveness and safety from danger.
- Fitness and the ability to make healthy lifestyle choices
- Mental and Emotional Wellbeing
- The ability to access community and social activities safely and appropriately
- Self-moderation of both their own sensory and emotional levels
- A range of relaxation activities
- Enjoyment in leisure and self-occupancy activities
- Coping strategies and skills to find solutions for the challenges of everyday living
- Competence with technology
- Knowledge about the wider world
- Curiosity and to want to continue to learn and to be the best they can be.

- We are innovative and follow best practice and legislation to ensure that we provide an outstanding autism specific curriculum.
- The curriculum is always evolving. It is individually tailored, differentiated, enriched and therapeutic with a focus on developing strengths, learning and development.
- The curriculum is based on rigorous and holistic assessments which acknowledge the challenges and difficulties faced by autistic students.
- Ensures every student achieves their maximum potential and that their achievements are evidenced and celebrated.
- Transferable skills for adult life; occupational skills and the world of work underpinned by external accreditation.
- The curriculum establishes support strategies to develop resilience and teaches self-management and communication skills. It empowers students to develop tools for life using fully integrated therapeutic support, designed to suit individual paces and learning styles.
- Equality of opportunity, access and Inclusion includes well planned and Risk Assessed Community Access, and enhanced access to outdoor learning, sensory and physical activities.
- Planned relaxation, personal and self-occupancy skills and opportunities to develop personal interests enhanced by the creative and expressive arts.

# Sybil Elgar School Curriculum: The Big Picture

Curriculum values		Positivity	Mutual Respect	Ambition	Voice	Choice
Curriculum aims		Build Confidence To Live As Independently As Possible		Develop The Knowledge and Skills: Now and For The Future		Able To Participate in Their Local Community
Focus on learning:		Learn More Do More		Skills: Communication, social, work related		Knowledge and understanding eg: big ideas that shape the world
The curriculum will...		...demonstrate best practice for autistic young people	...be engaging and enjoyable	...promote community and environmental values	...be supported by a therapeutic milieu	...shape each child's provision around their EHCP agreed development goals ...provide individual pathways
The Quality of Life Curriculum:		Engagement		Environment		Therapeutic Input
Means of delivery:		Core Lessons & Options	Breaks & Lunchtime	Tutor Time	Transitions & Transport	Community Events
Whole curriculum dimensions:		Confidence	Independence	Future Options / Employability	Empowerment	The Arts
Statutory guidance and expectations		How do we organise learning?				
Implementation		How well are we trying to achieve?				
Impact		What are we trying to achieve?				
Accountability measures		Evaluating impact				
Curriculum values		Curriculum aims				

"A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to downplay, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." [Anita Spilerman HMC \(2018\)](#)

Evaluating Impact	Does every pupil enjoy school?	Is every pupil progressing as a reader?	Aspirational expectations for all pupils	Is every pupil progressing with their confidence	Is every pupil equipped with sufficient core skills to take their place in the world of work?	Does every pupil have a voice?	Is every pupil sufficiently independent to thrive as adults in society?	Do all pupils have the knowledge and understanding to make healthier lifestyle choices?
Accountability measures	Optimum attendance, positive engagement, participation and achievements.	Recorded progress as a reader, achieving beyond expectations	Staff and pupils share ambitions for targets and goals, Progress towards goals monitored regularly	Measurably more confident than on entry	Recorded progress towards core skills, Clear pathways to employability	Able to participate in society and make their "voice heard" And in school and/or beyond	Experiences to enhance independence	Completed Health, Fitness & Well Being Report Living healthier lifestyle than on arrival at TES

# Implementation

## Cohesive pathways from 4-22

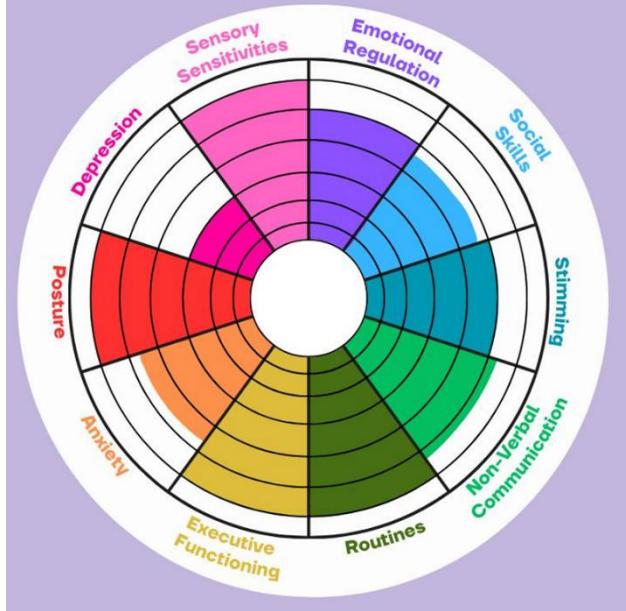
Students in Early Years and Primary are taught together in nurturing chronological groups, with opportunities for individual, small group and independent learning, overseen by the class teacher together with keyworkers and TDT. Pathways are provisionally identified at this stage and are then confirmed at the start of the Secondary phase. This supports with provision mapping and planning.



All students from Key Stage 3 through to Post 16 learn through one of three broad pathways, which are then further broken down, following extensive and ongoing assessment.

There is more information about how learning is organised and students are taught in their different Key Stages later in this document.

Outcomes and key Areas of Study are defined for each pathway.



All students, especially those with 'spiky profiles' can be on a mixture of the three pathways and can move between them, depending on progress, engagement and regulation throughout their career at Sybil Elgar.

Pathways are not necessarily hierarchical in terms of educational attainment. They are designed to provide the optimal learning opportunities for individual autistic students, promoting

wherever possible the benefits of learning as part of a group.

Our curriculum follows the pathways outlined on the next page and is personalised based on student's EHCPs. Each student has enhanced access to a wide range of physical, sensory outdoor and practical activities; and creative and expressive arts as appropriate.



## Curriculum Pathways

Three Main ways that our students will access learning at Key Stages 3, 4 and 5

### Individual Sensory Explorers

- Students in this group have significant difficulties accessing group learning, due to significant sensory needs, rigid behaviour patterns; including PDA or present with significant anxieties and / or behaviours that put themselves or others at risk of harm. Approximately 8% of our students

### Global

- This is our main cohort, about 90 % of students across School. Typically the students in this group will be autistic and have severe learning difficulties (PL3 – NCL1)
- Students benefit from being in and learn from being taught in groups, which are further differentiated by ability (see next slide)

### (External) Challengers

- Students who are particularly gifted or who have strong vocational interests in one or more areas. These students benefit from specialist advanced teaching, including from tutors, accessing mainstream settings and Remote Learning. Can be taught as part of a group , where there is an appropriate peer group. Typically about 5% of our population, increasing at Post 16.



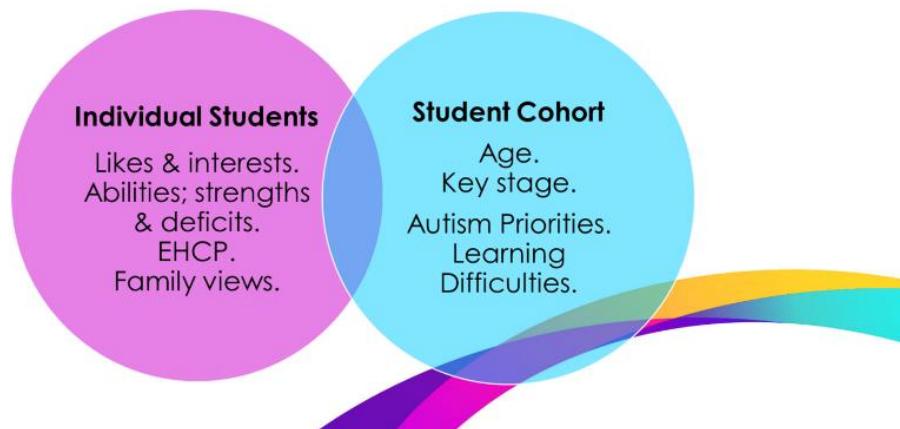
## Curriculum Pathways. Broad Descriptors

Pathway	Cohort	Learning Activities focus	Led by	Assessment	Outcomes
<b>Individual Sensory Explorers</b>	SLD PDA	Sensory Experience Physical Curriculum Engagement AET	TDT Teachers Keyworkers	Photo, Video Testimony Attendance Incident Recording	Safely and confidently: engage and cooperate with others access the community Self-occupy and regulate ASDAN Transition challenge (Sensory Experience, 1 - 4 modules)
<b>Global Explorers</b>	SLD PL 3- 4	Sensory Exploration Physical and practical Community learning AET	TDT Teachers Keyworkers	Photo Video Testimony	Safely and confidently: Independently Self-occupy and regulate Engage and cooperate with others with a wide range of living skills DoE, ASDAN Transition challenge (PP, 4 modules), Functional Skills Entry Level
<b>Global Discoverers</b>	SLD PL 5 - 7	Physical and Practical Community learning Semi-formal Vocational Internal	Teachers	Photo Video Testimony	Independence in self-care, DoE, ASDAN Workright, Internal Work Experience placement. ASDAN Transition challenge (PG – I, 4 modules) Foundation Skills Entry Level, towards Level 1
<b>Global Challengers</b>	MLD PL7 – NC 2	Practical Academic / pre-formal Vocational / Community	Teachers	Photo, video Coursework, Teacher marking and assessment Formal Assessments	Supervised Community Access, DoE, ASDAN Workright, External Work Experience placement ASDAN Transition challenge (VP – I and Silver, 4 – 5 modules), Foundation Skills up to Level 2 BTEC, Entry Level, Level 1, GCSE
<b>(External) Challengers</b>	MLD / MH	Academic / pre-formal Vocational / Community	Teachers Tutors	Exams External moderation	Supervised - Independent Community Access, Foundation Skills up to Level 3, BTEC, GCSE, A Levels, DoE, Apprenticeships

Cohesive pathways ensure that there is a planned approach for skills and knowledge progression, linked not just to cognitive levels but also linked to the developmental and chronological needs of all students. Where there is a 'barrier' due to learning or physical difficulties, this will ensure that key concepts can be refreshed and further generalised at all key stages without repetition of learning activities.



Our curriculum planning and delivery  
will always be based on our:



Assessment is often lateral to demonstrate progress in generalisation, engagement and refinement of skills. This aims to improve the quality of experience, motivation and engagement for these students. Cohesive pathways promote a genuine progression, enabling the development of special interest areas, further accreditation, careers and key skills for each individual.

Pathways, wherever possible, promote the development of social skills, collaborative working skills and friendships as students are encouraged to learn with other compatible students.

Whilst we are ambitious for all our students to achieve the best they can, we also work with families and students to support their understanding and realistic expectations about what they can do and achieve. Our students may demonstrate 'patchy' progress and there may be periods of regression. We tirelessly and creatively look for ways to enhance the experience of learning and to generalise skills in as many functional and enjoyable ways as possible.

All students, regardless of which pathway they are on have a curriculum that is tailored to meet their needs.

We have established Schemes of Work for our 'Global' Students, which are then personalised each term to the student and their pathway group. Students' learning from the other pathways, Individual Sensory

Explorers and External Challengers, are aligned to the global group as much as possible and appropriate to promote cohesion and shared experiences. Students can and do move between pathways as appropriate to their needs. Curriculum schemes are informed by developmental factors, qualifications and DfE guidelines.

Our strategic curriculum planning and delivery is informed, influenced and compliant with...



'The school provides pupils with an exceptional level of individual care and support.

Leaders have high expectations that every pupil receives programmes of therapy and education tailored specifically to meet their needs.

Pupils grow in confidence, independence and self-esteem.

Pupils develop their social and communication skills and learn well in a wide range of subjects.

They are well prepared for adulthood.' OFSTED October 2024.

Our Curriculum Framework and approach to teaching autistic students is both creative and underpinned and supported by a wealth of assessment documentation and established researched supporting material including the following:

<b>EHCPs</b> <b>Education Health and Care Plans</b>	<p>Individual plans and profiles including Sensory, Positive Behaviour, Communication, Medical and Academic targets.</p> <p>Foundation for whole curriculum for every student. Therapeutic support and framework Emphasis on Transdisciplinary embedded approaches, promoting wellbeing. Embedded in daily learning.</p> <p>The four broad areas of SEND need are:</p> <ul style="list-style-type: none"> <li>• communication and interaction.</li> <li>• cognition and learning.</li> <li>• social, emotional and mental health difficulties.</li> <li>• sensory and/or physical needs.</li> </ul> <p>We also address the post 14 area at all ages:</p> <ul style="list-style-type: none"> <li>• Independence and Community participation</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND%20Code%20of%20Practice%20January%202015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</a></p>
<b>Quality of Life Framework</b>	<p>Designed by Swalcliffe Park School. Ensures we plan each student's education carefully and cohesively. Puts student/ family voice at centre of all planning.</p> <p><a href="https://aol.org.uk/">https://aol.org.uk/</a>  <a href="https://dy55nndrxke1w.cloudfront.net/file/24/gVCUI2ZqB0lQvrgVtRFgztfK1Q/NAS%28AT%29%20QoL%20Policy%20SO-03.pdf">https://dy55nndrxke1w.cloudfront.net/file/24/gVCUI2ZqB0lQvrgVtRFgztfK1Q/NAS%28AT%29%20QoL%20Policy%20SO-03.pdf</a></p>
<b>OIF 2019</b> <b>Ofsted Inspection Framework</b>	<p>Statutory regulations. Curriculum Broad and balanced schools to ensure all students have access to this</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a>  <a href="https://assets.publishing.service.gov.uk/media/690b192b14b040dfe82922d6/Independent%20schools%20inspection%20toolkit.pdf">https://assets.publishing.service.gov.uk/media/690b192b14b040dfe82922d6/Independent schools inspection toolkit.pdf</a></p>
<b>SPELL</b> <b>Structure, Positive approaches and expectations, Empathy, Low arousal, Links</b>	<p>The NAS framework for understanding and responding to the needs of autistic students and adults.</p> <p>Emphasizes ways to change and adapt the learning environment and our approaches to meet the specific needs of each person</p> <p>Recognizes the individual and unique strengths and needs of each student and emphasizes that planning, intervention and monitoring be organized on this basis.</p> <p>It provides a context for and is complementary to other approaches, notably TEACCH. See below.</p> <p><a href="https://www.autism.org.uk/what-we-do/professional-development/the-spell-framework">https://www.autism.org.uk/what-we-do/professional-development/the-spell-framework</a></p>
<b>Autism Accreditation</b>	<p>NAS Quality control. Looks at whole school autism culture- currently Sybil Elgar School is designated Advanced Status.</p> <p><a href="https://www.autism.org.uk/what-we-do/best-practice/accreditation">https://www.autism.org.uk/what-we-do/best-practice/accreditation</a></p>

<b>SCERTS</b> (Social Communication, Emotional Regulation and Transactional Support)	<p>The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in:</p> <ul style="list-style-type: none"> <li>• Social Communication</li> <li>• Emotional Regulation</li> <li>• Transactional Support</li> </ul> <p>as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.</p> <p>Students are supported by a sensory and physical curriculum which acknowledges the need for self-regulation, readiness to learn and functional communication skills. This is underpinned by the use of SCERTS <a href="https://scerts.com/">https://scerts.com/</a></p>
<b>TEACCH</b> Training and Education of Autistic and related Handicapped Children	<p>Evidence based academic programme that focuses on autistic students as visual learners. Teaching and intervention strategies are adapted to skills interests and needs. Focus on emerging skills Based on individual assessments and individualized programmes Supports both work and 'learning to learn' skills and leisure and social activities. Enable techniques to be used collaboratively across settings Acknowledge and positively supports perceptual and sensory difficulties which may be barriers to learning.</p> <p>We follow the TEACCH philosophy of providing a curriculum around our autistic students that makes the most of their individual strengths and works around their areas of difficulty. TEACCH is based on the unique learning needs of autistic people including:</p> <ul style="list-style-type: none"> <li>• Strengths in visual information processing</li> <li>• Difficulties with social communication, attention and executive function</li> </ul> <p><a href="https://teacch.com/">https://teacch.com/</a></p>
<b>Studio III</b>	<p>A training programme for all staff in positive behavior support across all settings; instrumental to accessing learning for many of the students.</p> <p>Emphasis on the teaching of alternative and functional skills for each individual and the reduction of restrictive practices.</p> <p>Positive Behaviour Support approach empowers all involved to adopt more efficient, positive, and less harmful ways to fulfil their individual needs. These can range from developmental, educational, social, psychological, biological needs, which form the foundations for a meaningful and fulfilling life (QoL).</p> <p>There is a focus on using evidence-based tools to enable staff teams to better understand the individual they support, thus enabling services to improve the support offered.</p> <p>Underpinned by the PERMA model Positive emotion, Engagement, Relationships, Meaning and Accomplishment)</p> <p><a href="https://www.studio3.org/">https://www.studio3.org/</a></p>
<b>Twinkl Phonics</b>	<p>Twinkl Phonics is a Department for Education (DfE) validated, comprehensive, and structured systematic synthetic phonics programme. Focus on teaching letter sounds (phonemes) and their corresponding letters (graphemes) in a specific, cumulative order to help children develop reading and writing skills.</p> <p>Used throughout school, images and content adapted to be age appropriate as needed. <a href="https://www.twinkl.co.uk/resources/twinkl-phonics">https://www.twinkl.co.uk/resources/twinkl-phonics</a></p>

<b>The National Curriculum</b>	<p>The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages. We adapt this for our autistic children and, depending on pathways offer the following subjects:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• PSHCE – including RSE and Careers</li> <li>• Science</li> <li>• Humanities – Geography and History</li> <li>• Religious Education</li> <li>• Art and Design</li> <li>• TED: Technology, Enterprise and Design</li> <li>• Cookery</li> <li>• Physical Education and Community Links</li> </ul> <p><a href="https://www.gov.uk/government/collections/national-curriculum">https://www.gov.uk/government/collections/national-curriculum</a></p>
<b>EYFS</b> <b>Early Years Foundation Stage Statutory Framework</b>	<p>Used throughout EY and Primary Department. Sets the standards for learning, development and care in Early Years settings. It ensures that children learn and develop well and are kept healthy and safe.</p> <p>The 7 areas of learning and development:</p> <p>The 3 prime areas:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional development</li> </ul> <p>The 4 specific areas:</p> <ul style="list-style-type: none"> <li>• literacy</li> <li>• maths</li> <li>• understanding the world</li> <li>• expressive arts and design; being Imaginative and Expressive</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf">https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf</a></p>
<b>AET</b> <b>Autism Education Trust</b>	<p>Includes a comprehensive assessment tool for students with autism. Designed to support in identifying learning priorities and measuring progress in areas that fall outside the national curriculum. Also provides strategies, programmes, training, and resources.</p> <p>The assessment framework covers the following areas:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Social understanding and relationships</li> <li>• Sensory processing</li> <li>• Interests, routines and processing</li> <li>• Emotional understanding and self-awareness</li> <li>• Learning and engagement</li> <li>• Healthy living</li> <li>• Independence and community participation</li> </ul> <p><a href="https://www.autismeducationtrust.org.uk/">https://www.autismeducationtrust.org.uk/</a></p>
<b>Equals</b>	<p>A developmental curriculum for students with additional needs, enabling personalisation. Start at the beginning of the learning journey and aim for the highest level of independence possible. Facilitates planning, assessment and recording in relation to personal learning goals.</p> <p>Incorporates MAPP (managing and assessing personal progress.)</p> <p>Quality Assurance</p> <p>Informal Curriculum:</p> <ul style="list-style-type: none"> <li>• My Sensory Play</li> <li>• My Communication</li> </ul>

	<ul style="list-style-type: none"> <li>• My Physical Well-Being</li> <li>• My Independence</li> </ul> <p>Semi-formal Curriculum:</p> <ul style="list-style-type: none"> <li>• My Outdoor School</li> <li>• My Physical Well-being</li> <li>• My Communication</li> <li>• My Play and Leisure</li> <li>• My Independence</li> <li>• My Thinking and Problem Solving</li> <li>• The World About Me</li> <li>• My Drama</li> <li>• My Dance</li> <li>• My Art</li> <li>• My Music</li> <li>• Relationships and Sex Education</li> </ul> <p>Formal Curriculum:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Independence</li> <li>• The World About Us</li> <li>• Outdoor Schooling</li> <li>• Physical Well-Being</li> <li>• Play &amp; Leisure</li> </ul> <p><a href="https://equals.co.uk/curriculum/">https://equals.co.uk/curriculum/</a></p>
<b>The UN Convention on the Rights of the Child (UNCRC)</b>	<p>A complete statement of children's rights and is the most widely-ratified international human rights treaty in history. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.</p> <p>Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. Particular relevance here is Article 23</p> <p>1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community</p> <p><a href="https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf">https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf</a></p>
<b>Keeping Children Safe In Education</b>	<p>KCSIE (Keeping Children Safe in Education) impacts the curriculum by mandating schools to teach online safety, now explicitly covering misinformation, disinformation, and conspiracy theories, requiring integration into lessons (the "4 Cs": Content, Contact, Conduct, Commerce) and updating policies for AI use, ensuring digital literacy and protection against online harms through curriculum design, teacher training, and robust filtering/monitoring systems.</p> <p>Significant too for promoting 'voice of the child' and safety matters both discretely and throughout the curriculum.</p> <p><a href="https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf">https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf</a></p>

<b>Gatsby Benchmarks</b>	<p>The <a href="#">Good Career Guidance report</a> sets out in the report eight benchmarks which serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. The eight Gatsby benchmarks of Good Career Guidance are:</p> <ol style="list-style-type: none"> <li>1. A stable careers programme</li> <li>2. Learning from career and labour market information</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>6. Experiences of workplaces</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>
<b>Foundation Skills</b>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Problem solving</li> <li>• Self-management</li> <li>• Learning</li> <li>• Information and communication technology</li> </ul>
<b>The Engagement Model</b>	<p>The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.</p> <p>The engagement model has 5 areas of engagement, these are:</p> <ul style="list-style-type: none"> <li>• Exploration</li> <li>• Realisation</li> <li>• Anticipation</li> <li>• Persistence</li> <li>• Initiation</li> </ul> <p>At Sybil Elgar we use these to support with broadening and generalising learning into different settings and to celebrate 'horizontal' achievements.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf</a></p>
<b>Ealing Primary PSHE scheme of work</b>	<p>The scheme includes the overarching themes of health and wellbeing, living in the wider world and relationships where safeguarding, SMSC and British values are the golden threads throughout.</p> <p><a href="https://www.egfl.org.uk/elp-services/health-improvement-schools/pshe-scheme-work-primary">https://www.egfl.org.uk/elp-services/health-improvement-schools/pshe-scheme-work-primary</a></p>
<b>Healthy Schools London</b>	<p>Healthy Schools London is an awards programme which recognises schools' achievements in supporting pupil health and wellbeing. We currently hold Silver Status.</p> <p><a href="https://www.egfl.org.uk/elp-services/healthy-schools/about-ealing-healthy-schools-programme">https://www.egfl.org.uk/elp-services/healthy-schools/about-ealing-healthy-schools-programme</a></p>
<b>Arts Mark Creative quality standard for schools accredited by Arts Council England</b>	<p>Clear and flexible framework for schools to enable creativity across the whole curriculum and address school improvement priorities. Supports personal development and meets spiritual, moral, social and cultural requirements. Silver, Gold and Platinum</p> <p><a href="https://www.artsmark.org.uk/">https://www.artsmark.org.uk/</a></p>

## Accredited Courses

<b>ASDAN Transition Challenge</b> <b>Award Scheme Development and Accreditation Network</b>	<p>Curriculum development organisation and awarding body that develops skills for learning, work and life</p> <p>ASDAN Transition Challenge is offered to all KS4 students with the following subjects:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Design and Technology</li> <li>• MFL</li> <li>• ICT</li> <li>• RE</li> <li>• Citizenship</li> <li>• Community</li> <li>• Expressive Arts</li> <li>• Family &amp; Home</li> <li>• Recreation</li> <li>• Sport &amp; Leisure</li> <li>• Vocational Education</li> </ul> <p><a href="https://www.asdan.org.uk/transition-challenge/">https://www.asdan.org.uk/transition-challenge/</a></p>
<b>ASDAN Workright</b> <b>Award Scheme Development and Accreditation Network</b>	<p>Workright provides a framework to develop a range of basic transferable employability skills for a variety of settings, including schools, FE, training providers and day care services. The programme is for young people (aged 14+) and adults who are following a work-based/work experience programme of study. It can cater for a range of abilities: those performing below Entry Level through to those at Entry 3 who may be able to progress quickly to training programmes and employment. Modules:</p> <ul style="list-style-type: none"> <li>• Health and safety at work: Health and safety rules; Emergencies; Keeping your workspace clean and tidy</li> <li>• Responsibilities in the workplace: Attendance; Timekeeping; Appearance</li> <li>• Working with others: Respecting others; Getting on with people at work; Working in a team</li> <li>• You at work: Doing jobs at work; The things you use at work; Getting help with problems at work</li> </ul> <p><a href="https://www.asdan.org.uk/workright/">https://www.asdan.org.uk/workright/</a></p>
<b>ASDAN Short Courses</b> <b>Award Scheme Development and Accreditation Network</b>	<p>ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.</p> <p>They are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level. There are more than 30 programmes in these areas:</p> <ul style="list-style-type: none"> <li>• Core subjects</li> <li>• Vocational Tasters</li> <li>• Work-related</li> <li>• Personal and social development</li> <li>• Sport and activities</li> <li>• Informal</li> </ul> <p><a href="https://www.asdan.org.uk/short-courses-multiple-titles/">https://www.asdan.org.uk/short-courses-multiple-titles/</a></p>

<b>ASDAN Life Skills Challenge</b> Award Scheme Development and Accreditation Network	<p>Life skills Challenge – <a href="http://www.lifeskillschallenge.org.uk">www.lifeskillschallenge.org.uk</a> – is <b>an online bank of challenges for learners working from pre-Entry to Level 3</b>. This programme enables centres to meet individual needs by providing a personalised curriculum for young people with SEND or those facing barriers to learning. Challenges have been mapped to the four Preparing for Adulthood pathways and cover subject areas such as English, mathematics and PSHE.</p> <ul style="list-style-type: none"> <li>• Challenges take 10, 20 or 30 notional learning hours to complete</li> <li>• Challenges are internally moderated</li> <li>• Unlimited number of challenges per learner registration</li> <li>• Challenges are mapped to the four Preparing for Adulthood pathways, covering 12 subject areas and eight vocational areas</li> <li>• Opportunity to write your own challenges</li> </ul>
<b>BTEC</b> British and Technology Education Council	<p>Specialist work related qualifications. Combine practical learning with subject and theory content. English and Maths currently taught where appropriate.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals.html">https://qualifications.pearson.com/en/qualifications/btec-nationals.html</a></p> <p>At Key Stage 4 <b>Home Cooking Skills</b> is established.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills/about.html">https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills/about.html</a></p>
<b>OCR</b> Oxford Cambridge and RSA	<p>Examinations and award qualifications including GCSEs and A Levels. Functional Skills designed to enable students to develop confidence and fluency in Life skills, Maths ICT and English. Equips students with the practical skills to get the most out of education, work and everyday life</p> <p><a href="https://www.ocr.org.uk/qualifications/functional-skills/">https://www.ocr.org.uk/qualifications/functional-skills/</a></p>
<b>Pearson GCSE and A Levels</b>	<p>Available across all areas for those students who demonstrate the appropriate level of skill and/or interest in particular subject (s)</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html</a></p>
<b>Young Chef Awards</b>	<p>A practical and engaging way to build life skills, promote positive nutrition, and support curriculum coverage, promoting a love of food and cooking for Primary Children.</p> <p>Aims to equip children with confidence, creativity, and independence — while encouraging healthy habits that last a lifetime.</p> <p><a href="https://youngchefoftheyear.com/">https://youngchefoftheyear.com/</a></p>
<b>D of E</b> Duke of Edinburgh's Award	<p>Supporting students to believe in themselves, take on challenges and follow their passions, and discover talents they never knew they had.</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Skills</li> <li>• Volunteering</li> </ul> <p><a href="https://www.dofe.org/">https://www.dofe.org/</a></p>

We place the highest priority on the promotion of communication, personal and social education to include the acquisition of independent living skills and to maximise opportunities for self-confidence, personal autonomy, self-empowerment and self-advocacy. This includes aspects of Health Education and Relationships and Sex Education. This is always fully supported and informed by our TDT and specialist teachers. It forms part of planning for all lessons. Every student at Sybil Elgar has a personalised curriculum and timetable. As students move through the school their learning is extended to beyond the classroom into the local, national and sometimes international community.

Sessions and learning opportunities are planned to be motivating and stimulating through creative approaches, a range of settings, quality resources and the use of specialists. The culture is student centred, seeing learning opportunities in every situation and is about creating independence through problem solving and empowerment.

Pupils receive an exceptional education at this school. Leaders have planned a high-quality curriculum that is taught by staff who have expertise in working with pupils with autism spectrum disorder (ASD). Parents are uniformly positive about the school and how it has transformed the lives of their children and their families.



Leaders plan every subject so that teachers can adapt lessons and use resources to meet the needs of individual pupils. They anticipate and help pupils to overcome any difficulties they may have with their learning, and they enable them to achieve very well. Leaders ensure staff have high-quality training so that the school's curriculum is taught successfully.

## Curriculum Planning Documents

There are coordinated Curriculum Maps across all stages that ensure progression, breadth and development of learning, skills and experiences for all students, as well as developing opportunities for cross curricula learning.

Curriculum Map: Secondary Key Stage 3 and Key Stage 4												
Key Stage 3												
	English	Maths	Science	PSHCE	Computing	Design Technology	Cookery	Humanities	Religious Education	Physical Education	Art and Design	Music
Year 7 Autumn	Rhyme and song	Baseline Assessment Numeracy	Animal, Plants and Humans	Health and Wellbeing	ICT Equipment Understanding Instructions	Safety Design and Make Candles	Hygiene & Safety Diwali Christmas	Orientation Autobiography Personal Changes	Signs and Symbols	Assessment Intro to Basketball	Collage Textiles	Assessment Technique
Spring	Familiar Stories	Counting Estimation Tally	Light, Sounds and Movement	Living in the Wider World	Algorithms B-Bot	Structures Buildings Electricity	Choppin g, Spreadin g, Slicing Easter	Local Area Study Introductory Map Skills and Photo Interpretation	Special Books Special Pictures	Football Dance	Painting Printing Drawing	Rhythm
Summer	Cards Character Costumes	3D Shapes	Sorting and Using Everyday Materials	Relationships	Data in digital formats	Textiles Graphic Media	Cakes, Pastry, Bread Edd	Food Chronological Sequencing Skills	Special Places and Journeys	Athletics Rounders	Observation 3D Printmaking	Pitch (High and Low)
Year 8 Autumn	Familiar Poems and Rhymes	Length	Animals and Plants Variation and Diet	Health and Wellbeing	Communication and networks E-safety	Graphic Media Modelling	Snacks Diwali Christmas	Environmental Quality People Who Help Us	Special Days/Times	Gymnastics Hockey	Painting Drawing Observation	Sound Colours Timbre
Spring	Stories Related to People Actions & Movement	Place Value	Electricity and Forces	Living in the Wider World	Programming Code Avengers	Packaging Transport	Packed Lunches Storage	Hoses, Homes and Buildings	Special Clothes	Football Badminton	Collage 3D	Beats and Bars
Summer	Letters to Family and Friends	Money	Changing Materials	Relationships	Information Technology Email	Mechanisms Wood Turning	Healthy Foods Eid	Adventures: Map Reading, Historical Adventure	Special People Special Names	Athletics Cricket Rounders	Space and Shape Observation 3D	Loud and Soft
Year 9 Autumn	Poems and Emotions	Fractions	Habitats	Health and Wellbeing	Hardware and processing How computers work	Transport Design and Make	Planning a Meal Diwali Christmas	Mapping Skills	Exploring Food	Gymnastics Hockey	Textiles	Melody Making

Key curriculum planning documents are standardised across all departments to ensure depth and consistency of planning and continuity of learning experiences for students as they progress through School.

All teachers have planning folders, which are electronic and accessible to other teachers and therapists to foster cross curricula links and holistic learning, as well as the SLT to ensure quality assurance.



### Curriculum Planning Documents Overview

#### Curriculum Intent

- Curriculum Policy
- Student Curriculum Policy
- 5 Year Plan (Programme of Study)
- School Development Plan: Curriculum
- Schemes of Work (one for each topic taught, minimum of one per term per Year Group)

#### Personalised Implementation

- Medium Term Plans (incorporating Schemes of Work, customised for each group taught, showing progression of teaching and breadth of learning experiences for the pupils)
- Lesson Plans (separate planning only needed if not already included in Medium Term Planning. A detailed plan continues to be needed for any lessons being observed / inspected to demonstrate depth of teaching skills and understanding)

#### Other Curriculum Planning Documents:

- 5 Year Curriculum Development Plan (budgets)
- Risk Assessments
- Value Added / Clubs Termly Planning
- Individual Targets, Annual Review Information
- Impact: Assessment documents



Medium Term Planning is especially robust to ensure that all considerations for teaching and learning are covered and to ensure that lessons form part of a progressive and cohesive programme.

## Outline Plan Programme of Study

Subject / Area:

Year Group	Autumn Term		Spring Term		Summer Term	
	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links
Year 12 (FE 1)						
Year 13 (FE 2)						
Year 14 (FE 3)						
Year 15 (FE 4)						
Year 17 (FE 5)						
Year 18 (FE 6)						

1 <sup>st</sup> Lesson.		Learning Objectives / Key Teaching Points:
Activity:		
2 <sup>nd</sup> Lesson.		Learning Objec
Activity:		
3 <sup>rd</sup> Lesson.		Learning Objec
Activity:		
4 <sup>th</sup> Lesson.		Learning Objec
Activity:		
5 <sup>th</sup> Lesson.		Learning Objec
Activity:		
6 <sup>th</sup> Lesson.		Learning Objec
Activity:		
7 <sup>th</sup> Lesson.		Learning Objec
Activity:		
8 <sup>th</sup> Lesson.		Learning Objec
Activity:		



## Medium Term Planning

Area:	Topic/Module:	Key Stage:	Year Group:	Summer 1 <sup>st</sup> ½ Term
<b>Learning Outcomes:</b>				
All pupils will experience: (Explorer)				
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
Most pupils will with support: (Discoverer)		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
A few pupils will independently: (Challenger)		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
Community Access / Based Learning:		Communication and Language. Activities to Promote Interaction:		Opportunities for Problem Solving / Flexibility of Thought:
Resources (including multicultural, age appropriate, sensory, gender specific, etc.)		ICT, web sites and apps, (Baker Clause):		Vocabulary / Key Words/ Visual Aids
Curriculum Links:		Personal, Social and Emotional Development. Spiritual, Moral, Social and Cultural development Opportunities, including British Values:		Opportunities for developing learning and work skills, (Gatsby Benchmarks) including Work experience and externally moderated / certified courses

Imbedded into curriculum planning across departments is our 'SMSC Diary of Events'. This is updated termly by our Student Committees and staff teams, depending on choice and on seasonal events. These events are an opportunity for the school community to come together and to focus on key national and international events, celebrating and collectively raising awareness. Additional information and resources are posted on our website

<https://www.autism.org.uk/our-schools/sybil-elgar/latest-news>

### Bringing stories to life for World Book Day

Blanca from Havelock and Christina from Woodlands have been leading a range of exciting activities to celebrate Literacy Week and World Book Day.

Pupils, students and staff got dressed as their favourite characters, bringing the school to life with colour and fun.




### A closing note from our therapy team

Sharing books can be a valuable tool to promote development of:

- Social skills
- Attention and listening skills
- Turn-taking
- Problem-solving
- Understanding spoken and written language
- Expressive skills: answering questions, sharing ideas

It is important to provide opportunities for our students to explore and enjoy a range of books and to offer support and guidance as needed.

Please see our [home learning resources](#) page for useful home resources, covering topics in our Transdisciplinary Team newsletter such as [activities to develop literacy skills](#) and [a multi-sensory approach to promoting literacy skills](#).

Celebrating [World Book Day](#) is an important way for us to promote reading, encourage learning, celebrate diversity, build shared interests, foster creativity, and provide educational opportunities for our pupils and students.

**SMSC Diary of Special Events - Sybil Elgar School**  
Spring Term 2026

DATE	EVENT	TIME	LOCATION
Monday 5 <sup>th</sup>	Pupils and students return	9am	Both sites
Wednesday 7 <sup>th</sup> – Sunday 11 <sup>th</sup>	Big School's Birdwatch	All Week	Both sites
Tuesday 13 <sup>th</sup>	Student Council Meeting	AM	Woodlands
Friday 16 <sup>th</sup>	Global World Search Day	PM	Woodlands
Monday 19 <sup>th</sup>	Martin Luther King Day	PM	Woodlands
Friday 23 <sup>rd</sup>	Burns Nights	PM	Woodlands
Wednesday 22 <sup>nd</sup>	Student Council Meeting	AM	Havelock
Thursday 23 <sup>rd</sup>	National Handwriting Day	All day	Both sites
Monday 26 <sup>th</sup>	Big Garden Birdwatch	All day	Woodlands
Wednesday 28 <sup>th</sup>	International Lego Day	PM	Woodlands
Thursday 29 <sup>th</sup>	National Puzzle Day	All day	Both sites
February			
Monday 2 <sup>nd</sup> - Friday 6 <sup>th</sup>	National Storytelling Week	All Week	Both sites
Tuesday, 3 <sup>rd</sup> TBC	ASDAN/ OCR Ceremony	PM	Woodlands
Wednesday 9 <sup>th</sup> - 13 <sup>th</sup>	Children's Mental Health	All Week	Both sites
Wednesday 9 <sup>th</sup> - 13 <sup>th</sup>	National Apprenticeship Week	All Week	Woodlands
Wednesday 10 <sup>th</sup>	Safer Internet Day	All day	Both sites
Wednesday 14 <sup>th</sup>	International Day of Women & Girls in Science	PM	Woodlands
Tuesday 11 <sup>th</sup>	Student Council Meeting	AM	Woodlands
Wednesday 12 <sup>th</sup>	Chinese New Year	PM	Both sites
Wednesday 13 <sup>th</sup>	St. Valentine's Day	PM	Both sites
Wednesday 13 <sup>th</sup>	Break up for half term	3.35pm	Both sites
Wednesday 23 <sup>rd</sup>	Students return	9:00am	Both sites
March			
Wednesday 2 <sup>nd</sup>	Food Waste Action week	All Week	Woodlands
Wednesday 2 <sup>nd</sup>	World Wildlife Day	PM	Woodlands

Pupils love attending this school. They relish the many special days and events that take place throughout the year such as fundraising on Jeans for Genes Day, and the school's recent mathematics and reading weeks.



## Remote Learning and Homework

We work closely with families and carers to ensure that IEP Targets and key curriculum topics are, as appropriate worked on when not at School. This may be as part of agreed homework or when some of our students are not able to consistently come onsite for their learning.

We appreciate that this is not possible for many of our students and their families, due to the challenges that this may present. As such we ensure that we carefully plan any remote learning carefully and in agreement with families.

More information and resources are in our Remote Learning Policy and on our website:  
<https://www.autism.org.uk/our-schools/sybil-elgar/about-us/curriculum>



Remote Education Information for Parents



**Engagement and feedback.**

**What are your expectations for my child's workload?**

- We recognise that there are many factors which may make it difficult for you to support your autistic child with remote education. Your child's teacher will establish with you in the first few days of remote learning what is the:
  - Minimal
  - Realistic and
  - Aspirational engagement and productivity we will all expect from your child.
- Each pupil and student at our school has very different attention spans and ability to engage and as such all our remote learning packages are individualised and tailored around your child and your home situation.
- We are sensitive that your child may only be able to manage formally structured work for short periods of time with sensory or movement breaks in between. School are able to provide sensory break resources as appropriate or websites/links to support you with the mental wellbeing of your child at home as well as the family.



### Helping your child with Homework

In this pack we have prepared some activities for your child to complete at home so that they can continue with their learning and have activities that they enjoy.

Activities in this pack have been chosen by teachers and therapists and are individualised around your child's EHCP and curriculum.

Before you start consider:

- Will my child be able to cope with being set school work in the home environment?
- Will my child accept me in the role of teacher?
- Will this cause too much conflict?
- How much time and support will my child need?
- How much and how often? Make sure you both know.

We want this pack to help you at home however the tasks that we have set, especially if you have more than one child, may be challenging.

The team will be keeping in touch with you to anything we can help with.

Do consider the 'Why', 'How' and 'What' about your child's homeworking and do discuss and get advice from your child's teacher and therapists.

**Why do homework?**

- To help your child continue with their curriculum learning when not at school
- To develop and generalise the skills and learning that they have done at school
- To develop your child's personal interests
- To develop your child's self-occupancy skills
- Develop my child's personal work ethic
- To ensure that they also have homework if they have any brothers or sisters also studying.
- To have a pleasurable shared experience with your child

**How do I want my child to do their homework?**

- As an independent or self-occupancy activity
- As work we can do together
- As work my child can do with their brothers or sisters

**What sort of homework will be best for your child and for you?**

- Academic, worksheets
- Practical activities
- Social and Self Help Skills
- Physical exercises
- Art and Craft activities
- Online activities
- As part of an externally certificated scheme such as ASDAN, OCR, BTEC, GCSEs, etc



# Our Departments

## All ages and key stages:

### EHCPs

The five broad areas of SEND need are:

- communication and interaction.
- cognition and learning.
- social, emotional and mental health difficulties.
- sensory and/or physical needs.
- Independence and Community participation

### Foundation Skills:

- Collaboration
- Problem solving
- Self-management
- Learning
- Information and communication technology

### Autism Education Trust (AET)

- Communication and interaction
- Social understanding and relationships
- Sensory processing
- Interests, routines and processing
- Emotional understanding and self-awareness
- Learning and engagement
- Healthy living
- Independence and community participation

(Please also refer to pages 12 to 18)

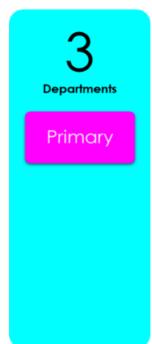
## Our Departments:

### The Primary and Early Years Department

Our Primary department combines Early Years and Primary up to the end of Key Stage 2. Children are placed into groups based on age and ability suitable to their needs.

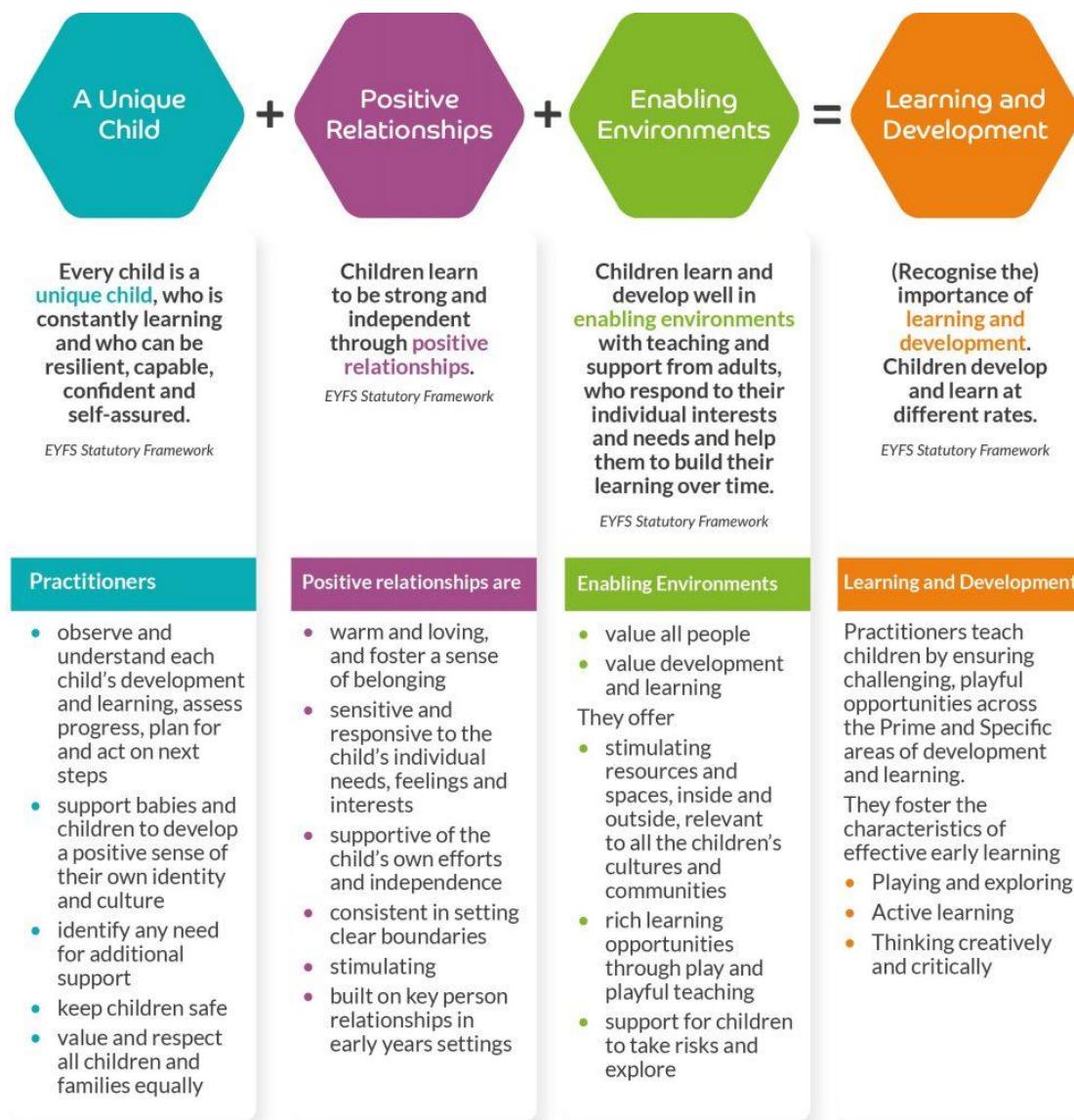
A Primary model is followed and the children are taught most subjects by their tutor teacher. Curriculum specialists from the Secondary Department also support as timetabled in areas such as PE and Music.

Class groups have no more than eight children and are supported by a team of Teaching and Learning Assistants. There are focus days and weeks throughout the year where the children in the department and as appropriate with the whole school participate in workshops, outings and celebrations as part of the SMSC calendar of events.



The Early Years Framework (EYFS) is used throughout the department and is highly individualised. It emphasises outdoor learning and sensory and physical approaches as throughout the rest of the school.

School embraces the four overarching principles of the EYFS, which are highly relevant to all our EYFS and Primary children.



The children are taught to develop play skills to support the development of imagination. Structured play sessions and outdoor learning are an integral part of the Early Years Curriculum. There is an investment in play equipment to support both child led and adult led play activities. School's Occupational Therapists support with resources, target setting and modelling best practice.

Play is carefully planned and designed to be functional and fun, based on the child's experiences and interests.

Within the early years and primary age group teaching is already aiming towards adult life. Independence is fostered and each child is encouraged to be empowered and to reach their full potential. All children in the Primary Department have additional IEP targets relating to Independence. The Gatsby Benchmarks are adhered to.



Early Learning Goals (ELGs) underpinned by EHCP targets summarise the knowledge, skills and understanding that all the children should have reached by the end of their time in the Primary department.

A thematic approach to curriculum planning is followed by the whole Primary Department, as shown by these examples of the Curriculum Overview and weekly timetable planning (see over):

**Curriculum: EYFS and Primary**

Term & Year Group	Communication, Language and Literacy	Problem Solving, Reasoning and Numeracy	Personal, Social and Emotional Development	Knowledge and Understanding of the World	Physical Development	Creative Development	Topic, Themes and Special Events
<b>Year 5/6 Autumn</b>	<p><b>Language for Communication</b> <b>Writing</b> <b>Reading:</b> Use talk to gain attention. Use language for an increasing range of purposes. Taking turns in conversation, language, and readily turn to it in their play and learning. <b>Handwriting</b> Begin to use anticlockwise movement and retrace vertical lines</p>	<p><b>Numbers</b> Recognise some numerals of personal significance. Count out up to six objects from a larger group. Count actions or objects that cannot be moved. Explore and represent patterns within numbers up to 10</p>	<p><b>Self-Regulation</b> Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p><b>People Culture and Communities</b> • explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Discover some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>Fine Motor Skills</b> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p><b>Being Imaginative and Expressive</b> • Explore what happens when they mix colours. • Choose particular colours to use for a purpose. • Introduce a storyline or narrative into their play. • Play alongside other children who are engaged in the same theme. • Play cooperatively as part of a group to act out a narrative.</p>	Black History Week Diwali / Holi Festival Christmas St. Andrew's Day/ Scotland Anti-bullying week Remembrance Day
<b>Spring</b>	<p><b>Linking Sounds and Letters</b> <b>Handwriting</b> <b>Reading:</b> Use talk to gain attention. Use language for an increasing range of purposes. Taking turns in conversation, language, and readily turn to it in their play and learning. Continue a rhyming string <b>Handwriting</b> Begin to use anticlockwise</p>	<p><b>Numerical Patterns</b> Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognizing similarities and orientation.</p>	<p><b>Managing self:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride</p>	<p><b>Past and Present</b> Notice and comment on patterns. Show an awareness of change. They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them.</p>	<p><b>Health and Bodily Awareness</b> -our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught.</p>	<p><b>Creating with Materials</b> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in</p>	Chinese New Year Easter Parade Literacy Week Red Nose Day Autism Awareness St. George's Day St. Patrick's Day

**Name:**
**Reception Class Timetable**
**Week beginning:**

Fro m	To	Monday	Tuesday	Wednesday	Thursday	Friday		
9.00	9.20	<b>SELF REGISTRATION</b>						
9.20	9.30	<b>Circle Time and Developmental Activities</b> (Fine motor, child-initiated activities) VP GP I SE very good good KW	<b>Circle Time and Developmental Activities</b> (Fine motor, child-initiated activities)	<b>Circle Time and Developmental Activities</b> (Fine motor, child-initiate d activities) VP GP I SE very good good KW	<b>Circle Time and Developmental Activities</b> (Fine motor, child-initiated activities) VP GP I SE very good good KW	<b>Circle Time and Developmental Activities</b> (Fine motor, child-initiated activities) VP GP I SE very good good KW		
9.30	10.00	Teacher directed activities <b>Literacy- Writing</b> (Pre-writing skills) VP GP I SE very good good KW	Teacher directed activities <b>Literacy- Group reading</b> (Sensory stories)	Teacher directed activities <b>Mathematics</b> (Shapes and patterns) VP GP I SE very good good KW	Teacher directed activities <b>Literacy- Writing</b> (pre-writing skills) VP GP I SE very good good KW	Teacher directed activities <b>Mathematics</b> (Tracing and recognizing numbers) VP GP I SE very good good KW		
10.0	10.25	<b>Snack time (PSHE)</b>	<b>Snack time (PSHE)</b>	<b>Snack time (PSHE)</b>	<b>Snack time (PSHE)</b>	<b>Snack time (PSHE)</b>		
10.25	11.00	<b>PLAYGROUND</b>						
11.05	11.20	Teacher directed activities <b>Cooking/FT</b> (Exploring new recipes) VP GP I SE very good good KW	Teacher directed activities <b>PE/Yoga</b> (Yoga /relaxation / Outdoor games)	Teacher directed activities <b>Literacy- Phonics</b> (Reading practice) VP GP I SE very good good KW	Teacher directed activities <b>Literacy- Phonics</b> (Reading practice) VP GP I SE very good good KW	Teacher directed activities <b>Creative development/ Art</b> Teacher directed activities <b>CHOOSING</b>		
11.20	11.30	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	Teacher directed activities <b>OT</b> (threading bids, puzzle, sensory toys) VP GP I SE very good good KW		
11.30	12.00	Teacher directed activities <b>Literacy- Phonics</b> (Reading practice) VP GP I SE very good good KW	Teacher directed activities <b>Literacy- Phonics</b> (Reading practice)	Teacher directed activities <b>Understanding the World</b> <b>ICT/Computing</b>	Teacher directed activities <b>OT</b> (threading bids, puzzle, sensory toys)	Teacher directed activities <b>CHOOSING</b> VP GP I SE very good good KW		
12.05	1.25	<b>LUNCH/PLAYGROUND</b>						
1.25	2.00	Teacher directed activities <b>Creative development/Music</b> (Exploring sounds & instruments) VP GP I SE very good good KW	Teacher directed activities <b>Understanding the world</b> (All about me)	Teacher directed activities <b>Mathematics/ SHOP visit</b> (Trip to the local shop, using money) VP GP I SE very good good KW	Teacher directed activities <b>Understanding the world</b> (All about me) VP GP I SE very good good KW	Teacher directed activities <b>PE</b> (Hall -exercises/ Outdoor games) VP GP I SE very good good KW		
2.00	2.10	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>		
2.10	2.40	Teacher directed activities <b>Literacy - Library</b> (Trip to the local library to choose my favourite books) VP GP I SE very good good KW	Teacher directed activities <b>Creative development/DT</b> <b>Craft time</b>	Teacher directed activities <b>PE</b> (Playing in hall & Outdoor games) VP GP I SE very good good KW	Teacher directed activities <b>OT</b> (threading bids, puzzle, sensory toys)	Teacher directed activities <b>Creative development/Music</b> (Exploring sounds & instruments) VP GP I SE very good good KW		
2.40	2.50	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>	<b>CHOOSING</b>		
2.50	3.15	<b>Circle time</b> Class assembly	<b>Circle time</b> Class assembly	<b>Circle time</b> Class assembly	<b>Circle time</b> Class assembly	<b>Reward Assembly</b> Whole school assembly		

**VP (verbal prompt) PG (physical guidance) I (completed Independently) SE (sensory experience) KW (keep working)**

## Our Departments:

### The Secondary Department

Our Secondary Department encompasses Key Stage 3 and Key Stage 4. A Secondary Model is followed, where the pupils are grouped by year in tutor groups for Registration, PSHCE and mealtimes and then join their pathways for curriculum sessions; being taught by teachers, instructors and therapists supported by their keyworkers from their tutor group.



Building on the skills and strategies used within the Primary Department, the students from Year 7 onwards are introduced to the wider and more subject specific secondary curriculum, with pathways to work experience and externally moderated qualifications.

Through their pathways students are given opportunities to learn both individually with a compatible cohort of students across their Key Stage.

We are committed to integration and inclusion. However, some students benefit from individual learning at different stages throughout their school life, if it is assessed that they:

- are globally developmentally severely delayed
- have significant self-care needs and will need additional time with showering, toileting and eating.
- have significant difficulties with transitioning or have a Pathological Demand Avoidance (PDA) profile.
- have difficulties accessing any group learning; finding it over stimulating, aversive or frightening.
- may have significant challenging behaviours which put themselves or others at risk of being hurt or scared.
- may have restrictive behaviours which can be labelled as anti-social, such as stripping, openly masturbating, smearing and spitting.
- may not be able to access particular onsite rooms or community-based settings due to any of the above.
- may be working at a higher level academically (gifted for our cohort) and need a highly personalised individual curriculum with opportunities for focused work towards accredited courses and integration with mainstream peers.

In all cases we work holistically and therapeutically with graduated targets to support students to develop the skills and resilience to tolerate and eventually be part of group-based learning. There is a weighted focus on developing communication, self-regulation and engagement skills at this time with less focus on the acquisition of new skills and knowledge linked to their curriculum.

Where appropriate students will be in carefully planned age and ability groups and will transition within school to subject specialist teachers for part of the school day. This is a deliberately planned part of learning for our autistic students to manage change and transition, to work as part of a group and to develop flexibility in a supportive and empowering environment. It also ensures that students access high quality specialist teaching and resources.

Depending on individually assessed need and choices the Secondary students access learning through these timetabled subjects and topics:

The school offers a wide range of subjects. Leaders have organised the curriculum based on the goals and outcomes that they know pupils need to attain. Staff ensure that pupils build up and retain the knowledge and skills that they are taught in school.





According to assessed skills, interests and needs students will follow bespoke pathways which will inform what they will learn and how. See page 9. Students may be grouped broadly in these three pathways:

### 1. Global Explorers, Discoverers and Challengers.

This is our main cohort of students who will be grouped largely according to their cognitive ability and their age.

### 2. Individual Sensory Explorers

Those students who may have profound or multiple learning disabilities or who may need a highly individualised engagement curriculum are termed Individual Sensory Explorers

### 3. (External) Challengers

Those students who have particular skills or who perform at an academic level higher than the majority of the cohort and for whom externally accredited academic courses (for example GCSE) may be appropriate are termed (External) Challengers

## Curriculum Pathways. Broad Descriptors

Pathway	Cohort	Learning Activities focus	Led by	Assessment	Outcomes
<b>Individual Sensory Explorers</b>	SLD PDA	Sensory Experience Physical Curriculum Engagement AET	TDT Teachers Keyworkers	Photo, Video Testimony Attendance Incident Recording	Safely and confidently: engage and cooperate with others access the community Self-occupy and regulate ASDAN Transition challenge (Sensory Experience, 1 - 4 modules)
<b>Global Explorers</b>	SLD PL 3- 4	Sensory Exploration Physical and practical Community learning AET	TDT Teachers Keyworkers	Photo Video Testimony	Safely and confidently: Independently Self-occupy and regulate Engage and cooperate with others with a wide range of living skills DoE, ASDAN Transition challenge (PP, 4 modules). Functional Skills Entry Level
<b>Global Discoverers</b>	SLD PL 5 - 7	Physical and Practical Community learning Semi-formal Vocational Internal	Teachers	Photo Video Testimony	Independence in self-care, DoE, ASDAN Workright, Internal Work Experience placement. ASDAN Transition challenge (PG – I, 4 modules) Foundation Skills Entry Level, towards Level 1
<b>Global Challengers</b>	MLD PL7 - NC 2	Practical Academic / pre-formal Vocational / Community	Teachers	Photo, video Coursework, Teacher marking and assessment Formal Assessments	Supervised Community Access, DoE, ASDAN Workright, External Work Experience placement ASDAN Transition challenge (VP – I and Silver, 4 – 5 modules). Foundation Skills up to Level 2 BTEC, Entry Level, Level 1, GCSE
<b>(External) Challengers</b>	MLD / MH	Academic / pre-formal Vocational / Community	Teachers Tutors	Exams External moderation	Supervised - Independent Community Access, Foundation Skills up to Level 3, BTEC, GCSE, A Levels, DoE, Apprenticeships

The curriculum focuses on developing the student's understanding of the world, and of social interactions and relationships. It values the

process as much as the achievement and it is flexible in order to be responsive to the current needs of the student. It is delivered in an integrated manner incorporating learning, therapeutic, behavioural and health needs.

Every student has their own learning pathway and map, which sets out their targets each term, three times a year. This includes an engagement target and is underpinned by the core targets in the EHCP IEP. This is related to their individual profile which supports their ability to learn and safe access to activities. The targets often have a sensory basis and are used to plan appropriate, individualised activities, bespoke to current need.

There is a rolling programme to ensure that all students cover all topics in each curriculum area.

By nature, the curriculum for our individual **Sensory Explorers** will largely be devoted to engagement. We strive for all our students to move at least in part from being Sensory Explorers so that they can benefit from the social and educational benefits of learning and integrating within a group

### **Explorers and Discoverers**

The Explorers, Discoverers and Challengers curriculum consists of both 'traditional' and less traditional subject areas as outlined in the curriculum map.

Please refer to individual curriculum policies for each subject.

The curriculum for these students is through a flexible approach, designed as a mixture of the Explorers, Discoverers and Challengers curriculums. Students may access both of these according to current need. This ensures that teachers in partnership with key workers, therapists and parents have the opportunity to dynamically support student's strengths and ensure access to curriculum areas, whilst using the best approach to their learning style, strengths and interests.

**The Global Challengers** curriculum consists of adapted National Curriculum subjects, along with core areas as detailed above, enhanced access to a PSHCE and RSE curriculum, physical sensory, creative and life skills. Students working within this curriculum, tend to be working near the top end of our academic expectations. Some of our most able students may also need at some times to access an individual sensory curriculum as detailed above.

We may have young people who benefit from a bespoke challengers' curriculum, our **(External) Challengers** as they are more able than their peers, or have particular skills in one area, this may lead to them integrating into a main stream setting for some of the time or receiving 1:1 onsite tutoring by subject specialists/remote learning.

All our subjects and topics are adapted to reflect the needs of our students, whilst ensuring challenge and progress.

Linked to our subject specific curriculum there are focus days and weeks throughout the year where the students in the department and as appropriate with the whole school

participate in workshops, outings and celebrations as part of the SMSC calendar of events. These are linked to festivals and national and international focus events.

Outline Plan Programme of Study						
Subject / Area: English						
Year Group	Autumn Term	Spring Term	Summer Term			
	Unit of Work/Topic	Links	Unit of Work/Topic	Links	Unit of Work/Topic	Links
Year 7	<b>My daily routine</b>	Community ASDAN	<b>Emergency services</b>	Community ASDAN	<b>Transportation</b>	Community ASDAN
Year 8	<b>Non-fiction books – In the supermarket</b>	ASDAN	<b>Occupations</b>	Community Work Experience ASDAN	<b>Road safety</b> <b>Road signs</b>	Community PSHEC ASDAN
Year 9	NC Tuesday/ One Christmas wish		Boy/The Day the Crayons came home Roald Dahl/Drew Daywalt		An Alien in the jam factory By Chrissie Sains	
Year 10	<b>What is in my House?</b>	Community ASDAN	<b>In my local area</b>	Community ASDAN	<b>Outdoor events/We are going on a BBQ/we are going camping</b>	Community ASDAN
Year 11	<b>Social signs</b>	Community	<b>Going to the shops</b>	Community ASDAN	<b>Leisure activities</b>	Community ASDAN

## Key Stage 4

In addition to the above at Key Stage 4 students will focus on generalising and expanding on existing learning and skills with an emphasis on skills for life.

Students in Key Stage 4 are given increasing responsibility around school and are empowered to make choices as part of their everyday learning. They are encouraged to be role models for younger students. There is a higher representation of Key Stage 4 students in our Student Committee.

Students will also have enhanced access to Life skills, work related learning, and Business Enterprise, Careers and Community- based Learning as appropriate (see related Policies.)

The key stage 4 curriculum incorporates enhanced Transition Planning for adult life and recognises the need for students to move towards a higher proportion of life skills and independence. The SEND code of practice recommends that from 14 years old;

*"High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision.*

*Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work" (SEND code of practice January 2015)*

The students will continue to follow an individualised or specialised curriculum as before working with their peers within the KS 4 environment which gives more opportunity for age appropriate delivery and topics, particularly relating to PSHCE and RSE.

Curriculum content and focus at KS4 is discussed at Annual Reviews to ensure that the aspirations and priorities of the students and their families are incorporated into their Transition Plan.

There is an increasing focus on externally moderated courses with a view to all students having some qualifications to support access to the next stage of life after their time with us.

Currently at Key Stage four ASDAN Transition Challenge and BTEC Level 1 courses are the most used and appropriate.

The school has regard for the Gatsby Benchmarks as part of Careers Planning.

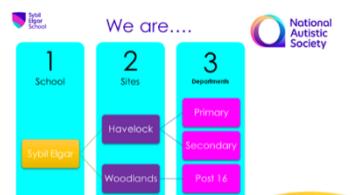
Throughout Key Stages 3 and 4 students will access accredited courses as appropriate.

On all routes, students will continue to have targets set and monitored (See assessment policy). These options should be seen as a supportive package to enhance the curriculum as opposed to formulating a curriculum in their own right.

## Our Departments

### **The Post 16 Department; Sixth Form and 19-22 Provision**

The Post-16 Department at Woodlands, which includes both the Sixth Form and the 19-22 provision, offers an adult-centred learning environment designed to support autistic young people as they prepare for life beyond school. The ethos, physical environment and curriculum structure are intentionally developed to meet the needs of learners, enabling them to build the confidence, independence and practical competencies required for adulthood.



The sixth-form provision is outstanding. Leadership is exceptionally strong in facilitating bespoke learning pathways for students. They are very well prepared for their next steps.

The Post-16 curriculum is designed to provide purposeful, enjoyable and relevant opportunities for students to develop life, work and recreational skills. Staff work closely with each learner to support participation in activities that reflect their interests, strengths and motivations, recognising that personal engagement is essential for progress, independence and wellbeing. Learning is highly personalised, informed by individual learner profiles, EHCP outcomes, regular assessment, and student voice, ensuring that programmes remain responsive to each student's needs and aspirations.

Students access the school's curriculum pathways for core subjects alongside a strong Performing Arts offer, which supports communication, confidence, and creative expression. These pathways are complemented by accredited qualification routes such as OCR, ASDAN, BTEC and, where appropriate, GCSEs. The qualification framework is intentionally flexible, enabling students to work towards

meaningful outcomes while being appropriately challenged in line with their future goals.

Teaching and learning are delivered through a balanced and responsive combination of group sessions, individualised support, community-based education, and embedded therapeutic strategies. Learning frequently extends beyond the classroom into real-life and community contexts, offering opportunities to generalise skills and support effective preparation for

Sybil Elgar School – FEU Termly Plan

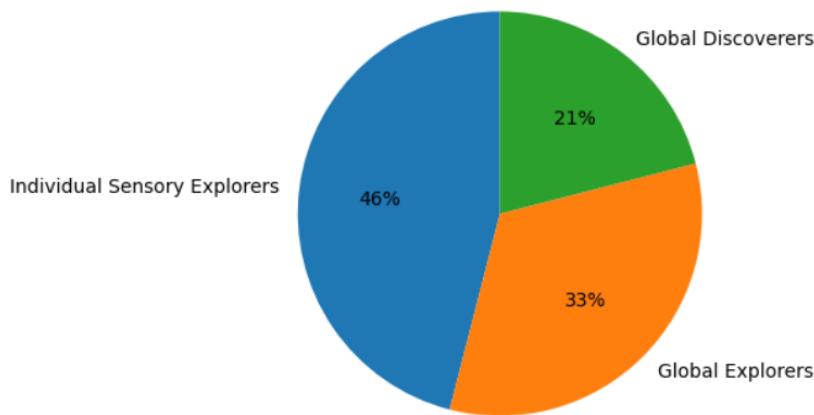
	English Higher Level qualification OCR/ASDAN	Maths Higher Level qualification OCR/ASDAN	Healthy Living – Life and Living Skills OCR/ASDAN	PSHCE OCR/ASDAN	PE OCR/ASDAN	ICT / Business Enterprise OCR/ASDAN	Art OCR/ASDAN	Catering OCR/ASDAN	Drama OCR/ASDAN	Music OCR/ASDAN	Horticulture / Work Experience OCR/ASDAN
FEU 1	Functional Skills: Self- Awareness, Communication, and Group Interaction OCR/ASDAN	Meeting Time, Timetables, Personal Timelines, and Time Measurement OCR/ASDAN	Health and Hygiene OCR/ASDAN	Personal Growth OCR/ASDAN	Fundamental movement skills – running, jumping, throwing and catching OCR/ASDAN	Introduction to Entrepreneurshi p and basic business concepts OCR/ASDAN	Creative Pathways: Art, Trade Skills, and Sensory Careers in Painting and Decorating OCR/ASDAN	Basic Kitchen Safety and Hygiene OCR/ASDAN	Work on basic body language, facial expressions and vocal techniques OCR/ASDAN	Sound and Rhythm: Exploring Music, Therapeutic Instruments, and Movement Activities OCR/ASDAN	Tree and Soil Discovery: Fundamenta ls of Plant and Soil Identificatio n OCR/ASDAN
T1	Ex Experience and participate in activities to develop awareness of self and others ASDAN WTE1 1542	Practical understanding and organisation of time through days and weeks ASDAN WTE1 1795	Understand ing own personal hygiene ASDAN WTE1 1234	Identify my own strengths and interests ASDAN E1 5485	Experience personal health activities ASDAN WTE1 3331	Understanding business ASDAN E1 1040	Participate in art activities ASDAN WTE1 2381	Hgiene in the kitchen ASDAN E1 3752	Introduction to eating ASDAN E1 3431	Experiencing and responding to sound ASDAN WTE1 5795	Plant identificatio n ASDAN WTE1 3223
D	Developing functional skills in relation to awareness of self and others ASDAN E1 3544	Understanding and following timetables and routes ASDAN E1 1803	Understand ing own personal hygiene ASDAN E1 1939	Developing self- awareness all about me OCR E1 M2	Respond to and engage with personal health activities ASDAN WTE1 3333	Understanding business and enterprise ASDAN E1 1039	Exploring art ASDAN E1 2182	Hgiene in the kitchen ASDAN E1 3752		Experiencing a soundbath ASDAN WTE1 6238	Plant identificatio n ASDAN E1 3227

adulthood.

The cohort is distinctive with nearly half of students identified as Individual Sensory Explorers. This reflects a high level of sensory processing differences and regulation needs within the provision and directly informs curriculum design, environmental adaptations and teaching strategies.

The assessment framework is flexible. Students are not fixed within a category and may move between profiles over time depending on their progress in regulation and engagement, individual interests and motivation, contextual factors, or demonstrated strengths and giftedness in specific areas. This ensures that expectations remain aspirational and responsive to each student's development.

### Post-16-22 Cohort Engagement Profiles (Baseline Assessment)



## **Key Components of the Post-16-22 Curriculum**

### **Performing Arts as a core curriculum component**

Performing Arts is central to the Post-16-22 curriculum and provides a powerful context for communication, confidence, and self-expression. Students access Drama, Dance, Music, Art, Textiles and work towards participating in two major performances each academic year. Performances are carefully adapted to ensure accessibility and meaningful participation, with students contributing through onstage performance, backstage and technical roles, costume and prop creation, enterprise and organisation.

Performing Arts supports the development of communication skills, collaboration, creativity, self-esteem and identity, and provides a shared purpose that unites the wider school community.

### **Cross-Curricular Learning and Enterprise**

Learning is strongly cross-curricular, particularly through performance projects. Business Enterprise, Art, Physical Skills and Catering play a fundamental role in supporting performances and events. Students design and create props, costumes and merchandise, often using recycled and sustainable materials, and develop enterprise skills through product design, production and sales within the community.

Catering provides practical opportunities to develop cooking and hospitality skills through preparing food for school events, operating the school café and tuck shop, and contributing to wider enterprise activities. These experiences support teamwork, communication, responsibility and pride in achievement.

## **Life and Living Skills**

Life and Living Skills are a core component of the curriculum and are taught within a realistic, flat-style learning environment. Students practise everyday skills such as food preparation, domestic routines, laundry, organisation and personal responsibility in an adult context. This provision is delivered in close collaboration with the Occupational Therapy team to ensure that strategies support sensory regulation, independence and functional outcomes.

## **Work experience, community learning and preparation for adulthood**

Preparation for adulthood is a central thread throughout the curriculum. Students access structured, sensory-informed work experience and community learning opportunities, including animal care, horticulture, grounds maintenance, charity retail, enterprise and hospitality. These experiences enable students to apply communication, literacy and numeracy skills in real-life contexts and to develop transferable skills, confidence and a sense of contribution.

Work experience opportunities are responsive and evolving, reflecting the changing needs, interests and aspirations of each cohort. Provision is regularly reviewed and adapted to ensure that opportunities remain meaningful, appropriate and motivating for students. We actively seek and develop new partnerships and experiences to ensure that work-related learning is relevant, ambitious and aligned with individual pathways, always striving to provide the best possible preparation for adulthood for our students.

Students are also supported to participate in the Duke of Edinburgh's Award, working towards Bronze, Silver or Gold levels according to individual ability and readiness. Participation develops independence, resilience, teamwork and community engagement.

## **Enhancing Employability through Individualised and Transdisciplinary Support**

Preparation for adulthood is a central focus of the Post-16–22 provision at Woodlands and is embedded across the curriculum. Study programmes are carefully tailored to support progression into employment, further education, training, and independent or supported living, and are aligned to each student's aspirations, strengths and needs.

Individualised curricula are informed by EHCP outcomes, Preparing for Adulthood priorities, prior learning, student interests and relevant

accreditation frameworks. This ensures that learning pathways remain person-centred, aspirational and meaningful, while also being realistic and achievable.

Employability is developed through purposeful, real-life tasks that contribute to the daily life of the school and wider community. Roles are clearly defined and matched to individual interests, sensory profiles and readiness, enabling students to experience responsibility, success and a sense of contribution within a supportive environment.

Students access a range of personalised work experience opportunities, both on-site and in the community. These experiences provide practical contexts for applying skills, developing communication and social interaction, and building confidence in workplace routines and expectations.

Work-related learning is underpinned by strong transdisciplinary collaboration. The Transdisciplinary Team, including Occupational Therapy and Speech and Language Therapy, works closely with staff to shape and support individual curricula, ensuring that therapeutic strategies are consistently embedded and that students are well prepared for adulthood.

### **Student-Centred Curriculum: Promoting Independence and Lifelong Learning**

The Post-16–22 curriculum at Woodlands is student-centred and outcome-focused, designed to promote independence, skill development and preparation for adult life for autistic young people with Education, Health and Care Plans (EHCPs). Curriculum decisions are informed by each student's needs, strengths, interests and aspirations, ensuring learning is meaningful, relevant and ambitious.

Individualised Education Plans (IEPs) underpin all curriculum delivery. IEPs provide clear guidance on communication approaches, sensory regulation strategies, learning priorities and therapeutic recommendations, enabling consistent and personalised support across all learning contexts. They are dynamic documents, reviewed regularly through ongoing assessment, transdisciplinary meetings and the Annual Review process, ensuring pathways remain responsive to progress and student voice.

The Post-16 curriculum framework promotes strong partnership working with families and professionals and ensures equality of opportunity for all students. It places a clear emphasis on

employability, independence and progression, supporting students to work towards appropriate accreditation alongside the development of practical life skills and informed decision-making within an adult context.

Annual Reviews place an increasing focus on transition planning, ensuring that next steps beyond school are clearly identified and aligned with individual aspirations, abilities and support needs.

### Structure of the Individualised Curriculum

Each student's curriculum is organised around four interconnected areas that together support holistic development and preparation for adulthood:

- **Academic life skills** – functional communication, literacy, numeracy and problem-solving to support independence and community access
- **Arts and personal development** – opportunities for creativity, self-expression and confidence-building through Performing Arts and creative subjects
- **Enrichment** – activities that promote wellbeing, emotional regulation, self-esteem and social engagement
- **Careers and preparation for adulthood** – employability skills, work experience and planning for future pathways, including employment, further education, training or supported living



### Curriculum flexibility and cohort responsiveness

Curriculum areas and timetabled subjects vary according to the needs of the current cohort. Provision is not static; it is shaped by ongoing assessment, student choice and emerging priorities. Students access learning through a personalised timetable that reflects their assessed needs, int

erests and aspirations, ensuring that the curriculum remains relevant, responsive and student-led.

This flexible approach ensures that the Post-16–22 curriculum continues to meet the changing profile of learners while maintaining high expectations, consistency and a clear focus on preparation for adulthood.

## Transdisciplinary Team

Our Transdisciplinary Team and framework support regulation and readiness to learn



The shared working between the teaching staff, key workers, parents and carers, the students and other professionals, particularly fully integrated on site therapists, informs teaching and learning, and overall increases students' outcomes and their individual achievements. The school has full time onsite Occupational Therapy, Speech and Language Therapy and Psychology support, and a Family Liaison Manager.

### Occupational Therapy (OT)



supports the students' development across a range of functional areas including: sensory-motor regulation to support wellbeing and readiness for learning; fine motor skills (bilateral coordination, puzzles, pre-writing, writing, typing, scissors); gross motor skills; self-care skills (toileting; mealtime skills; dressing; activities of daily living); as well as play, leisure and self-occupancy abilities. Occupational Therapy input includes a range of sensory-motor adaptations and resources within classrooms and playgrounds, as well as recommendations for specialist adaptive equipment. OT is also key to assessing and delivering the Recovery curriculum for students returning to onsite education after periods away, (due to Covid 19, for example).

### Speech and Language Therapy (SaLT)



Speech and Language Therapy supports and facilitates effective communication for our students. Emphasis is placed on promoting a positive communication environment to nurture communication skills. Strategies and systems for example symbol supported communication and Social Stories are provided to develop individual communication potential.

Speech and Language Therapy aims to enhance each student's ability to understand information and be more independent, to express their needs and ideas and to gain confidence in their social interactions.

Speech and Language Therapy works alongside teaching staff to promote effective communication and 'student voice' throughout the curriculum. Close links with English and Literacy leads supports development of functional language and literacy skills for all students.

## Psychology



Psychology supports our students through assessments, formulation, interventions, monitoring and evaluations to determine their developmental needs. This also supports the cognitive, social, emotional, and academic learning goals of students and can positively impact their learning at the individual, small group, classroom, systemic and school levels.

The psychology team also works directly with students, supporting with preventative, proactive and reactive strategies when a student is highly dysregulated and when Individual Support Plans (ISPs) and associated Individual Risk Assessments need updating. They are instrumental in training when adopting a reduction and a need for restrictive practices, such as Studio III.

The team collaborates with teachers, families, carers, other school clinicians and specialists, and other health professionals to ensure that every student learns in a safe, healthy, engaging and supportive positive environment. They are able to link Mental Health to learning and development, wellbeing by supporting and advising in promoting positive social skills, healthy relationships and connectedness, autonomy, competence, self-esteem and resiliency. They support and provide expertise in student's cognitive, social, physical, and emotional development. They also support the implementation of systems and processes through joint case formulation, joint working and family partnership. They promote models of change through embedded transdisciplinary approaches. They provide support with implementation of positive behaviour support and sustained change and generalisation as well as providing targeted clinical input and support.

All our teams work with partners outside of school, for example clinical psychologists, psychiatrists and other CAMHS and medical professionals.

## Impact

### Assessment and Recording

For full details of assessment and recording see the Assessment recording and reporting policy.

Assessment data and annual review reports indicate that the school is highly effective in bringing about Students Personal Development – building their resilience, self- esteem, independence and confidence and has influenced student engagement, positive behavior, self-esteem and progress.

The school has a rigorous cycle of assessment review and evaluation of learning at all stages. Recording is ongoing and updated each term to provide summative assessment data which is shared centrally. There are Termly EHCP meetings with students, parents, therapy staff and relevant key workers or as required (often more frequent). We measure dynamically the impact of the curriculum and outcomes for students using a range of tools.



Staff use assessment in a systematic and effective way. They gather detailed knowledge about the pupils that they teach. Teachers and the in-house therapy team communicate with each other daily. This provides teachers with a joined-up picture of how well each pupil is doing. From this information, they regularly review and develop pupils' targets and pathways as pupils remember and build on prior learning

A comprehensive assessment is recorded as part of every student's Annual Review. Student voice and self-assessment is part of all assessment. Baseline and end of Key Stage assessments are a crucial part of all transitions.

This data collection is used to scrutinise both individual, whole school and cohort progress and achievement and impacts on teaching. Assessment data is moderated both internally and in collaboration with other special schools and this means we can be confident about the quality of data.

Our assessment also includes focus on therapeutic and holistic assessments from EYFS to post 16. These measure, in addition to academic progress, key markers such as engagement, attendance, happiness, positive behaviours and reduction in behaviours that harm and stereotypical behaviours. This ensures that we are also assessing impact by wellbeing as well as externally accredited qualifications (For example ASDAN BTEC OCR and GCSE and Duke of Edinburgh Award)

Pupils rise to the staff's high expectations that they behave well because of the strong and nurturing relationships that exist across the school. Pupils can remove themselves safely from situations that may escalate and are able to self-regulate throughout the day. This means that learning can continue uninterrupted.

As a result of positive behaviour management and learning skills, problem solving and self-regulation both within the school and when working within the wider community. Data assessment is supported by an assessment coordinator. All monitoring information is analysed carefully and any student under achieving is identified and interventions put in place. The introduction of individual timetables and tracking for key students who have difficulties working as part of a group has had a positive impact on them.

Whole school outcomes for the development of student's key skills are integrated across the curriculum and in a range of settings and shared with all staff involved and this impacts positively on levels of progress.

Autistic specific/SEND Code of Practice Planning takes full account of prior learning and student's capacity to make even further progress; detailed assessment information is used as part of lessons and assessment. Evaluation/self-evaluation is embedded as part of daily culture.

Strategies resulting from multi-agency working continue to raise attainment in reading.

Where possible and appropriate external accreditation is used.

#### Resources, spaces and health and safety

(See resources policy)

All resources used to support the curriculum and school and community environments are of the best possible quality and age appropriate. Every resource and activity is carefully risk assessed to ensure the safety of the students and staff,

#### Curriculum Management structure

The Principal of the school and senior Team are highly experienced, dedicated and with a wealth of autism experience.

The Senior Management Team is similarly stable and experienced. Professional training is given a high priority with a detailed programme of staff appraisal in place.



## Monitoring and subject leadership

The School Improvement plan is monitored and reviewed termly. A rigorous cycle of self-review and evaluation informs development planning and enables a process of continuous improvement.

Every subject area has a designated subject Lead. (see subject area policies) In collaboration with other staff they lead on policy and subject development, ensure appropriate assessment within school curriculum guidelines and keep up to date on latest government initiatives.

Continued professional development for all Staff is identified through 'Management, Support & Development (MSD) meetings and is linked to the priorities in the School Improvement and Development Plan and has a positive impact on student outcomes.

Senior managers are proactive to ensure that excellent relationships with parents and carers are established and maintained, ensuring valuable support to student's welfare, learning and progress. Engagement with parents is strength of the school. Close Links to other NAS Schools and services enable collaboration and moderation of school Development plans linked to the NAS Strategic vision

## Quality Control

There is a planned cycle of mentoring, lesson observation, shared working and evaluation, linked to NAS Strategic goals and the Quality of learning and Continued Professional Development (CPD)

The school managers are responsible for co-coordinating the development, delivery and evaluation of the school curriculum. Subject Area Leaders have responsibility for the development of specific areas of the curriculum and for the provision of a range of appropriate resources to develop the area of the curriculum. Teachers ensure that there planning is available through shared drives. There is a programme of regular Learning Walks by the SLT to monitor documentation, provision, delivery and assessment. The NAS Education Head of Schools Improvement visits School every half term and the NAS Director of Education termly to monitor Teaching and Learning and Leadership. School is inspected under the Independent Special School Standards by OFSTED. Currently Sybil Elgar is graded as 'Outstanding'. School also is audited by the NAS Accreditation Scheme to monitor the autistic specific provision and practice. Currently School is graded as 'Advanced'.



## Assessment Documents

What	Why	Who	Where	When
Referral Profile	To ensure school can meet a student's needs before accepting and ensure full information upon arrival and provide baseline for progress	SLT TDT as appropriate	Student confidential files-referred to for baseline assessment	On receipt of request for placement
Parent/Carer information	To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress	CP TDT as appropriate	Student confidential files-referred to for baseline assessment	At initial student interview
Baseline Profile  Statement of Needs (SEN) if applicable or EHCP  Triad 6 assessment  Behaviour  Communication  Academic Levels  (PSHCE/PIVATS I can statements)  Cognition and Learning  Communication  Social and Emotional behaviour, Wellbeing and Keeping Safe	To ensure full information and provide baseline for progress. To assess placement and provision.	TDT  Teachers  Parents  Care staff  (if student accesses a residential provision)	Student Assessment Folder  Communication File	On arrival & First 6 months

Sensory and/or Physical  Self-help, Independence and Organisational Skills and Community Involvement  Maths  Eng.  Computing  AAPEP  Risk Assessment  Medical/Dietary Information				
6 Monthly assessment	Statutory requirement, informs carers, LEA and funding bodies, main assessment of progress and setting of outcomes for next year. Checks suitability of provision, status (e.g.1:1) and entitlements	TDT, SMT, teachers	Student Assessment folder, Psychology dept.	6 months After arrival
SALT Communication levels  Academic levels S&L	Clear comm. Levels strategies and targets for all students	SALT (with Eng. Staff)	Communication file, assessment folder	Baseline Annual review and if necessary
Case Studies	To provide a narrative for complex students who do not have a clear development profile and to demonstrate progress	TDT		
Development profiles	Significant Information relating to, but other than, academic development (SCERTS, SMSC)			
Subject Area assessments  Early Years Profile (Primary)  English  Maths  Science	Clear level and next target	Subject leaders	Student assessment folder Teachers assessment files Assessment folder in	Annually for review, Termly summative Ongoing for learning (usually fortnightly)

Computing DT Design Technology DT Cookery Humanities Physical Education (Aerobics) Art & Design Music RE 16-22 provision Students will have individualised subject areas			communication file	
Subject Areas assessment checklists	Linked to long term planning, ensures planned progression and learning of skills	Subject leaders	Teachers planning files	Ongoing as skills achieved
Assessment Profile	Overview of levels for each student	Tutor teacher	Evidence for Learning  Communication folder  Assessment File	Annually and as needed
Subject Area Summary Statements	Overview of achievements within each subject area	Subject leaders	Subject area planning files	Annually Summer Term
ASDAN (Awards Service Development and Accreditation Network)	Externally Accredited courses; Transition Challenge	Teachers ASDAN internal assessor	ASDAN File,	End of yr. 10 and 11 (Summer term)
BTEC	Externally Accredited course	Cookery	BTEC Folder	Annually Summer Term
OCR	Externally Accredited course	16+/6 <sup>th</sup> form provision Subjects; varies with each cohort (based on strengths)	OCR Folder	Annually Summer Term
GCSE	Externally Accredited course	16-22 Provision Subjects; varies with each cohort (based on strengths)	GCSE Folder	Annually Summer Term

Transition Profile	To ensure full information upon departure and provide baseline for next service/ 16+ 6 <sup>th</sup> form Provision	Year 11 tutor teacher & TDT (& care staff if res)	Assessment Folder	Transition planning ongoing from Annual Review yr. 9 Profile usually during Spring/Summer Term yr. 11
IEP Targets	5 core targets of access, Autism specific  Cognition and Learning  Communication  Social and Emotional behaviour,  Wellbeing and Keeping Safe  Sensory and/or Physical  Self-help, Independence and Organisational Skills and Community Involvement	Parents/carers, teacher, review chair, student	Communication folder Assessment file	Annually for review. Termly (at least) update and fortnightly assessment
Whole School targets	Part of SDP, ensure key areas promoted throughout school	All staff	cc each classroom, assessment profiles	Annually Ongoing for learning (usually fortnightly)
Communication Timetable	To ensure consistency and continuity 24/7 log behaviour, access to learning and give overview	Teachers & Res staff (with TAs and students as appropriate)	Communication folder, cc into assessment folder at end of week	Every session daily, sent home weekly (daily if requested and to SEH)
Annual Review EHC Plan Review	Statutory requirement, informs carers, teachers, LEA and funding bodies, main assessment of progress and setting of targets for next year. Checks provision and entitlements	Teachers, tutor teacher, TDT, Parents, Lead teacher	Assessment folder	Annually
Academic targets	Set in all subject areas to ensure measurable assessment of progress	Teachers	Assessment folder  Assessment & Recording file	Annually at review. Broken into half termly steps, assessed fortnightly

Individual student tracking	ensures measurable assessment of progress, enables comparisons of cohorts in key areas	Assessment Coordinator	Assessment Folders	Annually
BROMCOM	Attendance information	Attendance Coordinator	BROMCOM	Ongoing
Evidence for Learning (EfL)	Ensures that data can be translated into graphs and charts for comparison of individual, cohort, subject, IEP summative and formative assessment	Assessment Coordinator all teachers	Evidence for Learning	Ongoing
Benchmarking	Enables above information to be compared with peers in other services, identifies areas for whole school development	Assessment Coordinator	EfL (Assessment Coordinator)	Annually
Record of Achievement	Photo/video/picture/text evidence, annotated and dated as examples and illustrators of achievements	Teachers/Res staff and CAs	EfL	Ongoing, checked annually
Achievement Power point presentation	Photo/video record of achievements over year	Teachers (Assessment Coordinator)	EfL	Annually (for review meeting)
Self-Assessment and work planner	Ensures students involved in own learning and assessment	All Teachers	Subject area folders then Assessment folders	Ongoing, filed at least annually
Individual Support Plan	Ensures full profile, positive management of potentially restrictive behaviours, consistency	Psychology team, teachers, carers and key workers	Psychology files, Assessment folder communication file	Ongoing, as needed, at least annually
Functional Analysis, Time Interval Sampling, SIB checklists	Tools to support analysis of behaviour and ensure objective, factual approach. Inform ISP	Psychology team, teachers, carers and key workers	Psychology files, Assessment folder communication file	Ongoing as needed
Incident Recording	As above. Ensure behaviour closely monitored and any emerging patterns spotted. Links with home/Res informs ISP	All staff	Confidential Incident recording files, psychology files	Ongoing as needed
Food Intake Charts	As above. Ensure FI closely monitored and any	Teachers TDT	Assessment folder communication folder.	Daily, sent home weekly (daily if

	emerging patterns spotted. Links with home/Res		Psychology file, medical file if areas of concern	area of concern)
Communication Assessment and Profile	Following SALT assessments. Ensures full profile, consistency of approach	SALT (with teachers and linked to Eng. dept.)	SALT files, communication folder	Ongoing, as needed, at least annually
Sensory Profile	Following OT Assessment	OT with relevant staff/parents	OT Files Individual sensory profile	Ongoing, as needed, at least annually
Student Profile	Gives 'quick access' overview of all relevant information	Teachers with TDT	Communication folder, assessment file	At least annually
Safeguarding monitoring	Statutory Requirement Duty of Care. Extreme vulnerability of students	All staff (LB) to make entries in CPOMS	Confidential CP file	Any incidents/areas of concern
Risk Assessments	Ensures safe access to curriculum, community and events. Planned support	Teachers, (Assessment Coordinator)	Communication folders Subject area files H&S Files	Ongoing, at least annually
Medical Information	Statutory Requirement Duty of Care. Extreme vulnerability of students	AW Parents/teachers	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually
Menstrual Charts	Linked to medical information and behaviour	Key workers, teachers, parents	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually

**16 plus/6<sup>th</sup> form Provision**

All Assessments continue as for Secondary. Subject Areas become individual. In addition, see below

SALT Lang and Literacy Assessment	Clear comm. Levels and targets for all students			
Transition Plan	To ensure full information upon departure and provide baseline for next service	Completed by Tutor staff TDT Parents/ carers and Social Services. May link to 18 plus assessment	Students Assessment folder	FEU year 3 and 6; builds on profile completed in FEU 1 and 2; 5

		carried out by SS		
OCR Skills for Life and Living	Externally accredited scheme	Tutor teachers OCR coordinator	OCR Files	FEU year 1-6
GCSE	Externally accredited scheme	Tutor teachers GCSE coordinator	GCSE Files	FEU year 1- 6

Key:

AW Anne Williams family Liaison Manager

CP Chloe Phillips Principal

MR Lead Teacher 16-22 Provision

LB Lucy Burholt Deputy Principal

TS Thea Smit Assessment Coordinator/ Designated Teacher

TDT Trans Disciplinary Team

SALT Speech and Language Therapist (Karen Reeves)

OT Occupational Therapist (Tess Steventon)

IEP Individual Education Plan

SDP School Development Plan

'I Can statements' Indicators for Value Added Target Setting

Early Years Framework Statements linked to SCERTS

SIB Self Injurious Behaviour

CP Child Protection (Safeguarding)

\*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to 16-25 Provision