



**Progress**  
School

# Curriculum Policy

**Aspris** Children's  
Services

Reviewed September 2023

Reviewed September 2024

# Contents

	<b>Page No</b>
1. Introduction	2
2. Curriculum Pedagogy	3
3. Intent: What are we trying to achieve for our pupils through our curriculum?	4
a) Curriculum Objectives	5
b) Core Curriculum Offer	7
c) Curriculum Pathway Structure	8-10
d) Planning Expectations	11
e) Legislation and Guidance	11
f) Promoting Equality and Diversity	12
4. Implementation: How our curriculum is implemented	13
a) Curriculum Implementation and Personalised Curriculums	14
b) Teaching Implementation	15
c) Themes and Cross Curricular Links	15
d) Implicit Curriculum	16
e) Accredited Offer	16
f) Autism Educational Trust Progression Framework.	17
5. Impact: How do we measure impact and what difference our curriculum makes for our pupils?	18-19
a) Approaches to Monitoring Impact	
6. a) Effectiveness of learning; attainment and progress	20
b). Effectiveness of curriculum on preparation for next stage of education and life	

# Introduction

Progress School is an Independent Specialist School for boys and girls aged 6 to 19 who have mild, moderate and severe autism and associated complex learning needs, challenging behaviour and/or associated anxiety.

Our school offers a warm and welcoming environment where a truly bespoke, positive education allows all pupils to experience success. We believe that a positive, supportive and achieving culture is essential for creating an outstanding school that meets the needs of young people who have previously had negative school experiences. All our pupils need an understanding, flexible environment in which to rediscover success, self-belief and re-engage with learning.

At Progress School, we have pupils both on day placements and those who reside in our specialist care homes. These homes provide welcoming and homely environments and can accommodate young people for up to 52 weeks of the year depending on individual need.

All of the pupils referred to the school require an Education Health & Care Plan.

Our school enables pupils with autism to:

- Learn how to manage their behaviour and cope with anxieties
- Access a bespoke educational experience
- Develop strategies to manage everyday living
- Develop independence, social and communication skills
- Become empowered to make their own appropriate choices in life

## Curriculum Pedagogy.

At Progress School we offer a carefully planned curriculum based on the individual abilities of our pupils. This is underpinned by a therapeutic approach and offers our pupils a balance of teacher led and enquiry-based learning and practical application of skills within the community.

As well as developing academically we focus on developing speech, language and communication skills and promoting our pupils understanding of their sensory needs. We value pupil voice and provide a curriculum which promotes oracy skills.

Interwoven throughout our curriculum are opportunities for personal development and preparation for adulthood. We have exceptionally high aspirations for all our pupils and these aspirations can be achieved through our personalised, bespoke curriculum. A curriculum which is inclusive of pupil's interests, promotes independence and problem-solving skills, nurtures creative thinkers and inspires passive learners.



## Intent.

When a Pupil joins us at Progress School it is important that we identify the priorities for their learning and development.

What will impact and improve their lives now and in the future?

What are their Rights?

What is in their best interest?

What skills, knowledge and understanding should they have by the time they leave us and subsequently at each stage whilst they are with us?

We work with students, parents and stakeholders to identify priorities and agree end goals

When ascertaining a bespoke individual curriculum, the following factors are considered

Current age and time left at Progress School

Stage of development (starting point)

Entitlement and learning potential

Special educational needs and disability

Gaps in learning and capacity to 'catch up'

Previous attendance and time NEET

Previous school experience

Learner resilience

Engagement and Attitude to learning

Therapeutic needs

Emotional wellbeing and mental health needs

Physical health needs

Strengths and interests

Personal Development and British Values

Student, parent and stakeholder views

Likely future pathways (PfA)

# Intent.

## Curriculum objectives

At Progress School, we provide the following:

- A broad and balanced education for all pupils - planned to meet the highly individual needs of all our learners. For pupils who can access some independent learning (even with a high level of support), this education is based upon the National Curriculum, The Autism Educational Trust Progression Framework and accredited courses.
- A curriculum that is continuously evolving to address the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and individual timetables.
- A therapeutic curriculum delivered by specialist teachers and supported with therapeutic programmes written by our multi-disciplinary team. This includes speech and language therapists, occupational therapists, and behaviour support input.
- Our curriculum has high expectations and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training, or other destinations as appropriate (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.
- A curriculum which supports pupils' sensory processing needs, physical development, and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
- A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of equality of opportunity ( Equality Act 2010) which is underpinned by British Values.

- A curriculum which considers the physical and mental health of pupils, it is carefully considered, and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.



## Progress School Learning Pathway.

	Key stage 1		Key Stage 2					Key Stage 3			Key Stage 4			Post 16		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14		
Personal Development Curriculum																
Therapeutic curriculum																
Preparing for Adulthood Curriculum																
Engagement Steps Curriculum (PMILD and SLD)																
Progression steps curriculum (SLD and MILD 6-14 years)																
Steps for Life curriculum (16+ GCSE alternative)																

Personal Development Curriculum	Social, Moral, Spiritual and Cultural Education/ PSHE/ RHSE Enrichment activities British Values. Financial Education															
Therapeutic curriculum	Sensory/ Diets Speech, Language, and Communication Programmes Alert Programme Attention Autism Behaviour Support Plans															
Preparing for Adulthood Curriculum	Employment, Good Health, Independent Living, Friends, Relationships, and Community															
Engagement Steps Curriculum (PMILD and SLD)	<b>Pathway 1 - Non-subject specific pathway-Engagement Steps</b> Curriculum focus -Exploration Realisation Anticipation: Persistence and Initiation Delivered through a thematic based curriculum Prompt support AET Progression Framework															
Progression steps curriculum (SLD and MILD 6-14 years)	<b>Pathway 2-Subject specific pathway-Progression Steps</b> Curriculum focus- English Maths Science, Computing, PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education Delivered through a thematic approach with NC links White Rose Maths and Lancashire schools schemes of work JASS Award AET Progression Framework															
Steps for Life curriculum (16+ GCSE alternative)	<b>Pathway 3- Functional Skills Pathway - Steps for life</b> Curriculum focus- English Maths PSD (including Sex & Relationships) Digital Skills Life skills: Food Self-Care Independence Travel Employability Skills: Choosing a Job Getting a Job Rights Workplace Skills Workplace Routines Duke of Edinburgh AQA Unit Awards.															

# Core Curriculum Offer.

b)

At Progress School pupils are delivered a curriculum which is broad and balanced, one which aims to develop both skills and knowledge, whilst focusing on the individual needs of pupils and their personal development.

## Curriculum Pathway Structure

Our curriculum is organised according to the needs and aspirations of our pupils. The curriculum is designed to ensure that pupils have opportunities to reach their full potential. Due to the diversity of needs across our school, pupils are assigned a specific learning pathway to suit their cognitive, communication and social capabilities.

### Pathway 1

#### Non-subject specific pathway- Engagement steps

Pupils on Pathway 1 are not yet ready to access formal learning or a subject specific pathway. Pre-entry level Certificates are made available for them to access.

Who will access this pathway?	Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulty (PMLD) population or pupils who are not yet engaged in subject specific learning
Learning opportunities	Thematic approaches linked to Engagement steps and the Autism Educational Trust Progression framework. Child led learning JASS Cognition and learning Communication and interaction Social, Emotional and Mental Health Sensory and Physical Sensory story Attention Autism Sensory Science Sensory Drama and Music Phonics ( Level 1)
Assessment framework	B Squared Engagement steps    Blank level Assessments Prompt Scale.(obs)    SALT / OT Assessments AQA Unit award scheme
Which schemes of work link to this pathway?	AET Progression Framework. Engagement Steps. Phonics Scheme PFA

## Pathway 2

### Subject specific pathway-Progression steps

Pupils on Pathway 2 are not progressing at age related expectations, however, are ready to access a subject specific curriculum with links to the National curriculum. As they journey from primary age to secondary age, Pre Entry or Entry-level Certificates are available for them to access.

Who will access this pathway?	SLD, MLD or pupils who are working below age related expectations Pupils engaged in subject specific learning
Learning opportunities	Thematic approaches with NC links JASS Duke of Edinburgh AQA Unit Award Scheme English/ Phonics Maths Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Assessment framework	B Squared Progression steps Show Progress - AET Progression Framework. AQA Blank level SALT /OT assessments
Which schemes of work link to this pathway?	White Rose Maths, KLIPS , AET, PFA Lancashire Curriculum PSHE Association framework Phonics Scheme

# Pathway 3

## Functional Skills Pathway (16+) - Steps 4 Life

Pupils on Pathway 3 are not working at age related expectations. These pupils are assigned to a functional skills-based curriculum with Communication, English and Maths at the heart of it. Pupils on this pathway typically can often access Entry Level Certificates.

Who will access this pathway?	Pupils with SLD and MLD who are working towards independent living.
Assessment Frameworks	Thematic approaches for Duke of Edinburgh AQA unit awards SALT/ OT Assessments.
Learning Opportunities	B Squared Steps for life English/ Phonics Maths PSD (including Sex & Relationships) Digital Skills Independence Preparing Food Self-care Travel
Which schemes of work link to this pathway?	National Curriculum, PFA, White Rose Maths KLIPs Lancashire Curriculum PSHE Association Framework Phonics Scheme PFA

# Planning

## d) Short, Medium, and Long-Term Planning Expectations

Teachers' planning is monitored as part of Quality of Education Assurance monitoring system – See Teaching and Learning Policy.

Planning expectations include:

- Medium Term Plans are written collaboratively with the Teaching and Specialist Support Team (Communication, Sensory and Behaviour) and are reviewed every Half Term.
- Autism Educational Trust (Show Progress) targets are reviewed every term.

There is an expectation that all teachers plan sequenced learning opportunities for each individual, with carefully planned learning objectives and outcomes.

## d) Legislation and Guidance

This policy booklet reflects the requirements of the National Curriculum programmes of study for all our learners at Progress School. The only dis-application is for those pupils with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years). It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook.

## e) Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Progress School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. Our Personal Development Curriculum underpinned by the PSHE Education planning framework for Pupils with SEND ensures respect of the protected characteristics is promoted within discrete lessons as well as throughout the curriculum and school ethos as a whole.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

# Implementation.

Once we have agreed the appropriate curriculum path for the student, we work as a multi-disciplinary team to identify the most effective way to deliver the curriculum so the student can access it to their full potential.

This involves consideration of therapeutic assessment and intervention, specialist teaching strategies and transactional support systems.

When ascertaining the most effective way to implement a bespoke curriculum for each student, the following factors are considered.

Special educational needs and disability

Chronological age and Cognitive age

Strengths, abilities and interests

Learning style

Speech, language and communication skills

Behaviour and risk management

Emotional regulation

Effective transactional support

Sensory profile and Sensory diet needs

Engagement and motivation levels

Social participation (adults and peers)

Previous experience of school

Community engagement

Level of generalised ability and prompt dependency

Metacognition and self-directed learning ability

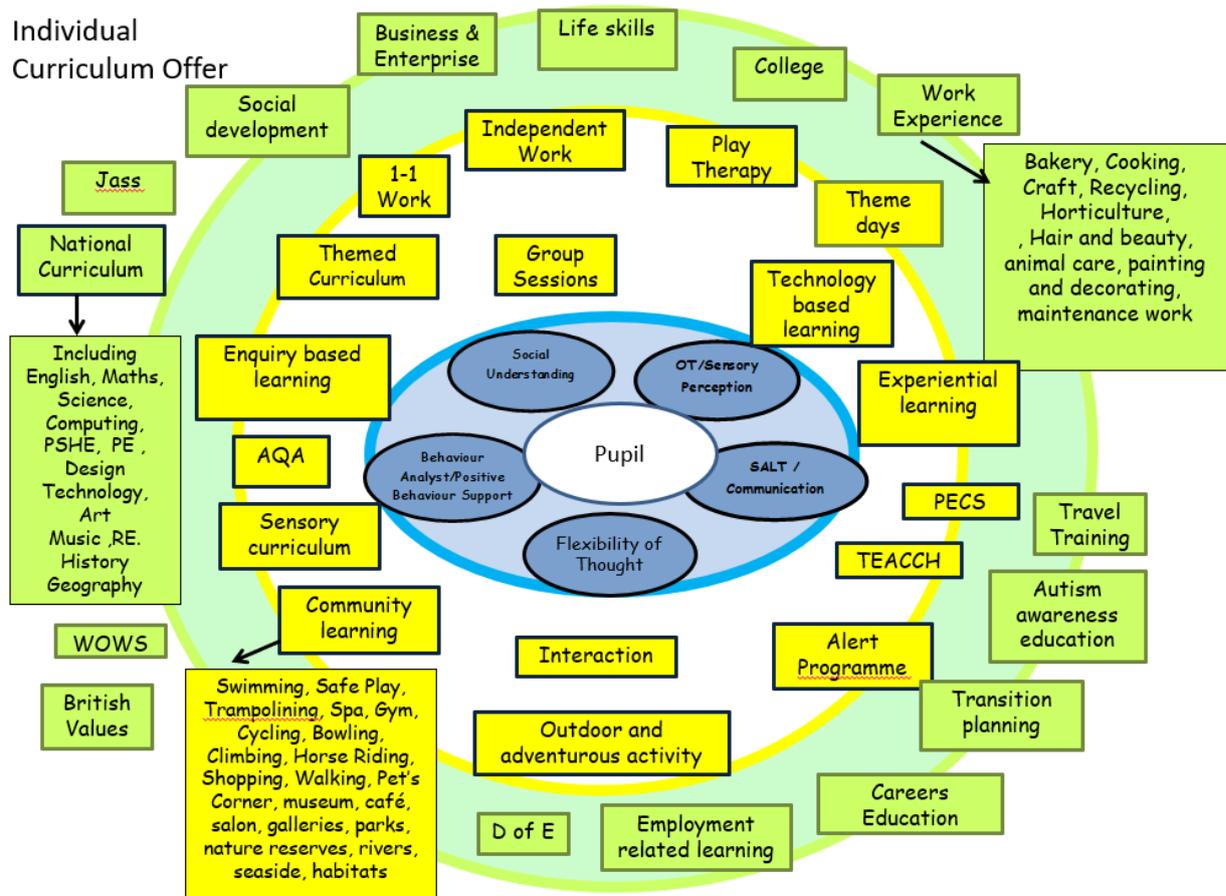
Learner resilience and self-esteem

# Implementation.

## A) Curriculum Implementation and Personalised Curriculums

At Progress School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.

Example of Progress School’s personalised curriculum (which is further differentiated according to individual need and pathway)



## Teaching implementation at Progress School involves:

- Differentiated and personalised learning activities to match the ability and special educational needs of the individual pupil.
- Careful planning and well-structured individual or small group lessons which may include a starter, main teaching, task and plenary section.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SaLT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats, opportunities for oracy and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support plans. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback, to pupils in order to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are firmly embedded into practice.

### c) Implementation via themes and cross-curricular links

At Progress School we implement our curriculum using a thematic approach where appropriate. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences linked to the half termly themes. These include all Primary National Curriculum subjects and are typically written for pupils of all ages. These pupils would not typically be working at age related expectations, and teachers should adapt these themes according to the pathway their pupils are on.

Our topics include ;

Fire and Plague

Healthy Humans

Electricity

The Romans

The Colour Monster

The Sea

d) Implicit Curriculum.

At Progress School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs). These expectations are displayed in every classroom and corridor and are at the heart of our school.

Our values are positively reinforced through the school positive and proactive behaviour approaches. These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

e) Accreditation Offer

At Progress School, we offer a variety of accredited courses for all our pupils, for example the AQA Unit award scheme. Accreditation offers is an integral part of our curriculum and our school. It offers our pupils a sense of achievement and it can create further opportunities for our as they move onwards and upwards. In some cases, the accreditation can be personalised further; for example, the Nicas Climbing Award.



f) Autism Educational Trust Progression Framework.

The AET progression framework aims to address skills and understanding that children and young people may find difficult because of their autism.

The main areas of learning are :

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.

All pupils have individual targets reflective of their need and progression is recorded through the Show Progress Application. Their reports are sent to parents on a termly basis.



# Impact.

## Impact

The impact we have on the lives of our students is key to all we do and is what drives forward learning and development at Progress School. Students' learning is rich and embedded, and so has a significant impact on their future as adults.

As each student's curriculum is bespoke and specifically designed to meet their needs, so too is the assessment of its impact.

A range of evidence is collated, scrutinised and moderated internally and externally to support the assessment of learning.

When ascertaining the impact of learning, the following factors are considered.

What were the starting points?

What was the learning intention? Was it achieved/exceeded?

Were there any extraneous factors influencing implementation?

Does the data reflect good or outstanding progress commensurate with the student's level?

Do quantitative measures reflect positive trends over time?

Do qualitative measures reflect an acute focus on outcomes?

Has the level of support decreased and the level of independence increased?

Is the learning embedded and generalised?

Is there enough challenge in the students' curriculum?

Has the learning made a real and lasting difference to the child's life?

# Impact

## **What difference is our curriculum making for our pupils?**

Impact at Progress School is measured and valued in a range of ways. We have high expectations of all pupils and strive for them to achieve to their absolute best ability. We measure progress in the following ways;

- AET Progression framework tracking. (Show Progress)
- Annual EHCP Review
- Assessment tracking – individual subjects
- Accreditation AQA Unit award scheme
- Standardised assessments in English-
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time, this is gathered in the following ways.

- Subject specific 'workbooks' (pupils on subject specific pathways)
- JASS files
- DofE evidence records
- Show Progress.

In summary, types of evidence for ongoing use: quantitative and qualitative

- Pupil assessments.
- Tracking of internal data
- Lesson observations
- Quality assurance of Teaching and learning – (See Teaching and Learning Policy).
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement.
- Views from stakeholders (pupils, parents, staff)

## **Effectiveness of learning; attainment and progress;**

Expected progress for pupils is defined using the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all these areas are monitored closely and form the data recorded in the Impact Document which is incorporates a learning matrix of need according to individual barriers.

Progress data for all pupils, across all subject areas is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged and other factors will be investigated. English and maths are similarly externally monitored with other schools.

## **Effectiveness of curriculum on preparation for next stage of education and life.** (See Progress School Personal Development Policy )

Progress School works to provide a holistic and highly individualised approach to help pupils prepare for future employment and independent living by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of accredited awards, enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

The Preparation for Adulthood outcomes are threaded throughout our curriculum within our Engagement Steps, Progression Steps and Steps 4 Life Pathways.

Destinations following Progress School include specialist further education colleges or where appropriate, specialist residential settings identified as appropriate for those with more complex needs.