

Curriculum Policy

Green Lane Community Special School



Approved by: S. Irwin

Last reviewed on: March 2026

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1. Curriculum aims

Our curriculum aims/intends to:

- › Promote our school values which encourage and support pupils to be aspirational, overcome challenges, develop independence and resilience
- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations through class based learning, trips and visits and enhancement opportunities
- › Create enjoyment, interest, motivation and 'achievement for all' which is embedded across our curriculum
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support through our curriculum pathways; Cedar, Elm, Maple, Willow and Oak
- › Incorporate purposeful work experience opportunities and encounters from year 7 to year 11
- › Offer a range of accreditation pathways at Key Stage 4 which will enhance their opportunities beyond Green Lane School
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Provide opportunities that support pupils' learning and progression, and enable them to work towards achieving their goals thus enhancing opportunities beyond Green Lane School
- › Develop pupils' independent learning skills and resilience, to equip them for further education, supported internships, voluntary work and paid employment

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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 Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher and Quality of Education lead to account for its implementation.

The governing body will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, all pupils who attend this school have an EHC plan
- › All courses provided for pupils below the age of 19 that lead to qualifications, such as Personal Progress, Entry Level, Functional Skills and GCSEs, are approved courses
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher and Quality of Education lead are responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › The individual needs of pupils are met through a creative approach to the delivery of the National Curriculum
- › The school's procedures for assessment meet all legal requirements
- › The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing body is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, all pupils have an EHC plan

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Deputy Headteacher, Mrs S. Irwin is responsible for leading on the Quality of Education and ensuring that pupils have access to an outstanding broad and balanced curriculum. She is supported by the Headteacher, Mrs J Mullineux and Key Stage Leaders; EYFS lead - Mrs Laura Owen, Lower School

lead - Mrs Laura Owen, Key Stage 3 lead - Ms K.J. White, Autism Lead and Deputy ASD Lead - Mrs J. Capewell/

Mr M. Gaskell, Key Stage 4 and Careers Lead - Mrs Amy Johnston. In addition to this, she is supported by our Careers Team - Mrs Judith Stunell and Mrs Manon Wright and Middle Leaders who play a vital role in leading individual subjects across EYFS - Key Stage 4.

4. Organisation and planning

Our school curriculum is split into 3 areas; formal, developmental and additional: -

- Formal - EYFS, National Curriculum, Topic learning, Moderated Pathways/ Qualifications, Subject Specific Interventions, Careers and PFA
- Developmental - TEACCH, SPELL, SCERTs, Sensory, Fine Motor, PECs, AAC, Total Communication, Intensive Interaction, Makaton, Tac Pac, Life Skills, Attention Autism, 'Talk about' groups
- Additional - Personal Care, Behaviour Support, Occupational Therapy, Physiotherapy, Speech + Language Therapy, Hydrotherapy, ELSA, Focused Horticulture, Focused Forest School, Independent Travel Training, Careers Advice and Guidance

The curriculum set-up is dependent on pupil needs within each curriculum pathway and/or teaching group; all of which are underpinned by SCERTS, TEACHH and SPELL.

SCERTS, TEACHH and SPELL

SCERTS - *Social Communication, Emotional Regulation, Transactional Supports.*

All pupils at Green Lane access support to allow them to communicate with others and develop the ability to cope, make transitions and actively engage.

Social Communication = Supporting a pupil's ability to communicate, comprehend and collaborate with others.

Emotional Regulation = Supporting a learner's ability to cope, make transitions and engage with others.

Transactional Supports= Interpersonal and learning supports embedded in the natural environment to foster social communication and emotional regulation.

TEACHH

Green Lane School follows the 5 key principles of TEACCH across all classes (structure, consistent schedules, and establishment of expectations, maintenance of routine and implementation of visual cues).

TEACCH covers: visual structure, physical structure and work systems. Our learning environments are set up to best support our pupil's needs.

All pupils at Green Lane access support to their learning through their interests, needs and the ability to think flexibly.

SPELL - *Structure, Positive strategies & outcomes, Empathy, Low arousal and Links to other professionals.*

All pupils at Green Lane will access a learning environment and learning approaches that follow the SPELL principles. The SPELL framework is used with all pupils regardless of age and needs. Positive approaches and expectations are used to reinforce self confidence and self-esteem by building on individual's interests and needs.

Pathways

Within all pathways, the overall **intent** is to provide a motivating and engaging curriculum in which pupils can make progress in relation to their starting points in a personalised way. All pupils are encouraged to access planned trips in the community, our weekly assemblies and other key themed events across the school calendar.

The wider curriculum at Green Lane also includes additional music tuition, opportunities to engage in live music sessions, educational visits, residential visits, sensory centre visits, food technology, Inclusive Sports, swimming, art exhibitions and enrichment days/weeks.

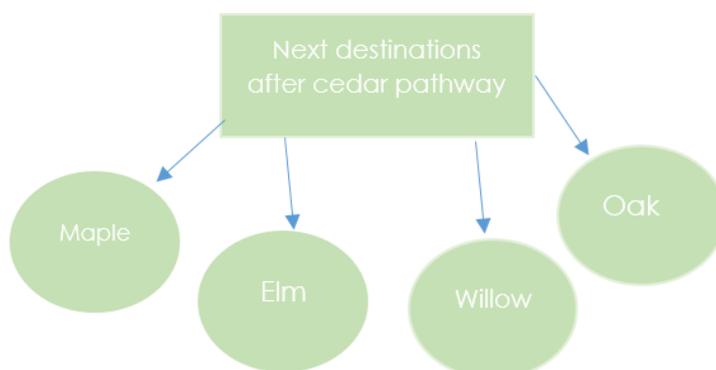
Middle leaders plan a coherent curriculum for their subject in each curriculum pathway. In addition to this, middle leaders create medium term planning documents which outline content across their subject area for each class. This is adapted by class teachers to meet the differing needs of pupils at Green Lane School. Planning considers the intent, implementation and impact of teaching and learning on pupil's knowledge and skills, and supports pupils in gaining a deeper understanding over time (please refer to individual subject policies and our pathway overviews.)

Cedar Pathway - EYFS

Children in our Early Years classes follow the Early Years Foundation Stage Curriculum (EYFS.) We aim for children following our Early Years Curriculum to develop their knowledge, skills and understanding through a combination of both play-based learning and focused teacher led sessions. This pathway uses Early steps assessment on Bsquared. PFA/Skill builder- work-related play (e.g. construction, mud kitchens, people who help us, jobs in our community.)

Pupils work on topics or themes on a 2-year cycle. They access learning in small groups, individually and through continuous provision activities. Emphasis is placed on recording progress through adult directed and child initiated activities, this is recorded using Evidence for Learning. The Evidence for Learning (EFL) app captures pupil progress and assists with our assessments and moderation.

Pupils engage in daily English and maths activities. Synthetic phonics is taught using Twinkl Phonics. Pupils receive 'Reading Awards' once they have read a specific number of books and are encouraged to read at home and at school.



Maple Pathway - Pupils in this pathway are on the Engagement Model.

Intent: <i>What are we trying to achieve?</i>		
Pupils need to access learning in smaller steps and require a sensory based learning environment. The curriculum focuses on achieving the 5 key skills of the engagement model: exploring, realising, anticipating, persisting and initiating. Pupils require support through a total communication approach which is reflected across the curriculum. The curriculum is also highly structured but within it offers many opportunities for social interaction, engagement, independence and making choices.		
Implementation: <i>How do we organise learning?</i>		
Total Communication Continuous provision Outdoor learning Trips and visits OT/ sensory integration	Engagement model Early years topic led curriculum and assessment SCERTS framework and goals on an individual basis Engagement steps on BSquared	Sensory based learning Attention Autism Intensive Interaction
Impact: <i>How are we achieving our goals?</i>		
Engagement profiling Progress against EHCP outcomes SCERTS assessment Parents groups Communication and SALT targets Assessments and Evidence for learning		

Elm Pathway: Pupils in this pathway require the focus of learning to be social communication and emotional regulation.

Intent: <i>What are we trying to achieve?</i>		
We assess and plan our learning with a key focus on the SCERTS model framework. This ensures that while personalising the curriculum, we keep a shared focus on key areas of development, namely, Social Communication and Emotional Regulation. The learning environment is highly structured with a high use of visual supports. Pupils access a large amount of regulation support and sensory integration.		
Implementation: <i>How do we organise learning?</i>		
Attention Autism TEACCH office/ work stations Topic led curriculum OT/Sensory integration Independent activities (KS2-4)	SCERTS assessment framework alongside early years'/progression steps Continuous provision (KS1) Trips and visits Careers and PFA- Independence, self-help, community focus Qualification in Asdan Personal development programme in Bronze, Silver or gold	Emotional regulation support Social communication focus Total Communication approach (SALT) Use of visuals High level of structure
Impact: <i>How are we achieving our goals?</i>		
SCERTS assessment Progress against EHCP outcomes SCERTS clinics SCERTS parent group feedback Communication and SALT targets Accreditation- Personal Progress diploma at Entry Level 1 Assessments and Evidence for learning		

Willow Pathway: Pupils in this pathway require a creative curriculum.

Intent: <i>What are we trying to achieve?</i>		
Pupils in this pathway require a curriculum which has topic led focuses with cross-curricular links. Phonics and maths lessons are taught discretely. At KS4 pupils in this pathway will complete ASDAN Personal Progress Diploma at Entry Level 1, there may be some pupils in this pathway to be entered into additional accreditation dependent on the individual.		
Implementation: <i>How do we organise learning?</i>		
Topic led curriculum Discrete phonics lessons Discrete maths lessons Use of visuals Independent activities Accreditation challenges	OT/Sensory integration Total communication Trips and visits Careers and PFA SCERTS goals through cross-curricular teaching e.g. PSHE	Progression steps assessment KS4- Steps for life assessment
Impact: <i>How are we achieving our goals?</i>		
Progress against EHCP targets Communication and SALT targets		

<p>Assessments and Evidence for learning progress Accreditation- Personal Progress diploma at Entry Level 1 Asdan short course awards in science, SRE, foodwise and computing Qualifications (Entry level 1,2,3) for art and PE Transition to college and college pathways linked to skills for employment</p>
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Oak Pathway: Pupils in this pathway require a subject specific curriculum.

Intent: <i>What are we trying to achieve?</i>	
Pupils in this pathway require a subject specific curriculum where subjects are taught discretely. In KS4 pupils will complete accreditation in Maths and English at Entry Level 1, 2, and 3 with some pupils accessing Functional Skills in English. KS4 also follow Subject specific courses in Science, Art, SRE, PSD, Employability, ICT and Art. KS4 pupils in this pathway will attain a completion of the Asdan Personal Development Programme at Bronze, Silver or Gold.	
Implementation: <i>How do we organise learning?</i>	
Discrete subject lessons Accreditation work OT/Sensory integration Progression steps assessment	Careers and PFA Trips and visits Total Communication KS4 steps for life
Impact: <i>How are we achieving our goals?</i>	
Progress against EHCP outcomes Accreditation at Entry Level 1, 2 or 3, with some accessing Functional Skills in English Qualification in Asdan Personal development programme in Bronze, Silver or gold Qualifications in Asdan PSD and Asdan employability entry level 1, 2 or 3 Working with a local mainstream secondary school to enable access to GCSE's Transition to other colleges PFA- Independence and skills for employment Communication and SALT targets	

In Key Stage 1, Key Stage 2 and Key Stage 3 pupils follow an adapted National Curriculum for all the core and foundation subjects. There are 12 subjects within the Elm, Willow and Oak pathways in key stage 1. These are taught through the appropriate curriculum and include: English, Mathematics, Science, Computing, PSHE - including Citizenship, Physical Health & Mental Wellbeing and Relationships Education, History, Geography, Art and Design, Design and Food Technology, Music, PE and Religious Education. From Key Stage 2 onwards pupils are also taught Modern Foreign Languages, Spanish. From Key Stage 3 pupils also have weekly careers lessons and termly access to work experience and enrichment opportunities. Pupils are assessed in English, Maths, PSHE, Science and Computing using BSquared summative assessment tool, progression steps. Foundation subjects are assessed using internal formats. In addition to this, pupils in the Elm pathway are also assessed on SCERTs. End of key stage assessments are made through teacher assessments. We use the Evidence for Learning (EFL) app to capture pupil progress and assist with our assessments and moderation.

Cedar and Maple pathways follow a tailored National Curriculum which encourages engagement through a non-topic based approach. Cedar pathway is assessed using BSquared summative assessment tool, early steps. Maple and Cedar pathways are assessed using BSquared summative assessment tool, engagement steps in addition to Maple also being assessed using SCERTs assessments. Foundation subjects are

assessed using internal formats. End of key stage assessments are made through teacher assessments. We use the Evidence for Learning (EFL) app to capture pupil progress and assist with our assessments and moderation.

Pupils within in all key stages have a daily English and maths lesson and synthetic phonics is taught daily using Twinkl Phonics. Pupils are provided with lots of opportunities to develop reading skills including shared reading, 1:1 reading and reading for pleasure. Classes follow a progressive reading path; modelling, encouraging and supporting reading throughout every school day. This includes sharing books at home with parents and carers and our online reading platform, Reading Eggs. Reading is celebrated across school and is valued within all curriculum areas.

In **Key Stage 4** it is our intention to provide as many relevant accreditation opportunities as possible. Key Stage 4 learners are organised into attainment/pathway groups for all areas of the curriculum ensuring that we have pathways of qualifications and accreditations at levels appropriate to each group. This academic year our pupils are working towards the following pathways to accreditation and are streamed in English and maths.

- English AQA Step up to English - Entry Level 1/2/3
- Maths AQA - Entry Level 1/2/3
- Maths AQA - Level 1 - Functional Skills
- Computing - Entry Level 1/2/3
- Science - Asdan Short course
- PE OCR Entry Level 1/2/3
- Food Technology Asdan Short course
- ASDAN Personal Progress - Diploma - Entry Level 1
- ASDAN Personal Development Programme - Bronze, Silver and Gold Award
- ASDAN Personal and Social Development - Entry Level 1/2/3
- Employability Asdan Entry Level 2/3
- Art OCR Entry Level 1/2/3

At key stage 4 pupils an emphasis is put on Preparation for Adulthood and pupils are encouraged to think about life beyond Green Lane School. This includes employment, independent living, community participation and health. Our careers lead works closely with class teachers to plan and provide opportunities to explore opportunities beyond school including; college, supported internships, voluntary and paid employment and more. Parents, carers and the wider staff are encouraged to be actively involved in these activities such as 'Moving On' - careers open evening' (also open to key stage 3 pupils,) on site work experience in our onsite café and external work experience and enrichments, as appropriate. Careers guidance is provided by a trained Careers Advisor in years 10 and 11. Please refer to our careers policy.

Pupils in Key Stage 4 work on pathway modules over a 2-year cycle.

Pupils are assessed using BSquared summative assessment tool, steps4life alongside accreditation outcomes. End of key stage assessments are made through teacher assessments. In addition to this pupil's accreditation work files follow a rigorous internal and external moderation cycle to confirm teacher judgements and provide recognised qualifications.

Pupils have a daily English and maths lesson and daily synthetic phonics is taught using Twinkl Phonics. Pupils who have completed phase 6 continue to consolidate their phonic knowledge across the curriculum. Pupils are provided with lots of opportunities to develop reading skills including shared reading, paired reading, 1:1 reading and reading for pleasure. Pupils are encouraged to read independently and as appropriate read independently or with parents/carers at home. Pupils receive 'Reading Awards' once they have read a specific number of books. Classes follow a progressive reading path; modelling, encouraging and supporting reading throughout every school day. Reading is celebrated across school and is valued within all curriculum areas.

We use the Evidence for Learning (EFL) app to capture pupil progress and assist with our assessments and moderation.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)
- › Pupils who are gifted and talented in specific curriculum areas

Teachers will plan lessons so that all pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Visuals are used to aid understanding across all of our autism friendly classrooms.

Where appropriate, a small number of pupils may access Alternative Provision (AP) as part of a personalised curriculum offer. This will be carefully planned to complement the school's curriculum pathways and support pupils in achieving their EHCP outcomes, particularly in relation to engagement, wellbeing, and preparation for adulthood.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- › Subject specific link Governors
- › School visits and joint monitoring
- › Accessing the school website (class news, school news, school council updates, calendar of upcoming events)

- › Invitations to subject leader monitoring feedback
- › Subject leader presentations to Governors
- › Presentations at Governor Meetings regarding the quality of education, significant curriculum changes and data analysis

The curriculum lead, subject leaders and key stage leaders monitor the way their subject(s) is/are taught throughout the school by:

- › Learning walks
- › Book scrutinies
- › EFL scrutinies
- › Formal internal moderation
- › Informal internal moderation
- › External moderation as part of a local network
- › Subject leader meetings
- › Data analysis and reflection meetings
- › Pupil progress meetings

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Quality of Education lead, Deputy Headteacher. At every review, the policy will be shared with the Headteacher who will approve the policy and full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEND policy
- › Teaching and Learning Policy
- › Equality information and objectives
- › Subject specific policies including, relationships and sex education and the careers policy