

## **Curriculum Policy**

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## **1. Halliwell Mission**

‘To provide the best quality of education and care for vulnerable children through a vibrant curriculum which fully prepares pupils for their future economic wellbeing and nurture outstanding personal development.’

## **2. Halliwell Intentions**

- Empower
- Aspire
- Enjoy
- Respect
- Transform

## **3. Background**

Our school is an independent special school and is part of Halliwell Homes. All pupils that attend are looked after, in our own Ofsted registered children’s residential homes. Our aim is to provide education for pupils aged 5 to 14 years who have suffered significant trauma. This forms part of our 2-year therapeutic programme and alongside the education provided this will be supported by therapeutic intervention led by our staff and those within the clinical team. Many pupils will have limited positive experiences of school and may be working below age related expectations. It is our aim to instil a love of learning whilst narrowing any gaps that the pupils may have within their learning pathways.

Most pupils will have an Education, Health and Care Plan (EHCP) when they join and may have experienced significant disruption in their education and/ or home lives. All pupils will have access to a full-time education programme which is delivered through a bespoke engaging and ambitious curriculum. Our school day runs from 9am to 3pm with pupils learning in small groups in supported by a qualified education team. They will receive significant support, to enable them to progress towards working both independently and as part of a group. Our school will be a positive, well-resourced place to learn and work. Our staff are proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves.

## **4. Timetable**

Our timetable is designed to ensure that all pupils have access to a broad, balanced and engaging curriculum offer which includes all aspects of the National Curriculum across all Key Stages.

Most pupils have a range of social, emotional and mental health (SEMH) difficulties, which may have been identified in their Education and Health Care Plans (EHCP). We

are both adaptable and flexible to respond to the needs of the pupils' whilst maintaining their entitlement to a curriculum that covers all requirements of the Independent School Standards. The development of the timetable ensures that interventions are embedded within each learning day to prevent further lost learning opportunities to inhibit the progress to be gained, whilst also addressing identified gaps in learning.

The structure of the timetable, as below, allows pupils to have breaks between sessions to allow them to re-focus and transition from one subject to another, reintegrating them to learning without losing valuable education time.

### Example Timetable

|               | MONDAY                                                | TUESDAY                                                                | WEDNESDAY                                       | THURSDAY                                        | FRIDAY                                          |
|---------------|-------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 9.00 – 9.10   | Registration/Check in                                 | Registration/Check in                                                  | Registration/Check in                           | Registration/Check in                           | Registration/Check in                           |
| 9.10– 9.30    | SEEM Interventions (Social/Sensory)                   | SEEM Interventions (ReadingWise)                                       | SEEM Interventions (TTRS)                       | SEEM Interventions (GPS)                        | SEEM Interventions (Individualised)             |
| 9.35 – 10.30  | Maths                                                 | Maths                                                                  | Maths                                           | Maths                                           | Maths                                           |
| 10.30 – 10.45 | BREAK – Outside                                       |                                                                        |                                                 |                                                 |                                                 |
| 10.45 – 11.00 | PE (Lunch at the venue)                               | English Reading                                                        | English Reading                                 | English Reading                                 | English Reading                                 |
| 11.00 – 11.45 |                                                       | English Writing (inc. Phonics where applicable)                        | English Writing (inc. Phonics where applicable) | English Writing (inc. Phonics where applicable) | English Writing (inc. Phonics where applicable) |
| 11.50 – 12.30 | Geography                                             | Science                                                                |                                                 | History                                         | School council/ Assembly                        |
| 12.30 – 12.45 | LUNCH                                                 |                                                                        | PE (Lunch at the venue)                         | LUNCH                                           |                                                 |
| 12.45 – 1.05  | PLANNED ACTIVITIES – Thematic / Outdoor play          |                                                                        |                                                 | PLANNED ACTIVITIES – Thematic / Outdoor play    |                                                 |
| 1.05 – 1.30   | Check-in - PSHRE                                      |                                                                        |                                                 |                                                 | TT/Spelling test                                |
| 1.30 – 2.30   | Arts/Photography/DT                                   | Personal Development Life Skills / Languages / Cultural Capital / SMSC | Science                                         | PSHRE                                           | Personal development/EV's                       |
| 2.35 – 2.55   | Reading for pleasure/1:1 time /individualised support |                                                                        |                                                 |                                                 |                                                 |
| 2.55 – 3.00   | Closing Routines / Star of the Day/Week               |                                                                        |                                                 |                                                 |                                                 |

## 5. Curriculum Intent

Elm House School seeks to promote a curriculum that is accessible to all our pupils, and which enables them to achieve as highly as possible. This is achieved through each pupil being exposed to and experience both academic and personal success. We have high aspirations and expectations of all pupils and believe that each child has the ability to enjoy and achieve. Our curriculum provides the means through which our vision, focus and aims will be realised. We intend to provide breadth and balance in our programmes, to motivate pupils who have experienced a fragmented educational journey, to re-engage with education and to embrace the concept of lifelong learning. We aim to provide a range of rich learning experiences, develop both skills and knowledge which will act as currency, providing them with a solid foundation for success in life. Our educational offer will cover Key Stages 1 to 3 and can be adapted to reflect need, changing emphasis and statutory guidance.

Our planning, monitoring and evaluation is systematic, collaborative and linked to the School Evaluation Framework and School Development Plan. Through strategic monitoring we are able to measure outcomes to ensure that we are maximising the effectiveness of delivery and success for all learners.

We aim for our pupils to acquire knowledge and learn new skills. Our teams ensure that this is carefully designed to allow for opportunities to address pupils' often complex

needs for their time with Halliwell, whilst to preparing them for the next phase in their education journey.

**We aim to:**

- deliver a broad, balanced and ambitious curriculum, based on the National Curriculum, differentiated appropriately to individual pupil's needs and interests.
- provide a framework for teaching and learning, whereby there is flexibility and scope for adaptation and creativity to take place.
- ensure high quality, teaching and learning experiences for all pupils.
- support pupils' needs and requirements so they can access, enjoy and succeed in school.
- provide the experiences and skills pupils need to be well prepared for their next stage of life; for further education, employment and to play active and fulfilling roles in society.
- ensure staff are well supported to deliver our curriculum by providing continuing professional development, guidance and support to deliver excellent education and support for pupils.

As our cohort of pupils change, due to the nature of the Halliwell Homes Restorative Parenting Programme, we will modify our curriculum to meet their needs and interests. As such, the curriculum will be kept reviewed on an annual basis.

Part of our review will include:

- I. what we intend our pupils to learn
- II. the effectiveness of the range of teaching activities we use to implement our curriculum
- III. the impact of the curriculum, i.e. how well the content is learned by pupils, as evidenced by their overall progress and outcomes.

**6. What do we want pupils to learn?**

Our curriculum will support pupils to:

- gain the knowledge they need to achieve the overall goals of their education as set out in their EHCP, as agreed upon admission, or identified and agreed as progress and needs are reviewed.
- gain the knowledge and skills which will be most important for their life chances. This will be based on their individual needs, difficulties and diagnoses, as well as strengths and interests.
- remember and recall learning as they make progress through the Key Stages and subjects.

- know the personalised targets, which help them to achieve the overall goals of their education.
- have high aspirations for their future, by learning about different careers, gaining employability skills, and preparing pupils for the world of work.
- develop self-respect, a positive self-perception and resilience, by understanding their own health and well-being, and how to manage their emotions and behaviours effectively.
- develop spiritual, moral, social, cultural awareness and British Values; preparing them well for independent living in the local community and in modern Britain.
- embrace difference and diversity, including protected characteristics, through gaining a good awareness, understanding and developing respect for others.
- understand their rights and responsibilities and be able to express their views appropriately.

## **7. What will academic success look like?**

Staff will support pupils to develop:

- to understand, embrace and manage their individual diagnoses, challenges and talents of the skills and knowledge they need to 'close the gap' with peers elsewhere
- academic success, which is pertinent to their own possibilities and passions
  - To engage within the learning experience offered at Halliwell and gain personal **"Steps to Success"** from their own starting points

## **8. What do we mean by Pupils' Personal Development?**

Pupils will be supported through opportunities to promote and develop:

- positive attitudes and behaviour for learning
- effective learning and study skills
- social communication, emotional literacy and self-regulation
- working memory skills
- self-awareness, keeping safe, healthy, fit and well.

Our Curriculum is delivered for pupils who are at Key Stage 1, 2 and 3 (Years 1 to 9). We group our teaching groups into phases and this is based upon mixed-age focus. The aim of our phased approach is to ensure that no shame or stigma is experienced by our children who may be accessing learning that is within a lower academic year group.

As appropriate to pupils' needs, we will provide learning in the following subjects:

- English – Phonics in KS1 and KS2 where appropriate
  - reading and writing components
- Maths

- Science; including elements from Biology; Chemistry and Physics
- Humanities, including History and Geography
- The Arts – Art, Music, Drama Design and Technology, including Food Technology and Computing
- Physical Education (PE)
- Personal, Social, Health, Citizenship and Economic Education (PSHRE) incorporating Relationships, Sex and Health Education (RSHE)

We believe that where staff find regular opportunities for recognition, pupils can taste success and become accustomed to achieving well in all subjects. Most pupils will leave with a desire to work hard, achieve and succeed. This will prepare them well for the demands of a community-based school, whether that be specialist or mainstream provision, as well as becoming independent and succeeding in life beyond school.

## **9. Reading across the Curriculum**

We place a high priority on reading and recognise that it is a vital skill for life, on both a practical level and for pleasure. We focus on nurturing a love of books and learning to read at all Key Stages. Language is a bedrock within our curriculum and each learning theme is supported by rich and varied texts for the pupils to enjoy and use as a focus for their learning.

Pupils will have several opportunities daily to read, including dedicated reading time, in lessons, at break and lunchtime, as well as choosing books from an appropriate range to read at home. Therapeutic Parents will be encouraged to listen to the children read daily and provide feedback to staff. Staff will focus on how best to support individual pupils to make rapid progress in reading, as soon as they join our school.

For pupils who find reading more challenging, our staff team will provide extra support to enable them to catch up. Depending on pupils' starting points and SEND, this might start with developing pupils' awareness of sound before moving towards providing lessons in phonics. This will help pupils to read with increasing confidence and fluency. As pupils move through the school, they will explore a range of ambitious texts in English lessons and more widely, as appropriate.

Our Therapeutic Parents will be supported to continue to encourage the children to reading, e.g. reading more specialist articles about current affairs, leisure or sport.

## **10. Curriculum Implementation**

The curriculum will be delivered in a way that best meets pupils' needs.

Our school will be open for a minimum of 195 days per year, which includes 5 INSET training days for the staff team. Pupils will be required to attend school for a minimum of 190 days per year. See our School Term Dates and Holidays – available on our website.

We are passionate about supporting pupils to fulfil their potential and recognise that every minute spent in school should be valuable. Therefore, pupils will have a full-time programme of learning. These hours include form time, assemblies, intervention times, break and lunchtimes, which are all valuable learning times where pupils can develop a

range of social, emotional and behavioural skills with support from and under the watchful eye of staff.

Class sizes will be small with pupils being supported by high ratios of staff which will support effective curriculum delivery. Some pupils may need to work more independently or with additional support in some or all lessons. This may include a tailored bespoke timetable that will take account of strengths and areas of need. Individual interventions are planned as required to close gaps in knowledge and skills, helping pupils to make additional and rapid progress.

Our staff team are suitably qualified and experienced. Teaching staff, including Teaching Assistants will be deployed to ensure effective curriculum delivery and to maximise support to meet pupils' individual needs. All staff will have completed the Halliwell Homes Restorative parenting programme induction training which will ensure therapeutic approaches are embedded within the support provided by the staff team.

The Education Leadership Team will select the most appropriate subject matter for our pupils and will produce Curriculum Overviews and detailed Schemes of Work to ensure that the content for each Key Stage is covered appropriately. Staff will be able to identify any gaps in pupils' knowledge and ensure these are covered appropriately, preparing pupils for the next phase of learning and supporting them to catch up with peers nationally. Teaching staff will select high-quality resources and a range of teaching methods within and outside of the classroom to bring each subject to life. Staff will ensure teaching and resources are appropriate to each pupil's age, needs, ability and interests.

The curriculum will be delivered:

- through logically sequenced lessons, which support pupils to build on prior knowledge and make connections.
- by staff who help pupils to remember what they learn and ensure that they make progress in all subject areas.
- in an interesting and inspirational way, helping pupils to develop enjoyment of learning, by helping them to experience success and achieve positive outcomes.
- in a way that supports pupils to be ready for the next stage of learning and life beyond school.

## **11. Planning and Expectations of Planning**

All schools are working towards having a shared curriculum, in order to support staff workload and wellbeing, as well as ensuring that the curriculum diet is of the highest quality and quality assured by subject specialists from across the Education Team.

Long Term Plans will be mapped out for the academic year, by subject and by class group with an overview of the themes and topics which will be studied across the year.

Sequencing and interleaving and weaving of knowledge, skills and understanding should be mapped across the academic year, across the two years that pupils will access Elm House School, so that, when they leave us, they have the very best skills,

knowledge and understanding in order to support them with the next steps of their education – wherever this may be.

## **12. Curriculum Impact**

Children who attend a Halliwell school, have all experienced significant trauma in their childhood. This said, we do not conduct any formal assessments with pupils within our settings. The impact of our curriculum is measured through a variety of strategies. Progress is tracked across the curriculum that has been delivered and is collected on a termly basis. On admission staff will conduct a set of baseline assessments and observations. This will help staff to understand the pupil needs and identify strategies to support engagement and appropriate learning. This initial period also ensures that there are no previously unidentified needs. Following this, close collaboration between school staff and any clinicians working with a pupil will support us to tailor provision so that it will meet their needs effectively.

Progress is then tracked for each individual pupil through both the academic success across the areas of learning and competencies that the pupil will accrue, but also through the individual steps to success that the pupil will have made. Reflection is made onto whether the children are prepared for the next stage of their education such as transitioning to their next education setting with both confidence and the skill set to succeed.

Transition Plans will be implemented for all new pupils, supporting them to integrate smoothly into the school. We support pupils to move at a good pace towards full-time education on the school site, if this is not appropriate from day one. We recognise that pupils will have a diverse range of needs, experiences and difficulties. Some may have anxiety, a history of school refusal, leading to poor attendance at school for significant periods of time. Induction and transition to the school will be bespoke and based on the individual pupils' needs.

Transition plans will be constructed in the same manner for pupils transitioning to a community-based school and these will be shared with both school and home staff to ensure a smooth and successful transition.

Pupils will be challenged and supported to achieve the best possible outcomes and make progress throughout each Key Stage. This will be achieved through high-quality teaching of skills, knowledge and vocabulary.

## **Policy review**

This policy document will be reviewed by the Education Director on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: December 2019

Date last reviewed: September 2026

Next review (or before): September 2027

Signed: 

Position: Education Director

### **Staff Acknowledgement**

In signing this document, I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Head Of Education.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

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