



Outcomes
First Group

CURRICULUM POLICY MANOR WOOD SCHOOL



MANOR WOOD
SCHOOL

Document History

Version	Comments/amendments	Name	Date

CURRICULUM POLICY

To be read in conjunction with:

- Assessment Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Online Safety Policy
- Careers Education and Guidance Policy
- Marking and Feedback Policy
- SMSC Policy

1. Introduction

Manor Wood School is an independent day school for pupils aged 5 to 16 with a range of complex needs, including social, emotional, and mental health (SEMH) difficulties, autism spectrum conditions, and communication challenges. It is likely all pupils have an Education, Health and Care Plan (EHCP). Prior to admission, many have experienced disrupted or unsuccessful educational experiences, often characterised by exclusion, non-attendance, or inability to access mainstream curricula.

Our school provides a safe, nurturing, and therapeutic learning environment that enables pupils to thrive socially, emotionally, and academically. We are committed to delivering a broad, balanced, and ambitious curriculum that prepares all learners for a successful and independent future. Our approach is underpinned by strong personalisation, robust assessment practice, and high expectations for all.

This policy complies with the Independent School Standards (Part 1: Quality of Education) and is supported by related policies including Assessment, SEND, SMSC, Equality, Accessibility, Behaviour, Online Safety, Educational Visits, Careers, and Feedback & Marking.

2. Vision Statement:

We strive to develop:

- Successful Learners who enjoy learning, make progress and achieve.
- Confident Individuals who are able to live safe, healthy and fulfilling lives.
- Responsible Citizens who make a positive contribution to society.

Our curriculum is driven by our understanding of our pupils' starting points and the barriers they have faced in education. It is designed to:

- Be personalised, aspirational, and relevant to each pupil's needs and future goals.
- Support academic, social, emotional and therapeutic development.
- Develop resilience, self-esteem, communication and life skills.
- Ensure continuity and progression across all phases.

Core Aims:

- Deliver an inclusive, ambitious curriculum tailored to each learner's EHCP and developmental stage.
- Provide high-quality teaching and learning which fosters curiosity and independence.
- Embed therapeutic approaches throughout the curriculum to support emotional regulation and mental health.

- Develop each pupil's cultural capital, personal identity, and awareness of the world around them.

Our curriculum is informed by national expectations but is uniquely adapted to reflect the needs, interests, and abilities of our pupils. Every experience is a learning opportunity.

3. Curriculum Implementation

Curriculum Framework:

Key Stage	Curriculum Offer	Assessment	Outcomes
EYFS KS1/2	Adapted National Curriculum, PSHE, Forest School,	EFL, STAR Assessments	Readiness for formal learning, literacy/numeracy catch-up, resilience
KS3	Broad curriculum, subject based & thematic learning,	Star Assessments EFL	Preparation for KS4
KS4	GCSE, Functional Skills, work experience Entry Level qualifications , ASDAN and AQA Awards	Star Assessment EFL External qualifications, regular progress reviews	Accreditations, successful transitions, work-readiness

Adaptive Teaching and Personalisation:

We place each pupil at the Centre of their learning. Planning is tailored to individual EHCP outcomes and is supported by:

- Baseline assessments on entry (academic, therapeutic, cognitive);
- Flexible grouping and personalised pathways.
- Targeted teaching strategies informed by evidence-based approaches and pupil profiles.

For pupils working within or below early developmental stages, the curriculum draws upon the seven areas of learning from the Early Years Foundation Stage (EYFS): Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Where pupils have

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missed foundational learning experiences, we implement a play-based, hands-on approach, supported by structured interventions such as Read Write Ink for reading and concrete, visual methods in Maths. Learning plans are designed around communication, interaction, and sensory regulation, ensuring a developmentally appropriate and meaningful pathway into formal learning.

Assessment Systems:

- Internal tool aligned to the National Curriculum and inclusive of Entry Level and Functional Skills descriptors.
- **EFL:** An online tracking system used to monitor and record attainment, track progress and inform planning.
- **STAR Reader & STAR Maths:** Used to assess comprehension and numeracy skills.
- **EHCP:** Regularly reviewed to ensure curriculum aligns with statutory objectives.

All assessment data is used formatively to drive teaching, identify gaps and measure impact.

Integrated Therapeutic Support:

Our curriculum is enhanced by integrated support from professionals including:

- Speech and Language Therapists.
- Occupational Therapists.
- Psychotherapists and Counsellors.
- Mental Health Practitioners.

This multidisciplinary support ensures pupils are emotionally supported to learn and can access the curriculum fully.

Intervention Programmes:

- **Literacy:** Read Write Ink Phonics, Accelerated Reader, reading interventions, 1:1 catch-up Numeracy and Literacy sessions
- **Numeracy:** Targeted interventions, practical Maths, and curriculum-linked consolidation.
- **Social/Emotional:** Trauma-informed interventions and whole school practice.
- **Emotional literacy** Using ELSA
- **Social Skills** –

Pupils are tracked through assessments system and allocated appropriate intervention to support their needs.

4. Curriculum Impact

The impact of our curriculum is measured by the extent to which it:

- Enables pupils to meet their personalised targets.
- Prepares pupils for qualifications and next-stage transitions.

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- Improves emotional regulation, social interaction, and mental well-being.
- Promotes pupils to become confident, safe, and capable members of their community.

How We Measure Impact:

- Progress in all subjects tracked using EFL.
- Termly data reviews, triangulated with attendance.
- Assessment data.
- Pupil and parent voice, destination tracking and EHCP review feedback.
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We aspire for every pupil to leave Manor Wood School with qualifications, emotional resilience, and life skills to achieve their potential aspirations.

5. Curriculum Design Principles

Breadth and Balance:

We offer a wide, inclusive curriculum that blends academic learning with personal development and therapeutic support. Pupils access:

- Core subjects: English, Maths, Science, PSHE, PE, Computing.
- Foundation subjects: Art, Humanities Careers
- Vocational & Enrichment: Cooking, Outdoor Learning.

Relevance and Real-World Learning:

Curriculum content is rooted in real-life application. Pupils understand the purpose of their learning, how it applies outside school, and how it prepares them for adulthood.

Continuity and Progression:

Pupils experience well-sequenced, knowledge-rich learning. We prioritise schema development, overlearning, and cumulative knowledge to support long-term memory.

Inclusion, Access and Equity:

All pupils, regardless of need, background or starting point, are supported to achieve. Resources and teaching strategies are adapted, and staff uphold high expectations for all.

6. SMSC, British Values & Equality

Spiritual, Moral, Social and Cultural (SMSC) development is woven through all curriculum areas and the wider life of the school. We:

- Promote tolerance, diversity, and respect for others.
- Celebrate a wide range of cultures, beliefs, and identities.
- Equip pupils to understand and challenge injustice and prejudice.
- Actively promote the Fundamental British Values of democracy, rule of law, liberty, and respect.

The curriculum reflects and respects all Protected Characteristics. Discrimination is actively challenged, and inclusive representation is prioritised in curriculum materials.

7. Careers, Vocational Learning & Life Skills

At Manor Wood School, we believe that futures-focused learning should begin early and be embedded throughout the curriculum. From the primary phase, pupils are introduced to the world of work through the Futures Curriculum, which encourages curiosity, aspiration, and an understanding of different roles in society. This includes links to PSHE and topic work, employee encounters are all tailored to the developmental stage and interests of the pupils.

From Year 7 onwards, our careers programme aligns with the statutory careers guidance (DfE, 2023) and is structured around the Gatsby Benchmarks to ensure all pupils receive high-quality, timely and personalised guidance. Careers education is integrated into the wider curriculum and supports informed choices, successful transitions and increased independence. Provision includes:

- A progressive, age-appropriate careers curriculum from KS1 onwards, built into PSHE via the PSHE Association and core learning experiences.
- Encounters with employers, post-16 education providers and workplace environments.
- College visits, mock interviews, job coaching, and vocational taster sessions.
- One-to-one guidance from a qualified careers adviser, tailored to EHCP and transition planning.
- Collaborative transition planning with families, key professionals and external agencies to ensure successful and sustained post-16 destinations.

Careers education at Manor Wood School is inclusive and aspirational. It equips pupils with the skills, knowledge and self-belief to navigate their future pathways, whether that be into further education, training, or supported employment.

8. Monitoring & Evaluation

Curriculum delivery is evaluated through:

- Learning walks and lesson observations.
- Book scrutiny and moderation of assessments.
- Termly data analysis.
- Pupil voice and parent/carer feedback.
- EHCP annual reviews and progress updates.

Leaders hold high expectations and refine the curriculum to reflect pupil needs, national standards, and current best practice.

This policy is reviewed annually or sooner if there are significant changes to legislation or school context



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