



Outcomes
First Group



MANOR WOOD
SCHOOL

Curriculum Policy

Document History

Version	Comments/amendments	Name	Date
1.0	Initial Document	Mohammed Awan	July 2025
2.0	Changes to curriculum and policy review	Caroline Belchem	September 2026

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
- RHSE 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.

In line with our therapeutic approach, we adopt the 3C's to support the delivery of our curriculum – Connect, Coregulate and Co-reflect

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.

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- 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
KS1/2	Adapted National Curriculum, SEMH-targeted learning.	Phonics programme	STAR Assessments for Maths and Reading No More Marking for writing Curriculum assessments	Readiness for formal learning, literacy/numeracy catch-up, resilience
KS3	Options programme Maths English Science	Careers and employability JAS award / DofE	STAR Assessments for Maths and Reading No More Marking for writing curriculum assessments, pupil engagement tracking	Pathway planning, skill development, preparation for KS4
KS4	RE PE Art Humanities Food technology Target time Social skills	JAS award / DofE GCSE, Functional Skills, careers BTEC Health and social care BTEC hospitality and catering BTEC personal growth and wellbeing	STAR Assessments for Maths and Reading No More Marking for writing External qualifications, regular progress reviews	Accreditations, successful transitions, work-readiness

Adaptive Teaching and Personalisation:

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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 missed foundational learning experiences, we implement a play-based, hands-on approach, supported by structured interventions such as Phonics 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:

- **STAR Reader & STAR Maths:** Used termly to assess comprehension and numeracy skills.
- **No More Marking** Used periodically to assess writing from key stages 1-4
- **EHCP & IEP Targets:** Regularly reviewed to ensure curriculum aligns with statutory objectives.
- **Assessment for learning strategies:** Teachers will use AFL strategies to be able to assess on the spot and make decisions.

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.
- Clinical lead
- SENDCO

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

Intervention Programmes:

- **Literacy:** Phonics programme, Accelerated Reader, reading interventions, 1:1 catch-up session.
- **Numeracy:** Targeted interventions, practical maths, and curriculum-linked consolidation.
- **Social/Emotional:** Zones of Regulation, trauma-informed interventions, restorative practices.

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- **More Able Learners:** Challenge pathways, subject mastery projects, and academic mentoring.

Pupils are identified through assessment data, professional referral, and regular progress meetings.

4. Curriculum Impact

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

- Enables pupils to close attainment gaps and meet/exceed their personalised targets.
- Prepares pupils for qualifications and next-stage transitions.
- Improves emotional regulation, social interaction, and mental well-being.
- Empowers pupils to become confident, safe, and capable members of their community.

How We Measure Impact:

- Progress in core subjects tracked using assessment tools and progress towards their EHCP targets
- Termly data reviews, triangulated with attendance, engagement, and well-being indicators.
- Internal and external moderation of judgements.
- Pupil and parent voice, destination tracking and EHCP review feedback.
- OFSTED and ISS reports
- External visits and observations
- Internal observations of teaching and learning inc book looks, planning and learning walks

We aspire for every pupil to leave Manor Wood School with the best possible academic qualifications, emotional resilience, and life skills to achieve their aspirations. We aspire for all children to make excellent progress from their individual starting points.

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 (including phonics), Maths, Science, PSHE, PE
- Foundation subjects: Art, History, Geography, Music, D&T, RE
- Vocational & Enrichment: Forest School, Enterprise, Sports, Gardening, Food technology, Learning outside the classroom

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. The curriculum will be adapted to the needs of the individual child, in line with their EHCP targets, in order for them to make good progress.

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 themed days, links to PSHE and topic work, employee encounters are all tailored to the developmental stage and interests of the pupils. Children will also engage in offsite visits that supports.

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 KS3 onwards, built into PSHE 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.
- Work experience and enterprise projects in KS4 to build employability, confidence and functional skills.
- Collaborative transition planning with families, key professionals and external agencies to ensure successful and sustained post-16 destinations.

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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 and impact review meetings.
- Pupil voice and parent/carers feedback.
- EHCP annual reviews and progress updates.

Leaders hold high expectations and continuously 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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