

**Outcomes
First
Group.**

Curriculum Policy

**Policy Folder:
Safeguarding**



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	January 2023
2.0	Version 2: updates to include sequential provision for Key Stage 1-4 and to reflect change of job title for Jo Lloyd	Elizabeth Read	December 2023
3.0	Version 3: Updated to reflect changes to leadership team and section 2.5 - planning based on a 4-year cycle, not a 6-year cycle.	Danni Willis	March 2024
4.0	Version 4: KS1 added, Solar assessment removed, Key Assessment guidance included. Curriculum pathways.	Jo Lloyd and Danni Willis	March 2025
5.0	Version 5: Updated to reflect changes in leadership team, and change in examination board from AQA to Pearson for Functional Skills	Danni Willis	March 2026



Curriculum Policy

1. Curriculum INTENT:

Manor House School is a small, independent special school for young people between the ages of 5 - 18 with complex social, emotional, mental health (SEMH) needs and/or autism or behaviours associated with autism. Students are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP). Before joining Manor House School, as a result of their behavioural and emotional difficulties and/or associated learning needs, many of our students have been unable to access formal education effectively. Since opening in 2019, the school has experienced rapid growth both in student numbers and staffing: accordingly, as the school has grown, so too has its sense of purpose and expertise. Whilst existing, off the shelf curricula and assessment frameworks have served the school well during its early development, however, MHS in 2023 is able to develop its own, bespoke, approaches to best meet the needs of its children.

The school's mission statement is at the heart of the curriculum: Be Ready, Be Respectful, Be Safe. Our vision is to inspire all students to learn with confidence, to help build resilience, and become well rounded individuals with a breadth of knowledge. Our mission statement is what enables our students to learn successfully. This is the difference between doing work and learning long-term concepts that are embedded and can be applied. We offer a flexible, personalised and engaging knowledge-rich skills-based curriculum that is mapped and sequenced to include aspects of the National Curriculum coverage, but are creative with its content, whilst also providing a range of real-life experiences.

At the school, personalisation is the key to everything that we do. Our therapeutic curriculum is matched to the individual needs of students, whilst considering particular SEND needs as well as to their personal interests. All staff work in such a way that the learning environment is one which is calm and consistent, visually clear and structured, with clear communication to students about what is expected of them, both as individuals and in small groups. This ensures maximum information processing throughout each day allowing students to realise their full potential.

Many students arrive having experienced some form of disruption to their education. Many have had significant gaps in their learning and arrive reluctant readers and writers as well as experiencing a range of emotional barriers to their learning. It is therefore essential that students are reengaged with a curriculum that enables all learners to achieve their full potential, providing a quality educational experience for all.

Teaching and Learning at Manor House School is ambitious for all our students. Experienced teachers and subject specialists have carefully planned an aspirational, sequential curriculum which maps key skills from the National Curriculum; through the acquisition and practice of the skills and knowledge they need to succeed in their individual future, our curriculum enables students from Key Stage 1-5 to achieve the very best outcomes for all.

At Manor House School, all students will have access to an education that is



engaging and personalised and will encompass a purposeful and ambitious curriculum. We believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, to promote intellectual, personal, social, physical, therapeutic and cultural development. It includes content learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise to promote learning, personal growth and development and is designed to ensure that students gain experiences in the following areas of learning: linguistic, mathematical, physical, human and social and creative, whilst also providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

The curriculum is delivered by subject teams of qualified, skilled, empathetic and experienced staff operating in a safe, nurturing and holistic environment.

Our curriculum is implemented through our layered approach and as a result we do not limit opportunity.

- We have clear and high expectations
- We understand and support individual needs
- We provide space for a safe environment to learn
- We offer an inclusive and diverse curriculum
- We value our relationships with students, families, staff, and the wider community

The fundamental principle behind Manor House School (MHS) approach is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both holistic and academic. Children are encouraged and supported to achieve in terms that they recognise as success. As a specialist provision, we view education in an integrated way with equal value and importance placed on therapy, wellbeing support and academic learning. The underlying belief that governs our school development is that learning should be useful, relevant and enjoyable. We fundamentally believe that experiencing achievement will increase our children's chances of living a happy life as independent, responsible, members of society.

MHS prides itself on:

- supporting children into, and fostering positive attitudes towards, successful educational experiences
- integrating therapeutic and academic approaches
- improving children's notions of self-confidence, self-worth and self-awareness
- nurturing confidence, resilience and reflection
- developing effective and personalised strategies to support emotional and sensory regulation
- promoting strong mental health and wellbeing
- providing a secure foundation from which children can continue the next stage of their education.

Existing curricula and assessment frameworks do not adequately capture the MHS approach, weighing too heavily on academic curriculum content. In addition,

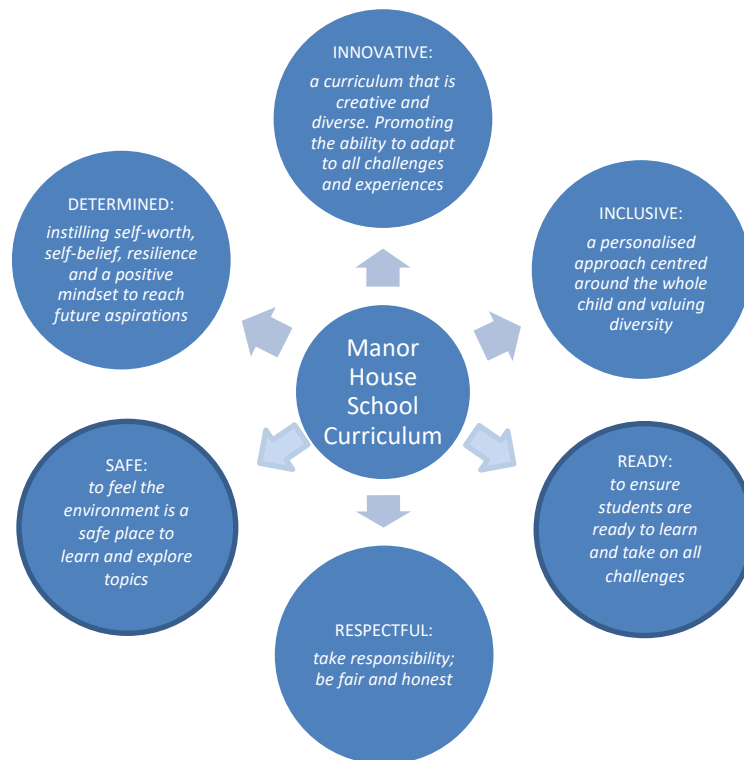


complete adherence to National Curriculum Programmes of Study leaves little time for the integrated therapeutic approach that our students need. MHS maintains high academic aspirations for its children, whilst recognising that there are fundamental priorities to be achieved before significant, and sustainable, academic progress can be realised.

1.1 Aims

The curriculum policy is based on the following aims:

- To develop awareness within each individual that they are unique, special, and have strengths and talents which should be developed and nurtured to prepare them for the future.
- To develop awareness in our children of their needs and help them develop strategies to support themselves.
- To encourage an atmosphere of mutual support where children are sympathetic to each other and stronger through the unity of the group.
- To help our children develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- To provide all children with a broad, balanced, and differentiated curriculum that promotes progress towards their individual needs and targets.
- To assist children, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all children with the skills, emotional strength, and self-confidence required for the transition from MHS to the next phase of their lives, be it reintegration to a mainstream school, alternative specialist provision or another form of positive engagement in society.
- To enable those not achieving age-related expectations to narrow or close the gap.
- To enable children to progress based on stage not age.
- For children to be challenged and stretched to achieve their potential.



1.2 Objectives

The curriculum policy is based on the following objectives:

- To provide a broad and balanced curriculum that integrates therapy and educational provision.
- To enable children to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all children to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help children to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.



2. Curriculum IMPLEMENTATION:

2.1 Groupings

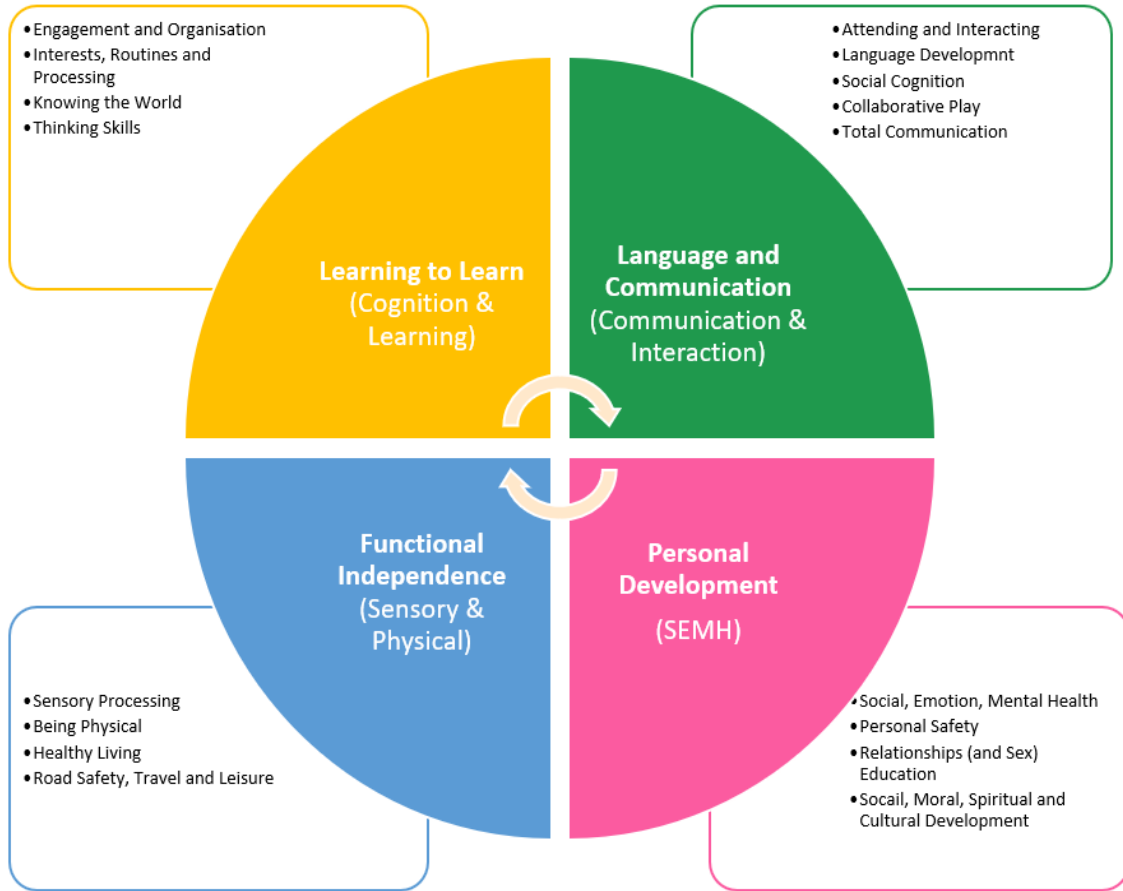
Children are grouped within the school according to both their academic, therapeutic and social developmental needs, with consideration given to child's emotional development, prior academic achievement, social communication, wellbeing and special educational needs. Personal development and wellbeing needs are supported both within the class provision and through drawing on the school's wellbeing and therapy team, to provide a holistic therapeutic education for all children.

2.2 Curriculum design

MHS does not feel that the National Curriculum is able to fully meet the holistic needs of our students. All children attending MHS have an Education, Health and Care Plan (EHCP), which divides students' needs into four areas. Unlike the National Curriculum, The Manor House 2024/25 Curriculum mirrors these areas (see below). The Manor House 2023 Curriculum is broad and balanced, and integrates therapy, wellbeing and academic learning. By design, we have our own in-house therapists (SaLT, OT, Psychotherapy, Play Therapy, Wellbeing offer and School Counselling) working closely alongside experienced teachers. In addition to our knowledge and expertise, which is continually evolving, we have drawn on best practice from respected sources to develop our new curriculum. These include, amongst others: The Zones of Regulation, Social Thinking, White Rose Maths Hubs, White Rose Science, The Lego Education Trust, The Forest School Association, Crimsham Farm. Drawing on a wide pool of evidence-based approaches has allowed us to create a curriculum that we feel best meets the holistic needs of our students.

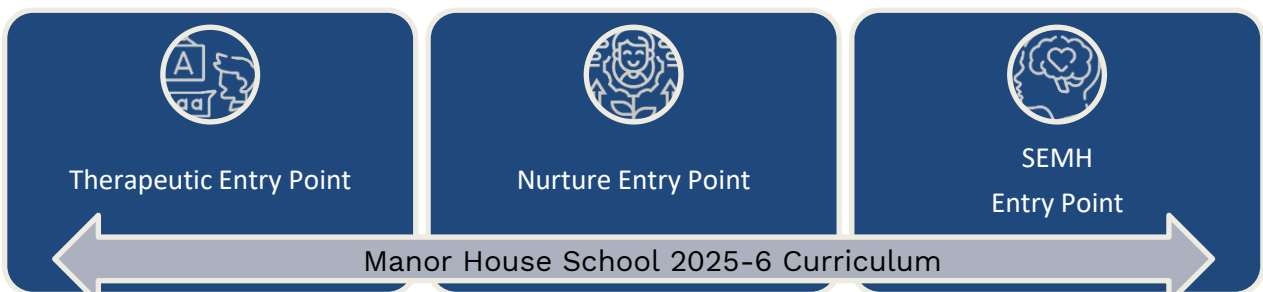


Manor House Curriculum



All children at MHS access our 2025/26 Curriculum, regardless of their stage of development on entry to the school. This is intentionally aspirational; each child can progress through school from their own starting point. PSHCE (SPHACE) is woven throughout the school curriculum, taught by a PSHE specialist and is central to supporting the complex SEMH needs of our children. We recognise the importance of outdoor learning, so all children access weekly outdoor learning sessions to promote biophilia, risk taking and self-directed play with a trained Beach and Forest School leader. Students also attend Crimsham Farm and PE sessions happen on and off site to engage and broaden the depth and range of learning opportunities.

To best meet the individual needs of our children, we have developed three distinct Entry Points for the school. However, we recognise that a child may display characteristics from several or all Entry Points and may have complex diagnoses in addition to those described below. Children can move between the Entry Points in accordance with their presenting needs.





2.2.1 Therapeutic Entry Point

Children on this Entry Point are likely to have a primary diagnosis of autism, sensory processing, and/or social communication and interaction needs. These children are likely to have a particularly 'spiky' profile and require a highly personalised timetable based on their primary occupational and speech and language therapy needs. Students on the Therapeutic Entry Point access tailored individualised therapy provision alongside a universal curriculum based on the four areas of a child's Education, Health and Care Plan (EHCP), in order to promote a broadening of their functional skills, and knowledge and understanding of the world.

2.2.2 Nurture Entry Point

Children on this entry point are likely to have experienced significant difficulties attending school placements in the past, may have many Adverse Childhood Experiences (ACEs), and may have experienced trauma. These children may have experienced anxiety-based school refusal in the past (e.g. attendance below 50%), accessed reduced timetables or had a period out of school. The Nurture Entry Point draws on both the Therapeutic and SEMH Curriculums and is highly responsive to the ongoing needs of the child and their emotional wellbeing. It offers a flexible schooling option with the aim of promoting integration into one of our other Entry Points.

2.2.3 SEMH Entry Point

The children on our SEMH Entry Point access a curriculum built on the four areas of the EHCP, in addition to a specific reading, writing and maths programme of study. These children are likely to have a primary SEMH need, which may include a diagnosis of ADHD or autism, and they may display demand avoidant behaviours. This is a fully integrated curriculum that combines therapy and educational objectives. Children have a high level of input and support for their social, emotional and mental health needs in order to promote emotional regulation and teach emotional literacy to prepare them for life beyond school.

2.3 Therapy

Therapy has a central role in our curriculum. The Pyramids of Learning that follow show the steps and stages required to achieve academic learning and efficient communication skills. At Manor House School, we understand that a child's development happens from the bottom of the pyramid up.

Our teachers and therapists focus on securing skills at the bottom of the pyramids so that the next stage of learning is built on strong foundations. This makes sure that your child's progress is not lost, and that they can use their skills in their



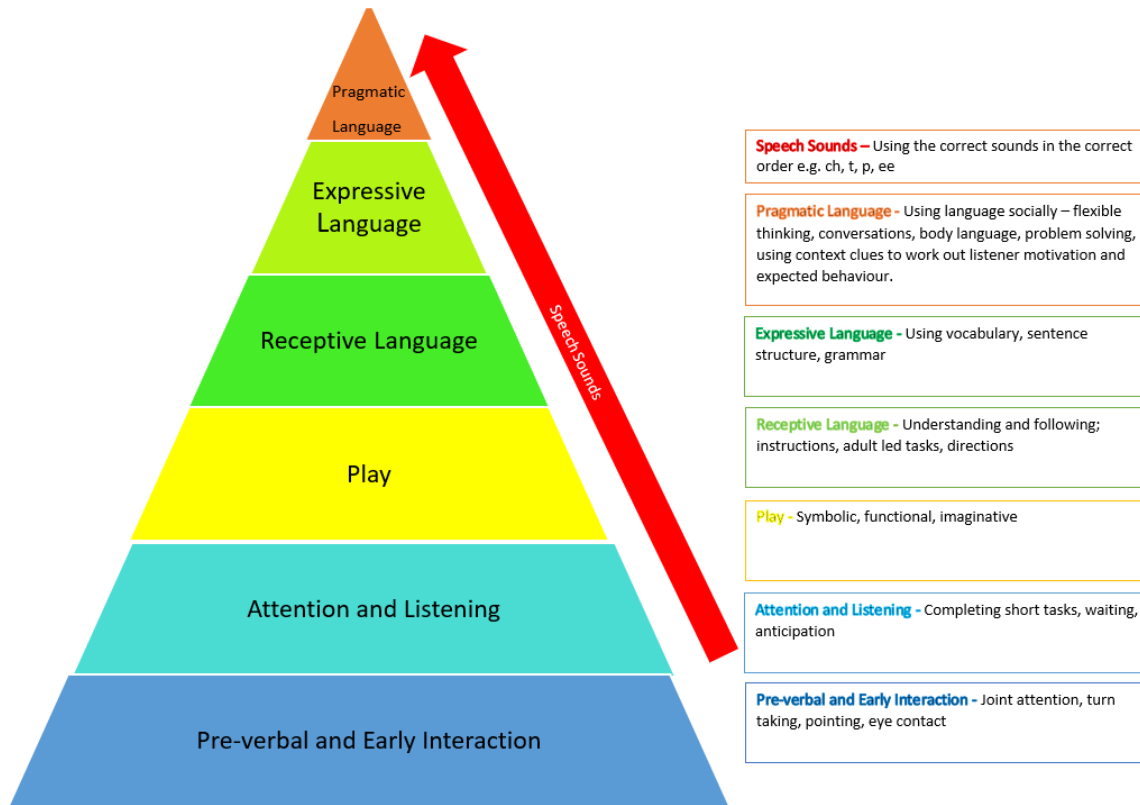
everyday life.





Pyramids of Learning underpinning practice at Manor House School.

Speech, Language and Communication:





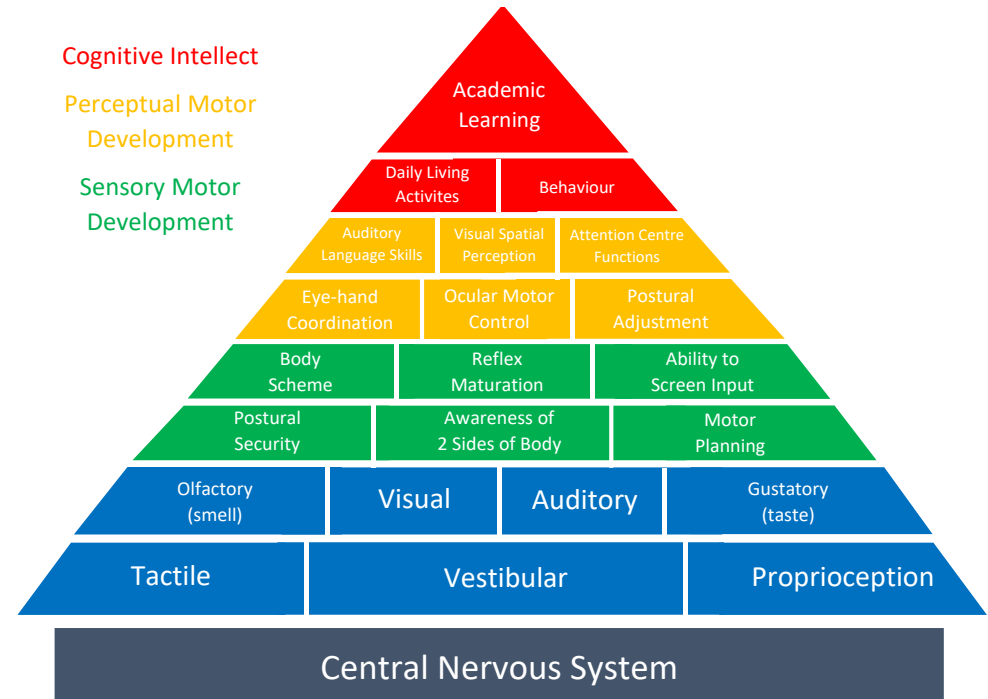
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Sensory and Physical:

Cognitive Intellect

Perceptual Motor Development

Sensory Motor Development



Adapted from pyramid of learning
(Williams & Shellenberger (1996))



Our approach to therapy follows a graduated Universal, Enhanced, and Specialist model (see below). By incorporating therapy centrally into our new curriculum, we can ensure time and space for therapy support is woven throughout the school day. The level of therapy support is decided on an individual student basis through formal and informal assessments and ongoing dialogue with the team around the child.

Levels of therapy support at Manor House School:

Universal	Enhanced	Specialist
<ul style="list-style-type: none">• Core therapy support embedded throughout the school curriculum and school day• Class based• Overseen by a therapist	<ul style="list-style-type: none">• Additional therapy support required• Overseen by a therapist• Delivered by a therapy or teaching assistant	<ul style="list-style-type: none">• A programme of direct therapy support delivered by a qualified therapist

2.4 Lesson Structure

Lessons run for 40 minutes, including transition times which are varied according to individual need and student emotional presentation. Practical subjects (including PE and Food Technology) often require longer sessions and are therefore taught in double lessons. Discrete skills are taught through a combination of curriculum, therapy and targeted intervention. The school curriculum is determined by the SEMH and SEND needs of each student and links to their aspirational goals. The schools mission statement 'Ready, Respectful, Safe' is at the heart of the curriculum and included in our planning and delivery.

Our staff members constantly adapt and respond to the needs of the children. This may require the use of a more personalised timetable that blends cognition and learning, communication and interaction, and sensory and physical skills to support the children with their SEMH needs, and other needs identified on their EHCPs. Staff are trained and undergo ongoing CPD from the education and clinical team, to promote a therapeutic, safeguarding and nurturing informed approach to support children in developing their self-esteem and desire to learn.

2.5 Planning

Our approach to learning topics in the lower and transition middle groups will change each half term and are being mapped out for the next four academic years, so that no student – no matter when they join the school – will duplicate a topic. Moving to this approach, topic-based approach has numerous benefits:

- It allows for our therapy team to work alongside teachers in an efficient way
- It encourages a sense of whole school community
- It fosters collaboration and sharing between students and classes



The Key Stage 1 curriculum in our SEMH school is designed to meet the complex needs of children with SEMH, with a strong focus on sensory integration and learning through play. By incorporating sensory-rich activities and providing tailored support, we ensure that children can engage with their learning in a way that promotes emotional regulation, self-expression, and academic success. Through this holistic, individualized approach, we aim to create a positive, supportive environment where every child feels safe, valued, and empowered to reach their potential.

Therapeutic outcomes are planned for and delivered by the therapy and wellbeing team, and/or shared with the class teacher. Curriculum planning is the responsibility of the teaching staff as directed. Teachers follow a master long term curriculum topic document; medium term planning is completed collaboratively as a staff team; short term/weekly planning is completed by class teachers. All weekly plans have learning objectives, learning activities and differentiation outlined. Where appropriate, teachers identify specific assessment strands that are being evidenced. Planning is monitored on a termly basis by SLT and feedback given; our planning is dynamic which ensures that it can be adapted to suit the needs of the students. Specific curriculum policies for English, maths, Outdoor Learning and RSE should be read in conjunction with this document.

Our pathways have been designed to ensure that all students are given the best opportunities to lead independent lives and thrive in society. Through rigorous assessment and observation, each child will follow a pathway that will include a timetable that reflects their needs, abilities and aspirations.

Inspiring all students to learn with confidence, to help build resilience, and become well rounded individuals with a breadth of knowledge		
Engage (therapeutic)	Independence (foundation)	Aspire (academic)
<ul style="list-style-type: none"> ASDAN Personal Development Programme ASDAN short courses vocational Self-management Resilience Social & communication 	<ul style="list-style-type: none"> ASDAN LifeSkills Challenge ASDAN short courses vocational Entry Level 1,2 & 3 Maths Pearson Functional Skills Level 1 BTEC Level 1 in Business 	<ul style="list-style-type: none"> GCSE Maths and Statistics Pearson Functional Skills Level 1 & 2 English Work experience placements and volunteering College links BTEC Level 1 in Business
Universal Curriculum Offer		
Literacy Maths Humanities Key Skills Food Technology Creative Arts Science PSHCE Physical Education Computing Educational visits & trips Support towards EHCP outcomes Outdoor Learning		
Strategies to succeed as an adult, living independently in the neuro-typical world	Prepared for adulthood, independent living and the transition from school	Necessary qualifications to progress onto the next phase of their journey

2.6 Differentiation (adaptive teaching)

Differentiation, as described in the DfE Teacher Standards, consists of adapting teaching to respond to the strengths and needs of all children, using approaches



which enable children to be taught most effectively. Most importantly for MHS, this involves demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development.

At MHS, we use a range of differentiation techniques, including differentiation by outcome, by task (including the use of IT resources), by resource, and by the level of support. Differentiation also includes strategies and interventions to support specific educational needs of children. Wherever possible, learning is personalised for individual children. At MHS, we understand that we are dealing with a group of diverse individuals, who have often had negative past educational experiences, and adapt our teaching to ensure that all of them have access to learning that is meaningful. This is an ongoing and flexible process. Students have an initial baseline assessment against which increments of progress can be measured. In short, differentiation shifts the focus from teaching an individual subject to teaching the individual children.

2.7 Individual Education Plans (IEP)

The IEP is prepared by the children's class teacher, who sets SMART targets which are stepping stones to achieving the children's EHCP outcomes. Each IEP target relates to an EHCP outcome. IEPs contain targets for the following areas: Cognition and Learning (literacy and numeracy), Social, Emotional and Mental Health (SEMH), Sensory and Physical and Communication and Interaction. The targets are monitored and reviewed, and evidence is recorded in the monitoring section of the IEP. IEPs are reviewed on a termly basis and shared with parents.

2.8 Wellbeing Support Plans

Wellbeing Support Plans (WBSP) are developed alongside children to identify their likes/dislikes, preferences and strategies for emotional regulation. Manor House School follows the Zones of Regulation framework and children have regular input and opportunities to explore their own emotional wellbeing. See Positive Behaviour Management Policy for further details.

2.9 Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage children and help them become more accomplished learners. At Manor House School, we use strategies such as, clear objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in children's work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. Learning objectives are contained in staff weekly planning. Success criteria, where appropriate for a given class group, can be used to help children to see where their learning fits, in terms of the bigger picture.

Children take an active role in self-assessment and have regular opportunities to reflect on their own learning. Best practice would demonstrate children having the opportunity to evaluate their own work, using assessment criteria (children might know this as success criteria or learning objectives/intentions). Plenary discussions should allow learners to reflect on (and celebrate) the outcomes they have



achieved, what they have learnt, and what next steps they need to follow.

2.10 Feedback and Marking

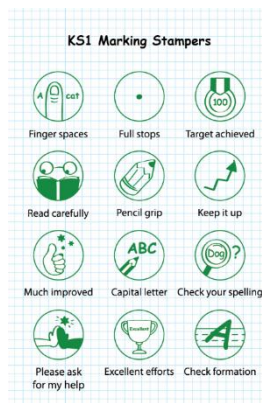
Written and oral feedback celebrates achievements but is also constructive by explaining what children have done well, and what they can do to improve (next steps). Best practice would see children taking an active role in their assessment through children understanding the assessment criteria and judging where they are in meeting those criteria. See Assessment, Feedback and Marking Policy for further details.

To avoid a 'flick and tick' culture there are 'deep marking' moments that occur repeatedly throughout the curriculum. Key Assessments, twice a half term, details of which follow below. **All students' work should be at least acknowledged by the teacher although frequent marking is, of course, encouraged. Teachers and teaching assistants are provided with stamps that must be used.**

KS1 and KS2 only:



Repetitive student errors should be tracked and clearly addressed and discussed in Phase meetings.



This work is good because: This would be even better if:	Don't forget: <ul style="list-style-type: none"> <input type="checkbox"/> Date & Title <input type="checkbox"/> Underline with a ruler <input type="checkbox"/> Use PEEL paragraphs <input type="checkbox"/> Presentation of work <input type="checkbox"/> Spelling of keywords <input type="checkbox"/> Work on your grammar <input type="checkbox"/> Use full sentences <input type="checkbox"/> Expand your points
	<input checked="" type="checkbox"/> To progress I need to:

Teachers must check that DIRT/Next Steps are completed as part of deep marking moments. An appropriate amount of time should be planned into lessons for this. Best practice would be to stamp and acknowledge the completed DIRT work.

As part of assessment for learning, students to be given the opportunity to self-assess work so that they have an awareness of their progression and where their gaps are.

Each staff member is given a self-assessment stamp for students to assess their work at the end of each day in connection time.



This allows our students to become reflective learners whilst aiding the planning for staff to ensure that any gaps in skills/knowledge are revisited and practiced before moving on.

Marking with a literacy focus

Marking to improve literacy is a whole-school initiative and an expectation of all staff. The minimum expectation is not that staff mark all work for SPaG, but that Key Assessments will be marked for literacy. When marking for SPaG, the codes below should always be used to ensure consistency. It is best practice that work is marked using the full range below. e.g. Sp should be used to identify BOTH a homophone and a spelling error.

Code	Explanation	Teacher Marking
Sp	Spelling error	It was wonderful to receive a present. Sp
P	Punctuation error	P It's great to be in the forest.
Gr	Grammatical error	Gr The recipes is good for beginning chefs.
Cl	Capital letter needed	Cl lucy was brilliant at playing the piano.
/	Begin a new sentence	It was a warm day / the sun was peeking out.
//	Begin a new paragraph	"What do you think you are doing?" demanded Miss Baker. // "I'm going to play outside" I replied.
T	Mistake made with tense	I went home and there is T my letter.
^	Missing word	The lights ^ out in the blink of an eye.
?	Misunderstanding	A quadrilateral has 3 sides !
Dev	Develop idea	The poem begins with a question which makes you think. Dev
Wo	Word Order	The brochure Wo holiday was really informative.
J	Justify Opinion	Burning down the rainforest is wrong. J
Ev	Evidence Needed	Elizabeth I was our greatest Monarch. Ev

2.10.1 Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEND. They should deliver a broad, balanced curriculum, differentiated for each individual teaching group and children. All staff work to support the specific needs of children. Staff undergo regular CPD through Shine, Creative Education, and high-quality face to face training from external agencies.

The Senior Leadership Team consists of: Robert Fauvel (Head Teacher), Jo Lloyd (Deputy Head), Danni Willis (Assistant Head), Richard Dolan (Assistant Head), Ben Thoman (Senior Teacher), Chris Kirwan (Senior Teacher) and Carla Lauren (Clinical Lead).

Termly book looks and regular learning walks take place to ensure consistency across the site, the sharing of good practice and offer opportunities for peer support and guidance.

3. Curriculum IMPACT:



3.1 Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each child's strengths and areas for development, enabling the school to offer the right curriculum and the children to make well-informed choices. Within curriculum planning, staff are clear on what children will achieve, and on the next steps for success. Using student assessment through half termly key assessments, next steps guidance, staff form a view of their progress in relation to targets (for example, in their IEP and EHCP) and of their response to interventions. The wellbeing and therapy team track and monitor therapy outcome measures. This can, in turn, inform future planning for the individual, as well as reporting to parents, carers, other professionals and local authorities.

Manor House School's approach to assessment is to:

- enable children to understand their strengths, challenges and achievements and progress towards their targets
- support children to be actively engaged in their own learning
- enable staff to know their children well and to monitor progress and planning for both individual children and classes
- enable teaching staff to monitor and evaluate the impact of their planning and the children progress in the subjects taught
- give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management
- inform the IEP process and show progress in relation to the statement of special educational need objectives or EHCP outcomes.

3.2 The Assessment Process

During a child's first half term at the school, teachers and therapists work together to establish a baseline against area of the school's assessment framework. All children are baselined and assessed using STAR Reader and STAR Maths as well as GL Assessment and the school's bespoke assessment strands. Key documentation is reviewed, including:

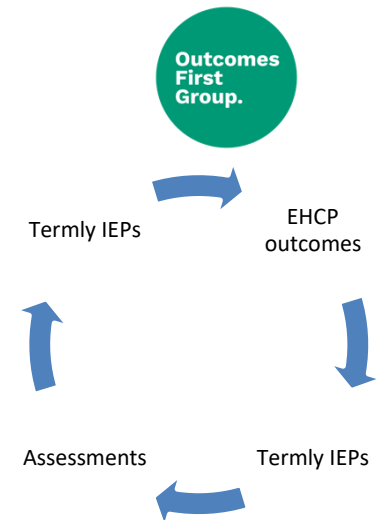
- any health records, including CAMHS reports
- information from previous school/family/carers
- attendance records and achievement
- EHCP documentation and annual reviews

Where prompted by the EHCP or identified by the class teacher and the Senior Leadership Team, additional assessments e.g. educational or clinical psychology, can be arranged. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a children's social and emotional regulation. These are reviewed on a regular basis.

3.3 Reporting



Alongside the Annual Review document, teachers and therapists contribute to and review students' IEPs. These are shared with parents three times a year, with an annual summative report produced in the summer term. IEPs and reports detail whether a child is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress.



3.4 Quality and Assurance

The Senior Leadership Team (SLT) will:

- have overall responsibility for the monitoring and evaluation of children's progress and achievement
- regularly monitor the school processes for assessing children's performance
- ensure that judgements about assessment are regularly made, moderated and recorded
- that evidence of children's achievement is kept both at the individual child and the subject level
- regularly report to Acorn Care and Education on children's performance
- ensure that Local Authorities, parents and carers receive timely reports on children's achievement
- work with class teachers to develop IEPs and other plans that inform classroom teaching and interventions and approaches to care
- enable regular reviews against targets set in IEPs, which consider the range of evidence available of academic and personal progress.

Teachers will:

- contribute to baseline and ongoing assessments
- use subject assessments to inform planning, building assessment into their schemes of work
- moderate teacher assessments
- contribute to Annual Review reviews
- prepare annual summative reports on children's progress
- report on children's progress in IEP reviews
- ensure assessment underpins all lessons
- give effective and meaningful feedback to children
- offer regular written or oral feedback, which is positive, explicit about what has been achieved and about next steps
- give children opportunities to reflect on their learning and understand what progression means in that subject
- provide weekly planning, detailing lessons so that support staff can best support the children
- monitor and evaluate children's progress in the classes they are responsible for, and use the findings to inform planning



- be aware of and assess both academic and personal progress

Support staff will:

- be aware of the learning objectives and their specific role within the lesson e.g. working with a target group or specific individuals
- be aware of the assessment objectives for the group or individual that they are working with
- be aware of personal progress (in relation to EHCP outcomes, IEPs and therapy outcome measures)
- contribute actively to periodic reviews of progress for children.

Therapy and wellbeing staff will:

- contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target
- advise education staff on how best to interact with the child in question and enable them to flourish
- conduct appropriate observations and assessments and contribute formally to reviews.

Students will:

- be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age-appropriate manner)
- play an active part in assessing themselves and each other during lessons and at the end of modules of work
- be able to discuss achievements, difficulties and attitudes to learning and contribute to review processes.

Parents and Carers will:

- respond to reports provided by the school
- share their perceptions of progress made and areas for development identified
- be aware of key targets for development set through EHCP and PEP or LAC review processes and contribute as actively as possible.

Local Authorities should:

- provide as much relevant information as possible of the child's prior attainment, background, learning and behavioural needs, as they join the school
- play an active part in periodic reviews of progress
- be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.



3.5 Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, Equality Act 2010 and Improving the Spiritual, Moral, Social and Cultural Development (SMSC) development of students 2013 (supplementary information 2014) with regards to:

Curriculum:

- a. full-time supervised education for students at compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally;
- c. where the principal language of instruction is a language other than English, lessons in written and spoken English so that students achieve the fluency of students nationally in speaking, reading and writing English;
- d. where a student has an Education, Health and Care Plan, provide an education which fulfils its requirements;
- e. reflects the school's aim and ethos;
- f. encourages respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010;
- g. that all students learn and make progress from their starting point;
- h. effective preparation of students for the opportunities, responsibilities and experiences of life in British society by explicitly teaching and promoting British values of democracy, the rule of law, individual liberty.

Teaching:

- a. enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. foster in students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well planned lessons and effective teaching methods, activities and management of class time;
- d. shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are considered in the planning of lessons;



- e. demonstrates good knowledge and understanding of the subject matter being taught;
- f. utilises effectively classroom resources of a good quality, quantity and range;
- g. demonstrates that a framework is in place to assess students' work regularly and thoroughly and that students make good progress because teaching is planned using information from those assessments;
- h. utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- i. does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Improving the spiritual, moral, social and cultural development (SMSC) development of students 2014);
- j. does not discriminate against students contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our students. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- a. enable students to develop their self-knowledge, self-esteem and self-confidence;
- b. enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- e. lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students, they are offered



a balanced presentation of opposing views:

- while they attend the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

INTENT

Manor House School Curriculum Intent:

The fundamental principle behind Manor House School's (MHS) approach is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both holistic and academic. Children are encouraged and supported to achieve in terms that they recognise as success. As a specialist provision, we view education in an integrated way with equal value and importance placed on therapy, wellbeing support and academic learning. The underlying belief that governs our school development is that learning should be useful, relevant and enjoyable. We fundamentally believe that experiencing achievement will increase our children's chances of living a happy life as independent, responsible, members of society.

Curriculum Objectives:

- To provide a broad and balanced curriculum that integrates therapy and educational provision.
- To enable children to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all children to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help children to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying regard to the protected characteristics set out in the Equality Act 2010.

MHS Curriculum is based on four key principles:

Innovative - a curriculum that is creative and diverse. Promoting the ability to adapt to all challenges and experiences.

Inclusive - a personalised approach centred around the whole child and valuing diversity

Determined - take responsibility, and be fair and honest

Respectful - instilling self-worth, self-belief, resilience and a positive mindset to reach future aspirations

IMPLEMENTATION

Curriculum:

Manor House School runs a class-based primary model. Each class has a class teacher and at least two teaching assistants. Wellbeing support assistants lead on therapy interventions as directed by the therapy team. Therapy is further embedded within class-based practice. Alongside academic subjects, significant emphasis is placed on the SEMH, nurture and wellbeing needs of children. These are supported through explicit teaching of Zones of Regulation and Interoception Curriculum content.

Pastoral:

Whole school assemblies, celebration awards, certificates

Offsite Visits:

Local woodlands, local beaches, play parks, farm local shops

Interventions:

Sensory diet, sensory circuits, Activate, Social Thinking, Lexia, Bedrock, Time for Phonics, Memory Magic, Lego Foundation Play Included

Cross-curricular topic-based learning that covers:

English	Signed Supported English	Humanities: Beliefs and Values	Arts: Art Music Street Dance	Core strands: -Sensory and Physical - Communication and Interaction -Personal Development -Cognition and Learning
Maths	Zones of Regulation			
Science	PE			
PSHE/RSE	Interoception Curriculum			
Computing				

Outdoor Learning:

Weekly sessions of Forest and Farm School inspired outdoor learning both onsite and at local woodlands. Play-based, self-directed, nature connection.

Therapy:

SaLT, OT, Wellbeing support, Psychotherapy, Art and Lego respite.

Enrichment:

Swimming, horse riding, performing arts, swimming, dance, art club, cooking, golf, bowling, bouldering, external visitors.



IMPACT	Progress Measures: Individual progress data on Class charts and reporting using Evidence for Learning, reading age scores, Sleuth positive behaviour data, Sleuth negative behaviour data, RPI and exclusion data, attendance data, Annual Reviews, IEPs, Therapy outcome measures	Quality Assurance: Learning walks, book looks, planning scrutiny, lesson observations, data scrutiny, deep dives, Governance schedule, Therapy Team meetings, performance management, termly behaviour and progress reports
	Surveys – children, parent/carers/staff, Weekly SLT meetings, Weekly Education Meetings, Action planning and auditing, SDP and SEF, termly reports, Daily staff briefings and debriefs, Policy reviews, Student Council	





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We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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