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| <b>Local Procedure Title</b>              | <b>Curriculum</b>                    |
| <b>Site</b>                               | <b>Aspris Ridgeway School</b>        |
| <b>ECS Policy number and title</b>        | <b>ACS 31 Curriculum</b>             |
| <b>Local Procedure template reference</b> | <b>ACS LP 31</b>                     |
| <b>Local Procedure date</b>               | 09/25                                |
| <b>Local Procedure review date</b>        | 09/26                                |
| <b>Local Procedure Author(s)</b>          | Penny King                           |
| <b>Local Procedure Ratification</b>       | Checked and Approved by: Gail Prince |

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| <b>1. Introduction</b>   |  |
| 1.1  | This local procedure explains how the Curriculum policy is applied and put into practice at Aspris Ridgeway School.  |
| 1.2  | Aspris Ridgeway School offers a personalised curriculum so that all children and young people (CYP) benefit from individualised learning underpinned by the National Curriculum. Teachers' planning ensures that CYP take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all CYP to maximise their progress. The purpose of this document is to provide a comprehensive overview to share with staff, Governors, other professionals, families and other interested stakeholders. This document incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the CYP at Aspris Ridgeway School. |
| 1.3  | Aspris Ridgeway supports a wide demographic of learners with a wide range of Special Educational Needs (SEN) as identified on each pupil's individual EHC Plans.   |
| <b>2. Vision and Values</b>  |  |
| <p><i>VISION</i></p> <p><b>Aspris Ridgeway School</b> is a place where everyone wants to be, every day. Where we aspire and achieve—together.</p> <p>We envision a future where every learner is resilient, courageous, and equipped with the skills for lifelong learning. Our learners will thrive with confidence, autonomy, and compassion, empowered to contribute meaningfully to their communities.</p> <p>We will be a beacon of excellence in autism education, where personalised support, therapeutic practices, and innovative teaching unlock the highest potential in every young person.</p> <p><i>VALUES</i></p> <p>Our learners will</p> <ul style="list-style-type: none"> <li>• be resilient and courageous and have skills for lifelong learning.</li> <li>• develop the essential life skills they need to thrive in the world with confidence, autonomy and compassion.</li> <li>• Feel a sense of belonging and do the right thing, even when no one is watching.</li> </ul> <p>Our staff will</p> <ul style="list-style-type: none"> <li>• Be empowered with strong literacy, numeracy &amp; digital competence</li> </ul> |  |

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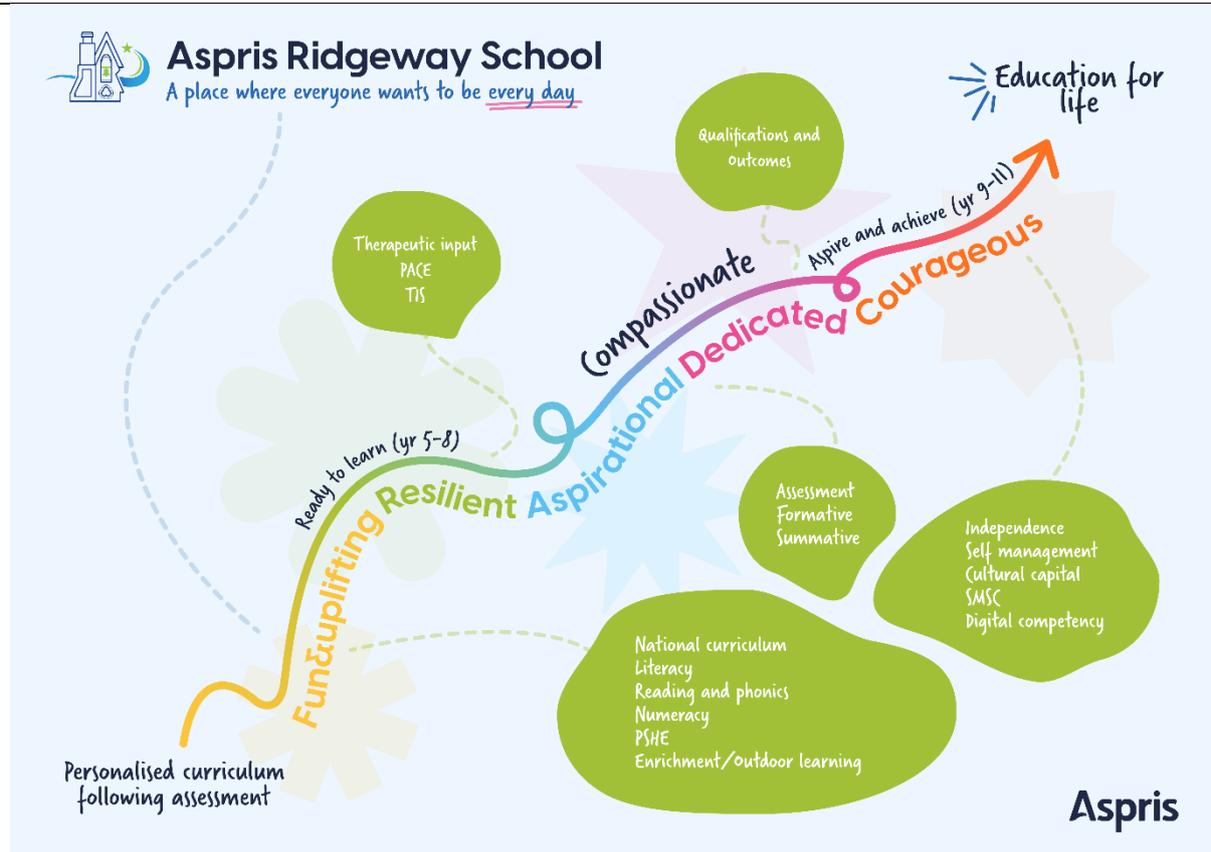
- be highly skilled in their subject knowledge
- be aspirational and dedicated
- provide a highly individualised, therapeutic based curriculum which prepares learners for adulthood, supported as part of EHC planning (particularly from Year 9 onwards)
- always go above and beyond
- instil a sense of belonging through kindness and unconditional positive regard\*  
\*Unconditional positive regard refers to accepting and supporting another person exactly as they are, without evaluating or judging them. Carl Rogers

Our environment will

- be fun & uplifting, safe and nurturing
- be ASD appropriate and readily accessible to meet individual needs
- remove barriers to learning
- lead to community engagement where learners will enjoy contributing to their community

**Together we aspire to create a community where every individual is supported to achieve their fullest potential.**

**3. Aims and Rationale**



At Aspris Ridgeway School the curriculum underpins the ethos of the school and strives to provide the context within which CYP with autism and associated difficulties are given the opportunity to achieve high standards.

| Subjects | KS2     | KS3     | KS4     |
|----------|---------|---------|---------|
|          | 50 mins | 50 mins | 50 mins |
| English  | 5       | 4       | 4       |

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|----------------------|---|---|---|
| Mathematics          | 5 | 4 | 4 |
| Science              | 2 | 3 | 6 |
| ICT                  | 1 | 1 | 1 |
| Food                 | 2 | 2 | 2 |
| PE                   | 2 | 2 | 2 |
| PSHE                 | 1 | 1 | 1 |
| Personal Development | 1 | 2 | 1 |
| Enrichment           | 2 | 2 | 2 |
| Humanities           | 3 | 3 |   |
| Outdoor Learning     | 2 | 2 |   |
| DT                   |   |   |   |
| Animal Care          |   |   |   |
| Enterprise           |   |   |   |
| Art                  | 1 | 1 |   |
| Drama                | 1 | 1 |   |
| Music                | 1 | 1 |   |
| Social Thinking      | 1 | 1 | 1 |
| PSD                  |   |   |   |
| Options              |   |   | 6 |

We offer a curriculum that ensures all CYP benefit from teaching and learning underpinned by the National Curriculum. Progression is mapped on an individualised basis against standardised national age expectations. We also intend to be rigorous in our identification of gaps in knowledge and skills in all curriculum areas, to ensure our pupils have the best possible chance of achieving high outcomes at KS4. We encourage CYP to follow their passions, and we avoid placing limitations on what they can achieve. We are committed to providing our CYP with a safe, happy, nurturing and motivating environment for them to enjoy their learning again and reach their full potential. Our curriculum considers the needs of a 21st Century learner in receipt of an EHCP and is ambitious in providing our CYP with the knowledge, skills and learning behaviours required to become successful life-long learners.

The curriculum supports high aspirations and expectations, building clear progression pathways. A curriculum that provides equal opportunities for all learners, with high expectations for every learner ensuring appropriate levels of support and challenge in order for them to reach their full potential. Teachers' curriculum planning ensures that CYP take part in activities which are meaningful and interesting for them and through which address relevant and challenging learning outcomes. This enables all CYP to maximise their progress and supports them to realise their full potential, whilst developing their social and emotional resilience **in conjunction with their individual EHCP.**

We offer recognised qualifications and CYP will be encouraged to take externally-accredited courses leading to recognised qualifications commensurate with their academic ability and attainment. Our CYP can choose from a selection of subjects at the end of Year 9 to follow as accreditation courses.

Relationships and Sex Education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet CYPs' needs and ages (see policy ES35). We have a detailed procedure and schemes of work setting out how PSHE is taught to meet the particular needs of CYP's. Citizenship and religious education is taught in line with statutory requirements and detailed schemes of work are written.

Opportunities for work-related learning are provided as appropriate. Careers education and independent careers guidance is provided in line with the Independent School Standards and current DfE guidance. We ensure that we implement the GATSBY Benchmarks.

Reading instruction is taught to CYP through direct instruction. CYP are provided with the skills and knowledge they need to read and spell by direct instruction, progressing systematically with carefully structured, small steps. They are provided with materials that limit distraction. Materials are clear, linear and easy to follow. We provide opportunities for work on vocabulary, fluency and reading comprehension. We provide multiple opportunities for over learning.

**4. Curriculum**

We have taken responsibility to design our own curriculum and local procedures to meet the needs of our CYP.

All aspects and subjects within the curriculum are carefully planned. For all subjects we have Long Term Plans that give an overview of topics taught. Medium Term Plans/Schemes of Learning are adapted by class/subject teachers to meet the needs of their learners. The Schemes of Learning are used to support teachers to structure their teaching, learning and assessment of each subject in a logical and progressive way over several sessions. It includes things like the sequence of lessons, what weighting will be given to each topic (in terms of teaching hours), assessments and safety. We aim to have evidence of well-planned lessons that engage, stimulate and lead to better outcomes for all.

We undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression in line with a learner’s EHCP.

We review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people’s needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting.

Teachers have responsibility within Ridgeway to monitor and evaluate the teaching and CYPs’ outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.

The governors ensure that the curriculum policy is implemented, reviewed and monitored effectively.

Leaders will ensure that teachers have undertaken training, so that they understand the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.

**5. Curriculum Pathways**

**KS2 (Primary) & KS3 (Years 5-8 – Ready to Learn)**

**Objectives:**

Within KS2 & KS3 we will adopt and maintain the nurture approach as a means of delivering the curriculum. We strongly believe our learners will benefit greatly from a consistent lead teacher for core subjects and some non-core subjects. We see it as a vital that our learners

build positive, trusting relationships with staff to then be able to access the curriculum successfully.

Our approach provides access to the National Curriculum starting from each CYP's individual starting point. Instruction focuses on developmental stages rather than chronological age, with the overarching goal of facilitating recovery and fostering continuous academic growth.

Ready to Learn classes feature a form tutor who primarily teaches most of the curriculum subjects. However, for areas such as Science, PE, and Technology, we incorporate specialist teaching to enhance learning outcomes. Our emphasis is on acquiring essential skills, particularly in literacy and numeracy. We strive to make connections between subjects when it enriches the learning experience and teach subjects discretely when it better addresses the specific needs of the curriculum, in line with their individual EHCP.

Our Ready To Learn groups are developing their resilience and confidence to access formal learning environments with support. Learners begin to develop resilience within social independence, accepting support and making relationships with a range of adults and some peers. Learners work towards closing gaps within their education, giving them the courage required to work towards relevant academic qualifications. We want our learners to take an interest in their next steps, striving for independence.

Every lesson is thoughtfully planned and delivered with an emphasis on creating a positive, fun, uplifting and engaging learning experience.

As our learners progress through the school, our approach emphasises accelerating skill development, continuous retrieval, and the growth and embedding of knowledge into long-term memory. This method ensures that students are well-prepared for their next academic steps and future aspirations.

### **Years 9-11 – Aspire and Achieve**

We believe that learners will enter KS4 socially and emotionally ready to adopt an options timetable. Our KS2 & KS3 curriculum model will prepare our KS4 learners for an explicit learning approach, which will lead them into further learning opportunities to build confidence, independence, resilience and prepare them for the next stage in their lives.

### **Objectives:**

We offer a comprehensive curriculum for learners from Year 9 through to Year 11 which includes lessons in English, Maths, Science and PSHE. Lessons may also include: Food Technology, languages, Computer Science, History, Geography, PE, Art, Music, Drama, and Work Skills. This diverse range of subjects is further enhanced by our Enrichment Program, which provides learners with immersive learning experiences beyond the standard curriculum, allowing them to explore and learn in innovative ways.

In Year 9, we engage in a collaborative consultation with learners, parents, and carers to discuss aspirations, interests, and potential curriculum pathways. This process is designed to align each learner's preparation for adulthood goals.

From Year 9 onwards, learners transition to our Aspire and Learn pathway, a personalised program designed to support their individual developmental needs and empower them to pursue and achieve their future aspirations through dedication and purpose.

Every lesson is thoughtfully planned and delivered with an emphasis on creating a positive, fun, uplifting and engaging learning experience.

**Qualifications and Outcomes:**

- GCSE English
- Maths
- Science
- Art & Design
- Functional Skills – Literacy/Numeracy
- Entry Level
- BTech Level 1 & 2
- AQA Unit Awards (UA)
- Forest School
- Duke of Edinburgh Award

**Individualised programmes are designed to give the young people an opportunity:**

- To reflect and develop.
- To deconstruct experiences to afford greater understanding.
- To lead them towards a greater ability to communicate their complex thoughts and feelings in a non- threatening and confidential environment.
- To encourage and teach self-expression which may otherwise be acted out in anti-social ways.
- To develop self-esteem and a sense of identity.

**6. Assessment**

This section of the procedure links to policy ACS 30 – Marking and Assessment.

This details the approach to assessments and accreditations.

The aim of assessment is to ensure:

- We identify gaps in learning and knowledge to inform our planning and close the chronological gap caused by missed learning
- Ensure we are supporting individual need and positively impacting EHCP specific outcomes
- Ensure our learners leave with accreditations which give them the best life chances

We will ensure planning is personalised and gaps are filled through rigorous assessment. Our assessment model for Literacy and Numeracy will be in line with what is provided within the Primary and Secondary Curriculum.

The National Curriculum does not provide assessment criteria per year group for non-core subjects. As such, we will use the National Curriculum for Primary and Secondary, whilst also considering specifications for KS4 accreditations, to create our own progression maps for the non-core subjects. This will break down the assessment criteria in all non-core areas into National Curriculum Year groups.

Teachers will utilise these progression maps for ALL subjects as well as each individual CYP’s assessment data, allowing them to see where each CYP has come from in terms of skills and content taught, and what they will need to deliver in order to either:

- Close gaps towards learners actual National Curriculum Age Group
- Diversify learning in order to provide challenge and opportunities for mastery
- Support individual EHCP Outcomes

**GCSEs**

The aim of the school is to ensure that the majority of our learners will leave with at least 5 GCSEs.

Whilst in Year 8, the school will identify the appropriate accreditation pathway for all learners entering into Year 9 the following academic year. This will allow us to:

- Be aspirational in our accreditation offer to all learners
- Identify appropriate accreditation to complete

**ASDAN, AQA Awards and Functional Skills**

Whilst we aim to be aspirational in our offer, we recognise that we will have learners who have missed significant portions of education. We will endeavour to find a level of accreditation that every learner can leave with. This means that even for our learners with the highest SEN barriers to learning, there is opportunity to leave Aspris Ridgeway with recognition of the work completed during their time with us.

Where this form of accreditation has been identified, ASDAN and AQA Awards will be used as these have been recognised as the most appropriate accreditation for learners. A Programme and Study will be developed to meet the specification of these awarding bodies and once in place, these will be regularly assessed to ensure they are appropriate for the cohort.

In addition, we will utilise the Functional Skills accreditations for Maths and English for learners who GCSEs would not be appropriate.

**Education for Life:**

At every stage of learning, we are dedicated to nurturing character through creative and intentional coaching. Our aim is to empower students to become resilient, courageous, compassionate, dedicated and aspirational individuals who act with integrity and purpose. Character development is seamlessly woven into all aspects of the curriculum, ensuring that students grow not only in academic ability but also in personal strength and ethical awareness. This holistic approach lays a strong foundation for lifelong success, both in school and beyond.

The curriculum at Aspris Ridgeway School both within and beyond the classroom is designed to meet each learner’s needs in terms of independence training, daily living skills, communication skills, social skills and the development of leisure skills across the settings of school and home. The aim is to help each learner to achieve integration into the community and to develop skills that will increase their potential for living independently.

**7. SMSC and British Values**

Social Moral Spiritual and Cultural (SMSC, see separate policy).

SMSC and British Values will be considered across the curriculum in a variety of ways. They will be addressed both by our **whole school thematic approach with themes such as X, X and X**, and more explicitly by PSHE, Citizenship and other enrichment activities, such as Duke of Edinburgh Award.

Aspects of SMSC are developed through all parts of the curriculum, some subjects and activities are likely to be more relevant than others. There are also robust school norms which support the implementation of SMSC and the assembly plan. Our focus is to eliminate bias and encourage balance of viewpoint, opinion and understanding. Aspris Ridgeway School is committed to supporting British Values:

- encouraging pupils to respect specified fundamental British values.
- not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention.

This integration of these values throughout the curriculum will allow our learners to debate and understand the laws of the country and to partake in mock elections, involving campaigning, and holding of ballots to make decisions across the school. They will then be able to compare their inherent freedoms to those of people in other countries.

**Religious observances**

Aspris Ridgeway School has no affiliation with any particular culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is considered to be an important aspect of a CYP's well-being and the need to nurture this growth is taken seriously. The CYP are supported in their wishes and the wishes of their parents or carers regarding their particular religious observance. The young people are encouraged to explore their own spirituality through a variety of means. Included in this will be positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be.

Learners will engage in religious education at all stages of the school, looking at not just the religion but also the culture that surrounds it and the value of the religion and culture to our British Society. Learners will also follow an enrichment programme which is designed to reinforce their integration into the local community and to engage their own interests whilst off school site.

**8. Culture Capital and Careers**

Cultural Capital is embedded in all subjects across the curriculum and Aspris Ridgeway School can offer additional exposure to a wide range of enrichment as appropriate to the individual's need.

**Our School Pledge:**

We pledge that every learner at Aspris Ridgeway School will have the opportunity to experience a wide range of life-enriching activities at appropriate stages of their educational journey.

**We will ensure that all learners:**

- Visit places of cultural, historical, and scientific significance.

- Participate in creative and performing arts.
- Engage with professionals and role models from diverse fields.
- Contribute to their community through service and leadership.
- Explore future pathways through careers education and real-world learning.

This pledge is a cornerstone of our mission to develop courageous, resilient, compassionate, dedicated and aspirational individuals who are prepared for life in a global society.

Life skills and preparation for adulthood is essential for our CYP.

Cultural Capital is a key driver in all curriculum planning. We recognise that due to the wide range of social and communication difficulties, many of our CYP will not have been able to accumulate, through social experiences and opportunities, the knowledge, skills and behaviours which would give them an advantage to engage in society and succeed in line with their peers of a similar age.

All subjects, especially non-core subjects, specifically highlight how cultural capital will be delivered and supported. In addition to in class learning, this will also be supported by our enrichment programme where each class will have the opportunity to take part in an offsite activity/experience. Teachers will consider the social and cultural capital benefits of this as well as the academic.

The SMSC, British Values and Cultural Capital Procedures (ACS LP 34) sets out our priorities relating to SMSC and British Values and how we plan to include them within our curriculum and pastoral delivery to our learners. Specifically, through the use of PSHE lessons, assemblies and whole school weekly themes relating to SMSC and British Values.

Our careers programme will be based upon the framework provided within the Gatsby Benchmark. This is detailed further in our Careers Guidance Local Procedure ACS 57. It is anticipated that many of our learners will arrive at the school with very little experience of the world outside or of activities which can be available to them. As a school, we will encourage our learners to take risks and learn from their experiences in new environments, which will be managed and risk-assessed accordingly.

The breadth of new places and experience will increase confidence and self-esteem amongst our new pupils, so they develop enquiring minds and who love a challenge.

### **9. Effective Teaching & Learning**

Effective teaching is defined as that which leads to improved learner achievement using outcomes, outlined within their EHCP, that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: learner progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by learners.

Based on the latest research, we list the six common components suggested by research that those involved in the quality assurance team should consider when assessing teaching quality. It is important to consider that the effective combination of these applied in different contexts is key, and that the most effective teachers have the ability to display all of them:

1. Pedagogical Content Knowledge
2. Quality of Instruction
3. Classroom Climate
4. Classroom Management
5. Teacher Beliefs
6. Professional Behaviours

**10. Therapeutic Support and Assessment**

Our on-site Therapy team offer a holistic, comprehensive, and detailed assessment and therapy provision, which is individually tailored to each learner. Their invaluable insight and input provide a deep understanding of the learner's complex and multi-faceted needs, as outlined in their EHCP, and helps to formulate strategies through which learners can overcome barriers and be supported to maximise their potential.

Therapy sessions take place on site in specialist rooms and are provided by our own fully qualified therapists and other professionals, as agreed with placing authorities and carers.

The Therapy team work closely with school staff, parents and outside agencies, sharing knowledge, insights and experience. This integrated approach ensures that every learner's psychological, emotional, occupational, sensory processing and communication needs are fully identified and met.

By implementing appropriate therapeutic services, we aim to develop in our young people a greater understanding to work towards resolution of specific issues that may affect them. The specialist therapeutic range of services we have access to include:

- Occupational Therapy
- Speech and Language Therapy

**11. Roles and Responsibilities**

**Governing Body:**

The governing body will ensure that:

- Proper provision is made for learners with different abilities and needs in line with their EHCPs.
- School implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Learners from Year 8 onwards are provided with appropriately resourced, independent, impartial careers guidance, and will form part of the agenda in EHCP Reviews.
- There is a robust framework in place for setting curriculum priorities and aspirational targets.
- There is a process of hierarchical monitoring in place, specifically monitoring Learner Progress and subject outcomes and KS4 external accreditation outcomes.

**Headteacher:**

The Headteacher will ensure that:

- This procedure is adhered to.
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met.
- The governing body is informed of whole school targets and KPIs. Also, that the SEF and SDP is shared with the governing body at the time of its production.
- Procedures for assessments meet all legal requirements and guidance.
- Access arrangements and associated evidence are being collated for all learners.

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- Learner progress meetings are held half termly to ensure progress is being made by all learners and encourage through challenge, teachers to identify strategies to close gaps further.
- Meet with subject leads to provide supervision and guidance weekly.
- Lead school monitoring approach
- Meet with subject leads to discuss termly learner outcomes and encourage, through challenge, how to close gaps further.
- Create timetable which ensures adequate time is provided for teaching the required elements of the curriculum.
- Ensure that teachers have undertaken training, so that they understand the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.

**SLT:**

These staff will:

- Create clear long term Progression Maps for each National Curriculum Academic Year.
- Create and communicate assessment criteria for subject area.
- Work with Headteacher to complete DIA process within the school to ensure effectiveness of teaching and learning.
- Run project teams with school staff to ensure their subject area continues to develop and is progressive in meeting the needs of the young people
- Be aware of and challenge termly assessment outcomes. Identify barriers to making progress and provide guidance and support to teaching team.
- Provide subject specific action plans to the Headteacher which are reviewed termly.
- Create and review subject specific procedures and provide to Headteacher for review.
- Identify development priorities and contribute to wider school improvement.

**Teachers:**

Teachers will ensure:

- They use Long Term Progression Maps in order to create LTPs annually, for each subject. Ensuring that planning is in line with current capacity of learners and gives opportunity for accelerated progress within the curriculum.
- They are aware of all up-to-date academic data for each learner and aware, from academic data and relevant Question Level Analysis, what steps are required to ensure progress is made.
- Ensuring that planning details how key drivers such as 'British Values' 'SMSC' and 'Cultural Capital' will be delivered.
- Plan engaging and appropriately challenging lessons, formatively assessing during lessons and through marking.
- Set high expectations for learners. Plan lessons so that all learners with SEN, and with an EHCP, can study every National Curriculum subject, wherever possible.
- For pupils with EAL, lessons are planned so that teaching opportunities help pupils to develop their English.

| Contents Checklist (Local Sites may add additional items – this is a core list) |  |                                   |  |
|---|--|-----------------------------------|--|
| Rationale underpinning the curriculum – Intent, Implementation, Impact          |  | Reference the teaching of reading |  |
| Reference the ISS   |  |                                   |  |
| Reference qualifications and outcomes supported by the curriculum               |  |                                   |  |

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| Reference relationships and sex education and how this is taught  |  |  |
| Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark standards |  |  |
| Post-16 as a separate section if this is applicable   |  |  |
| The role of subject coordinators if this is applicable and how the curriculum is monitored                |  |  |
| Reference to the process of how the curriculum is and will be reviewed                                    |  |  |

**Local Procedure Review History:**

| Date Reviewed | Reviewer | Summary of revisions |
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