



Aspris Children's Service

Local Procedure 31 Curriculum



Aspris Ridgeway
School



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1 Introduction

At Aspris Ridgeway School, the curriculum is designed to support autistic pupils with diverse strengths, needs and educational experiences. Many pupils join us having experienced disrupted education or environments that did not meet their needs. We recognise that pupils at our school present with differences in communication, sensory processing and emotional regulation and we ensure that these are explicitly planned for within curriculum design.

Our approach recognises that differences in communication, sensory processing and emotional regulation are valid and important aspects of neurodiversity. We understand that learning is most successful when environments are predictable, safe

and responsive and that every pupil can achieve success when barriers are understood and reduced.

The curriculum provides a personalised, structured and therapeutic learning experience that:

- Builds on each pupil's starting point (including their EHCP)
- Enables re-engagement with education
- Supports both academic success and personal development

It is designed to be:

- Ambitious - all pupils are supported to achieve meaningful outcomes and accreditation
- Inclusive - differences are understood, respected and planned for
- Preparation-focused - learning supports independence and life beyond school

The curriculum clearly defines:

- What pupils will learn (intent)
- How learning is supported and delivered
- The outcomes pupils achieve over time

The curriculum meets the requirements of the Education (Independent School Standards) Regulations.

2 Vision

Our vision is for every pupil to experience a school where they feel safe, understood and a strong sense of belonging; where they are supported to be themselves without judgement. The pupils will develop confidence, autonomy and self-understanding alongside building the skills needed for lifelong learning and adult life. We strive to create an environment where:

- Strengths are recognised and developed
- Differences are respected and supported
- Every pupil is empowered to participate meaningfully in their community

We aim to be a school where high-quality, personalised and neuro-affirming education enables every pupil to **achieve their potential**. The values that form the foundation of everything we do to achieve this vision at Ridgeway School are:

COMPASSION	COMMUNITY	COURAGE	CONFIDENCE
We treat one another with kindness and understanding. We notice when others need support and we respond with care.	We belong to one another. We contribute, we support each other and we recognise that we are stronger together than apart.	We are brave enough to try, to speak up and to be ourselves. We face challenges with confidence rather than fear.	We believe in ourselves and in each other. We feel safe enough to grow, to make mistakes and to be respected for who we are.

3 Curriculum Aim

The aim of the curriculum is to provide a coherent, ambitious and personalised educational experience that:

- Identifies and addresses gaps in learning from previous experiences
- Develops knowledge, skills and learning behaviours over time
- Builds independence, confidence and self-advocacy
- Enables pupils to achieve appropriate and meaningful qualifications
- Prepares pupils for adulthood, further education, or employment

The curriculum exists to ensure that all pupils leave Ridgeway with:

- **Recognised achievements**
- **Practical life skills**
- **The confidence and capability to navigate the world in ways that work for them**

4 Curriculum Intent

The curriculum intent defines how the curriculum is deliberately designed to achieve this aim. It is structured around three core priorities:

A. Academic Development and Achievement

The curriculum provides two pathways that enable pupils to access a broad, knowledge-rich curriculum. Learning is sequenced to ensure progressive development of knowledge and skills across each phase and pathway. Each pathway will build knowledge and skills based on each pupil's starting point. On each pathway, the pupils are supported to achieve appropriate accreditation, including Entry Level, Level 1 and Level 2 certificates including GCSEs.

Learning is sequenced and personalised to:

- Close gaps in learning
- Enable success over time
- Support confidence in academic achievement

B. Personalised Learning Through EHCP Alignment

The curriculum is rooted in an in-depth understanding of each pupil as an individual. Planning begins with each pupil's Education, Health and Care Plan (EHCP), ensuring that learning reflects their strengths, interests, needs and long-term outcomes.

Curriculum design ensures that:

- Learning is tailored to individual starting points
- Gaps in knowledge and experience are identified and addressed
- Academic, social and emotional development are supported together

This approach ensures that all pupils can access the curriculum and make meaningful progress over time.

C. Preparation for Adulthood

The curriculum prioritises the knowledge, skills and experiences pupils need to succeed beyond school. This includes:

- Independence and daily living skills
- Communication and self-advocacy
- Careers education and future pathways

Preparation for adulthood is embedded across the curriculum and aligned to each pupil's individual goals, ensuring a clear pathway into further education, employment, or adult life.

Through this curriculum, pupils will:

- Experience a safe, supportive and meaningful education
- Make progress from their individual starting points
- Gain recognised qualifications or appropriate accreditation
- Develop independence, resilience and confidence
- Be prepared for their next stage in education or life

5 Curriculum Implementation

The curriculum is implemented through a structured and consistent model that ensures the curriculum intent is realised in practice. Implementation is designed to:

- Deliver a broad and ambitious academic curriculum
- Provide personalised learning through EHCP-led planning
- Prepare pupils for adulthood and life beyond school

The curriculum is designed as a coherent whole, ensuring that knowledge, skills and personal development are connected across subjects and over time. Each element of implementation is deliberately structured to ensure consistency, clarity and progression for all pupils. Wellbeing and safeguarding underpin all aspects of curriculum design and delivery.

Phased Delivery Model

The curriculum is delivered through two distinct phases:

Ready to Learn (Years 3–8)

Aspire and Achieve (Years 9–11)

This phased approach ensures that pupils can positively rebuild engagement with education from their individual starting points. It develops strong foundations in literacy, numeracy and communication and pupils are gradually prepared for qualifications and adulthood.

Ready to Learn (Years 3–8) focuses on:

- Establishing routines, relationships and engagement

- Securing foundational knowledge and skills
- Supporting communication, regulation and confidence

During Year 7 and 8 pupils have more discrete subject teaching and move away from topic-based learning, whilst maintaining the primary model of a core teacher.

Aspire and Achieve (Years 9–11) focuses on:

- Subject specialism and increased independence
- Access to appropriate qualification pathways
- Preparation for post-16 pathways

This model ensures that pupils are supported to progress from **engagement to independence and achievement**.

Differentiated Curriculum Pathways

Based on their starting points, pupils access either the **Horizon** or **Sarsen** pathway, which may vary by subject and change over time.

Pathways ensure that learning is appropriately matched to each pupil's starting points, needs and EHCP outcomes. All pupils will access a curriculum that is both ambitious and achievable as they are supported towards meaningful outcomes and future pathways.

Pathways are determined through:

- Baseline assessment
- EHCP information
- Ongoing assessment and review

Pathways remain flexible and responsive:

Horizon pathway → GCSE and Level 2 qualifications

Sarsen pathway → Functional skills, life skills, Entry Level accreditation

This ensures that curriculum access is personalised, aspirational and adaptable over time.

Subject Allocation and Curriculum Time

Pupils access a broad, balanced curriculum with structured time allocated to each subject across key stages. This ensures:

- Coverage of the curriculum
- Sufficient time to build knowledge and skills progressively
- Opportunities to develop personal, social and life skills

Subjects	KS2	KS3	KS4
English	5	5	4
Reading	5	3	2
Mathematics	5	5	4
Science	2	2	4
Computing*	1	1	1
PE*	2	2	1

PSHE	1	1	1
Enrichment	2	2	2
Food Tech		2	2
History*		2	0
Geography*		2	0
Art*		2	0
Topic**	8	0	0
Personal Awareness	1	1	1
*Options	0	0	6

**Topic incorporates humanities, art, music and DT in line with the National Curriculum.

The curriculum is informed by ongoing engagement with pupils, parents/carers and external professionals through EHCP reviews, pupil voice and regular communication. This ensures the curriculum remains responsive to individual needs and outcomes.

5.1 Teaching of Reading

Reading is explicitly taught across all key stages and embedded throughout the curriculum. Reading is essential for accessing the full curriculum and growing confidence in reading develops independence and strengthens communication. At Aspris Ridgeway School, we understand how reading supports lifelong learning and success. Reading is taught through structured and systematic approaches

Teaching focuses on:

- Phonics and decoding
- Fluency and comprehension
- Vocabulary development

Learning is:

- Broken into small, sequential steps
- Reinforced through repetition and overlearning
- Supported through clear, accessible materials

This ensures all pupils develop the reading skills needed to access learning and navigate the world independently.

5.2 Personal Development (PD)

Personal development is taught explicitly through PSHE and RSE and is embedded across the curriculum through enrichment and wider curriculum experiences. This includes the development of SMSC, British values, wellbeing and safeguarding awareness, ensuring pupils are prepared for life in modern Britain.

5.3 Relationships and Sex Education (RSE)

(Ref RSE and PSHE local procedures for more information)

Relationships Education and Relationships and Sex Education (RSE) are delivered as part of the Personal, Social and Health Education (PSHE) curriculum, in line with the

Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2025)*.

At Aspris Ridgeway School, provision is carefully sequenced, developmentally appropriate and tailored to each pupil's age, understanding and individual needs, including their EHCP.

Primary (Relationships Education)

In the primary phase, all pupils receive statutory Relationships Education. This focuses on developing understanding of:

- Positive and respectful relationships, including friendships and family relationships
- Online relationships and safety
- Respect, kindness and personal boundaries
- Recognising safe and unsafe situations

Teaching reflects the statutory requirement that all pupils are taught about relationships in a way that is age-appropriate, inclusive and accessible and supports them to understand the world around them and how to keep themselves safe. Content includes representation of diverse families and relationships and promotes respect for others, in line with the Equality Act 2010.

Secondary (Relationships and Sex Education)

In the secondary phase, pupils receive Relationships and Sex Education (RSE), building progressively on the foundations established in the primary phase.

This includes teaching about:

- Healthy, respectful and equal relationships
- Consent, the law and personal responsibility
- Recognising and responding to unhealthy or abusive relationships
- Sexual health, sexuality and gender identity
- Online safety, including emerging risks such as exploitation and harmful content

RSE is delivered in line with statutory guidance and is designed to be developmentally appropriate, inclusive and responsive to individual needs, ensuring that all pupils are equipped with the knowledge and skills to develop safe relationships and make informed decisions.

Entitlement and Safeguarding

All pupils are entitled to receive Relationships Education and RSE as part of a broad and balanced curriculum. Parents retain the right to request withdrawal from the non-statutory sex education components of RSE, in line with statutory guidance. The curriculum ensures that pupils are equipped with the knowledge, skills and understanding needed to:

- Develop healthy, respectful relationships
- Safeguard themselves and others
- Understand the law and their rights
- Prepare for adulthood and life beyond school

5.4 Social, Moral, Spiritual and Cultural Education and Fundamental British Values

Aspects of SMSC are developed through all parts of our curriculum, though some subjects and activities are likely to be more relevant than others—in particular PSHE, Humanities and Citizenship. There are also robust school norms which support the implementation of SMSC. 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

Religious observances

Aspris Ridgeway School has no affiliation with any specific culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is an important aspect of a young person's wellbeing and the need to nurture this growth is taken seriously. The pupils are supported in their wishes and the wishes of their parents/carers regarding their particular religious observance. The pupils 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 found within a multi-cultural society.

5.5 Careers and Preparation for Adulthood

Careers education and preparation for adulthood (PfA) are embedded across the curriculum. This ensures pupils are prepared for life beyond school; that they develop independence, employability and life skills. Pupils will understand and access future pathways.

At Aspris Ridgeway School, careers and PfA are delivered through a number of opportunities:

- PSHE and curriculum subjects
- Enrichment opportunities
- Work-related learning

We ensure that these opportunities are aligned to Gatsby Benchmarks and individual EHCP outcomes and include careers guidance, the development of life skills (e.g. communication, independence, money management) and opportunities to engage with the community.

This ensures that all pupils are supported to transition successfully into further education, employment, or adult life.

6 Curriculum Impact

The impact of the curriculum demonstrates the extent to which pupils achieve well from their starting points and are prepared for their next stage in education or life.

Through the curriculum, pupils will:

1. Achieve meaningful academic outcomes

- Secure knowledge and skills across a broad range of subjects
- Close gaps in learning over time
- Achieve appropriate and recognised qualifications, including Entry Level, Level 1 and Level 2 certificates including GCSEs.

2. Make progress from their individual starting points

- Demonstrate clear progress in relation to their EHCP outcomes
- Develop confidence, independence and engagement in learning
- Sustain attention, effort and participation over time

3. Develop independence and life skills

- Apply communication, social and functional skills in a range of contexts
- Demonstrate increasing independence in learning and daily routines
- Build confidence in making choices and advocating for their needs

4. Be prepared for adulthood and future pathways

- Transition successfully into further education, training, or employment
- Understand realistic and aspirational next steps
- Apply the skills needed to participate in their community
-

How impact is measured

Impact is evaluated through:

- Progress against National Curriculum expectations and accreditation outcomes
- Progress towards individual EHCP targets
- Ongoing assessment of engagement, independence and personal development
- Destination data, including post-16 pathways

7 Assessment and Tracking

(Ref Assessment for Learning local procedure for further information)

Assessment is used to identify starting points, monitor progress and inform teaching. During transition, pupils' complete phonics screening and NG assessments. These support teacher assessment to inform planning. Pupils also complete SaLT and OT assessment which, alongside the EHCP, inform the pupil's ILP and the adaptations required to ensure accessibility to the curriculum

Pupils' progress is tracked through:

- National Curriculum expectations and accreditation outcomes

- EHCP targets and outcomes
- Ongoing formative assessment and teacher judgement

Assessment information is used to adapt teaching, close gaps in learning and ensure all pupils make progress from their starting points.

Teacher assessment data is submitted termly and reviewed through Pupil Progress Meetings, alongside ILP targets. These meetings involve teachers, curriculum leaders and the SENDCo and will ensure that gaps in knowledge and skills are identified and provision is adapted to ensure gaps are closed. Parents/Carers are updated termly with the pupil's academic progress.

8 Role, Responsibilities and Monitoring

Chair of Governors (Regional Director)

- Ensure that the curriculum complies with the Independent School Standards (ISS) and the Aspris Quality Assurance Standards (AQAS).
- Monitor curriculum provision and impact, holding senior leaders to account for the quality of education, pupil outcomes and preparation for adulthood.
- Approve and review the Curriculum Policy and ensure it is implemented consistently across the school.
- Ensure resources are allocated effectively to enable a broad, balanced and ambitious curriculum.

Senior Leadership Teams (SLT)

- Provide strategic leadership and oversight of curriculum design, delivery and outcomes within the school.
- Ensure the curriculum is personalised, ambitious and compliant with statutory and regulatory frameworks.
- Monitor curriculum quality through lesson observations, data analysis, work scrutiny and stakeholder feedback.
- Report regularly to governors on curriculum performance, pupil progress and outcomes.
- Lead the cycle of self-evaluation and improvement planning to drive continuous improvement.

Curriculum Leaders

The Headteacher has responsibility for curriculum design and implementation.

The Assistant Headteacher has responsibility for PD.

The Reading Lead has responsibility for the design and implementation of reading.

The SENDCo supports curriculum leaders to ensure the curriculum meets the needs of all pupils.

Together the curriculum leaders

- Develop and oversee subject-specific or pathway-specific curriculum plans, schemes of work and assessment frameworks.

- Ensure curriculum content is sequenced, differentiated and accessible for pupils across all modalities.
- Promote and embed SMSC, PSHE, RSE, safeguarding and British values within subject areas.
- Monitor teaching standards and pupil progress within their area, identifying strengths and addressing areas for development.
- Support professional development and share good practice with colleagues.

Teachers

- Plan and deliver high-quality lessons that meet the needs of all children and young people, in line with curriculum frameworks and individual plans (EHCPs and ILPs).
- Use assessment effectively to track progress, adapt teaching and set ambitious but achievable targets.
- Embed therapeutic strategies, independence skills and personal development outcomes within daily teaching.
- Promote positive relationships, safeguarding, equality and inclusion throughout the learning experience.
- Maintain accurate records of planning, progress and attainment.

Therapists and Support Staff

- Work collaboratively with teaching staff to integrate therapeutic approaches into the curriculum.
- Support children and pupils in accessing the curriculum by addressing sensory, communication, emotional and behavioural needs.
- Deliver interventions and monitor their impact, ensuring alignment with individual learning pathways.
- Contribute to curriculum reviews, target-setting and multi-disciplinary meetings.

Curriculum leaders and senior staff monitor the delivery of the curriculum through a robust cycle of quality assurance, in line with Aspris Quality Assurance Framework. Through lesson visits, planning reviews, work scrutiny and assessment outcomes, leaders ensure consistency and continuous improvement.

The curriculum is reviewed annually, with ongoing evaluation through assessment outcomes, pupil progress and stakeholder feedback.

Contents Checklist (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – design, delivery and impact	/		
Reference the ISS	/		
Purpose and Scope, Aims and Vision of the curriculum	/		
Local Context	/		
Reference qualifications and outcomes supported by the curriculum	/		
Curriculum Structure	/		
Progression and Adaptations			
Assessment and tracking	/		
Stakeholder Engagement	/		
Reference qualifications and outcomes supported by the curriculum	/		
Personal development	/	Reference how PSHE, RSE, SMSC, British/Scottish values, wellbeing and safeguarding are embedded	/
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark	/		
The role of subject coordinators if this is applicable and how the curriculum is monitored	/		
Wellbeing and safeguarding	/		
Reference to the process of how the curriculum is and will be reviewed	/		
Post-16 as a separate section if this is applicable	n/a		
Qualifications and accreditation	/		
Implementation and Responsibilities	/		
Review and Evaluation	/		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions