

Local Procedure Title	Curriculum
Service	Clay Hill School
ACS Policy number and title	ACS 31 Curriculum
Local Procedure template reference	ACS LP 31
Local Procedure date	July 25
Local Procedure review date	July 26
Local Procedure Author(s)	Kristy Wharton
Local Procedure Ratification	Checked and Approved by: CN

1. Intent - Aims

At Clay Hill and Home Farm School, our goal is to provide a curriculum that supports both academic and personal growth. Central to everything we do is fostering a love of learning across all subjects and encouraging our students to think independently and critically.

Our curriculum is designed to:

- Offer a broad and balanced education that helps all students:
 - Build confidence
 - Achieve success
 - Develop independence
 - Challenge themselves
 - Appreciate and respect diversity
 - Explore their spiritual, moral, cultural, mental, and physical development
- Deliver a creative, engaging, and high-quality curriculum that motivates and challenges every student.
- Give students experiences that deepen their understanding of the world.
- Reflect the core values of our school.
- Support students' spiritual, moral, cultural, mental, and physical development.
- Promote a positive attitude towards learning.
- Equip students with the knowledge, skills, and understanding they need for future success.
- Prepare students for life in modern British society.

This aligns with the requirements of the Independent School Standards, ensuring students engage with both core and non-core subjects as outlined in the National Curriculum. This includes providing well-developed programs in English, Maths, science, physical education, and creative subjects.

Many students at Clay Hill have experienced interruptions in their education, which may mean they have missed parts of the National Curriculum and personal development lessons. Therefore, we are committed to identifying and addressing gaps in knowledge and skills across all subjects to ensure our students are fully prepared to achieve strong outcomes by the end of Key Stage 4.

2. Intent – Values

Aspris Children's Services
Clay Hill and Home Farm School
"Nurturing potential, embracing individuality, thriving together"

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Ambition	Support	Passion	Independence	Resilience	Empathy
We encourage the students to be ambitious in their daily lives as well as in their goals for themselves in order to reach their full potential.	We encourage the students to support one another, work together and accept support from their peers and adults that work with them.	We encourage students to pursue their passions and interests. We also encourage our students to show passion in their learning.	We develop our students independence skills so that they can succeed in their future aspirations.	We support our students to develops their resilience in their learning and teach them skills that they can apply throughout lives.	We encourage our students to show empathy and understanding towards others as we do for them.

At Clay Hill and Home Farm school school, our ASPIRE values—Ambition, Support, Passion, Independence, Resilience, and Empathy—are fundamental to the way we support and educate pupils with additional needs, including autism, ADHD, dyslexia, sensory processing delays, and other complex learning profiles. These values are embedded throughout every aspect of school life, ensuring that our students are not only supported academically but also personally, socially, and emotionally as they develop important life skills. By making our curriculum both accessible and aspirational, we ensure that our pupils thrive academically while living out the ASPIRE values in their learning journey.

3. Implementation – Curriculum design

Across both Clay Hill and Home Farm sites we offer two curriculum pathways, Owl and Squirrel. When joining Clay Hill School, students are baseline assessed in maths, English, reading and emotional literacy. These baseline assessments determine whether they will follow the owl or Squirrel pathway. The pathways are not location dependent.

Owl

Students on the Owl pathway access broadly national curriculum level subject content and work towards accreditations ranging from entry level to GCSE.

Squirrel

Pupils on the Squirrel pathway access a curriculum that is based within vocations and life skills. Pupils will access accreditations at an entry level or functional skills level in maths and English as well as relevant non-core accreditations.

Students at Clay Hill and Home Farm School across both pathways have access to the following subjects at the appropriate level:

- English
- Maths
- Reading
- Phonics
- Science
- PSHE
- Topic (KS1 – KS2/ KS3 for Squirrel)
- Life Skills (KS3 – KS4 for Squirrel)
- Citizenship (KS4 on the Owl pathway)
- Geography
- History
- Art

- Physical Education
- Food Technology
- Enrichment
- ASDAN (Squirrel pathway only)

Enrichment

At Clay Hill and Home Farm School we value the personal development of the child equally with their academic development. We incorporate weekly enrichment lessons into every pupil's timetable, this allows them to have a broad range of experiences, improve their cultural capital and understanding of the world around them. We base our enrichment offer around five themes:

- Working with others
- Developing independence
- Ambitions
- Me and my world
- Physical activity

We track progress in personal development half termly using Clay Hill's Personal Development progression tracker.

Careers

Careers Education and Guidance at Clay Hill and Home Farm School is an entitlement for all learners, alongside working with EBP South for, careers guidance is interwoven within our curriculum. The programme is aligned to and encompasses the Eight Gatsby Benchmarks. Students access enterprise opportunities and visits to and from work places and further education placements throughout their time at Clay Hill and Home Farm School, as well as work experience in Key Stage 4.

PSHE and RSE

At Clay Hill and Home Farm School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview](#)

Some of our students require 1:1 support when delivering RSE and we endeavour to support them with this in a therapeutic and supportive way. This can include the use of our pastoral and therapy team to deliver this education in a sensitive way.

4. Implementation: Learning Environment

Taking into consideration the sensory needs of the pupils at Clay Hill and Home Farm School, the learning environment requires careful consideration. Staff should ensure that pupils have access to a visual timetable displayed either on the wall or the desk. In addition, staff should have a tutor board to display the ASPIRE values.

With respect to the curriculum, a maths and/or literacy (where appropriate) working wall is a useful tool in the classroom for staff and pupils to refer to prior learning.

Where possible, tutor's will display student's work to celebrate their successes. This could be part of the tutor board to minimise the possibility of sensory overload.

Again, to minimise the sensory impact, classes should be kept tidy. Books and stationery should be organised and labelled for ease of access by the pupils. This may include the use of symbols. (All sharps including scissors should be locked away securely and there should be an inventory completed to detail the number of items in the room. These items should be counted out and counted back in.)

5. Implementation: Roles and Responsibilities

It is the responsibility of the subject lead of each subject area and the Assistant Headteacher - Teaching and Learning to stay abreast of both national and local developments in their subject area.

At Clay Hill and Home Farm School there are the following roles/responsibilities:

Assistant Headteacher – Teaching and Learning – Caitlin Webb

Literacy Lead – Megan Baldwin

Maths Lead – Kristy Wharton

Life Sciences Lead – Sam Pithers

PSHE and Enrichment Lead – Albert Coe

Humanities Lead -

Lead Teacher at Home Farm School – Becky Pye

Careers Lead – David Taylor

The subject lead will review the way their subject area is taught in the school and plan for improvement. All development planning will link to whole-school objectives as part of the school development plan. Each subject lead will review the curriculum plans for their subject.

The headteacher is responsible for ensuring that this policy is adhered to, and will work in collaboration with senior and middle leaders to ensure that:

- adequate time is provided for teaching the required elements of the curriculum;
- requests to withdraw children from curriculum subjects, where appropriate, are managed appropriately;
- procedures for assessment meet all legal requirements;
- the link governor is kept updated and fully involved in decision-making processes that relate to curriculum breadth and balance;
- effective provision is in place for all pupils with different abilities and needs, including children with special educational needs and/or disabilities.

Through meetings and the Developmental Improvement Approach, Aspris will monitor the implementation of this policy and hold the headteacher to account.

6. Impact: Inclusion and Personalisation

Our young people have a variety of barriers to their learning; both social and emotional and also linked to sensory processing difficulties due to their ASC.

The Assistant Headteacher -SENDCo works closely with tutor teams, the Pastoral Team, the Therapy Team, Senior/Middle Leaders, parents/carers and pupils to ensure effective communication and understanding of the individual needs of the pupils and the support that they require in their learning.

Therapy is a crucial part of our curriculum in terms of supporting young people in being emotionally and personally ready to access it. More detailed description of our Therapeutic provision is detailed within our Well-being Procedure (ECS LP17)

Our Therapy Team is led by the SENDCo to ensure all therapies identified within EHCPs are put into place for our young people.

The two main associated areas of need are:

- a. Occupational Therapy (With Sensory Integration Specialism)
- b. Speech and Language Therapy

In addition, we have a high volume of need in relation to comorbidities of ASC, specifically social and emotional needs such as Anxiety, OCD and depression. The needs of these young people are met by our Trauma Informed Practitioner, Thrive Practitioners and Psychotherapist.

Ensuring that we monitor the personal development of all young people is essential, not just in ensuring access of the curriculum is enabled but also to ensure we are improving each young person's 'Cultural Capital' and preparing them for adulthood.

The Assistant Headteacher – Teaching and Learning works with teaching teams to ensure that they know the pupils starting points and end of year targets. They hold termly pupil progress meetings to discuss progress and planned strategies to support the pupils in their learning going forward. Targeted interventions may be identified as part of this meeting or at any other time. Staff have access to a range of different intervention programs that will support progress in core subjects. Where a specific intervention is identified, subject leads or Assistant Headteacher – Teaching and Learning can support in identifying relevant resources.

Within their medium-term planning, teachers specify how they are personalising the learning for each individual (where appropriate). Personalisation may relate to:

Barriers in communication

Challenges in social interaction

Sensory needs

Accessing the resources

Physical disabilities

All personalisation will support pupils access their learning and ensure an inclusive environment for learning.

7. Impact: Outcomes

We are ambitious for our students and work towards the highest level of accreditation that is achievable, whilst always being mindful of their wellbeing. At Clay Hill site, we consult with our incoming Year 9 and 10 pupils each year regarding choices in particular areas such as the Arts and Humanities and create Bespoke Accreditation Pathways. The assistant Head teacher – Teaching and Learning and Subject Leads will meet with the KS4 teachers as well as the KS3 tutors, and identify the appropriate accreditation pathway for all young people entering into Year 10 the following academic year. This allows us to:

- a. Be aspirational in our accreditation offer to all young people
- b. Identify, where appropriate, accreditations for pupils to complete when they are going to find accessing GCSE too challenging cognitively or emotionally

Bespoke Accreditation Pathways will inform the accreditation offer for each cohort. For example, our Current Year 11s are completing: Functional Skills English Level 1/2, GCSE Maths, Functional Skills Level 1/2 Maths, GCSE Science (Trilogy), Entry Level Science, GCSE Short Course PE, GCSE Food Technology, GCSE Art, GCSE History, GCSE Citizenship.

Whilst we aim to be aspirational in our offer, we recognise that we do have young people who have missed significant portions of education and also face more profound challenges in their cognitive ability. Our aspirational values extend to all of our pupils and as such, as part of the process of mapping accreditation pathways, we will always endeavour to find a level of accreditation that every child can leave with.

This means that even for our pupils with the highest SEN barriers to learning, there is the opportunity to leave Clay Hill with recognition of the work completed during KS4 and beyond.

Where this is identified, mainly within our nurture classes such as Home Farm, alternative accreditations are implemented such as:

Entry Level
Functional Skills level 1 or 2
ASDAN awards
AQA Unit Awards

8. Monitoring

Monitoring of the curriculum takes place through our DIA approach. Developmental Improvement Approach is supportive and collaborative in nature and removes the need and use of 'high stakes, low frequency' traditional monitoring model.

The **DIA approach** monitors Teaching and Learning and the Curriculum through the stages below:

Headteacher Surveys

- Implemented by the school lead to all stakeholders, which includes, amongst other things, opportunities for feedback on subject content and aspirations.

DDI – Developmental Drop Ins

- Completed once a half term, subject leads drop into lessons including Literacy, Maths and Non-Core subjects. With staff wellbeing and workload taken into consideration, drop-ins will not total more than three hours of observation throughout the year for each member of the teaching team. To ensure full coverage of the curriculum, subject leads meet in advance of the drop-ins to review which subjects

will be visited. The focus of the drop-ins are determined in advance and shared with the team, observations are made in relation to the foci.

Book and Planning Triangulation

- In advance of the developmental drop ins, medium term plans are reviewed and they are used during the drop in to observe the sequence of learning. In addition to reviewing medium term plans, pupil books are scrutinised to monitor the sequencing of learning, the implementation of learning and the use of the marking procedure.
- Subject leaders complete Book Looks every other week on a rotational basis. These are carried out in a group capacity alongside the AHT for Teaching and Learning for quality assurance purposes. This ensures that each subjects books are monitored at least once a term.

SEN DIA

- Termly review of all SEN documentation, specifically IEPs which are written and reviewed half termly in conjunction with parents. Completed by Headteacher and SENCO.

Pupil Progress Meetings

- Termly meetings between Assistant Headteacher – Teaching and Learning or Deputy Headteacher and teaching staff where individual teachers present the current data for each of their young people and the strategies in place to overcome any barriers preventing progress from taking place.

Senior leaders ensure that all teachers at Clay Hill School and Home Farm School have the opportunity to be reflective in their practice and are supported to raise standards, and improve student outcomes, through the DIA process across core & non-core learning.

9. Summary

The effectiveness of the curriculum is only as good as the quality of its previous review. There are many elements to our curriculum, as detailed above. All of which need constant review and improvement to ensure we are providing the absolute best provision possible for our Young People.

We do this annually, in line with Aspris Children's Services, to ensure our plans are compliant with the service but most importantly relevant to our young people.

10. Section Title

Content

**Children's Services
Local Procedure Template**

Contents Checklist (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact	x	Reference the teaching of reading	X
Reference the ISS	x		
Reference qualifications and outcomes supported by the curriculum	X		
Reference relationships and sex education and how this is taught	x		
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark	x		
Post-16 as a separate section if this is applicable	n/a		
The role of subject coordinators if this is applicable and how the curriculum is monitored	x		
Reference to the process of how the curriculum is and will be reviewed	X		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
Sept 21	Claire Nicholas	Section 4 implementation – curriculum design. Updated to indicate when students commence the different KS4 accreditations
		Changing reference to Ascending to the Stars to Progression maps
		Remove D of E, this is now offered as an option through Enrichment in KS4.
		Section 6: reflects the timetable changes relating to PSHE lessons.
Sept 23	Caitlin Webb	Adaptation of values to the new ASPIRE values.
		Updated responsibilities list.
October 24	Caitlin Webb	Section 1 – intent and aims Section 2 – aspire Section 3 – Curriculum design – pathways, enrichment and careers Section 7 – Outcomes

**Children's Services
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