



Where children will thrive, succeed, and lead happy and fulfilling lives.

Procedure for	Curriculum		
Associated Aspris policy	ACS31 Curriculum ACS30 Assessment for learning ACS34 Spiritual, moral, social cultural development and Community Cohesion ACS17 Health and Wellbeing ACS33 Special Educational Needs and Disability		
School	Oliver House School	Signature	Lisa Sharrock Headteacher
Issue Date	February 2021	Review date	Reviewed September 2024 Updated January 2025 Updated March 2025 Updated June 2025 Updated October 2025 Updated September 2026

Oliver House School Vision

To raise standards in the education of young people with autism to enable them to lead meaningful, fulfilling and happy lives.

All young people will become successful, confident learners who can demonstrate responsible citizenship in our school, within the wider community, and beyond.

Introduction Statement -Oliver House School

Oliver House School is a nurturing, inclusive specialist school for pupils aged 6–19 with autism and associated complex learning needs. Every pupil is recognised as an individual, and we are committed to providing personalised education that meets their needs, interests and aspirations.

We create a warm, safe and supportive environment where pupils can rebuild confidence, re-engage with learning and achieve success. Our provision includes a day school and, where appropriate, homely residential care. All pupils have an Education, Health and Care Plan (EHCP), and our curriculum is inclusive, therapeutic and aspirational.

Set within a calm, thoughtfully refurbished building in Chorley, Lancashire, our school provides a range of specialist learning environments, including individual classrooms and sensory rooms. Supported by these environments, our multidisciplinary team of Therapists, specialist teachers and highly trained teaching assistants work together to nurture emotional regulation, social communication, personal wellbeing and the development of essential foundational skills.

At Oliver House School, our curriculum is underpinned by the SCERTS framework and closely aligned with the Education, Health and Care Plan areas of need, including communication and interaction, cognition and learning, social, emotional and mental health, and sensory and physical needs.

We place a strong emphasis on the development of foundational learning and prerequisite skills such as attention, engagement, emotional regulation, communication readiness and independence which are essential for pupils to access learning and make sustained progress. Pupils access a core, adapted Pre-formal frameworks and National Curriculum, enriched with therapeutic, functional and experiential learning. This is delivered through a bespoke, highly personalised provision, tailored to each young person's strengths, needs, interests and long-term outcomes, including preparation for adulthood.

We empower pupils to:

- Develop social communication and meaningful relationships
- Regulate emotions, manage behaviour and reduce anxiety
- Build foundational and prerequisite skills that support engagement and learning
- Access inclusive, structured and motivating learning experiences
- Develop independence, daily living and functional life skills
- Make informed choices and develop self-awareness and self-advocacy

Through a consistent and multidisciplinary approach, foundational learning and SEND priorities are embedded across all aspects of school life. We celebrate every step of progress, enabling each pupil to thrive academically, socially and emotionally within a provision tailored uniquely to them.

Our Curriculum Pedagogy

At Oliver House School, our curriculum pedagogy is grounded in a personalised, therapeutic and inclusive approach, recognising that every pupil learns differently. Teaching and learning are carefully planned to meet individual needs, enabling pupils to progress academically, socially and emotionally within a safe and supportive environment.

Our curriculum is coherently sequenced and delivered through a balance of explicit, teacher-led instruction and enquiry-based, experiential learning, ensuring pupils develop both essential knowledge and transferable skills. Learning is meaningful, motivating and responsive, enabling pupils to build upon prior experiences while developing independence and confidence.

Central to our pedagogy is the development of emotional regulation, social communication, speech and language skills, which are recognised as foundational prerequisites for learning. We actively promote pupil voice and oracy, empowering learners to communicate their thoughts, needs and aspirations in ways that are appropriate to their individual profiles.

Teaching practice is informed by evidence-based autism-specific frameworks and approaches, including SCERTS and TEACCH. These strategies shape structured, predictable and emotionally supportive learning environments that reduce anxiety, promote engagement and maximise access to learning.

Personal development and preparation for adulthood are embedded across the curriculum. High aspirations for all pupils are achieved through bespoke curriculum planning that integrates individual interests, builds independence, and develops problem-solving, self-regulation and creative thinking skills.

Our pedagogy celebrates progress at every stage. Success is defined not solely by academic outcomes, but by holistic development, improved wellbeing, increased independence and the readiness of each young person for life beyond Oliver House School.

Curriculum Intent- Oliver House School

At Oliver House School, our Senior Leadership Team, teaching staff, support staff and multidisciplinary team work collaboratively to design and continually refine a **specialist, inclusive and aspirational curriculum**. Through reflective practice and evidence-informed approaches, we ensure our curriculum remains responsive to the evolving needs of our pupils and secures strong academic, social, emotional and therapeutic outcomes.

Our curriculum intent is to:

- Deliver a broad, balanced and highly personalised curriculum that meets the complex and individualised needs of every pupil, recognising diverse strengths, learning profiles and aspirations.
- Prioritise the development of foundational learning and prerequisite skills—including emotional regulation, engagement, communication readiness, attention, independence and self-awareness—so pupils are prepared to access learning and achieve sustained progress.
- Promote inclusive education, enabling pupils to engage in independent learning with appropriate adaptation and adult facilitation. The curriculum draws on pre-formal learning frameworks, an adapted National Curriculum, and therapeutic models such as SCERTS, ensuring learning is developmentally appropriate, emotionally supportive and meaningful.
- Provide access to accredited options, including ASDAN short courses and Life Skills challenge awards, and beyond.
- Duke of Edinburgh and the Junior Award Scheme (JAS). These options are carefully matched to pupils' cognitive, social and emotional profiles, enabling progress at an individual pace and in line with personal goals.
- Integrate therapeutic support, academic learning and personalised planning, ensuring all pupils, regardless of starting point, develop confidence, resilience and skills for life beyond Oliver House School.

- Support sensory processing, physical development and wellbeing as essential foundations for learning. A therapeutic curriculum incorporates proactive sensory regulation strategies, physical education and health-focused experiences such as swimming, cycling, trampolining, horse riding and outdoor learning, supported by specialist input including occupational therapy, speech and language therapy and behaviour support.
- Promote health, wellbeing and preparation for adulthood through PSHE, RSE and financial education, equipping pupils with the knowledge and skills to make healthy, informed choices and take increasing responsibility for their wellbeing.
- Foster respect for self and others, celebrating diversity and promoting understanding of different cultures, beliefs and values. Our curriculum is underpinned by Fundamental British values, equality of opportunity and protected characteristics, preparing pupils to participate positively in modern society.

Through this purposeful and integrated approach, Oliver House School ensures every pupil develops the foundational skills, independence and confidence needed to thrive in school and beyond.

Core Curriculum Offer – Explore and Aspire Pathways

At Oliver House School, our core curriculum is delivered through two pathways, at some points the pathways can interconnect. Explore and Aspire have been thoughtfully designed to meet pupils at their developmental starting points. The Explore Pathway draws on pre-formal learning approaches, while the Aspire Pathway offers access to an adapted National Curriculum. Both pathways prioritise emotional regulation, communication, engagement and independence, with progression guided by individual readiness and need.

Explore Pathway

On Explore Pathway, the development of early play, prerequisite skills and foundational learning is central to pupils' progress. Learning is rooted in purposeful play and sensory exploration, supporting pupils to build engagement, curiosity and motivation as the earliest foundations for learning. Through carefully structured, low-demand experiences, pupils develop key prerequisite skills such as attention, anticipation, shared interaction, cause-and-effect understanding and early communication.

The pathway is underpinned by the SCERTS framework, with a strong focus on social communication, emotional regulation and transactional support. Adults provide responsive, relationship-based support, carefully modelling and extending play, communication and emotional understanding in ways that are meaningful to each pupil. This approach reduces anxiety, promotes regulation and enables pupils to engage safely and confidently with their environment.

Over time, pupils develop increased awareness of themselves, others and the world around them, laying the foundations for early autonomy, self-expression and readiness for more structured learning experiences at specialist colleges and/or potential supported living.

Aspire Pathway

The Aspire Pathway supports pupils who are ready to engage in more structured, higher-level and increasingly subject-specific learning, alongside developing independence and resilience. This pathway focuses on strengthening communication, problem solving and cognitive skills, enabling pupils to understand, retain and apply learning across a range of contexts.

Teaching is carefully sequenced and aligned to an adapted National Curriculum, with targeted learning in areas such as literacy, numeracy, science, humanities and functional communication. Lessons balance explicit teaching with motivating, purposeful activities that deepen understanding and promote the transfer of skills. Pupils are supported to develop subject-specific knowledge while applying foundational skills such as organisation, focus, emotional regulation and self-reflection.

Pupils participate in highly structured individual, paired and group learning experiences that promote collaboration, reasoning and social understanding. Through these opportunities, learners build academic confidence, increased self-esteem, and independence.

The Aspire Pathway enables pupils to develop secure, transferable and subject-based skills, preparing them for adulthood, in some cases further academic study or future paid employment.

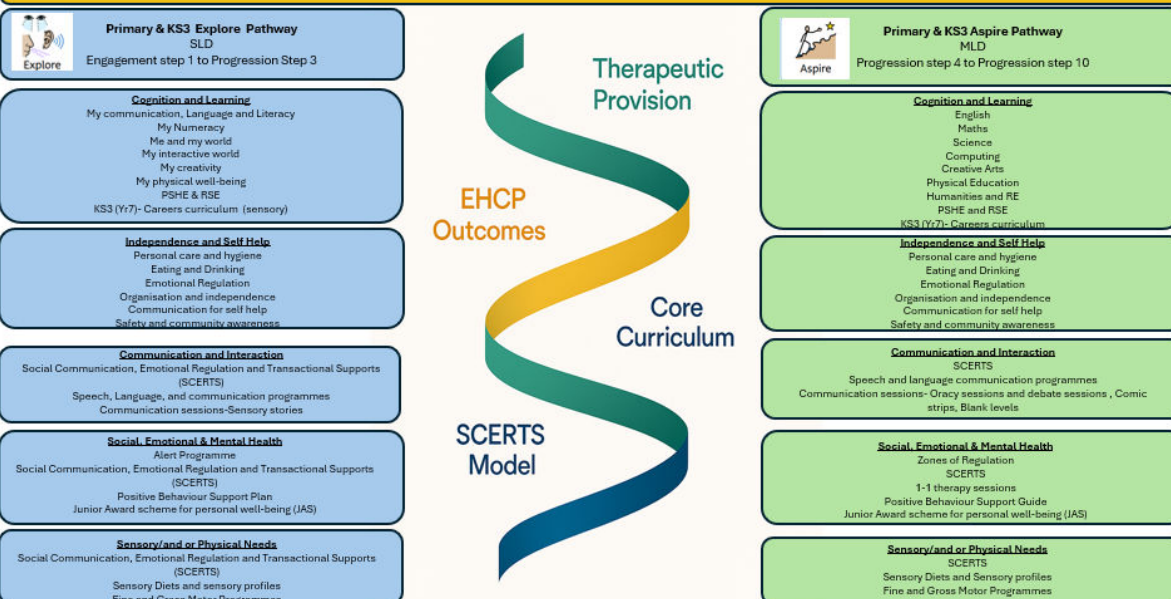
Foundational learning at Oliver House School

Foundational learning at Oliver House School underpins the curriculum across all key stages and provides pupils with the essential skills needed for communication, learning and independence. Rooted in the SCERTS framework, foundational learning prioritises social communication, emotional regulation and transactional support, ensuring that pupils are ready to engage meaningfully with learning. A consistent, graduated approach to early reading, communication and handwriting is embedded across the school, alongside the development of early and functional numeracy. Teaching is highly personalised, using structured routines, multisensory strategies and repetition to support progress and generalisation of skills. By maintaining a clear and coherent focus on these core areas across all key stages, Oliver House ensures that foundational learning supports pupils' academic development, independence and long-term outcomes.

Therapeutic based curriculum SCERTS	National curriculum subjects	Core Curriculum	Accredited courses	Enrichment accredited courses	Personal development activities (linked to JAS and DofE)	Careers Offer
• Social Partner Stage • Language Partner Stage • Conversational Partner Stage	• English • Mathematics • Science • Computing • History • Geography • Art and design technology • Physical Education/development • R.E • PSHE & RSE • Music	Key stage 1/2/3/4/5 receive a balance of: • Thematic approaches (themes KS1 to end of KS3)-inclusive of SMSC and cultural capital links and protected characteristics throughout • KS4&5 vocational options • Discreet teaching of some subjects • Play, Project and Enquiry based learning • Teacher led learning • 1-1 and small group teaching	• ASDAN Life Skills Challenge Awards pre-entry and entry level • Entry level for core subjects 1,2&3 • Functional Skills Maths, English and Digital Skills (Edexcel) • GCSEs awarded through AQA and Edexcel	• ASDAN short courses • Duke of Edinburgh (pupils > 14) • JAS (pupils < 14) • CREST Science awards (pupils <14) • ASDAN Transition Challenge • ASDAN Exploring Aspirations	• Horse riding • Rock climbing • Cycling • Trampolining • Sensory centres • Work experience • Accessing the local community • Swimming • Dance • Boxing • Outdoor adventure activities • Bowling • Squash • Gym • Opportunities for residential	• Work experience placements in school and in the community • Volunteering opportunities • Impartial careers advice (Careers Connect) • Links with Lancashire Careers Hub • Enterprise

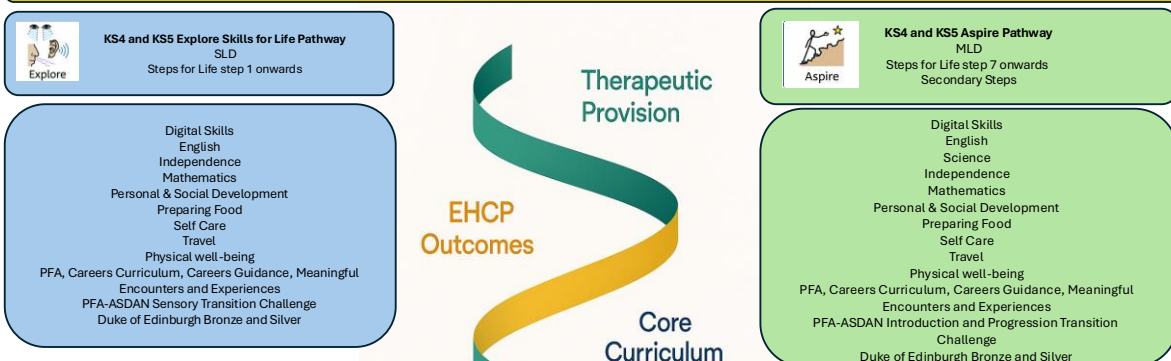
Curriculum Pathway Structure-Oliver House School

Transition into Oliver House School: Information gathering with Teacher, MDT and parent/carers Transition In Plan completed, up to 12 weeks to carry out assessments and observations to baseline pupils.



End of KS2 pitstop- review curriculum pathway and pupils phase allocation, EHCP outcomes amended.

End of KS3 transition point: Plan created for accredited options, Pre-entry and beyond. Options for personal development, Duke of Edinburgh , ASDAN life skills challenge awards and Transition Challenge awards. EHCP Outcomes amended and remain a core focus. PFA learning Journeys completed.



End of KS4 Pitstop- Exploring Accredited options linking to and personal development, plan for life after Oliver House, consider aspirations and gather pupil and parent/carer views (PFA plan created). EHCP Outcomes amended and remain a core focus. Transition Out PFA Plan completed.



Subjects at Oliver House School

Reading and Phonics – Oliver House School

At Oliver House School, we foster a love of reading in all pupils, regardless of their reading stage or developmental level. Our reading strategy is robust, inclusive, and implemented consistently by all staff, ensuring that every pupil can access reading in a way that is meaningful and engaging to them.

We understand that our pupils have highly individualised learning profiles, and many may be at different stages of symbolic understanding, phonological awareness, or comprehension. Therefore, our reading provision is carefully tailored to meet each pupil's needs, whether they are accessing sensory stories, phonics-based texts, or age-appropriate literature.

Our approach includes:

- A wide range of reading materials suited to different developmental stages, including sensory stories, picture books, thematic texts, and structured reading schemes.
- Personalised reading experiences embedded within each pupil's curriculum pathway and SCERTS profile, ensuring reading is accessible and enjoyable.
- Enrichment opportunities such as visits to local libraries, author visits, SMSC days themed around reading, and planned story sessions that include sensory integration activities.
- Use of Pearson Bug Club reading scheme, which supports both in-school and home learning. Resources can be accessed via ActiveLearn.
- Ongoing assessment and tracking of reading and comprehension using phonics assessments, YARC (York Assessment of Reading for Comprehension), and speech and language standardised tools such as Blank Level assessments.
- English curriculum mapping is carefully sequenced and themed, using Pie Corbett's suggested high-quality texts to support each unit. These model texts provide rich language, structure and vocabulary, ensuring consistency, progression and meaningful engagement with reading and writing across the curriculum.

At Oliver House School, we believe that reading is not only a gateway to learning but also a powerful tool for communication, emotional regulation, and personal growth. By celebrating every step of progress and embedding reading into all aspects of school life, we empower our pupils to develop confidence, independence, and a lifelong love of reading.

Writing – Oliver House School

At Oliver House School, **writing is viewed as a vital form of communication and self-expression**, accessible to all pupils regardless of ability or developmental stage. We provide a wide range of writing opportunities through **both play-based learning and structured teaching**, ensuring every pupil can engage meaningfully with writing in ways that reflect their **individual needs, strengths and sensory profiles**.

Our writing provision is embedded within **personalised curriculum pathways** and is supported by **therapeutic input from Occupational Therapists (OTs) and Speech and Language Therapists (SaLTs)**. Pupils' **fine and gross motor skills** are carefully developed through targeted interventions, environmental opportunities and specialist programmes, enabling them to build the **physical and sensory foundations required for writing**.

We use the **Letter-join handwriting scheme** to provide a **clear, progressive and consistent approach** to handwriting development. This scheme is implemented flexibly and in **close collaboration with Occupational Therapists**, ensuring that handwriting expectations, posture, grip and movement patterns are **developmentally appropriate and accessible** for each pupil.

We ensure that:

- **Writing is accessible to all pupils** through **sensory mark-making, early writing play, symbol use and alternative and augmentative communication (AAC)**.
- Pupils can access **handwriting interventions, scribes and assistive technology** such as laptops or tablets, where appropriate.
- **Therapeutic strategies** including *Zones of Regulation, Sensory Diets and Alert Programmes* are embedded to support **emotional regulation and readiness to write**.
- Writing is **integrated across the curriculum**, including topic work, functional learning, personal development activities and **SCERTS targets**.
- Pupils are encouraged to express themselves **creatively and functionally** through drawing, typing, dictation, mark-making or increasingly structured written tasks.

Our **inclusive approach** ensures that writing is not simply a technical skill, but a **meaningful tool for communication, independence and emotional wellbeing**. Every pupil is supported to **make progress at their own pace**, and **every effort is recognised and celebrated** as part of their individual learning journey.

Speaking and Listening, Communication – Oliver House School

At Oliver House School, the development of speaking, listening, and communication skills is central to our curriculum and is supported through a **total communication environment**. We recognise that every pupil communicates differently, and we are committed to ensuring that all pupils—regardless of ability or developmental stage—can express themselves, be understood, and engage meaningfully with others.

Our approach is underpinned by:

- **Therapeutic input** from speech and language therapists and therapy assistants, occupational therapists, and the behaviour support team.
- **SCERTS targets** embedded within each pupil's personalised curriculum, focusing on social communication, emotional regulation, and transactional support.
- **Carefully planned lessons and play-based opportunities** that promote expressive and receptive language development.

We create a rich communication environment using a variety of tools and strategies, including:

- **Visual supports** such as True Object-Based Icons (TOBI), Picture Exchange Communication System (PECS), symbol systems, and visual schedules.
- **Alternative and augmentative communication (AAC)** devices and assistive technology.
- **Comic strip conversations** to support understanding of social interactions and emotional responses.
- **Social stories** to help pupils navigate everyday situations and develop social understanding.
- **Debate clubs and discussion groups** for pupils who are ready to engage in structured verbal exchanges, promoting oracy, confidence, and critical thinking.
- **Talking mats, mind maps, and blank level questioning** to scaffold expressive language and comprehension.
- **Opportunities for oracy** across the curriculum, including thematic learning, personal development activities, and enrichment sessions.

Our total communication approach ensures that every pupil is supported to develop their voice—whether spoken, signed, symbol-based, or technological—and to use it confidently in a range of contexts. We celebrate all forms of communication and view them as essential tools for learning, independence, and emotional wellbeing.

Mathematics – Oliver House School

At Oliver House School, mathematics is taught through a mastery approach, following outcomes from White Rose Maths and Master the Curriculum. Our curriculum is designed to be inclusive and accessible to all pupils, from those working within the **Explore** or **Aspire** pathway. We aim to foster a love of maths by making it meaningful, functional, and relevant to everyday life.

We recognise that our pupils have a wide range of cognitive profiles and learning needs. Therefore, maths is delivered through:

- **Play-based learning** and **practical activities** for pupils at the earliest stages of development, promoting exploration, curiosity, and foundational numeracy.
- **Thematic and enquiry-based approaches** that link maths to real-world contexts and personal development, helping pupils understand the purpose and application of mathematical concepts.
- **Structured lessons** with differentiated support, including 1:1 and small group teaching, tailored to individual learning pathways.
- **Functional numeracy development**, ensuring pupils can apply maths skills in everyday situations such as shopping, travel, cooking, and budgeting.
- **Off-site learning opportunities** where pupils practise and transfer their maths skills in community settings, reinforcing independence and confidence.

For pupils working at higher levels, we offer:

- Entry Level Certificates, Functional Skills, and further where appropriate in mathematics, matched to each pupil's cognitive and emotional profile.
- Accredited pathways including ASDAN Life Skills Challenge Awards, which provide meaningful recognition of achievement and progression.

Our approach ensures that all pupils—regardless of ability—are supported to develop mathematical understanding, problem-solving skills, and confidence. We celebrate progress at every stage and strive to make maths a positive, empowering experience for every learner.

Science – Oliver House School

At Oliver House School, science is taught through a **practical, curiosity-based approach** that encourages pupils to explore, experiment, and engage with the world around them. Our science curriculum is mapped across all pathways and key stages, ensuring that every pupil—regardless of ability or developmental stage—can access meaningful scientific learning.

We provide opportunities for pupils to:

- Learn new skills and concepts through **hands-on experiments, enquiry sessions, and real-world applications**.
- Develop creativity and curiosity through **cross-curricular links** with Maths, and Technology (STEM).
- Participate in STEM projects, where pupils can design, build, and share their ideas in a supportive and inclusive environment.

Our curriculum is fully inclusive and differentiated to meet the needs of all learners:

- Pupils can access science through **sensory exploration, thematic learning, and child-led enquiry**, supported by therapeutic strategies and visual aids.
- Pupils on **Explore Pathway** and **Aspire Pathway** engage with science through thematic units linked to the National Curriculum, with opportunities to earn CREST Awards and access ASDAN Life Skills Challenge Awards.
- Pupils can work towards Entry Level Certificates, Functional Skills, and beyond where appropriate, with content tailored to their cognitive and emotional profiles.

Science at Oliver House School is not only about academic achievement—it is a gateway to **problem-solving, critical thinking, and personal development**. By embedding science into everyday experiences and celebrating every step of progress, we empower our pupils to become curious, confident learners who can make sense of the world around them.

Computing – Oliver House School

At Oliver House School, computing is embedded across the curriculum and is accessible to all pupils, regardless of ability or developmental stage. We promote the use of technology as a tool for learning, communication, independence, and exploration. Where appropriate pupils follow Purple Mash for their computing curriculum. Our computing provision is inclusive, therapeutic, and personalised to meet the diverse needs of our learners.

Pupils use a wide range of ICT equipment in lessons and across the school environment, including:

- Computers, laptops, iPads, and interactive whiteboards
- CD players, microwaves, switch devices, and cause-and-effect toys
- Assistive communication devices tailored to individual needs
- Immersive and interactive light technology

Our **total communication environment** ensures that technology supports expressive and receptive communication for all pupils. This includes:

- Visual supports and symbol systems
- Alternative and Augmentative Communication (AAC) devices
- Opportunities to use technology for storytelling, creative expression, and functional tasks

When accessing the community, pupils are encouraged to become familiar with **real-world assistive technology**, such as:

- Self-service tills
- Electronic ordering systems
- Public transport apps and digital tools for independence

Computing is also integrated into thematic learning, personal development activities, and accredited pathways. Pupils working at higher levels can access Functional Skills qualifications, Life skills challenge awards, and beyond, while those on earlier developmental pathways engage with computing through sensory exploration and play-based learning.

Our approach ensures that every pupil can use technology confidently and purposefully, developing skills that support learning, communication, and life beyond school.

History, Geography and Religious Education(RE) – Oliver House School

At Oliver House School, History, Geography and RE are taught through a personalised and inclusive approach that ensures accessibility for all pupils, regardless of ability or developmental stage. These subjects are delivered both **discretely** and through **thematic learning**, depending on the needs of the pupils and the curriculum pathway they follow.

Pupils explore key concepts in history, geography and religion in ways that are meaningful and developmentally appropriate. For pupils on the **Explore Pathway**, learning is facilitated through sensory experiences, visual supports, and therapeutic strategies. For pupils working at higher levels, subject-specific content is linked to the National Curriculum and may include opportunities for accreditation.

Our approach promotes:

- **Communication and social understanding**, helping pupils build positive relationships with adults and peers.
- **Flexibility of thought**, encouraging pupils to explore different perspectives and develop empathy.
- **Chronological awareness**, supported by the use of visual schedules, timelines, and structured routines.
- **Understanding of historical and religious events**, mapped out through the **SMSC calendar**, which highlights important dates and cultural celebrations throughout the year.

We use a variety of tools and strategies to support learning across all abilities, including:

- **Visual aids and symbol systems**
- **Social stories** to support understanding of cultural and religious practices
- **Interactive maps and timelines**

- **Sensory-based exploration of environments and traditions**
- **Discussion groups and debate clubs** for pupils ready to engage in structured dialogue
- **Cross-curricular links** with literacy, PSHE, and personal development

This inclusive approach ensures that every pupil can access and engage with History, Geography and RE in a way that supports their communication, emotional regulation, and personal growth.

Physical Education – Oliver House School

At Oliver House School, physical education is a vital part of our curriculum. It is designed to be inclusive and accessible to all pupils, regardless of ability or developmental stage. PE is delivered both on-site and off-site, with pupils participating either in groups or individually, supported by visual aids and personalised strategies.

All pupils have access to a wide range of physical activities, examples include:

- Swimming
- Walking
- Visits to the park
- Soft play
- Sensory gym sessions
- Trampolining

These activities are carefully integrated into each pupil's **personalised curriculum** and informed by their **SCERTS profile**, combining autism-specific strategies with curriculum-based learning to meet individual needs.

Physical education at Oliver House School is not only about physical development—it is a powerful tool for:

- **Sensory integration**, helping pupils regulate their sensory input and maintain a calm, alert state for learning.
- **Social skill development**, as pupils learn to take turns, cooperate, and engage in shared activities.
- **Communication growth**, with opportunities for expressive and receptive language development through movement, play, and interaction.

Our therapeutic approach ensures that physical activity supports emotional regulation, independence, and overall wellbeing. Whether through structured PE lessons or exploratory movement sessions, every pupil is encouraged to participate, and enjoy physical activity in a way that is meaningful to them.

Music, art, creativity and drama-Oliver House School

At Oliver House School, music, art, creativity, and drama are celebrated as powerful tools for engagement, expression, and personal development across all curriculum pathways. Through our Creative approach, pupils experience a rich, multi-sensory curriculum that is tailored to their individual needs. Creative learning is embedded through thematic and discrete teaching, enabling pupils to explore imaginative and personal responses in ways that are developmentally appropriate and emotionally supportive. From sensory exploration and structured drama sessions to accredited enrichment opportunities such as ASDAN Expressive Arts and at the end of the academic year pupils can share their creative art pieces in a school art gallery, every pupil is empowered to express themselves, build confidence, and develop their creative voice. This inclusive approach ensures that creativity is not only a subject area but a vital part of each learner's journey toward independence, wellbeing, and lifelong fulfilment.

PSHE – Oliver House School

At Oliver House School, PSHE is a fundamental part of our inclusive curriculum and is embedded throughout the school day across curriculum pathways. It is delivered through realistic, meaningful contexts using the **PSHE Association SEND framework and**

the **SCERTS framework**, and **personalised learning plans** tailored to each pupil's developmental stage and individual needs.

Planning draws on resources from the **PSHE Association**, **Equals**, and bespoke materials developed to reflect the diverse profiles of our learners. Pupils are supported to adopt healthy lifestyles through diet, physical activity, and leisure pursuits, with activities carefully matched to their sensory, emotional, and cognitive needs.

Choice-making is central to our practice and is actively promoted through a total communication approach. Pupils use a variety of mediums to express preferences and make decisions, including **PECS**, **symbols**, **photographs**, **real objects**, **TOBI icons**, **verbal language**, and **positive behaviour support strategies**. These tools are embedded within each pupil's SCERTS profile to ensure consistency and accessibility.

All pupils have access to a wide range of **books and stories** that explore **protected characteristics**, fostering respect, empathy, and understanding of diversity. This supports the development of inclusive attitudes and reinforces British values across the curriculum.

A strong emphasis is placed on **sensory regulation**, which is essential for pupils to maintain a calm, alert state conducive to learning. Sensory programmes are individually designed by the school's **Occupational Therapist** and integrated into each pupil's curriculum through SCERTS targets. These programmes include strategies such as **Zones of Regulation**, **Sensory Diets**, and the **Alert Programme**, ensuring that pupils are emotionally and physically ready to engage with learning.

Through this holistic and inclusive approach, PSHE at Oliver House School empowers every pupil to develop the knowledge, skills, and confidence needed to lead healthy, safe, and fulfilling lives—both now and in the future.

JAS, primary CREST Awards and DofE

Junior Award Scheme (JAS) at Oliver House School

At Oliver House School, the **Junior Award Scheme (JAS)** is an integral part of our enrichment and personal development curriculum. We have chosen to implement JAS because it aligns with our inclusive, therapeutic, and aspirational ethos, offering pupils meaningful opportunities to experience success and celebrate achievement.

JAS is designed to be flexible and accessible, allowing activities to be tailored to each pupil's **individual needs, interests, and strengths**. It supports our commitment to **personalised learning pathways** and provides a structured framework that motivates pupils to engage, explore, and grow.

Why Oliver House School Offers JAS:

- To **support achievement** for all pupils, including those with complex learning needs, by recognising progress in a wide range of areas.
- To **promote healthier lifestyle choices**, encouraging pupils to be active, outdoors, and engaged in physical and social activities.
- To **build confidence, teamwork, and independence**, helping pupils develop essential life skills in a supportive environment.
- To **strengthen partnerships** with families, local organisations, and the wider community through collaborative and inclusive activities.
- To **support transitions**, particularly from primary to secondary education, by providing continuity and structure in enrichment experiences.
- To **lay the foundation for vocational learning** and future accreditation, including progression to the **Duke of Edinburgh's Award** from age 14.
- JAS complements our curriculum by offering pupils a chance to explore their interests, take pride in their achievements, and develop a sense of belonging and purpose within the school and beyond.

Why Oliver House School Offers the CREST Award

At Oliver House School, the **CREST Award** is offered as part of our inclusive and aspirational curriculum to enrich pupils' experiences in **science, technology, engineering, and maths (STEM)**. The award provides a structured yet flexible framework that encourages pupils to explore scientific ideas through **hands-on enquiry, creative thinking, and real-world application**.

We offer CREST because:

- It aligns with our **personalised curriculum pathways**, allowing pupils of all abilities to engage with STEM in a way that is meaningful and developmentally appropriate.
- It promotes **curiosity, independence, and problem-solving**, which are key skills we nurture across all learning stages.
- It provides **recognition of achievement** for pupils working at different stages
- It supports our commitment to **inclusive enrichment opportunities**, ensuring that every pupil can experience success and develop a love for learning.
- It complements our **cross-curricular approach**, linking science with literacy, personal development, and creativity.

By embedding CREST into our curriculum, we empower pupils to **think and behave like scientists and engineers**, fostering confidence and preparing them for future learning and life beyond school

Duke of Edinburgh's Award (DofE) at Oliver House School

At Oliver House School, the DofE Award is a key part of our enrichment and personal development curriculum for pupils aged 14 and above. It provides a structured, inclusive framework that supports our pupils in developing confidence, independence, and life skills through meaningful experiences.

Why Oliver House School Offers DofE:

- To promote personal growth and resilience in a therapeutic and supportive environment.
- To provide pupils with opportunities to develop independence, teamwork, and decision-making skills through real-world challenges.
- To celebrate achievement and progress in ways that are accessible and motivating for learners with autism and complex needs.
- To offer accredited enrichment that complements academic and therapeutic learning, including bronze, silver, and gold levels of the award.

What Pupils Do:

Pupils work towards completing activities in the following areas:

- Volunteering – contributing to the school or local community.
- Physical – engaging in activities such as swimming, cycling, or trampolining.
- Skills – developing practical or creative skills tailored to individual interests.
- Expedition – participating in supported outdoor journeys, adapted to meet sensory and emotional needs.
- Residential (*Gold level only*) – where appropriate, pupils may take part in group residential experiences.

The DofE programme at Oliver House School is highly personalised, with adaptations made to ensure accessibility for all learners. Activities are matched to each pupil's developmental stage, therapeutic profile, and aspirations, and are supported by staff trained in autism-specific strategies.

Implementation of Play-based learning approaches -Oliver House School

At Oliver House School, play-based learning is a vital component of the curriculum for pupils who are at the earliest stages of development or not yet ready to access formal subject-specific learning. For these learners, particularly those on the **Explore Pathway**, play is used as a purposeful and therapeutic tool to foster **communication, social interaction, and emotional regulation**. For learners on the **Aspire Pathway**, play is often seen in the form of

group games; board games, role plays, sport, where they can interact with scaffolding in place to facilitate their interactions.

Teachers support the development of early play skills by creating **structured and responsive environments** that encourage exploration, curiosity, and meaningful engagement. Through **thematic approaches**, child-led activities, and the use of strategies from the **SCERTS framework**, staff help pupils learn to take turns, make choices, express emotions, and interact with others in playful contexts.

Play is carefully planned and scaffolded to match each pupil's developmental stage, with targeted interventions such as **Attention Autism**, **Lego Therapy**, and **sensory integration activities** embedded within the curriculum to support progress in early play and communication skills

Implementation via themes and cross-curricular links

Thematic Learning – Oliver House School

At Oliver House School, learning is organised through **carefully sequenced themes** that run from **Key Stage 1 through to the end of Key Stage 3**, ensuring continuity, progression and meaningful connections across pupils' learning journeys. Themes are revisited and developed in depth over time, allowing pupils to build knowledge, vocabulary and skills in a structured and supportive way.

We have chosen a **thematic approach** because it is particularly effective for **autistic learners**, providing cohesion, predictability and clear context. Linking learning across subjects reduces cognitive overload, supports memory and understanding, and allows pupils to make connections between experiences, language and concepts. Themes also enable learning to be personalised, motivating and relevant, increasing engagement and emotional security.

High-quality texts underpin thematic learning. We use **Pie Corbett's recommended texts** to model rich language, narrative structure and vocabulary within each theme, supporting reading, writing and oracy development. For pupils working at earlier developmental stages, **sensory stories from The Sensory Classroom** are used to bring themes to life through immersive, multi-sensory experiences that support engagement, early communication and emotional regulation.

This thematic approach ensures learning is **accessible, meaningful and inclusive**, while supporting the diverse communication, sensory and learning needs of pupils at Oliver House School.



(Figure 1. List of Oliver House School termly themes)

Planning Expectations – Oliver House School

Teachers' planning is monitored as part of the **Quality of Education Assurance monitoring system (HEX)** to ensure high-quality, consistent and highly personalised provision for all pupils.

Planning expectations include:

Long-term planning

- **Whole-school and pathway-specific curriculum overviews**
- **Long-term SCERTS planning**, identifying priority targets for **social communication, emotional regulation and transactional support**

Medium-term planning

- **Personalised Curriculum & Provision** aligned to pupils' **EHCP outcomes**, integration of **individual therapy plans** (e.g. SaLT, OT, behaviour support) to ensure therapeutic strategies are embedded across the curriculum (Monitored on Provision maps)
- **Termly curriculum mapping** demonstrating coverage, coherence and progression across subjects and themes with adaptations to reflect pupils' **developmental stage, pathway (Explore or Aspire)** and individual readiness, clear links between curriculum learning and **therapeutic priorities**
- Termly individual pupil timetables
- **SCERTS targets reviewed and refined** within medium-term planning, ensuring continuity and application across learning environments

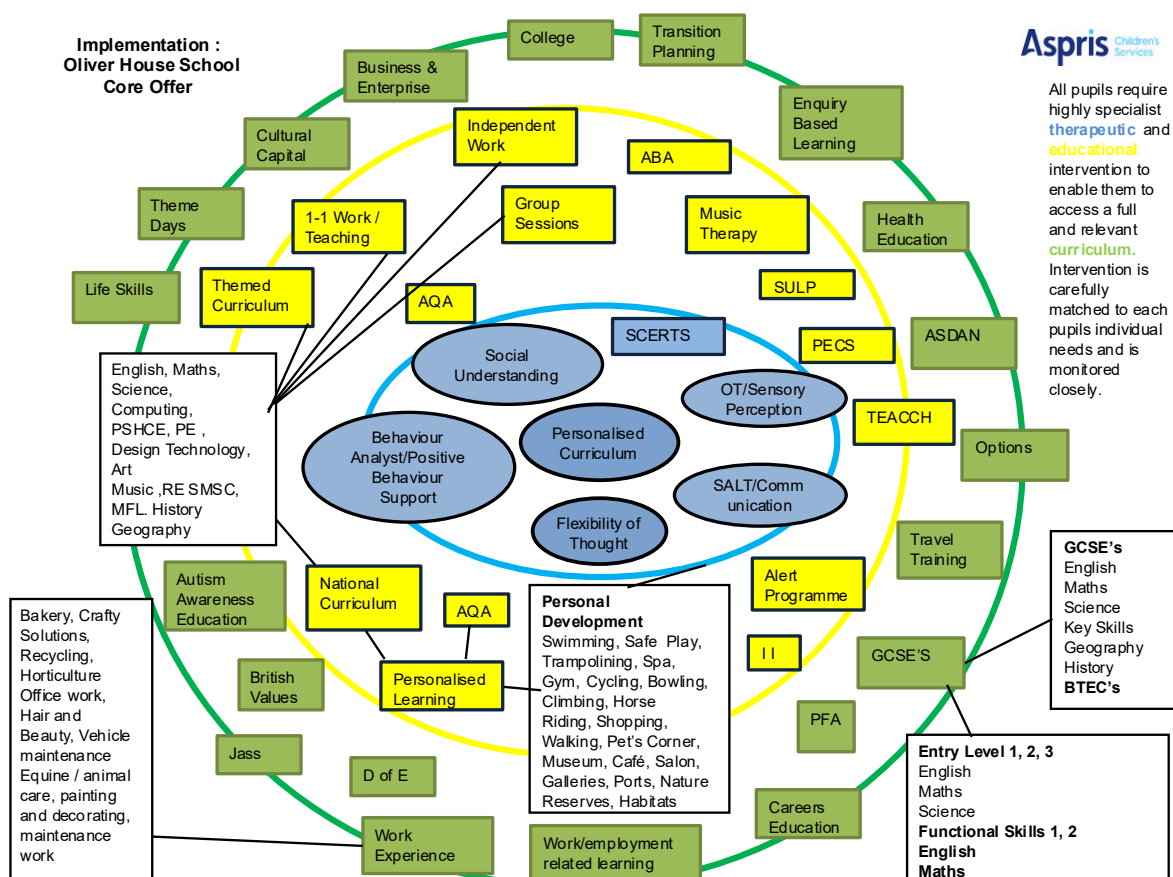
Short-term planning

- Weekly planning with clearly defined **individual learning objectives and intended outcomes showing adaptive practice**
- Ongoing **monitoring and recording of SCERTS targets**, emotional regulation strategies and communication development
- Reflection on the impact of **therapy strategies and interventions**, informing next steps in learning (Provision Maps)

There is a clear expectation that all teachers, where possible, plan **sequenced and progressive learning opportunities for each individual pupil**. Planning should demonstrate how personalised curriculum, SCERTS target-setting and therapy plans work together to support the development of **foundational skills, subject knowledge, independence and preparation for adulthood**, while remaining responsive to pupils' needs, interests and progress.

Implementation- Curriculum Implementation and Personalised Curriculums at Oliver House School

At Oliver House School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.



(Figure 2. Example of Oliver House School personalised curriculum which is further adapted according to individual need and pathway)

Inclusive Teaching Implementation at Oliver House School

At Oliver House School, teaching is thoughtfully designed to meet the diverse and complex needs of all pupils, ensuring every learner feels valued, supported, and empowered to succeed. Our inclusive approach is rooted in personalisation, therapeutic support, and evidence-based strategies that promote meaningful engagement and progress.

Key elements of our teaching implementation include:

- **Adapted, Differentiated and Personalised Learning:** Every pupil receives learning activities tailored to their individual abilities, interests, and special educational needs. This ensures that all pupils, regardless of their starting point, can access the curriculum in a way that is meaningful and achievable.
- **Structured and Flexible Lesson Planning:** Lessons are carefully planned to include individual, small group, and whole-phase formats. Each session may follow a clear structure—starter, main teaching, task, and plenary—and is visually represented using written or symbol-based formats to support understanding and accessibility.

- **Accessible Resources:** We use well-resourced, scaffolded materials that are dyslexia-friendly and appropriately challenging. These resources are designed to support a wide range of learning profiles and promote independence.
- **Communication Supports:** A variety of verbal and visual strategies are embedded into teaching, including True Object Based Icons (TOBI), symbols, mind maps, Blank level questioning, talking mats, and opportunities for oracy. These tools ensure that pupils with communication needs can express themselves and engage fully in learning.
- **Positive Behaviour Support:** Staff consistently implement behaviour support strategies from individual pupil plans. They are trained to recognise and respond to pupils' alertness and emotional regulation needs, creating a supportive and calm learning environment.
- **Feedback and Assessment:** Teachers and teaching assistants provide regular verbal and written feedback. This includes comments in learning journals and on pupil work, helping to monitor understanding and track skill acquisition over time.
- **Engaging and Stimulating Activities:** Learning tasks are designed to be exciting, relevant, and appropriately challenging, fostering curiosity and motivation in all pupils.
- **Autism-Specific Approaches:** Evidence-based autism strategies, such as the TEACCH approach, are embedded throughout teaching practice. These approaches support structure, predictability, and independence for autistic learners.

SCERTS- Social Communication Emotional Regulation Transactional Support framework

SCERTS is an autism specific framework that focuses on developing pupil's communication skills, and their ability to regulate their emotions. SCERTS is assessed and progress is overseen by Occupational Therapists and Speech & Language Therapists alongside educational staff to develop individual SCERTS targets for all pupils based on their needs and therapeutic priorities.

Specific transactional support is considered and incorporated into the pupils' individualised learning curriculums and timetables, these are colour coded: blue to represent social communication and green to represent emotional regulation.

Term	Explanation	
Social Communication	Social Communication is divided into two areas of need. Joint attention examines the skills required for an individual to engage with another person – to see them as a communication partner. Symbol Use examines how somebody represents their thoughts feelings and ideas to others – be it through the spoken word/symbols/writing/gesture/non-verbal communication.	
Emotional Regulation	Emotional Regulation is divided into two areas of need. Mutual Regulation – examines how a child is able to remain in a well-regulated, available to learn state with the support of other people. Self-Regulation – examines how a child is able to remain in a well-regulated, available to learn state through the use of their own strategies. Both areas explore a child's ability to recover from extreme dysregulation either with or without the help of other people.	
Transactional Support	This section of the programme examines how we support our young people in achieving gains in Social Communication and Emotional Regulation. It considers: - Interpersonal Supports – targets are included in terms of interaction and communication styles. The focus is on how we engage with our pupils and establish the right balance between being supportive and developing independence. Learning Supports – These are the specific resources and tools that we need to give our pupils in order for them to learn, engage and develop independence e.g. visual supports, sensory regulators, break strategies etc.	

These skills are learnt in school and then generalised into a wider range of contexts as well as activities in the community.

Pupils are profiled according to need:

- Social Partner Stage
- Language Partner Stage
- Conversational Partner Stage

Note our current cohort are working across all of the SCERTS partner stages.

Social Partners are learning to: -

- Enjoy spending time interacting with another person.
- Make choices of food or activities.
- Make noises which have communicative intent.
- Show another person when they need comfort or support.
- Take turns.
- Communicate their emotions using facial expression, vocalisations and body language.

Language Partners are learning to: -

- Spend time with a greater range of people for extended periods with increasing numbers of meaningful exchanges.
- Make increasing choices throughout the day – expressing likes and dislikes across a greater range of contexts.
- Name (through oral language, sign language or picture symbols) a wider range of items, people and actions).
- To use language in a creative way.
- Engage in a wider range of play sequences e.g. construction, imaginative, turn-taking games.
- Understand and use symbols or words to express a range of emotions.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To use some appropriate self-regulating strategies.
- Ask for help.
- Ask for a break.

Conversational Partners are learning to: -

- Use conventional communication strategies (verbal and non-verbal) to secure attention and engage with a wide range of partners for increasing periods of time.
- To understand and use a wide range of early and advanced emotions vocabulary to describe and understand the state of themselves and others.
- Sustain appropriate conversations considering the rules of discourse and interaction such as, initiation and termination (i.e. how to start and stop a conversation), topic maintenance and shifting (i.e. how to stay on topic and then transition smoothly) awareness of listener knowledge and interests (i.e. being able to sift through information and read cues from others) and awareness of audience stature.
- Engage with peers in play, joint activities and projects bringing in skills of negotiation, compromise and the ability to follow rules.
- Understand and use increasingly complex language structures.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To identify and use appropriate self-regulating strategies.

(see our SCERTS policy for more information)

Impact- Oliver House School

What difference is our curriculum making for our pupils

Impact at Oliver House School is measured and valued in a range of ways, we have high expectations of all pupils and strive for them to achieve to their absolute best ability. We measure progress in the following ways;

- Impact Document
- SCERTS
- Annual EHCP Review
- Assessment tracking – individual subjects
- Accreditation outcomes
- Standardised assessments in English- YARC and BPVS
- Handwriting OT assessments
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time, this is gathered in the following ways;

- Subject specific 'workbooks' (pupils on subject specific pathways)
- Behaviour Tracking
- ASDAN evidence files
- JAS files
- DofE evidence records
- Learning journals
- Pupil assessments and tests/exams
- Tracking of internal data
- Quality assurance of Teaching and learning via Aspris Quality Assurance Framework
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement
- Views from focus groups (pupils, parents, staff)
- Sampling (e.g. work scrutiny, case studies, case sampling of pupils)
- Pupil Voice and school Council

In addition, we highly value progress for our pupils which cannot always be measured.

Effectiveness of learning; attainment and progress- Oliver House School

Expected progress for pupils is defined using the learning matrix and the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all of these areas are monitored closely and form the data recorded in the Impact Document which is reviewed termly and incorporates a learning matrix of need according to individual barriers.

Progress data for all pupils, across all subject areas is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged, and other factors will be investigated. English and maths are similarly externally monitored with other special schools on a termly basis.

Preparing Pupils for Life Beyond Oliver House School (Also see PFA local procedure)

At Oliver House School, we take a holistic and highly personalised approach to preparing pupils for their next stage of education and life. Every pupil follows an individualised curriculum pathway that supports their **academic progress, therapeutic development, and life skills acquisition**, aligned with their **Education, Health and Care Plan (EHCP)** and aspirations.

Pupils following the **Explore Pathway** in KS5 at Oliver House School access a highly structured and personalised curriculum designed to prepare them for supported living and/or specialist college. The curriculum is underpinned by core strands of Independence and Daily Living, Communication, Social and Emotional Development, Employability, Work and Community Access, and appropriate Accreditation. The focus is on engagement, consistency, functional life skills, sensory regulation and the development of confidence through familiar routines. Pupils follow a curriculum that includes independence and daily living skills, communication development, health and wellbeing, sensory-based work tasks and supported community access. Learning is delivered through meaningful, real-life experiences that enable pupils to develop independence at their own pace while building the skills required for participation in their communities and adult life.

Pupils following the **Aspire Pathway** in KS5 at Oliver House School access a curriculum designed to prepare them for semi-independent living, further education or employment. The curriculum is structured around core strands of Independence and Daily Living, Communication, Social and Emotional Development, Employability, Work and Community Access, and Accreditation and Qualifications. There is a strong focus on developing employment readiness, increased responsibility, self-advocacy and the achievement of meaningful qualifications. Pupils engage in a broad and balanced programme including Functional English and Maths, digital skills, work placements, independent travel training and financial capability. Through increased community access and real-world learning opportunities, pupils are supported to develop confidence, resilience and the practical skills required for greater independence and successful adulthood.

From age 14, all pupils begin their **Preparation for Adulthood (PFA)** journey, which includes a personalised flight path outlining their expected progression through school and into adulthood. This flexible framework embeds the four PFA outcomes—**employment, independent living, good health, and friends, relationships and community**—into curriculum planning.

Pupils also access Oliver House Careers Curriculum, which provides tailored guidance, resources, and opportunities to explore future pathways. This includes **college visits, work experience, and vocational learning**, ensuring pupils can make informed choices about their next steps.

Destinations after Oliver House School include:

- Specialist or local further education colleges
- Supported employment or apprenticeships
- Residential settings for pupils with more complex needs

This approach ensures that every pupil is equipped with the knowledge, skills, and confidence to transition successfully into adulthood, in line with their SEND profile and personal goals.

Cultural Impact-Oliver House School

At Oliver House School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

These expectations are displayed in every classroom and corridor and are at the heart of our school. Our values are positively reinforced through the school positive and proactive behaviour approaches.

These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

Legislation and Guidance

This policy booklet reflects the requirements of the National Curriculum programmes of study, adapted to meet the diverse and individualised needs of pupils at Oliver House School. It ensures that all learners regardless of ability or developmental stage access a curriculum that is inclusive, therapeutic, and aspirational. The policy also aligns with statutory guidance for inclusion and equality, as outlined in the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act (2010), ensuring that every pupil's rights and needs are respected and supported. Furthermore, it incorporates curriculum-related expectations for governing boards as set out in the Department for Education's Governance Handbook, reinforcing our commitment to high standards and accountability in education for pupils with autism and complex learning needs.

Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010, and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Oliver House School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Monitoring arrangements

The Regional Director monitors coverage of curriculum areas and compliance with other statutory requirements through:

- Governance reports completed in conjunction with Headteacher
- Visits to school
- Leading on staff training and parent workshops
- Curriculum reports and presentations
- Headteacher reports

Leaders monitor by:

- meetings with teachers and teaching assistants
- supporting planning
- observing practice
- Pupil evidence checks and Support

Parents are encouraged to contact Deputy Headteachers, Kelly Johnston kellyjohnston@aspriscs.co.uk or Daisy Lewis-Guinness for more information regarding the curriculum daisylewis-guinness@aspriscs.co.uk.

See below for useful links for more information on the curriculum:

[The SCERTS® Model – A research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by autistic children and persons, and their families.](#)

[ActiveLearn: Login](#)- individual pupil accounts used in school, please contact school for further information.