

Rugeley School

Curriculum Local Procedures

Adopted: June 2015

Reviewed: September 2025

Next Review: September 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Curriculum Local Procedure		
Associated Aspris Children's Services policy	Teaching and Learning Policy	Number	ECS 32
	Curriculum Policy		ECS 31
Setting - Rugeley School	L Price Head Teacher	Signature	L Price
Quality Assured by :	A. Armstrong Operations Director	Signature	
Issue date	09/2025	Review date	09/2026

Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

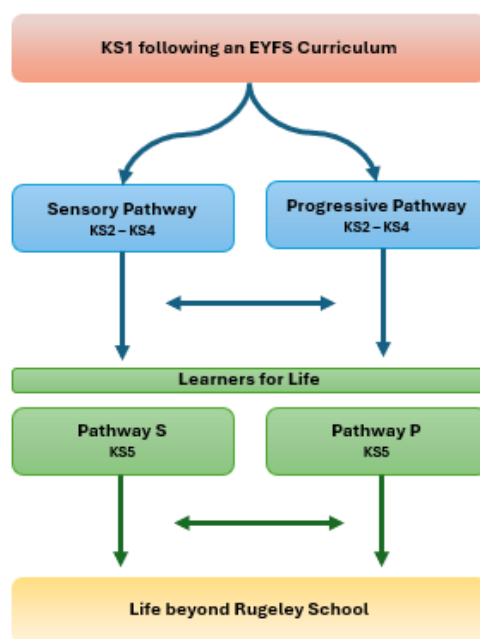
Curriculum Pathways

Students within KS1 follow an EYFS style curriculum approach working towards targets which are adapted to their individual abilities. When moving into KS2 students are supported by our sensory and progression curriculum pathways. These pathways enable students to develop their skill set and understanding. Learners of all ability levels follow an adaptive curriculum which focusses on cross curricula themes which is delivered through a thematic approach. Careers is embedded throughout the curriculum wherever appropriate and students will identify different careers and jobs that people have and do linked to the theme they are following. Throughout the school, lunchtimes are utilised as an opportunity for learning and self-help skills for the students to eat in a social setting and take part in activities with peers. Students are largely organised into key stage groups following a rolling programme of themes. Education across Rugeley School also meets the seven areas stipulated in the Independent School Standards across each key stage please see appendix point 2.

The Sensory curriculum is guided by the equals informal curriculum which is taught through a non-subject specific approach. The Progression curriculum is taught through a largely subject specific approach and topic lessons linked to the themes. These pathways continue on into key stage 5 where the students become 'Learners for Life'. The 'Learners for Life' will follow pathway 'S' or pathway 'P', in their transitional year students will take part in more structured transition visits which are destination led.

- Key Stage 1 – Two year rolling programme – EYFS style curriculum
- Key Stage 2 – Four year rolling programme.
- Key Stage 3 – Three year rolling programme.
- Key Stage 4 -Two year rolling programme.
- Key Stage 5 – Two year rolling programme.
- Year 14 – Transition programme.

The pathways throughout the school are fluid meaning that all students can move between sensory and progression dependent upon their individual needs and progress.



KS1

Subjects and Timetable

- Students within KS1 follow an Early Years approach to learning and will have subjects lessons based on the areas of the EYFS curriculum alongside continuous provision sessions which are child led.
- The timetable allows for flexibility and will be adapted where appropriate to support self-regulation and promote engagement.

Planning

- Students personalised learning intentions are linked to the development matters framework.

Adaptations

- Teachers will ensure that students are being taught at an appropriate level to their ability and development.
- Learning will largely be student led supported by the staff team using appropriate questioning, encouragement, modelling and supporting engagement.

Sensory Pathway

Subjects and Timetable

- Students following the sensory pathway will take part in sessions which cover six curriculum areas my communication, my sensory play, my physical wellbeing, my outdoor, my independence and my creativity. The students will take part in five non-subject specific sessions each day. Throughout the sessions students will take part in a variety of activities and will have time to access their sensory programme as and when necessary. The timetable is flexible and can be adapted where necessary to support regulation and promote engagement.

Planning

- Students personalised learning intentions are linked to the sensory step descriptors. The theme overviews inform teachers medium term planning.

Adaptations

- Sensory class groups will ensure appropriate practical, motivating resources are utilised throughout sessions.

- Sensory breaks are incorporated throughout sessions to enable self-regulation therefore maximising student engagement.

Progressive Curriculum

Subjects and Timetable

- Students following the progressive pathway will take part in sessions which cover English, Maths, Science, Computing, PE, PSHE, RSE, DT, Food Technology and Topic, which includes History, Geography, Art, Music and RE. The students will take part in five lessons each day. Throughout the sessions students will take part in various activities. The timetable is flexible and can be adapted where necessary to support regulation and promote engagement.

Planning

- Students personalised learning intentions are linked to the progressive step descriptors. The theme overviews inform teachers medium term planning.

Adaptations

- Progressive class groups will provide motivating and challenging activities through a range of resources to support the students' learning needs.
- Students will be supported to self-regulate throughout sessions when appropriate.

Learners for Life

Subjects and Timetable

- Learners For Life will follow pathway 'P' or pathway 'S'.
- Learners For Life following pathway 'S' will follow a therapeutic curriculum taking part in sessions which cover six curriculum areas which are communication, independent living, world studies, vocational studies, sensory and PE. The students will take part in up to five sessions per day covering a range of activities.
- Learners For Life following pathway 'P' will complete sessions which cover nine curriculum areas which are Duke of Edinburgh, Community Inclusion, Independent Living Skills, Hobbies, Café's and interests, Life Skills, Work Experience, PE, RSE and Transitions. The students take part in up to five sessions each day covering a range of activities.

Planning

- Students personalised learning intentions are linked to the 'step for life' descriptors. The overviews inform the medium term planning.
- The Pathway 'S' Learners For Life curriculum is guided by the equals moving on curriculum.

Adaptations

- The Learners For Life curriculum is destination led to support the transition of the learners into college, work or life beyond Rugeley School.
- Learners For Life take part in learning both onsite and offsite through varied practical sessions giving them valuable life experiences to inform future decision making.
- Students are continued to be supported to develop and maintain self-regulation strategies, utilising these in a range of different settings.

The school provides an additional local procedure relating to the delivery of RSE, which is available on the school website.

Environment

- Space Rooms – Some space rooms are used by individual students to access their learning as a classroom. Other space rooms are communal and are used for 'space', self-regulation or learning.
- Sports Hall – This space is used for a variety of purposes including PE, fitness, sensory circuits, enrichment days and whole school events such as sports days.

- Classrooms - Classrooms will be structured to meet the needs of the individual students, these can be adapted at any time.
- Outdoor Environments – Outdoor spaces include the running track, sports court, gardens, courtyard and park. These are used by classes to enhance learning experiences.

Planning

The long-term planning is made up of a rolling programme of themes which is then broken down into individual termly theme overviews according to the key stages and pathways that the learners are on.

Medium-term planning consists of students personalised learning intentions which are created using the relevant step descriptors or for KS1 the development matters framework. It also contains weekly learning activities that will take place. SMSC links are embedded throughout the curriculum. Themed days are included within the planning document to ensure an enriched curriculum that provides a variety of opportunities. Individualised sensory breaks are encouraged to support self-regulation and engagement in learning.

Each student has at least four IEP targets set termly, these are based on individual EHCP outcomes most commonly in the areas of communication, cognition and learning, sensory and physical and social, emotional and mental health. Evidence towards the IEP targets is recorded regularly and the targets are evaluated at the end of each term.

The curriculum is delivered through individual class timetables and identified learner level (sensory or progressive) which is personalised to meet the needs of individual learners and is regularly audited for breadth, balance and relevance.

Careers

Throughout their time at Rugeley learners will be exposed to a range of different career pathways through enrichment days, topic lessons, life skills, work experience and community inclusion. Rugeley School uses the 'Gatsby Benchmark' system to ensure there is high quality support for students enabling them to make informed decisions about their future. From year 8 onwards parents and students access careers advice and guidance from an independent careers advisor. Further information can be found in the careers policy.

Cross Curricular Links

Cross curricula links are made throughout the curriculum. Cross curricula links can be seen in Evidence for Learning.

SMSC and British Values

Opportunities for SMSC are highlighted on the theme overviews. SMSC is evidenced through the Evidence for Learning app.

At all times, all staff will ensure that provision does not discriminate on grounds of cultural diversity, ethnicity, religion, gender, ability disability or age.

Further information can be seen in the SMSC policy.

Assessment, recording and reporting.

Rugeley school believes that curriculum should drive assessment and not the other way around. The delivery model has been developed with this as a core purpose. Assessment tools have been created to give a robust measurement and link to key steps in development.

- Reading
- Phonics assessment
- Nelson Handwriting
- B squared
- EHCP

- IEPS
- Behaviour
- Swimming Awards
- Trampolining Awards
- AQA Unit Awards (post 14 students)

Use of accreditation using AQA will enable the learners within KS4 and KS5 to undertake accredited units of work. Teachers of students within these key stages will choose relevant AQA units ensuring these add value to individual learning.

Student achievement is celebrated throughout the school and rewards and praise are used as positive reinforcements and to improve self-esteem. Certificates of achievement are collated in student record of achievement folders.

Please refer to the assessment, recording and reporting policy for further information.

There are eight outcome areas that students are assessed against, please see Appendix point 3 for further information.

Behaviour

Rugeley School adopts a positive behaviour support approach which has been developed in collaboration with staff and parents/carers to use consistent responses in promoting positive and appropriate behaviour. These are through three clear behaviour expectations for learners to adopt:

1. Be Safe
2. Be Respectful
3. Be ready to learn.

Self-regulation strategies are incorporated into daily routines and as students move throughout the school they are supported to utilise strategies that work independently.

Please refer to the behaviour policy for further information.

Leadership

It is the responsibility of the Senior Leadership Team to ensure that the Rugeley curriculum is monitored and reviewed to ensure its delivery maximises learning providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives. The Governors monitor the implementation of the curriculum across the setting.

It will be the responsibility of all staff, subject leaders and the SLT to ensure that:

- The aims of the curriculum policy continue to underpin all teaching and learning
- Individual learners' needs are being met and progress is being made in line with school expectations.
- Planning ensures continuity for individual learners over time and across the whole curriculum
- The curricular requirements are being met and there is balanced coverage throughout the curriculum.
- The curriculum is continually reviewed and monitored to ensure it meets the needs of all students, wherever necessary adaptations are made. The curriculum is monitored through termly data capture, work analysis, moderation, learning walks and observations.

In order to maintain progression and ensure continuity, liaison between the phases is essential. Teachers collaborate on a regular basis to plan a co-ordinated delivery of the curriculum through structured PPA time and teacher meetings.

The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community. Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.

Resources

Resources are continually reviewed to ensure they meet the needs of the curriculum and students accessing it.

Students will have access to an interactive smart board or tilt and turn whiteboard within their classroom to aide their learning. There is also a floor projector available to support learning and classes will have access to a range of different computing equipment.

Resources are requisitioned throughout the school year to support the learning of all students.

Therapy Team

The therapy team within the school aims to meet individual's needs through a range of Specialist Therapy Services.

The school has a specialist therapy room where individual or group therapy sessions can take place to support students individual progress against their outcomes. Within the therapy room there is a range of specialist equipment available to enhance therapy provision offered.

Parents, Carers, Students and Other Professionals

At Rugeley School we strive to foster an environment that values the voice of parents, professionals and students who are involved with school life. We encourage learners to be involved with the process of learning and wherever appropriate make adaptations to support their learning and needs.

At the beginning of each school year students elect and can become a part of the School Council. We value communication with parents and professionals to ensure that a holistic approach is provided for all students giving them the best possible outcomes and opportunities.

Parents are made aware of topics that the students will be covering throughout the year. Parents direct any questions regarding the curriculum to class teachers who are then able to respond or they will send queries to Alice Doorbar, assistant head at alicetate@aspriscs.co.uk.

Safeguarding

This school is committed to safeguarding and promoting the welfare of learners and young people and expects all staff, learners, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

Appendix

1. The Equality Act 2010 protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.

To ensure that equality is an integral part of planning and decision making within the school.

2. Education across Rugeley School meets the seven areas stipulated in the Independent School Standards across each key stage. For each of these areas a number of subjects/activities are covered to identify a broad and balanced curriculum.

Linguistic

This is covered through the subjects of My communication, Sensory stories, Literacy, English, Functional English, Discussion and Debate, Horticulture and Business studies. Therapeutic input from the Speech and Language therapists also significantly contribute to this area of learning

Mathematical

This is covered through the subjects of Sensory Maths, Numeracy, Maths, Functional Maths, Horticulture and Business studies.

Scientific

This is covered through the subjects of Sensory Science, Science, Project Learning, Horticulture and Business studies.

Technological

This is covered through the subjects of Sensory Play, Food Technology, Design Technology and Information Communication Technology

Human and Social

This is covered through the subjects of Life Skills, Sex and Relationships, Topic, Tac Pac, Vocational Skills, Hobbies & Interests, Community Integration, Transition Experience and Job Experience

Aesthetic and Creative

This is covered through the subjects of Topic, Art, Music, Creative Arts, Design Technology and Music & Movement

Physical

This is covered through the subjects of Physical Education, Swimming and Occupational Therapy
The curriculum has been developed to identify the subjects and activities covered in each of these areas at each key stage through the school showing a clear progression and consolidation of learnt skills.

3. Eight Outcome areas:

- Communication
- Sensory Processing
- Engagement
- Academic
- Behaviour
- Social and Emotional
- Independence and Community Participation
- Physical Development

These are further broken down into the following aspects:

- **Communication**
 - Functional Expressive
 - Functional Receptive
 - Social – Joint Attention
 - Social – Symbol Use
- **Sensory Processing**
 - Sensory needs
 - Emotional Regulation - Mutual
 - Emotional Regulation - Self
- **Engagement**
 - Awareness
 - Curiosity
 - Investigation
 - Discovery
 - Anticipation
 - Persistence
 - Initiation
- **Academic**
 - English
 - Maths
 - Science
 - Computing
 - PHSE
- **Behaviour**
 - Aggressive/destructive behaviour
 - Compliance
 - Voluntary Communication
 - Attention Seeking Behaviour
 - Sexualised Behaviour
 - Self-Harm

- Emotional Outburst
- Tolerance of Change (possible refusal to engage?/ attempts to escape)
- **Social and Emotional**
 - Social Interaction
 - Social Imagination
 - Emotional Understanding and Awareness
 - Learning Skills
- **Independence and Community Participation**
 - Independent Living
 - Personal Safety
 - Road Safety and Travel
 - Keeping Healthy
 - Personal Care
 - Leisure
- **Physical Development**
 - Football
 - Circuit Training
 - Trampolining
 - Tennis
 - Basketball
 - Cricket
 - Athletics
 - Swimming