

Local Procedure Title	Curriculum
Service	Tadley Court School
ACS Policy number and title	ACS 31 Curriculum
Local Procedure template reference	ACS LP 31
Local Procedure date	9 th September 2025
Local Procedure review date	1st September 2026
Local Procedure Author(s)	Danielle Griffiths
Local Procedure Ratification	Checked and Approved by: Matthew Robinson – Head Teacher

1. Introduction

Tadley Court School is an independent special school registered for up to 89 students aged 4-18 Years for students with complex needs. Tadley Court School makes provision for a range of special educational needs within the school's modality. Tadley Court School is a setting that aims to meet need of students who have neurodivergence, social communication and sensory differences. The site specialises in supporting students with a diagnosis of Autism and comorbidities. Our students often have complex, overlapping needs that affect learning, communication, sensory processing, emotional wellbeing, mental health needs and behaviour. Each student has a unique profile which will require support and provision at varying levels.

We provide a rich, broad, balanced, relevant and differentiated curriculum which is aimed at providing learning targets relevant to the individual. The curriculum increases students' knowledge, skills and understanding of the world around them and prepares students for the opportunities and responsibilities of adult life. All students follow a personalised pathway that meets individual educational, emotional and social needs. The whole school framework for effective teaching and learning directly contributes to raising the achievements of all students. Our qualified teachers have the NEED and subject expertise to provide a curriculum capable of meeting the varied and complex needs of our young people working at all ability levels.

Students are placed in classes according to age, ability and need. No class group will be greater than six and will be staffed according to the needs of the young people.

2. Aims of the Curriculum (Intent)

The vision for our school is quite simply to offer "the best education for every child". We aim to create a safe, nurturing and engaging environment in which individuals are encouraged to achieve their potential by providing them with a fun, individualised and motivating curriculum.

We wish for every child to be GREAT: to leave Tadley Court with **Good Communication, Resilience and Independence, to Engage and Enjoy, to lead an Active Lifestyle and to be Tolerant.**

We plan:

- To work with students who experience particular and diverse challenges in communication, sensory difficulties, socialisation, and anxiety levels.
- To work alongside these students in developing their knowledge and understanding of their learning profile.
- To create an environment where students often with a previous history of failure, are encouraged to develop to their full academic and social potential.
- To provide sympathetic and empathetic adults who give our students the opportunity for success and to develop their self-esteem.

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- To create an atmosphere based on mutual respect and provide a secure and stimulating environment where every student can enjoy their strengths and grow in confidence, understanding, knowledge and skill.
- To develop each student's confidence and independence through a structured programme of social and life skills that the young person may leave with the necessary skills and strategies to become a contributing member of society.
- To work closely with parents, thereby establishing a successful partnership between home and school.
- To recognise effort and positive gains, not merely measurable attainments.

3. Implementation: Assessment

- Students are referred to the school by their Local Authority. An assessment visit will be planned with a member of Senior Management and, if applicable, a member of the teaching staff. A second assessment is sometimes used.
- If agreed, a placement will be offered and a phased transition planned. Any useful and relevant information and documentation regarding the young person's background and history will be gathered, including the EHCP.
- The school will choose a relevant pathway for the young person and this may change as they progress through the school.
- Tadley Court School will maintain an overview of the annual review process and will ensure, through consultation with local authorities and parents / carers and other stakeholders that students' needs, as outlined in their Statement / EHCP, are met.
- At key points of transition, within key phases and before a young person is due to leave formal education or move to training, employment or the community, the school will ensure that a Transition Planning Review takes place and that all the relevant professionals are invited (Careers, Children's Services, Adult Transition Social Worker) to advise the student and parents / carers about Post-16 or Post-19 opportunities.
- Students admitted to the school will be assessed within a reasonable time frame and, educational advice following this assessment, will be shared with the local authority and parents /carers.
- An Individual Education Plan (IEP) setting out how the outcomes in the EHCP will be met across the key stage and through short term SMART targets will be devised and shared with parents / carers. These will be reviewed regularly and revised termly.
- Tadley Court School will ensure that a student's educational needs set out in the EHCP are addressed through learning programmes that focus specifically on the IEP targets.
- Tadley Court School will ensure that therapy requirements set out in Section F are addressed through the universal, targeted and / or specialised provision as appropriate
- All students will be allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- Resources will be matched to students' needs, and their suitability will be reviewed annually through the annual review process or as required.
- Tadley Court will ensure that all pupils have access to their curriculum and wider curriculum offer. This includes physical, curriculum and communication access in accordance with their needs and also linked to accessibility plans where appropriate.

4. Implementation: Our Offer

Small class sizes with a high staff / student ratio – no more than 6 pupils on average

Tadley Court School has an on-site Therapy Team consisting of an Occupational Therapist; a Speech and Language Therapist; a Childhood and Adolescence Thrive Practitioner and a Play therapist.

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Tadley Court School offers 3 levels of provision that is supported by the therapy team. Within our universal offer, therapeutic practices are embedded across the entire school to support all students. Our universal provision includes:

- All staff members are trained and experienced in supporting children with neurodiversity and differences in social communication and sensory needs.
- All staff members have a good understanding in best practice approaches when responding to dysregulated behaviour and strategies such as *Zones of Regulation* and sensory breaks are integrated into the school curriculum
- Small class sizes with high adult to student ratio.
- Consistent adults in the classroom throughout the day.
- Collaborative approach between education and therapy where education informs therapy and education informs therapy
- Communication friendly environment using visual supports, visual timetables, now and next boards, and task boards used consistently throughout the school day.
- Communication Strategies include Makaton and Gestalt approach are embedded into everyday routines.
- Onsite facilities to develop gross-motor balance and coordination skills.
- Students have access to facilities, tools and activities to support sensory regulation.

Our Targeted provision is designed to address specific areas of need as outlined in student EHCPs. This can be delivered by the therapy team or education team, informed and guided by therapy.

Our specialist interventions are delivered to meet complex and individualised needs identified in EHCPs. This is delivered by therapist in 1:1 sessions as outlined in the EHCP.

Students work in a range of settings and with a variety of support depending on social and sensory needs as well as educational levels. This may result in students working outside, in communal areas and sensory spaces. A great number of our students struggle to access a traditional classroom environment due to sensory, social and behavioural needs, this results in the school providing alternative workspaces such as sensory rooms, therapy spaces outside areas, communal areas and offices.

Students may also follow daily programs or sensory diet led curriculums which are made up of short, focused interactions, movement and sensory activities and communication 'down times' (student led time out sessions)

Students swim at the local pool on a regular basis. The school has a fleet of vehicles to enable students enjoy off-site visits including equine therapy, gymnastics and community trips to enhance the curriculum.

5. Design and Structure

The curriculum that we deliver is informed by verified prior learning attainment and/or entry baseline data gathered during the initial 12-week assessment period after admittance. The individualised curriculum pathway is planned and sequenced during the 12-week assessment period by the class teacher so that there is clear progression within each subject area and in terms of developing life skills, using verifiable individual and teamwork data for individuals and class groups.

As well as recognising individual needs, we endeavour to support students to overcome barriers to learning and communication and provide access to an engaging, relevant and varied curriculum that builds on prior learning. Consequently, this will allow students to progress in all aspects of

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their development and cumulatively learn to become more independent and prepare for life after Tadley Court.

While our specialist provision supports the primary need of ASD, students also present with significant cognition and learning difficulties, ranging from moderate to severe learning difficulties. Many have spiky or uneven profiles and are working well below age related expectations across core areas of the curriculum. The teaching and learning therefore has a person-centred approach, focussing on building functional and life skills.

The Tadley Court Curriculum is based on the Equals Curriculum Framework. The approach has three defined pathways: Informal, Semi-Formal, and Semi-Formal/Formal. The design allows for fluidity, enabling students to transition between pathways as they progress, or to remain within a pathway where it continues to meet their individual needs.

A five-year rolling cycle underpins the curriculum across both the primary and secondary phases, organised around six topics per year.

We run a Pathway programme for students in Primary and Secondary and students can follow one, or a mixture of the following pathways:

- Explorer (Broadly suitable for our SLD learners)
- Pioneer (Broadly suitable for our MLD learners)
- Voyager (Broadly suitable for SLD learners who require more challenge or MLD learners who require more assistance)

All students that join Tadley Court in EYFS stage will be assessed during their first year with Tadley Court to determine the best fit Pathway.

Students in our 6th Form follow one of three pathways.

- Pathway to Independence (Students who are likely to require intensive levels of support to live as independently as possible with opportunity and choice)
- Pathway to Active Citizenship (This may include students who have skills and qualities which, with access to the right support, may benefit employers or allow access to volunteering and other community initiatives)
- Pathway to Further Education and/or a Career (This may include students who are academically capable of further study or training towards a chosen career)

Entry Level qualifications; Functional Skills for English, maths and ICT Entry Level 1 to Level 2 we use NOCN.

AQA accreditation for independent living skills, meal prep, independent living, travel, accessing the community, careers, enterprise and PSHE.

All assessment takes place on a system called Earwig. Students are assessed against their EHCP targets and the Tadley Court Skills for Life (September 2025)

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Teachers will record English and Maths progress once a week. All evidence collected will be assessed against the child's EHCP targets, IEP targets, or curriculum targets.

Each half term we have PSHE and RSE focus that relates to our curriculum topic. We use the PHSE association curriculum to guide our planning.

Careers

Our school delivers a stable, fully inclusive careers programme from EYFS through Sixth Form, aligned to the Gatsby Benchmarks (BM1–BM8). This programme provides structured Work-Related Learning (WRL) and progressively more independent Careers Information, Advice and Guidance (CIAG), ensuring every student – including those with SEND – is prepared for adulthood.

Work Related Learning (WRL)

EYFS & Primary: Role-play cafés, class tuck shops, snack stalls, mini banks, visitors from local jobs, and stories about people who help us. (BM1, BM2, BM4)

Secondary (11–16): Mock phone calls, customer-service role play, CV starter sheets, guest speakers, vocational tasters, completing forms/emails/applications, mock interviews, and career fairs. (BM4, BM5, BM6)

Sixth Form (16–19): Enterprise projects, student-led businesses, running pop-up cafés, work placements, transition to college/work, mock assessment centres, CV clinics. (BM5, BM6, BM7, BM8)

Independent Careers Information, Advice & Guidance (CIAG)

Learners progress from teacher-led awareness in EYFS to guided exploration in Primary, to independent research and planning in Secondary, and finally to applying and transitioning in Sixth Form.

Activities include self-audit of interests, linking personal skills to jobs, guest speaker Q&A, ICT research on careers, subject-to-career links, CV workshops, progression planning, mock applications/interviews, and individual guidance with staff and external advisers. (BM2, BM3, BM7, BM8)

Students develop practical employability and life skills (teamwork, communication, problem solving, independence). All students gain exposure to real workplaces and employers, inspiring aspirational pathways. Students build autonomy through independent CIAG, ICT research, CV creation, and transition planning. Provision fully evidence compliance with PSHE/RSHE statutory content and Gatsby Benchmarks. Outcomes mapped to PfA: Employment, Independent Living, Community Inclusion, Health.

The Gatsby Benchmarks (BM1–BM8) are a flagged part of our assessment framework on Earwig and can therefore be tracked and monitored.

6. Roles, Responsibilities and Monitoring

The Regional Director will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Regional Director will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.

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- Enough teaching time is provided for students to cover the curriculum and other statutory requirements.
- All courses provided for students that lead to qualifications, such as AQA and Entry Level certificates, are approved by the Secretary of State for Education.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

The Headteacher is responsible for ensuring that this procedure is adhered to, and that:

- All required elements of the curriculum, and those areas which the school chooses to offer, have aims and objectives which reflect the vision/mission statement/values of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs placed at Tadley Court and the EHCP targets identified inform teaching and learning approaches.

Other staff

Teaching staff will ensure that the school curriculum is implemented in accordance with this procedure.

The Deputy Headteacher will have specific oversight of Teaching and Learning and the Quality of Education.

7. Monitoring

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

- School visits.
- Governance reports completed in conjunction with Headteacher.
- Curriculum reports and presentations.
- Headteacher reports.
- Curriculum leaders monitor the way their area is taught throughout the school by:
Meetings with teachers, supporting planning, observing practice, student evidence checks and support

The Aspris Quality Team will provide Assurance of the offer through the Education Service Delivery Model on an annual basis and this will be reported through to the Performance Review termly.

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

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
9/9/25	Micheal Lucas	Changes to move in line with SEND policy