



Tor View School



Curriculum September 2025

Tor View School Local Procedure

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1. Rationale

Our Vision and Intent

As a school, we are committed to creating the optimal conditions for learning, personal development, and emotional well-being. We ensure that every child receives a high-quality education that enables them to thrive academically, socially, and emotionally and to access the widest possible life opportunities.

Our approach is rooted in inclusive practice and underpinned by the principles of the Trauma-Informed Schools (TIS) framework, ensuring that emotional safety, trust, and connection are embedded throughout our provision. We understand the impact of adversity and are proactive in supporting mental wellness, resilience, and self-regulation across all phases.

We place particular emphasis on the needs of children and young people, ensuring that their educational journey is not only equitable but enriched by specialist support and high expectations. Our vision is to lead a team of expert educators who are driven by compassion, care, and a shared commitment to delivering transformational experiences through childhood and adolescence.

This vision informs our strategic priorities, staff development, curriculum design, and pastoral systems, ensuring that every learner is seen, heard, and empowered to succeed.

Vision Statement:

"We create the conditions for every learner to thrive through inclusive, trauma-informed practice, high expectations, and a relentless focus on emotional well-being, equity, and opportunity."

Learners: "Thrive Together: Every Learner, Every Opportunity, Every Day."

Staff: "Compassionate teaching. Inclusive practice. Transformational outcomes."

Curriculum and Staff Commitment

At Tor View School, our dedicated and skilled staff team feel valued, supported, and deeply committed to our shared vision. This positive culture enables us to deliver a personalised, enriching curriculum that is responsive to the individual aspirations and needs of our pupils.

Our curriculum is designed to be meaningful and ambitious, with a clear focus on achieving the outcomes set out in each pupil's Education, Health and Care Plan (EHCP). It promotes lifelong learning by fostering curiosity, independence, and a deep engagement with the world around them. Through high-quality teaching and care, we ensure that every learner is empowered to make progress, develop essential skills, and prepare for successful transitions into adulthood, the community, further education, or employment.

About the school

At Tor View School, our young people are at the heart of everything we do. Our caring and dedicated staff team take the time to understand each pupil as an individual, building strong, trusting relationships that foster emotional security, a sense of belonging, and readiness to learn. We deliver person-centred support that transforms lives. Pupils re-engage with learning, make meaningful progress, and are well-prepared for positive transitions into further education, training, or employment. Through a curriculum and culture that prioritise emotional literacy, resilience, and social development, our learners acquire the skills they need for lifelong growth and success.

We actively promote aspirational thinking, encouraging every child to believe in their potential and supporting them to achieve it. Our inclusive and trauma-informed approach ensures that barriers to learning are identified and addressed, with tailored strategies that meet the diverse needs of our pupils.

We are proud of the strong, positive relationships we build with families, and of the welcoming, nurturing environment that defines our school. Pupils are supported by a highly skilled, motivated, and experienced staff team who share a passionate commitment to enabling every young person to flourish academically, socially, and emotionally.

Implementation

The curriculum is highly structured, with a focus on sensory regulation, communication and functional learning to meet the needs of our Autism Sensory modality. Learning is organised into short, accessible, and highly visual activities, often supported by augmentative and alternative communication (AAC). Sensory integration, self-regulation and independence are embedded into the curriculum ensuring that each learner can engage meaningfully into daily routines.

Theapies are embedded throughout the curriculum to meet sensory, communication, and physical needs. EHCPs are used to guide provision, and individual needs are addressed through a personalised curriculum.

Our curriculum pathways are designed to ensure that all pupils at Tor View School access a high-quality, ambitious and inclusive curriculum, placing an emphasis on inclusion, curriculum adaptation and barrier-removal.

Our three pathways are based on the work of Dr Penny Lacey and Peter Imray. The Equals curricula are adjacent rather than hierarchical; pupils working at the edges of one pathway may access elements of another. This flexible structure allows us to plan learning that is developmentally appropriate, personalised and responsive to each pupil's strengths and needs, supporting pupils experience a curriculum adapted so they can thrive.

We do not solely use Equals as our curriculum model. Instead, our curriculum draws from several sources including EYFS, the National Curriculum and Preparation for Adulthood. Our pathways—informal, semi-formal and formal—are shaped by each pupil's cognitive, communicative, sensory and social-emotional profile, as well as their motivation, regulation needs and capacity for engagement. Curriculum decisions are informed by accurate assessment and ongoing review, in line with focus on early identification and a continual cycle of planning, action and review.

The pathways are strengthened by wider curriculum elements including project-based learning, creative arts, Learning Outside the Classroom (LOT), Preparation for Adulthood and enrichment. These provide varied environments for pupils to generalise skills, apply learning in meaningful contexts, and experience learning beyond the classroom.

Multi-disciplinary teams work collaboratively to design interventions and support strategies that reduce barriers to learning and promote progress. Total Communication approaches and purposeful play are integral to how pupils access, understand and engage with the curriculum.

Informal Curriculum

The Informal Curriculum supports pupils with complex learning difficulties who learn best through sensory, experiential and relational approaches. Pupils learn “in the moment” and require highly hands-on, practical and child-centred learning, consistent with Ofsted’s emphasis on curriculum accessibility and meaningful adaptation.

Progress is captured through the Engagement Model and Earwig, ensuring that observations are meaningful, robust and reflective of each pupil’s developmental stage. Relationships and trust are central, and staff respond sensitively to pupils’ interests, motivations and communication attempts.

Semi-Formal Curriculum

The Semi-Formal Curriculum is thematic, personalised and responsive to pupils with a range of complex needs. It focuses on social communication, emotional regulation, transactional support and daily living skills, enabling pupils to interact meaningfully and communicate effectively with others.

Teaching is practical, engaging and designed to promote life skills, independence and sensory integration. This pathway ensures access to a well-sequenced curriculum that prepares pupils for future learning and their next stage of development.

Formal Curriculum

The Formal Curriculum includes adapted National Curriculum subjects, life skills, creative subjects and Learning Outside the Classroom. It is designed for pupils who can access a more structured framework with appropriate modifications.

Learning is delivered through both discrete subject teaching and thematic approaches. Cyclical learning supports long-term memory through repetition, over-learning and application in real-world contexts. Practical subjects develop fine and gross motor skills as well as independence and work-related competencies.

Impact

The impact of our pathways is measured through progress, personal development and the extent to which pupils are prepared for their next stage in life. This includes:

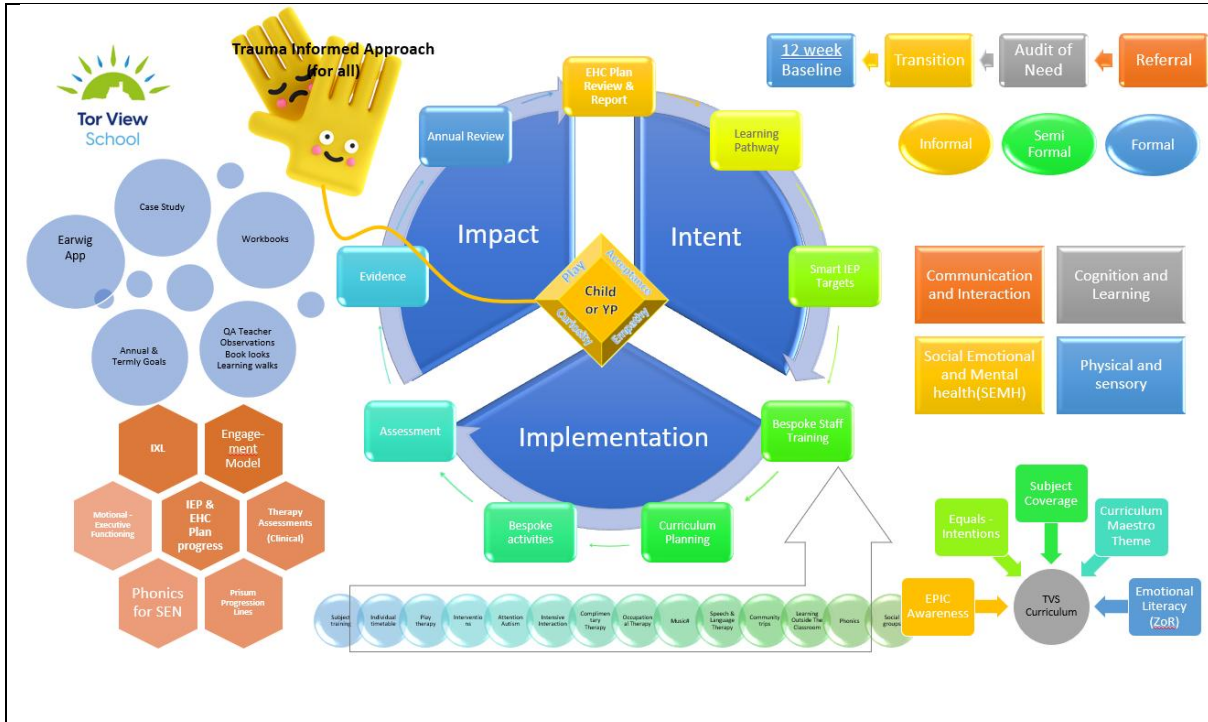
- Development of communication systems
- Increasing independence
- Progression toward key transitions, including post-16 and post-19 pathways

2. Independent Schools Standards

The Independent Schools Standards for curriculum are closely adhered to ensure that high standards are maintained on a par with other independent schools.

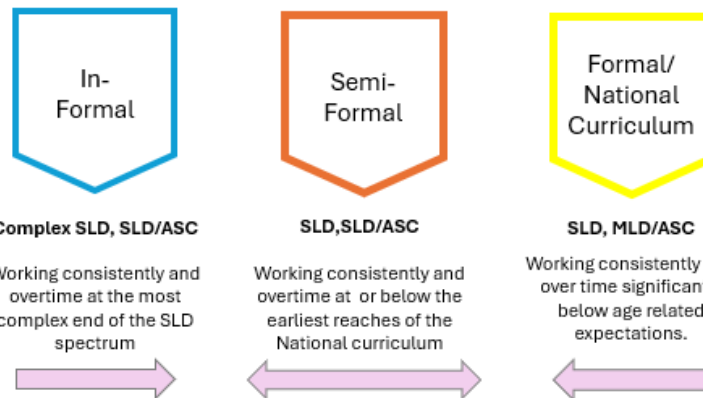
3. Implementation Framework Design and Curriculum Model

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Tor View School Curriculum

Curriculum Pathways informed by SEND Framework and baseline assessment period.



Curriculum Areas:

- Literacy
- Numeracy
- PSHE and RSHE,
- Project (Science, Geography, History)
- Creative Arts
- Learning Outside The Classroom
- Music
- Preparation For Adulthood
- Careers
- Community Visits

Individual EHCP Target and short-term IEP Targets inform planning, teaching and assessment

Multi- disciplinary team interventions, communication, interactions and play are integral to the curriculum.

4. Relationships, Sex and Health Education

At Tor View School, RSHE is rooted in inclusive, trauma-informed practice, ensuring pupils feel safe, understood, and emotionally supported. We promote secure relationships, emotional wellbeing, confidence, communication, independence, and strong safeguarding awareness. Teaching is personalised, responsive to sensory, communication and developmental needs, and aligned with our commitment to relational, child-centred practice.

Statutory Summary

The DfE issued updated RSHE guidance in July 2025, compulsory from Sept 2026, replacing the 2019 framework.

Core updates include:

- Stronger focus on online safety, harmful influencers, pornography and digital risks.
- Statutory strand on personal safety (roads, rail, water, public spaces).
- Greater emphasis on mental health, including grief, loss and emotional regulation.
- Requirement to teach about diverse families inclusively.
- Use of accurate anatomical vocabulary as safeguarding.
- Adaptations for SEND learners, ensuring accessible, personalised content.

5. Work Experience and Careers

The personalised learning aspect of all curriculum areas will continue to relate learning and experiences to life and work beyond education. A personalised approach aims to tap into pupils' interests to increase engagement and maximise the likelihood of success. The Gatsby Benchmarks remain an important framework for high-quality careers provision; with the 2025 updates emphasising leadership, inclusion, parental engagement and data-driven planning, our curriculum is being adapted to reflect these expectations while remaining appropriate for our learners.

While national guidance suggests that exposure to work-related learning should begin earlier—typically around Year 8—Tor View recognises that our pupils may follow different developmental pathways, and experiences will therefore be tailored to individual readiness, safety and communication needs. The curriculum continues to work towards achieving benchmark standards, applied flexibly and meaningfully within a SEND setting.

Preparation for Adulthood and Careers

Preparation for Adulthood (PfA) remains central to enabling young people to lead meaningful and increasingly independent lives. It ensures a **person-centred** approach that places each young person's aspirations, strengths and interests at the heart of planning and decision-making. PfA supports joined-up working across education, health and social care, helping professionals provide coherent, needs-led provision. It equips young people with the skills, knowledge and experiences required to navigate real-life challenges and opportunities, with early planning forming the foundation for adult life.

Key Areas

Employment

Supporting young people to access a range of future pathways, including paid employment, supported internships, apprenticeships or volunteering. This includes developing work-related skills, CV writing, interview preparation and workplace experience.

Independent Living

Supporting pupils to develop essential life skills such as managing money, cooking, personal care, housing options and understanding tenancy rights.

Community Inclusion

Encouraging full participation in society, promoting friendships, social activities, confidence, and the ability to access and navigate local services and community networks.

Health

Promoting physical and mental wellbeing, supporting access to healthcare, understanding individual health needs and managing appointments or medications. Community inclusion and health are key outcomes reinforced within our PSHE and RSHE curriculum.

Benefits for Pupils

Personalised Learning:

Breaking down each PfA or careers skill into manageable steps enables personalised pathways tailored to pupils' abilities and aspirations.

Clear Progression:

A structured framework helps pupils understand their progress and next steps.

Enhanced Engagement:

Interactive, meaningful, real-world tasks increase enjoyment and engagement.

Practical Application:

Real-world learning strengthens motivation and makes learning relevant beyond the classroom.

Improved Outcomes:

Focusing on essential life and employability skills helps pupils develop confidence, independence and personal growth.

Skills Builder Framework

Using the Skills Builder framework continues to provide a strong foundation for developing essential skills required for adulthood.

Development of Essential Life Skills

- **Communication:** Effective listening and speaking support self-expression and relationship building.
- **Problem Solving & Creativity:** Helps pupils adapt to new situations and overcome challenges.
- **Resilience & Positivity:** Supports coping with setbacks and maintaining a positive outlook.

Enhanced Employability

- **Teamwork & Leadership:** Prepares pupils for collaborative environments and supported leadership roles.
- **Practical Application:** Ensures readiness for the practical demands of future independent living and employment.

Personal Growth & Independence

- **Confidence:** Builds self-advocacy and independence.
- **Self-Management:** Supports effective decision-making and daily living skills.

Social Integration

- **Building Relationships:** Fosters positive relationships with peers, families and community members.
- **Community Engagement:** Encourages meaningful participation and contribution to society.

The Skills Builder framework continues to equip pupils with the essential learning, character and employability skills required for a successful transition to adulthood, aligning strongly with the new careers guidance and updated Gatsby expectations.

6. Post-16 Curriculum

The Post-16 curriculum is part of the whole school curriculum planning process aiming to ensure that our young people are prepared for adulthood. By providing a range of opportunities and experiences through applying classroom learning to 'real life' situations. Applied learning opportunities are fundamental to allowing pupils to gain first-hand experience of Life skills whilst developing confidence and independence. Community links, enterprise and volunteering opportunities underpin the drive for pupils to succeed on their journey into adulthood.

Our aims is to:

- provide equal life chances as a young person moves into adulthood
- provide a holistic learning experience
- Be highly personalised challenging learning
- Build upon prior learning and planned next steps
- Deepen learning over time

7. Accredited Learning Curriculum

As students progress through our school, we want to ensure that all our learners are offered the maximum opportunities for success. An example of course we offer at Tor View include, but are not limited to:

NCFE-Functional Skills English

NCFE- Functional Skills Mathematics

ASDAN- courses that develop personal, independent living and employability

ASDAN- life skills challenges that provide personalised activities that develop our pupil's employability, independent living, community inclusion, PSHE and physical skills and understanding

Arts Award

8. Subject leadership

We have curriculum leads for the following areas: Literacy/Communication, Maths, PSHE, RSE, PfA/Careers, Skills builder and Project.

Our curriculum leads develop and oversee their subject area ensuring the content is sequences, differentiates and accessible for all learners. They monitor teaching standards and pupil progress within their area, identifying strengths and addressing areas for development. All leads have an action plan and monitor their subject using SLAM documents. These are reviewed with SLT termly.

9. Curriculum review

Our Curriculum is reviewed each year ensuring it is aligned with notional policy, best practice and most importantly our evolving learners needs.

Staff training and professional development are prioritised to maintain expertise in curriculum innovation.

10. Why use project-based learning as a delivery model?

Our Project Curriculum at Tor View aims to:

- Spark curiosity and enjoyment in exploring history, geography, and science.

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- Build knowledge of historical events, geographical features, and scientific ideas.
- Develop enquiry skills through observation, questioning, and practical activities.
- Help pupils apply learning to real-life and functional situations.
- Promote independence and resilience through structured choices.
- Prepare pupils for future learning with progressively complex ideas and vocabulary.

Our curriculum ensures progression across all pathways. Learners build on prior knowledge while gaining new concepts and skills.

Teachers should choose the most suitable units, integrate them with other subjects, and adapt materials to meet pupils' needs. Units can be combined and modified to reflect what pupils already know and are learning.

Our Science Curriculum:

Our curriculum helps pupils think, learn, and stay curious about the world through exploration and investigation.

Through Science, learners develop an understanding of themselves and their surroundings by taking part in practical activities that connect action with thinking. They use their senses to explore and investigate, learn about cause and effect, and begin to apply scientific ideas to everyday life, such as cooking, health, and materials.

Informal

Focus on giving pupils opportunities to:

- Build their understanding of the world through sensory experiences, observation, and exploration.
- Take part in investigations about living things, materials, and simple phenomena with support.
- Develop awareness of life processes and begin to understand themselves as growing and changing individuals.

Semi-Formal

Focus on giving pupils opportunities to:

- Learn about more living things, materials, and phenomena.
- Work with others to investigate, collect evidence, and use reference sources.
- Record results using objects, symbols, or ICT.
- Explain what they did and what happened.
- Start using scientific language and answer simple scientific questions.

Formal

Focus on giving pupils opportunities to:

- Answer questions through testing and investigation.
- Ask scientific questions and use reference sources.
- Present findings with drawings, charts, or diagrams.
- Identify relevant evidence, evaluate it, and draw conclusions.
- Check if tests are fair.

11. Connect scientific knowledge to everyday life.

Our History Curriculum:

Through History, learners develop an understanding of the past and how it shapes the present. They explore their own personal history and the lives of others, recognising similarities and differences between different times and places. Pupils take part in practical activities that encourage enquiry and investigation, using stories, pictures, artefacts, and other historical sources to build knowledge.

Informal:

Focus on giving pupils opportunities to:

- Link the passage of time to indicators like symbols or pictures.
- Recognise themselves and familiar people in recent past representations.

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- Recall recent events with support (words, pictures, or other aids).
- Notice differences between their past and present (e.g., physical changes, abilities).
- Hear stories about famous people and past events.
- Recognise clear differences in how people lived in the distant past compared to now.
- Use a variety of historical sources.

Semi formal:

Focus on giving pupils opportunities to:

- Understand that people were different in the past and took part in past events.
- Put objects, pictures, and events in order from past to present.
- Notice how life in the distant past was different from today.
- Learn about local, British, European, and world history.
- See different ways the past is represented.
- Explore various historical sources.

Formal:

Focus on giving pupils opportunities to:

- Spot differences between their past and present and explain how they behaved at different times.
- Understand similarities and differences between historical periods.
- Place events, people, and changes in the correct time order.
- Learn about important events and people in British, European, and world history and why they happened.
- Explore different views of the past.
- Choose sources to learn more about history.

Share what they know in different ways.

12. Roles and Responsibilities

The Regional Director board (Chair of Governors)

The Regional Directors will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation. The Regional Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- 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 BTEC and Entry Level certificates, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to dis-apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher

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 to make informed decisions.
- Proper provision is in place for students with different abilities and needs placed at North Hill House 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 SLT will have specific oversight of Teaching and Learning and the Curriculum.

Appendix 1

References to ISS Standards

The curriculum has been designed by the staff team for the school and the present cohort. The staff team understand the importance of the curriculum being able to provide a stimulating platform for engagement, learning and progress of all pupils in the school community.

The curriculum is delivered through a weekly sequence of 45-minute lessons (x7) that are delivered through a Primary teaching model. Each class is taught by one teacher/tutor with some exceptions: where specialist teachers for art, outdoor education and specialists from the therapy team, work with the group or individuals. The schedule has allocations of Literacy, Numeracy, PHSE including FBV, Physical Education (both indoors and outside, as well as off-site), , Outdoor education, Art and enrichment. The thematic approach ensures topics cover Geography, History, Religious Education, Design and Technology, Science, Music, ICT and the world around us. The curriculum has RE topics that include the six major religions covered within the thematic approach.

Some pupils require a more personalised timetable and have closer levels of supervision. In these cases, the timetable framework exists but is even more flexible and allows staff and pupils the opportunity to ensure that engagement and safety are prioritised so that learning can they take place.

The intended impact of the curriculum primarily is to allow the pupils to achieve their education and health care plan (EHCP) targets through a rich variety of content and experiences. Where pupils are thriving and making rapid progress towards these targets, staff will also be considering appropriate accreditation that may improve opportunities in Post-16 or Post-18 education. The impact of the curriculum is measured in a variety of ways, using the most appropriate method for a particular individual. All pupils have their overall EHCP targets reviewed three times each year and this is reported to parents and stakeholders. The targets are broken down into 'smart' targets in an individual education plan (IEP). These targets are reviewed regularly, but progress towards them is recorded three times each year.

The IEP may include targets from specialist staff such as a Speech and Language Therapist or an Occupational Therapist. The acquisition of new skills, knowledge and understanding is monitored through a system that has been adopted by the school and enhanced by bespoke additions that support the particular needs of the pupils at Tor View.

The use of therapy specialists is determined by individual need through the SEND framework, and this is integrated into the pupil's schedule for the required period. Where guidance from external

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specialist has been provided in reports, these are acted upon through individual lesson planning. Staff are knowledgeable about their pupils and use all the information that is available to them; their knowledge is a characteristic identified in the QA process for staff professional development.

Pupil progress is reported to parents three times each year. This is in the form of written feedback relating to the EHCP targets and subject progress. A subject specific report is provided annually. Parents and carers are provided with a structured feedback form, where they are invited to give feedback to the report if they wish to do so. All returns are saved by the school.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
22/09/2023	J Gordon	Update to pathways
27/01/23	N Cutler	Update to RSE, Project, Careers and Pathways
Sept 2025	N Statton	Updates linked to new vision and ethos. Amended changes to Project planning and RSE Curriculum
January 2026	N Cutler	Reviewed and checked