

OptionsAutism

Curriculum Policy

**Policy Folder:
Safeguarding**

Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2018
2.0	Version 2 reviewed – review again in September 2019	Lyndsey Jeffries	June 2019
3.0	Version 3 – updates made to the Planning guidelines and Literacy Intervention	Frankie Kelly	September 2019
4.0	Version 4 – major review and rewriting of policy to reflect practice at MHS.	Sam Dugan	November 2021
5.0	Version 5 - Full review. Introduction of the revised integrated therapeutic curriculum.	Sam Dugan	September 2022
5.1	Reviewed – formatting improvements, wording changes for clarity, ITEPs, topic frequency, links to guidance included, knowledge & skills progression included.	Sam Dugan	September 2023
5.2	Clarification of SOLAR: curriculum framework, not assessment framework.	Sam Dugan	November 2023
5.3	Reviewed – change to need profile following move from Acorn to Options Autism within OFG. No further immediate changes pending move to EfL in Spring 2025.	Sam Dugan	December 2024

Curriculum Policy

1. Curriculum INTENT:

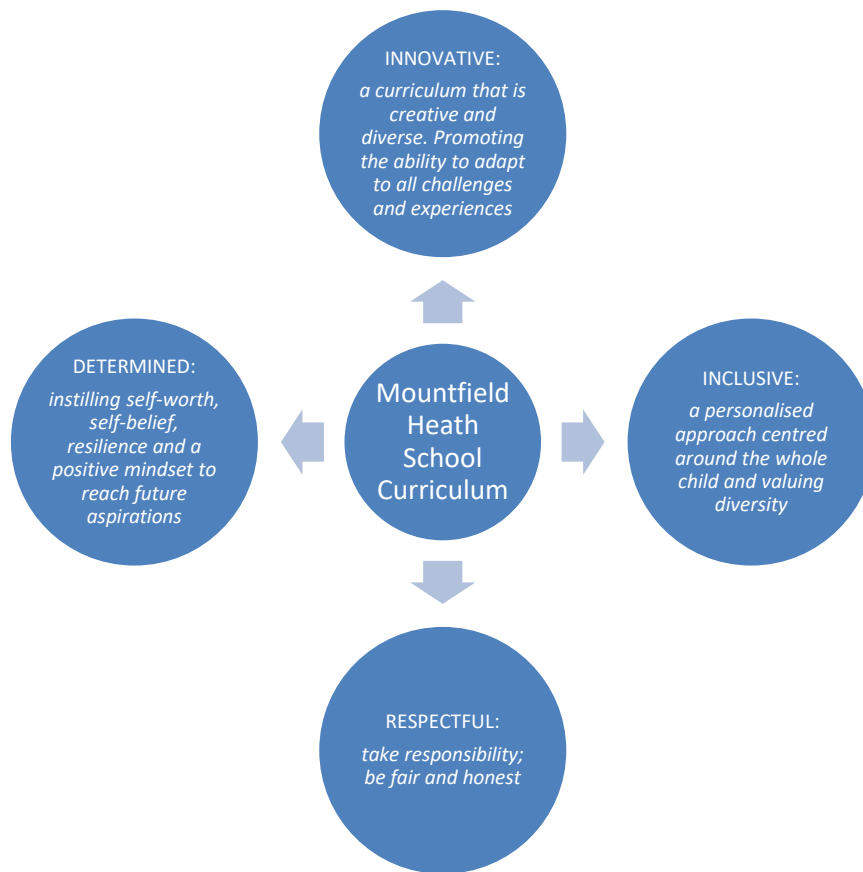
The fundamental principle behind Mountfield Heath School's (MHS) approach is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both holistic and academic. Children are encouraged and supported to achieve in terms that they recognise as success. As a specialist provision, we view education in an integrated way with equal value and importance placed on therapy, wellbeing support and academic learning. The underlying belief that governs our school development is that learning should be useful, relevant and enjoyable. We fundamentally believe that experiencing achievement will increase our children's chances of living a happy life as independent, responsible, members of society.

MHS is a small, independent special school for primary aged children with autism and other associated SEND. Since opening in 2019, the school has experienced rapid growth both in pupil numbers and staffing. Accordingly, as the school has grown, so too has its sense of purpose and expertise. Whilst existing, off the shelf, curricula and assessment frameworks have served the school well during its early development, MHS is now able to develop its own, bespoke, approaches to best meet the needs of its children.

MHS prides itself on:

- supporting children into, and fostering positive attitudes towards, successful educational experiences
- integrating therapeutic and academic approaches
- improving children's notions of self-confidence, self-worth and self-awareness
- nurturing confidence, resilience and reflection
- developing effective and personalised strategies to support emotional and sensory regulation
- promoting strong mental health and wellbeing
- providing a secure foundation from which children can continue the next stage of their education

Existing curricula and assessment frameworks do not adequately capture the MHS approach, weighing too heavily on academic curriculum content. In addition, complete adherence to National Curriculum Programmes of Study leaves little time for the integrated therapeutic approach that our pupils need. MHS maintains high academic aspirations for its children, whilst recognising that there are fundamental priorities to be achieved before significant, and sustainable, academic progress can be realised.



1.1 Aims

The curriculum policy is based on the following aims:

- To develop awareness within each individual that they are unique, special, and have strengths and talents which should be developed and nurtured to prepare them for the future.
- To develop awareness in our children of their needs and help them develop strategies to support themselves.
- To encourage an atmosphere of mutual support where children are sympathetic to each other and stronger through the unity of the group.
- To help our children develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- To provide all children with a broad, balanced, and differentiated curriculum that promotes progress towards their individual needs and targets.
- To assist children, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all children with the skills, emotional strength, and self-confidence required for the transition from MHS to the next phase of their lives, be it reintegration to a mainstream school, alternative specialist provision or another form of positive engagement in society.
- To enable those not achieving age-related expectations to narrow or close the gap.
- To enable children to progress based on stage not age.
- For children to be challenged and stretched to achieve their potential.

1.2 Objectives

The curriculum policy is based on the following objectives:

- To provide a broad and balanced curriculum that integrates therapy and educational provision.
- To enable children to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all children to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help children to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.

2. Curriculum IMPLEMENTATION:

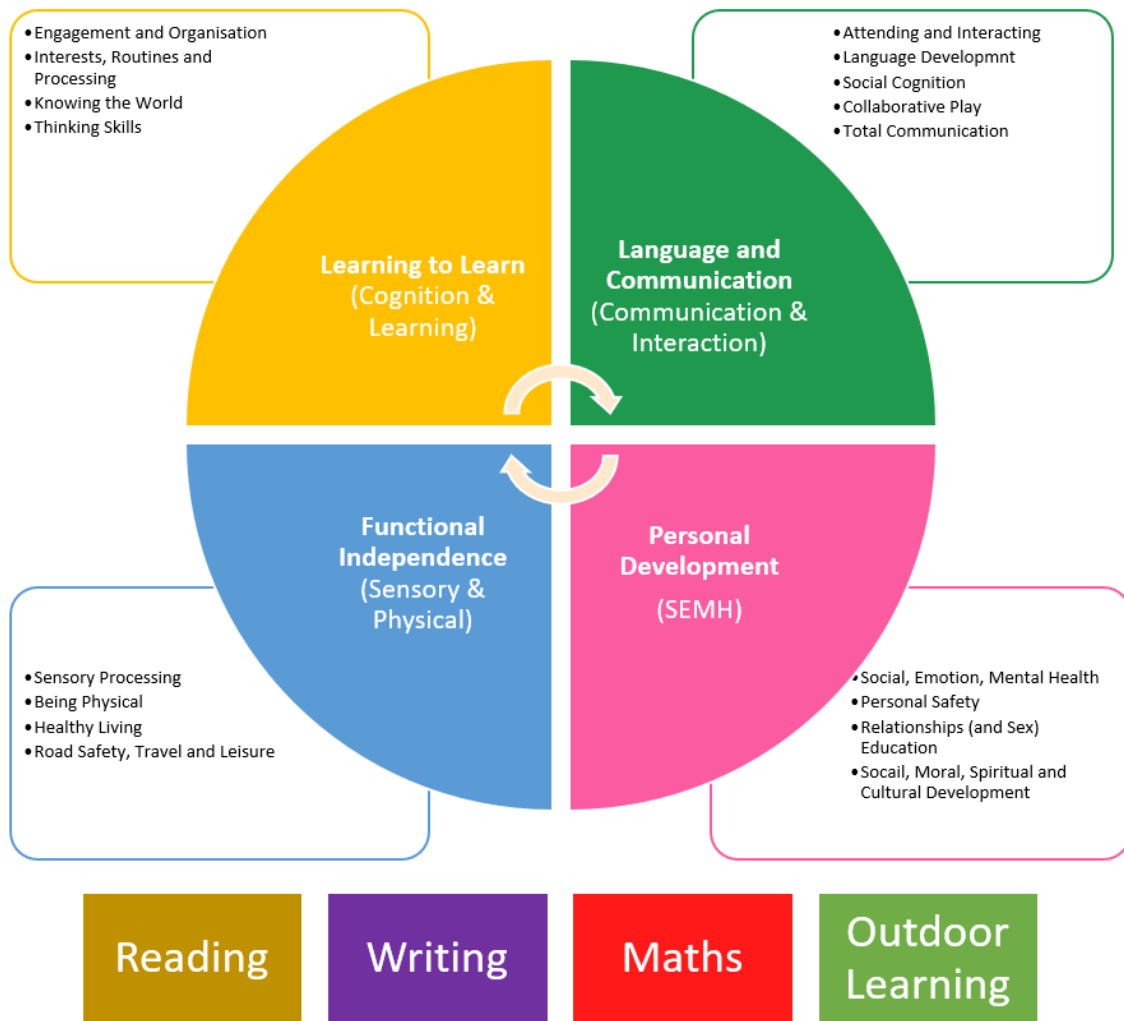
2.1 Groupings

Children are grouped within the school according to both their academic, therapeutic and social developmental needs, with consideration given to child's emotional development, prior academic achievement, social communication, wellbeing and special educational needs. Personal development and wellbeing needs are supported both within the class provision and through drawing on the school's wellbeing and therapy team, to provide a holistic therapeutic education for all children.

2.2 Curriculum design

MHS does not feel that the National Curriculum is able to fully meet the holistic needs of our pupils. All children attending MHS have an Education, Health and Care Plan (EHCP), which divides pupils' needs into four areas. Unlike the National Curriculum, our curriculum mirrors these areas (see below). We have an integrated therapeutic curriculum that is broad and balanced, and integrates therapy, wellbeing, and academic learning. By design, we have our own in-house therapists (SaLT, OT and Psychotherapy) working closely alongside experienced teachers. In addition to our knowledge and expertise, which is continually evolving, we have drawn on best practice from respected sources to develop our new curriculum. These include, amongst others: The Autism Education Trust, The Centre for Literacy in Primary Education, The Zones of Regulation, Social Thinking, White Rose Maths Hubs, The Lego Education Trust and The Forest School Association. Drawing on a wide pool of evidence-based approaches has allowed us to create a curriculum that we feel best meets the holistic needs of our pupils.

Mountfield Heath School's Integrated Therapeutic Curriculum



All children at MHS access our integrated therapeutic curriculum, regardless of their stage of development on entry to the school. This is intentionally aspirational; each child can progress through the school from their own starting point. PSHE is woven throughout the school curriculum, and is central to supporting the complex SEMH needs of our children. We recognise the importance of outdoor learning, so all children access weekly outdoor learning sessions to promote biophilia, risk taking and self-directed play with a trained Forest School leader.

To best meet the individual needs of our children, we have developed three distinct Entry Points to the school. However, we recognise that a child may display characteristics from several or all Entry Points, and may have complex diagnoses in addition to those described below. Children can move between the Entry Points in accordance with their presenting needs.



2.2.1 Therapeutic Entry Point

Children on this Entry Point are likely to have a primary diagnosis of autism, sensory processing, and/or social communication and interaction needs. These children are likely to have a particularly 'spiky' profile and require a highly personalised timetable based on their primary occupational and speech and language therapy needs. Pupils on the Therapeutic Entry Point access tailored individualised therapy provision alongside a universal curriculum based on the four areas of a child's Education, Health and Care Plan (EHCP), in order to promote a broadening of their functional skills, and knowledge and understanding of the world.

2.2.2 Nurture Entry Point

Children on this entry point are likely to have experienced significant difficulties attending school placements in the past, may have a large number of Adverse Childhood Experiences (ACEs), and may have experienced trauma. These children may have experienced emotionally based school avoidance (EBSA) in the past (e.g. attendance below 50%), accessed reduced timetables or had a period of time out of school. The Nurture Entry Point draws on both the Therapeutic and SEMH approaches and is highly responsive to the ongoing needs of the child and their emotional wellbeing. It offers a flexible schooling option with the aim of promoting integration into one of our other Entry Points.

2.2.3 SEMH Entry Point

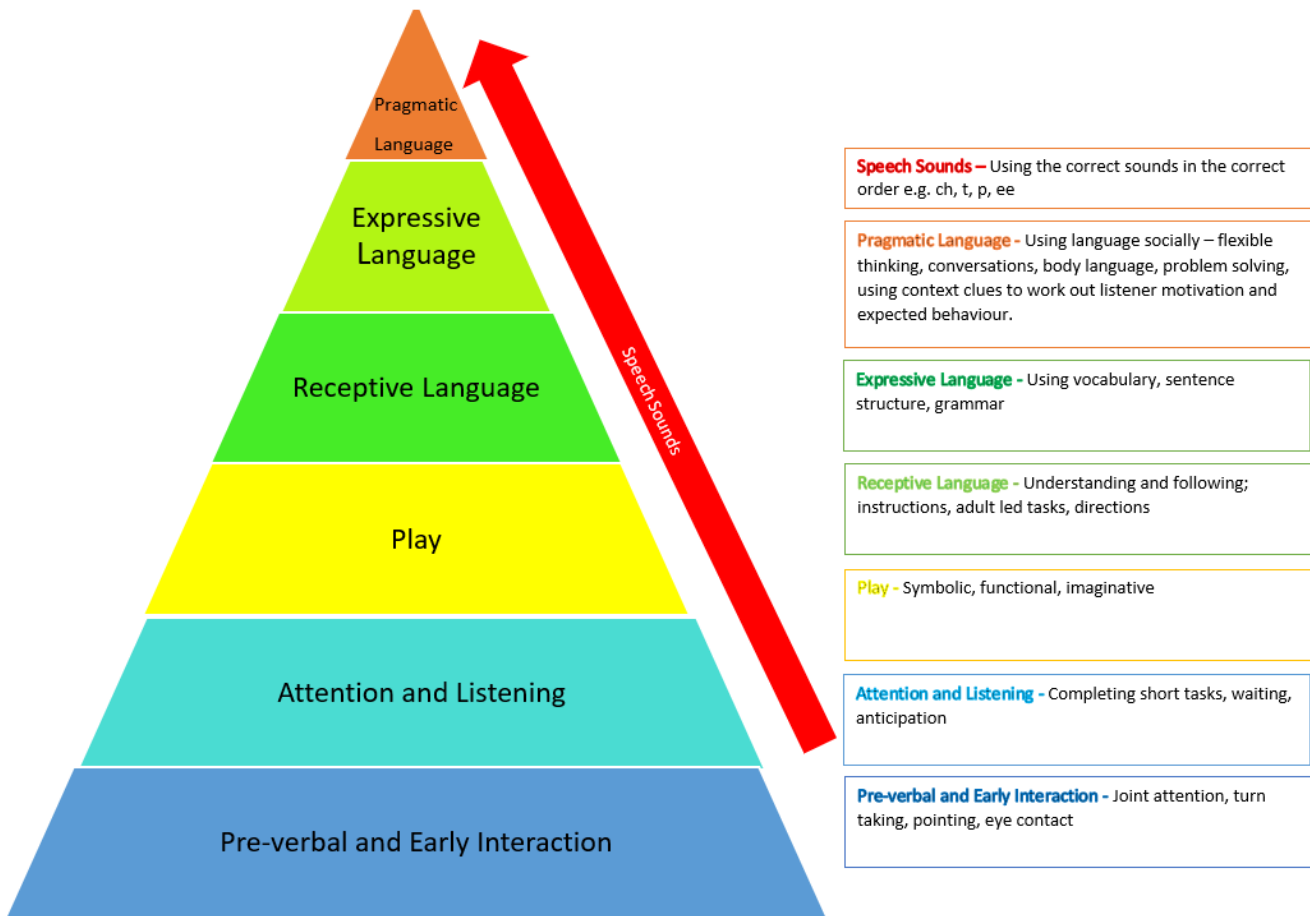
When the school opened in 2019, it was part of the Acorn division within OFG, which is focused on supporting pupils with SEMH as a primary need. In January 2024, the school moved to the Options Autism division, in recognition that the cohort of pupils supported by Mountfield Heath School was evolving. This means that Mountfield Heath School now provides placements for pupils either holding an autism diagnosis or who are on the 'autism pathway'. For our legacy SEMH cohort, these children access a curriculum built on the four areas of the EHCP, in addition to a specific reading, writing and maths programme of study. These children are likely to have a primary SEMH need, which may include a diagnosis of ADHD or autism, and they may display demand avoidant behaviours. This is a fully integrated curriculum that combines therapy and educational objectives. Children have a high level of input and support for their social, emotional and mental health needs in order to promote emotional regulation and teach emotional literacy to prepare them for life beyond school.

2.3 Therapy

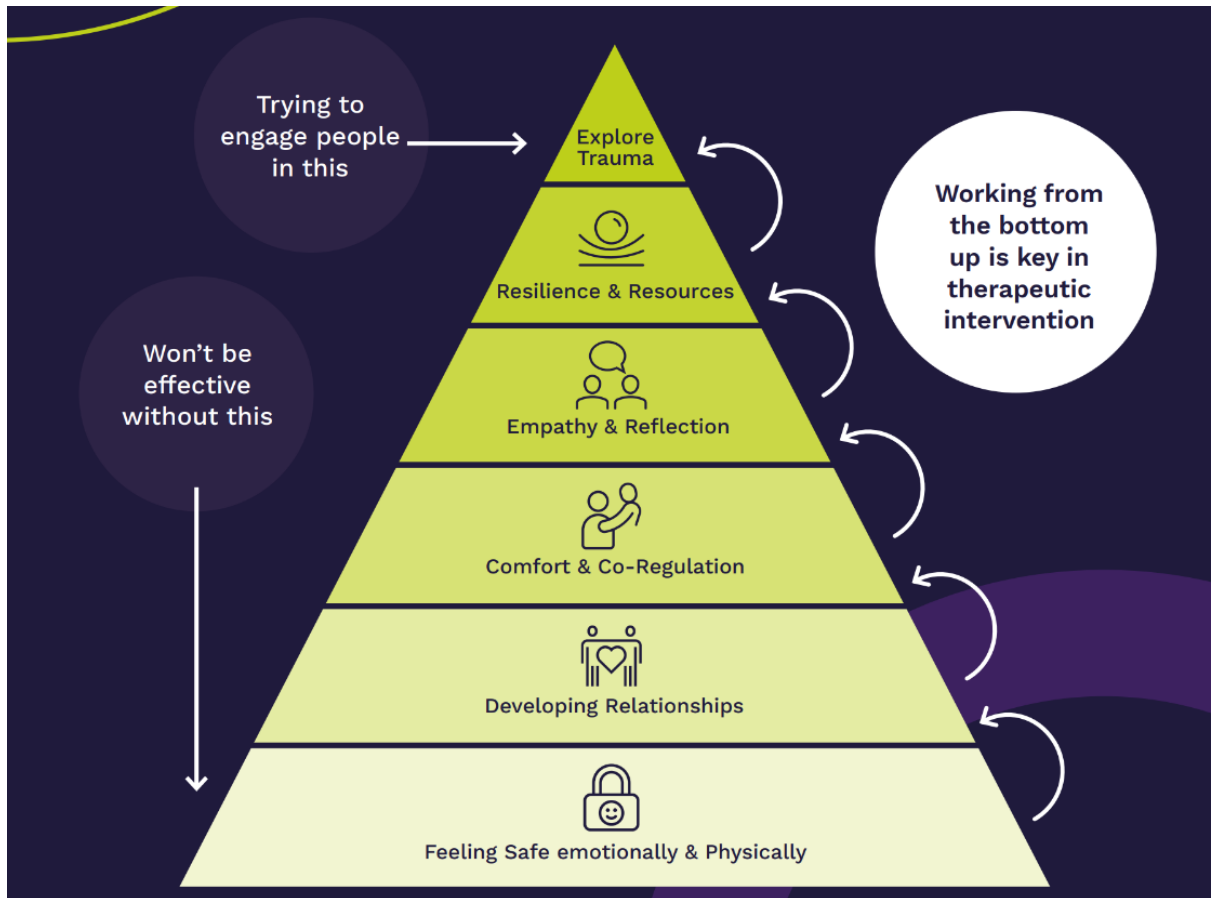
Therapy has a central role in our curriculum. The Pyramids of Learning that follow show the steps and stages required to achieve academic learning and efficient communication skills. At Mountfield Heath School, we understand that a child's development happens from the bottom of the pyramid up.

Our teachers and therapists focus on securing skills at the bottom of the pyramids so that the next stage of learning is built on strong foundations. This makes sure that your child's progress is not lost, and that they can use their skills in their everyday life.

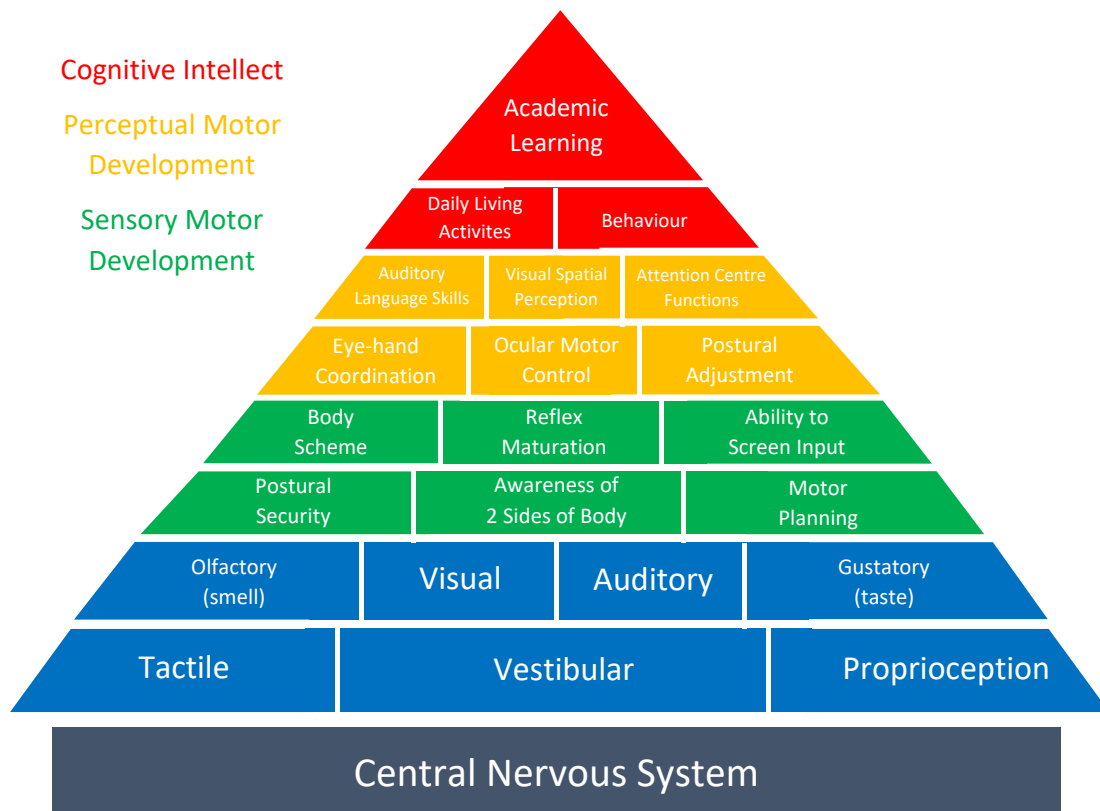
Speech, Language and Communication:



Social, Emotional, Mental Health (SEMH):



Sensory and Physical:



Adapted from pyramid of learning

(Williams & Stella Berger, 1996)

Our approach to therapy follows a graduated **Universal, Enhanced, and Specialist** model (see below). By incorporating therapy centrally into our new curriculum, we are able to ensure time and space for therapy support is woven throughout the school day. The level of therapy support is decided on an individual pupil basis through formal and informal assessments and ongoing dialogue with the team around the child.

Levels of therapy support at Mountfield Heath School:



2.4 Lesson Structure

Lessons vary in length depending on the subject taught and needs of the class. Practical subjects often require longer sessions, whereas discrete skills can be delivered through carousels or short interventions. The school believes it is important to offer children a curriculum that is broad and balanced in line with our aims and objectives.

Each class constantly adapts and responds to the needs of the children. This may require the use of a more personalised timetable that blends cognition and learning, communication and interaction, and sensory and physical skills to support the children with their SEMH needs, and other needs identified on their EHCPs. Staff are trained, and undergo ongoing CPD, to promote a therapeutic and nurture informed approach to support children in developing their self-esteem and desire to learn.

2.5 Planning

We have developed a whole school approach to long term topic-based planning. Classes cover three cross-curricular topics each year to promote breadth and depth of content and so that no pupil – no matter when they join the school – will duplicate a topic. Moving to a whole school, topic-based approach has numerous benefits:

- It allows for our therapy team to work alongside teachers in an efficient way
- It encourages a sense of whole school community
- It fosters collaboration and sharing between pupils and classes

When required, teachers may follow the Recovery Curriculum model to support children, particularly in response to the Covid Pandemic, or significant disruption within a class group. Therapeutic outcomes are planned for and delivered by the therapy and wellbeing team, or shared with the class teacher. Curriculum planning is the responsibility of the teaching staff as directed. Teachers follow a master long term curriculum topic document; medium term planning is completed collaboratively as a staff team; short term/weekly planning is completed by class teachers. All weekly plans have learning objectives, learning activities and differentiation outlined. Where appropriate, teachers identify specific assessment strands that are being evidenced. Planning is monitored on a termly basis by SLT and feedback given. The school has well-developed knowledge and skills progression documents covering reading, writing, maths, science, the arts, and the humanities to ensure that all pupils are working on appropriate next steps, regardless of their starting point. Specific curriculum policies for English, maths, Forest School and Relationships (and Sex) Education (RSE) should be read in conjunction with this document.

2.6 Differentiation (adaptive teaching)

Differentiation, as described in the DfE Teacher Standards, consists of adapting teaching to respond to the strengths and needs of all children, using approaches which enable children to be taught most effectively. Most importantly for MHS, this involves demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development.

At MHS, we use a range of adaptive teaching techniques, including adaptation by outcome, by task (including the use of IT resources), by resource, and by the level of support. Adaptation

also includes strategies and interventions to support specific educational needs of children. Wherever possible, learning is personalised for individual children. At MHS, we understand that we are dealing with a group of diverse individuals, who have often had negative past educational experiences, and adapt our teaching to ensure that all of them have access to learning that is meaningful. This is an ongoing and flexible process. Pupils have an initial baseline assessment against which increments of progress can be measured. In short, adaptive teaching shifts the focus from teaching an individual subject to teaching the individual children.

2.7 Individual Therapeutic Education Plans (ITEP)

The ITEP is prepared by the children's class teacher in collaboration with the therapy team, who set SMART targets which are stepping stones to achieving the children's EHCP outcomes. Each ITEP target relates to an EHCP outcome. ITEPs contain targets for the following areas: Cognition and Learning (literacy and numeracy), Social, Emotional and Mental Health (SEMH), Sensory and Physical and Communication and Interaction. The targets are monitored and reviewed, and evidence is recorded in the monitoring section of the ITEP. ITEPs are reviewed on a termly basis and shared with parents.

2.8 Wellbeing Support Plans

Wellbeing Support Plans (WbSP) are developed alongside children to identify their likes/dislikes, preferences and strategies for emotional regulation. Mountfield Heath School follows a Zones of Regulation informed approach and children have regular input and opportunities to explore their own emotional wellbeing. See Person Centered Behaviour Policy for further details.

2.9 Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage children and help them become more accomplished learners. At Mountfield Heath School, we use strategies such as clear objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in children's work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. Learning objectives are contained in staff weekly planning and relate to the relevant SOLAR curriculum framework steps. Success criteria, where appropriate for a given class group, can be used to help children to see where their learning fits, in terms of the bigger picture.

Children take an active role in self-assessment and have a regularly opportunity to reflect on their own learning. Best practice would demonstrate children having the opportunity to evaluate their own work, using assessment criteria (children might know this as success criteria or learning objectives/intentions). Plenary discussions, where appropriate, should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

2.10 Feedback and Marking

Written and oral feedback celebrates achievements, but is also constructive by explaining what children have done well, and what they can do to improve (next steps). Best practice would see children taking an active role in their assessment through children understanding the assessment criteria and judging where they are in meeting those criteria. See Assessment, Feedback and Marking Policy for further details.

2.11 Staff

Teaching staff are expected to keep up-to-date with developments in their subjects as well as monitoring and absorbing developments in the teaching of children with SEND. They should deliver a broad, balanced curriculum, adapted for each individual teaching group and child. All staff work to support the specific needs of children. Staff undergo regular CPD through Shine, Creative Education, and high-quality face to face training from our own therapy team and external agencies.

The Senior Leadership Team consists of Lyndsey Jeffries (Executive Headteacher), Natalie Stevens (Head of School), Jacqui Rochester (Assistant Head Therapy and Wellbeing), Sam Dugan (Assistant Head Teaching and Learning), Lucy Chester (Senior Teacher).

3. Curriculum IMPACT:

3.1 Assessment, Recording and Reporting

Our approach to assessment will guide practice in several areas: successful personalisation, building up a unique picture of each child's strengths and areas for development, enabling the school to offer the right curriculum and the children to make well-informed choices. Within curriculum planning, staff are clear on what children will achieve, and on the next steps for success. Using our SOLAR curriculum framework, staff form a view of pupils' progress in relation to particular targets (for example, in their ITEP and EHCP) and of their response to particular interventions. The wellbeing and therapy team track and monitor therapy outcome measures. This can, in turn, inform future planning for the individual, as well as reporting to parents, carers, other professionals and local authorities.

Mountfield Heath School's approach to assessment is to:

- enable children to understand their strengths, challenges and achievements and progress towards their targets
- support children to be actively engaged in their own learning
- enable staff to know their children well and to monitor progress and planning for both individual children and classes
- enable teaching staff to monitor and evaluate the impact of their planning and the children progress in the subjects taught
- give school leaders a comprehensive and accurate picture of achievement and progress across the school, which can inform curriculum planning, self-evaluation and performance management
- inform the ITEP process and show progress in relation to EHCP outcomes.

3.2 The Assessment Process

During a child's first half term at the school, teachers and therapists work together to establish a baseline against areas of the school's curriculum framework. All children are baselined against SOLAR and the school's bespoke curriculum strands. Key documentation is reviewed, including:

- any health records, including CAMHS reports
- information from previous school/family/carers
- attendance records and achievement
- EHCP documentation and annual reviews

Where prompted by the EHCP or identified by the class teacher and the Senior Leadership

Team, additional assessments e.g. educational or clinical psychology, can be arranged. Children are also assessed using the Boxall Profile tool to identify progress against their SEMH needs. An action plan is then developed highlighting learning targets, strategies and activities to be used in order to support a children's social and emotional regulation. These are reviewed on a regular basis.

On SOLAR, teachers and therapists can evidence attainment and achievement using the following scale:

Encountered – the pupil has had an opportunity to experience the statement being assessed, with some engagement

Developing – the pupil is making progress towards the statement being assessed, but continues to require a high level of support

Established – the pupil is confident demonstrating the statement being assessed, but not yet consistently or occasionally requiring additional support

Generalised – the pupil is secure in demonstrating the statement being assessed and is able to generalise the skill/knowledge/understanding being shown

This scale is used to explain the child's attainment in relation to a wide range of statements within each framework strand and across a wide range of subjects. However, the school will always draw on a range of information sources to determine a pupil's progress. Accordingly, teachers use their professional judgement to combine the assessment data, along with their own class based formative assessments to build an accurate picture of a child's progress:

“Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation.”

Department for Education (2010). *Progression 2010–11: Advice on improving data to raise attainment and maximise the progress of learners with special educational needs*. Crown Copywrite.

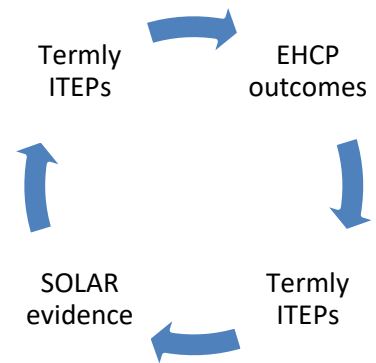
Being able to record progress from 'Encounter' to 'Generalised' means that even the smallest amount of progress can be recorded and the achievement celebrated. Assessment strands are specific, so progress and targets can be pinpointed. This data informs the review of progress against ITEP targets, and therefore EHCP outcomes.

Staff are continually making ongoing assessments of children. The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to triangulate. We use different forms of day-to-day in-school formative assessment, each with its own purpose, for example: one-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning, questioning of the class during an activity, scanning work for pupil attainment and development, marking of children's work, observational assessment, regular short re-cap quizzes, observation of pupils engaged in a task, pupil self-assessment or peer assessment - perhaps based on an assessment checklist or list of next steps and review of learning with a class or group.

3.3 Reporting

Alongside the Annual Review document, teachers and therapists contribute to and review pupils' ITEPs. These are shared with parents three times a year, with an annual summative report produced in the summer term. ITEPs and reports detail whether a child is working below individual expected progress, towards individual expected progress, at individual expected progress or above individual expected progress.

Our SOLAR curriculum framework covers all areas of our curriculum (see above) – these are continually updated and shared with stakeholders at the relevant points. Boxall Profiles are complete three times a year and are included in Annual Reviews.



3.4 Quality and Assurance

The Senior Leadership Team (SLT) will:

- have overall responsibility for the monitoring and evaluation of children's progress and achievement
- regularly monitor the school processes for assessing children's performance
- ensure that judgements about assessment are regularly made, moderated and recorded
- that evidence of children's achievement is kept both at the individual child and the subject level
- regularly report to Acorn Care and Education on children's performance
- ensure that Local Authorities, parents and carers receive timely reports on children's achievement
- work with class teachers to develop ITEPs and other plans that inform classroom teaching and interventions and approaches to holistic development
- enable regular reviews against targets set in ITEPs, which consider the range of evidence available of academic and personal progress.

Teachers will:

- contribute to baseline and ongoing assessments
- use subject assessments to inform planning, building assessment into their schemes of work
- contribute to Annual Review reviews
- prepare annual summative reports on children's progress
- report on children's progress in ITEP reviews and pupil progress meetings
- ensure assessment underpins all lessons
- give effective and meaningful feedback to children
- offer regular written or oral feedback which is positive, explicit about what has been achieved and about next steps
- give children opportunities to reflect on their learning and understand what progression means in that subject
- provide weekly planning, detailing lessons so that support staff can best support the children
- monitor and evaluate children's progress in the classes they are responsible for, and use the findings to inform planning
- be aware of and assess both academic and personal progress

Support staff will:

- be aware of the learning objectives and their specific role within the lesson e.g. working with a target group or specific individuals
- be aware of the assessment objectives for the group or individual that they are working with
- be aware of personal progress (in relation to EHCP outcomes, ITEPs and therapy outcome measures)
- contribute actively to periodic reviews of progress for children.

Therapy and wellbeing staff will:

- contribute to the admissions (and internal referral) process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- play a part in the target setting process, and offer guidance to other staff on how they can support any therapy-related target
- advise education staff on how best to interact with the child in question and enable them to flourish
- conduct appropriate observations and assessments, and contribute formally to reviews.

Children will:

- be able to offer their own views of progress, know what their own targets for development are and understand how they are going to work towards them (in an age-appropriate manner)
- identify meaningful targets that are important to them to achieve
- play an active part in assessing themselves and each other during lessons and at the end of modules of work
- be able to discuss achievements, difficulties and attitudes to learning and contribute to review processes.

Parents and Carers will:

- respond to reports provided by the school
- share their perceptions of progress made and areas for development identified
- be aware of key targets for development set through EHCP and PEP or LAC review processes, and contribute as actively as possible.

Local Authorities should:

- provide as much relevant information as possible of the child's prior attainment, background, learning and behavioural needs, as they join the school
- play an active part in periodic reviews of progress
- be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

3.5 Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in [The Education \(Independent School Standards\) \(England\) Regulations \(2019\)](#), [Education Inspection Framework](#), [Equality Act 2010](#), [RSE and Health Education Guidance](#), and [Improving the Spiritual, Moral, Social and Cultural Development \(SMSC\) development of pupils 2013 \(supplementary information 2014\)](#) with regards to:

Curriculum:

- a. full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience

- in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally, or are working to close the gap;
- c. where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- d. where a pupil has an Education, Health and Care Plan, provide an education which fulfils its requirements;
- e. reflects the school's aim and ethos;
- f. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. that all pupils learn and make progress from their starting point;
- h. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by explicitly teaching and promoting British values of democracy, the rule of law, individual liberty.

Teaching:

- a. enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well planned lessons and effective teaching methods, activities and management of class time;
- d. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;
- e. demonstrates good knowledge and understanding of the subject matter being taught;
- f. utilises effectively classroom resources of a good quality, quantity and range;
- g. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- h. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- i. does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2014);
- j. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively [promote the fundamental British values](#) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

- e. lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

As part of the school's curriculum development process, a variety of existing curricula were examined so that informed decisions could be made. Whilst not in any way a duplication, Mountfield Integrated Therapeutic Curriculum has drawn influence from St Dominic's School's Needs Led Curriculum, which is licensed under Creative Commons (CC BY-NC-ND 4.0). St Dominic's School has no affiliation with MHS, and in no way endorses the MHS Curriculum. Further information can be found at:

Perry, V. (2020) Needs Led Curriculum, Guildford: St Dominic's School at <https://stdominicsschool.org.uk>

INTENT	Mountfield Heath School Curriculum Intent: The fundamental principle behind Mountfield Heath School's (MHS) approach is the belief that children's self-esteem, confidence, and emotional stability can be greatly improved through achievement, both holistic and academic. Children are encouraged and supported to achieve in terms that they recognise as success. As a specialist provision, we view education in an integrated way with equal value and importance placed on therapy, wellbeing support and academic learning. The underlying belief that governs our school development is that learning should be useful, relevant and enjoyable. We fundamentally believe that experiencing achievement will increase our children's chances of living a happy life as independent, responsible, members of society.	
	Curriculum Objectives: <ul style="list-style-type: none"> To provide a broad and balanced curriculum that integrates therapy and educational provision. To enable children to fulfil their potential. To meet the needs of young people of all abilities. To provide equal access for all children to a range of learning experiences beyond statutory guidelines. To develop independent learners to move forward confidently and competently with their lives. To foster teaching styles which will offer and encourage a variety of relevant learning opportunities. To help children to use language and number effectively. To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010. 	MHS Curriculum is based on four key principles: Innovative - a curriculum that is creative and diverse. Promoting the ability to adapt to all challenges and experiences. Inclusive - a personalised approach centred around the whole child and valuing diversity Determined - take responsibility, and be fair and honest Respectful - instilling self-worth, self-belief, resilience and a positive mindset to reach future aspirations

IMPLEMENTATION	Curriculum: Mountfield Heath School runs a class-based primary model. Each class has a class teacher and at least two teaching assistants. Wellbeing support assistants lead on therapy interventions as directed by the therapy team. Therapy is further embedded within class-based practice. Alongside academic subjects, significant emphasis is placed on the SEMH, nurture and wellbeing needs of children. These are supported through explicit teaching of Zones of Regulation and Interoception Curriculum content.		Pastoral: Whole school assemblies, celebration awards and certificates	Offsite Visits: Local woodlands, local beaches, play parks, local shops	Interventions: Sensory diet, sensory circuits, Activate, Social Thinking, Lexia, Numbots, Twinkl Phonics, IDL, Memory Magic, Lego Foundation Play Included																													
	Cross-curricular topic-based learning that covers: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">English</td> <td style="width: 15%;">Signed English</td> <td style="width: 15%;">Supported English</td> <td style="width: 15%;">Humanities: Geography</td> <td style="width: 15%;">Arts: DT</td> <td style="width: 15%;">Core strands: -Sensory and Physical</td> </tr> <tr> <td>Maths</td> <td colspan="2">Zones of Regulation</td> <td>History</td> <td>Art</td> <td>-</td> </tr> <tr> <td>Science</td> <td colspan="2"></td> <td>Beliefs and Values</td> <td>Music</td> <td>Communication and Interaction</td> </tr> <tr> <td>PSHE/RSE</td> <td colspan="2">PE</td> <td></td> <td>Dance</td> <td>-Personal Development</td> </tr> <tr> <td>Computing</td> <td colspan="2">Interoception Curriculum</td> <td></td> <td></td> <td>-Cognition and Learning</td> </tr> </table>		English	Signed English	Supported English	Humanities: Geography	Arts: DT	Core strands: -Sensory and Physical	Maths	Zones of Regulation		History	Art	-	Science			Beliefs and Values	Music	Communication and Interaction	PSHE/RSE	PE			Dance	-Personal Development	Computing	Interoception Curriculum				-Cognition and Learning	Outdoor Learning: Weekly sessions of Forest School inspired outdoor learning both onsite and at local woodlands. Play-based, self-directed, nature connection.	Therapy: SaLT, OT, Counselling, Drawing and Talking, Lego Therapy
English	Signed English	Supported English	Humanities: Geography	Arts: DT	Core strands: -Sensory and Physical																													
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Computing	Interoception Curriculum				-Cognition and Learning																													

IMPACT	Progress Measures: Individual and class SOLAR evidence, reading age scores, Sleuth positive behaviour data, Sleuth negative behaviour data, RPI and exclusion data, attendance data, Annual Reviews, ITEPs progress data	Quality Assurance: Learning walks, book looks, planning scrutiny, lesson observations, data scrutiny, deep dives, Governance schedule, Therapy Team meetings, performance management, termly behaviour and progress reports
	Surveys – children, parent/carers/staff, Weekly SLT meetings, Weekly Education Meetings, Action planning and auditing, SDP and SEF, Termly reports, Daily staff briefings, Policy reviews, Student Council	



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