

Policy for

Teaching, Learning and Curriculum

Cambian Spring Hill School

Policy Author / Reviewer	Caroline Day
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Contents

1.	Monitoring & Review	2.
2.	The Cambian Group Mission Statement	2.
	How we aim to achieve this	3.
	Our Curriculum	3.
3.	Curriculum Organisation	4.
	Curriculum Intent	4.
	Curriculum Implementation	6.
	Curriculum Impact	7.
4.	Curriculum Structure	8.
	Key Stage 3 Curriculum Entitlement	8.
5.	Appendix A: Whole School Curriculum Strands 2025/2026	11.
6.	Appendix B: Formal Curriculum Core Subjects – Sample KS3	14.
7.	Appendix C: Informal Curriculum Enrichment Sample	15.
8.	Appendix D: Independent School Strands	19
9.	Appendix E: Social Interaction and Communication – Enrichment Opportunities	20.
10.	Appendix F: Key Stage 3 Curriculum 2025 / 2026	211.
11.	Appendix G: Key Stage 4 Curriculum 2025 / 2026	22.
12.	Appendix H: Post-16 Curriculum 2025 / 2026	23.

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Price

Principal

December 2025

2. The Cambian Group Mission Statement

'To actively enable each and every one of the children and young people in our care to achieve their personal best'

At Cambian Spring Hill School, we fully believe in an uncompromised curriculum which involves providing our learners with wide and varied opportunities and experiences beyond the formal curriculum.

Our curriculum offer complements the 7 strands of learning as prescribed in the DfE Independent School Standards (2014) and provides for the spiritual, moral, social and cultural development of all. We are united in our common purpose to support our children and young people to make outstanding progress in every dimension of school life and strive to prepare our youngsters for dealing with a range of challenges that life may present them with.

Our programmes of study are tailor-made to support each learners' needs and support them to develop their physical well-being, independence, resilience and sense of curiosity in addition to promoting academic attainment at a level that meets individual capacity.



How we aim to achieve this

We will provide:

- A therapeutic approach delivered by a multi-disciplinary staff team that maximise opportunities for students to learn and make progress at a pace that they can manage and enjoy
- Creative and solutions-focused problem solving with opportunities for staff to empower learners to make realistic and informed decisions about their lives and future aspirations
- An inclusive learning environment where everyone is supported to progress and achieve to the best of their ability whilst still providing appropriate levels of challenge
- A blend of individualised and group-learning opportunities to enable children and young people to try new things, overcome barriers and develop their resilience and patience
- A multi-disciplinary approach and collegiate reflection opportunities to develop levels of understanding around learners' needs, strengths and talents whilst respecting individual learning preferences and paces
- Positive relationships with our learners to help them to develop confidence and resilience to help them to overcome barriers to learning

Our Curriculum

Our approach aims to promote the learning and well-being of children and young people with Autism Spectrum Conditions (ASC). We carefully consider development needs of the staff team to secure best practice. The statements below outline the principles upon which policy and practice are developed and reviewed.

The overarching aim of our curriculum is that all of our children and young people:

- Are empowered to understand their autism, celebrate their difference and present as confident individuals who are able to make choices that help them to stay safe and live healthy and fulfilling lives
- Experience a curriculum that offers a range of learning opportunities which promote communication, self-management, independence and achievement
- Are supported by a team of staff who work collaboratively to deliver a consistently high standard of pedagogical approaches which enable each student to stay safe, learn and prepare themselves for the next stage of their education or training

We aim to ensure that the curriculum:

- Is broad and balanced and complies with the Quality of Education indicators as set out in the (Independent School Standards Regulations 2014 and, where appropriate, National Curriculum frameworks
- Is tailored to encourage all learners to reach their full potential

- Is flexible in order to meet the needs and matched, as far as is practicably possible, to the specific needs of the child/young person
- Builds on students' existing knowledge, skills and understanding and is sequenced accordingly
- Reflects the nature of the local community, builds on British Values and references appropriate wider societal issues
- Develops confidence, positive self-esteem, independence and accountability
- Develop a level of respect for other people and the environment
- Prepare students for the opportunities, responsibilities and experiences of adult life

3. Curriculum Organisation

At Spring Hill School, we afford particular emphasis in our curriculum to the development of:

- Communication and interaction skills
- Cognition and learning skills with specific focus on literacy, numeracy and personal development and well-being
- Social, Emotional and Mental Health strategies to include PSHCE and SRE
- Sensory and physical skills and capabilities to include outdoor learning, competitive sports/PE, swimming, independent living skills on campus and in the local community
- Work-related learning/vocational skills across campus and in the local community
- Opportunities to learn outside the classroom

Curriculum Intent



- To offer a broad and balanced curriculum, which reflects the interests and aptitudes of our students and supports pathway planning for a range of academic or vocational courses
- To develop students' autonomy and resilience by providing learning opportunities that promote metacognitive awareness and approaches:



- To impact positively on behaviour and communication responses, secure achievement and attainment and individual personal spiritual, moral, social and cultural development from baseline
- Integrated therapeutic support, to enable each child/young person to accomplish or exceed their EHCP outcomes
- To support students to access the community and develop their vocational skills and aspirations
- Develop children and young people's Cultural Capital by providing learning opportunities and experiences for them to be better informed about the world in which they live
- All teaching and learning experiences are well planned and appropriately delivered to ensure all students progress without feeling over-whelmed or insufficiently stretched
- To involve each student in the planning of their own learning in order to maximize levels of engagement

Curriculum Implementation

How do we consider the content and teaching sequence for each of our learners?

- A key focus on assessing and continually evaluating children and young people's holistic needs to enable teaching and clinical intervention to be carefully shaped to address deficits and effect progress
- Use of qualitative and quantitative assessment tools to support us to measure reasoning skills, monitor progress in core subjects and identify barriers to learning, often standardised against a backdrop of national benchmarks
- A curriculum approach that is underpinned by a model which is based on three broad dimensions – independence, social participation and well-being
- A personalised learning pathway that provides tangible, relevant and stimulating learning opportunities, enabling each student to learn and develop the skills they require for later life
- Providing engaging teaching and learning experiences via: topic days, school council, assemblies, clubs, learning outside the classroom, inter-school sports experiences, workshops, trips and visits, fund raising and community work
- Small class sizes and 1:1 support for those students who require bespoke intervention
- Stage based class groups with flexibility such as when a student may have spent time out of school before joining Spring Hill
- Access to a range of nationally accredited awards: A-Levels (if appropriate) GCSE, Levels 1 and 2 Functional Skills, Prince's Trust
- Dedicated 1:1 statutory CEIAG for all students opportunities to engage with local and wider community work experiences opportunities, quality assured by North Yorkshire Business and Education in Partnership
- Tailored stretch and challenge to encourage young people to become active members of their local communities, developing social, communication and inter-personal skills while working or learning in different settings which may include: The Ripon Walled Garden, Lister House Royal British Legion Care Home, Boltby Trekking Centre.
- A post 16 curriculum that affords students with opportunities for social inclusion both on and offsite and which provides structured support for the independent living, preparation for adulthood and development of life skills

How we determine how well are our students learning the content within our curriculum?

- Our approach to learner profiling, via our iSTART provision, enables us to base teaching decisions and plan personalised learning and identify those students who need support and further intervention
- We strive to develop each child/young person's engagement in the learning process and modify our approaches as required

We have four goals when it comes to measuring the impact of our curriculum:

Objective 1: Develop our Student's Learning

Our children and young people make outstanding progress from starting points. We intend that the impact is that children and young people will be academically and physically prepared for the next phase of their education, whether here at Spring Hill or in their own local community.

Objective 2: Develop the Character of our Learners

Our curriculum supports our learners to develop their character and further their understanding of values such as equality, fairness, friendship and trust; by appreciating, these principles, our students are better prepared for living in the community, demonstrating tolerance and understand equality. We measure this by the work our students produce and by their interactions with others across campus and out in the local community. The impact of this intention is seen in the daily interaction of all members of our school community. We establish positive parent/carers relationships to understand the impact of our interventions in the family home.

Objective 3: Develop Behaviours and Habits to become Effective Learners

Offering our students opportunities to engage with varied learning challenges, in either a group or individual basis, allows us to assess where additional support or intervention is required. By supporting our students to embrace different experiences we aim to develop their resilience enabling them to make appropriate decisions and feel less overwhelmed with unfamiliar situations. The impact of individualised learning opportunities influences our students to improve their resilience so that they are less inclined to give up, develop their motivation to succeed and achieve and are better equipped to manage and cope with the complexities that life may present them with.

Intention 4: Develop the Moral Compass of our Learners

We aspire to support our learners to make positive choices for the right reasons and hope that they will be motivated by a strong personal sense of morality. Our holistic curriculum supports each individual learner to develop a sense of empathy whilst developing the ability to resist negative influence. Our comprehensive PSHCE and SMSC offer appropriately prepares students for life in modern Britain and identifies which levels of

support are required to enable each individual to enjoy good physical and mental health, stay safe, develop skills for adulthood, make a positive contribution and achieve to their full potential.

4. Curriculum Structure

We acknowledge that some of our young people have compound learning difficulties and benefit from a curriculum where the priority is to maintain and develop their physical and emotional well-being, in addition to ensuring that their medical and sensory needs are addressed. Increasingly, children have missed extensive learning experiences due to the pandemic and we acknowledge that there may be significant gaps in learning. Our iSTART Programme is designed to identify strengths and areas that require development.

To cater for the differing needs of our cohort, we have developed a 'layered' curriculum; this is reviewed at least annually to ensure it is appropriate and engaging and meets children's and young people's requirements. Individual learning profiles (ILP's) are compiled, with input from the Clinical Team, to identify barriers to learning and safeguard the holistic needs of each student so that they have the opportunities to achieve their potential. We want all of our learners to develop as independent, confident and successful learners who know how to make a positive contribution to their community.

As learners move through the Key Stages, the emphasis shifts more towards preparation for adulthood and maximising independence. 1:1 Independent careers education and guidance is provided on a rolling programme. For higher functioning learners, formal learning is blended with opportunities to develop practical skills and levels of independence around vocational and enterprise skills.

Curriculum Entitlement

Our curriculum is an all-through syllabus from KS2 to the end of KS5 and designed through a 'stage not age' approach. Priority is given to core subjects and removing barriers to learning impacted by social, communication and learning difficulties. However, each child is delivered a programme based on their ability to access learning and what works for one child may not work for another. Our aim is to ensure that students are able to access appropriate post-16 courses, at Spring Hill or another suitable setting and/or employment.

Many of our children and young people follow appropriate elements of the national curriculum in key-stage 3. The Year 7 curriculum follows on from the work undertaken in the primary phase. In Year 9 pupils begin a supported transition onto their key-stage 4 pathway; formal 1:1 CEIAG sessions, with our independent advisor, begin prior to statutory expectations.

Spring Hill School typically operates a 6 teaching-period day with additional early morning Breakfast Club sessions; there are also alternative activities, such as a walk outside, in place. Lunch times are 45 minutes for all key stages and morning break is 15 minutes; both are structured to support young people to appropriately manage their interactions with others and the level of intervention required very much depends on the individual child/young person. Lunchtime is structured and staff deliver various clubs which students can opt in to attend.

Example timetables are provided below:

	AM Rec	Lesson 1	Period 2	Period 3	PM Rec	Period 4	Period 5	Period 6
Monday	AM Routin Evodia Tallan Kirsty Ross- Cheadl Science Room Tutoria (PB)	Personal Enrichment Becky Ward Off Site Out In The Community (BO)			PM Routin Evodia Tallan Kirsty Ross- Cheadl Scienc Room Tutoria (PB)	Reading Jenny Dickinson JD Classroom Reading (BO)	ICT Chris Robson Learning Resource Room ICT (BO)	Reading Evodia Tallan Hayley Wallace Victoria Spear Science Room Tutorial (PB)
Tuesday	AM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	English Language Louise Vast LV Classroom English (BO)	PHSCE Susan Flynn PHSE Room PHSE (BO)	Science Frances Paxan Maths/Science Room Science (BO)	PM Routin Kirsty Flynn Cheadl Pete Brecka Science Room Tutoria (PB)	English Language Susan Flynn PHSE Room Spelling (BO)	Intervention Maths Frances Paxan Maths/Science Room Maths (BO)	British Values Hayley Wallace Pete Breckan Victoria Spear Science Room Tutorial (PB)
Wednesday	AM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	Maths Frances Paxan Maths/Science Room Maths (BO)	Personal Enrichment Alena Murray Outdoor Education Classroom Biking (BO)	Personal Enrichment Kate Atkinson Enterprise Room VRL (BO)	PM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	Cookery Alena Murray Life Skills Room Cooking (BO)		Reading Hayley Wallace Pete Breckan Victoria Spear Science Room Tutorial (PB)
Thursday	AM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	English Language Louise Vast LV Classroom English (BO)	Personal Enrichment Alena Murray Outdoor Education Classroom Biking (BO)	Personal Enrichment Lindsey Lidster Craft Luna (BO)	PM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	Quality of Life Louise Vast LV Classroom QOL (BO)	PE David Young Sports Hall Harragat Town (BO)	Group Enrichment Hayley Wallace Pete Breckan Science Room House Activities (PB)
Friday	AM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)	Forest School Kirsty Ross- Cheadl Louise Vast Sally-Anne Martyn Forest School Forest School (BO, ST, LW)	Personal Enrichment David Young Kitchen (Chestnuts) Wellbeing (BO)		PM Routin Kirsty Ross- Cheadl Pete Brecka Science Room Tutoria (PB)			

	AM Rec	Lesson 1	Period 2	Period 3	PM Rec	Period 4	Period 5	Period 6
Monday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	History Charlie Johnston Eleanor Hynam CJ Classroom History GCSE (LH, OLA, MS)	Personal Enrichment Hayley Wallace Spare Room Personal Enr (OLA)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLA, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Personal Enrichment Alison Hollan Lindsey Lidster Off Site 2 Horse Riding (OLA, IWC)		Reading Alison Hollan Leah Senior Susan Flynn PHSE Room Tutorial (SF)
Tuesday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Science David Young Leah Senior Pete Breckan Science Room Science (MS, TC, OLA, SM)	Music Mark Haddon Music Room Music (OLA)	English Language Fyn Lees Leah Senior Hollan LV Classroom English (LH, OLA, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Craig Lockyer Eleanor Hynam Leah Senior CL Classroom Maths GCSE/PS (MS,TC,OLA,SM)	History Ward Charlie Johnston CJ Classroom History GCSE (LH, OLA, MS)	Music Becky Ward Music Room Music (OLA)
Wednesday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Craig Lockyer David Young Eleanor Hynam CL Classroom Maths GCSE/PS (MS,TC,OLA,SM)	Personal Enrichment Lindsey Lidster Craft Luna (OLA)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLA, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Cookery Rebecca Law Victoria Spear Food Tech Room Cooking BTEC L1 (SM, OLA)		Reading Alison Hollan Leah Senior Susan Flynn PHSE Room Tutorial (SF)
Thursday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Eleanor Hynam Frances Paxan Leah Senior Maths/Science Room Maths (MS, TC, OLA, SM)	Personal Enrichment Becky Ward Heather Spencer Kate Atkinson Enterprise Room VRL (AG, OLA, OL, GB)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLA, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Personal Enrichment Lindsey Lidster Craft Luna (OLA)	PHSCE Eleanor Hynam Susan Flynn PHSE Room PHSE (LH, OLA)	Group Enrichment Alison Hollan Leah Senior Susan Flynn PHSE Room House Activities (SF)
Friday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	History Becky Ward Charlie Johnston CJ Classroom History GCSE (LH, OLA, MS)	Science Kirsty Ross- Cheadl Leah Senior Pete Breckan Science Room Science (MS, TC, OLA, SM)	Outdoor Education Andy Little Becky Ward Eleanor Hynam Outdoor Education Classroom Outdoor Ed (OLA, SM, ID)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)			



	AM Reg	Lesson 1	Period 2	Period 3	PM Reg	Period 4	Period 5	Period 6
Monday	AM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Maths Craig Lockyer Kirsty Ross- Cheadle CL Classroom Maths GCSE (ST, LW)	English Language Caroline Day Fyn Lees English Classroom English (LB, ST, LW)	Personal Enrichment Hayley Wallace HLTA Base Room Personal Enrichment (ST)	PM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Personal Enrichment Andy Little David Young Off Site Climbing (ST, ID)		Reading Charleen Johnston Fyn Lees CJ Classroom Tutorial (CJ)
Tuesday	AM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Enterprise Kate Atkinson Victoria Spear Enterprise Room Enterprise (LW, ST)	Swimming Clare Chilcott Eleanor Hynam Evodia Tiallane Off Site Swimming (ST, ID, JTM)		PM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Humanities Charleen Johnston CJ Classroom Humanities (ST)	Maths Craig Lockyer Kirsty Ross- Cheadle CL Classroom Maths GCSE (ST, LW)	Reading Charleen Johnston Fyn Lees CJ Classroom Tutorial (CJ)
Wednesday	AM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Textiles Caroline Day Sally-Anne Martyn Textiles Room Textiles (ST, LW)	English Language Caroline Day Eleanor Hynam Fyn Lees English Classroom English (LB, ST, LW)	Science Hayley Wallace Pete Breckon Maths/Science Room Science (ST, LW)	PM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	PHSCE Alison Hollan Susan Flynn Room PHSE (ST, LW)	Maths Craig Lockyer Kirsty Ross- Cheadle CL Classroom Maths GCSE (ST, LW)	British Values Charleen Johnston CJ Classroom Tutorial (CJ)
Thursday	AM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Maths Craig Lockyer Kirsty Ross- Cheadle CL Classroom Maths GCSE (ST, LW)	English Language Caroline Day Eleanor Hynam Fyn Lees English Classroom English (LB, ST, LW)	Science Hayley Wallace Pete Breckon Maths/Science Room Science (ST, LW)	PM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Cookery Rebecca Law Victoria Spear Food Tech Room Cooking BTEC L2 (ST, LJ, R, TC, MS)		
Friday	AM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)	Forest School Kirsty Ross- Cheadle Louise Vast Sally-Anne Martyn Forest School Forest School (BO, ST, LW)	English Language Caroline Day Eleanor Hynam English Classroom English (LB, ST, LW)	Textiles Sally-Anne Martyn Textiles Room Textiles (ST)	PM Routin Charles Johnstn Fyn Lees CJ Classr Tutoria (CJ)			Reading Fyn Lees CJ Classroom Tutorial (CJ)

	AM Reg	Lesson 1	Period 2	Period 3	PM Reg	Period 4	Period 5	Period 6
Monday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	ICT Chris Robson David Young Learning Resource Room Computing GCSE (SM, OL, JB, R)	PE Leah Senior Gym Gym (SM)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLo, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Craig Lockyer Eleanor Hynam CL Classroom Maths GCSE/FS (MS, TC, SM)	PHSCE Evodia Tiallane Susan Flynn PHSE Room PHSE (MS, TC, SM)	Reading Alison Hollan Leah Senior Susan Flynn PHSE Room Tutorial (SF)
Tuesday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Science David Young Leah Senior Pete Breckon Science Room Science (MS, TC, OLO, SM)	Intervention Personal Enrichment David Young Outdoor Education Classroom Mila (SM)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLo, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Craig Lockyer Eleanor Hynam CL Classroom Maths GCSE/FS (MS, TC, OLo, SM)	Quality of Life Kate Atkinson Leah Senior Enterprise Room Kings Trust (TC, SM)	
Wednesday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Craig Lockyer David Young Eleanor Hynam CL Classroom Maths GCSE/FS (MS, TC, OLo, SM)	Personal Enrichment Heather Spencer Spore Room Personal Dev (SM)	English Language Fyn Lees Leah Senior Louise Vast LV Classroom English (LH, OLo, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Cookery Rebecca Law Victoria Spear Food Tech Room Cooking BTEC L1 (SM, OLo)		Reading Alison Hollan Leah Senior Susan Flynn PHSE Room Tutorial (SF)
Thursday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Maths Eleanor Hynam Frances Paxon Leah Senior Maths/Science Room Maths (MS, TC, OLO, SM)	Personal Enrichment David Young Spore Room Personal Dev (SM)	English Language Fyn Lees Leah Senior Hollan LV Classroom English (LH, OLo, SM, OL)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	Quality of Life Clare Chilcott Kirsty Ross-Cheadle CC Classroom Independent Liv (BN, SM, ID)		Group Enrichment Alison Hollan Leah Senior Susan Flynn PHSE Room House Activities (SF)
Friday	AM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)	ICT Andy Little Becky Ward Evodia Tiallane Learning Resource Room Computing GCSE (SM, OL, JB, ID)	Science Kirsty Ross- Cheadle Leah Senior Pete Breckon Science Room Science (MS, TC, OLO, SM)	Outdoor Education Andy Little Becky Ward Eleanor Hynam Outdoor Education Classroom Outdoor Ed (OLO, SM, ID)	PM Routin Alison Hollan Leah Senior Susan Flynn PHSE Room Tutoria (SF)			

5. Appendix A: Whole School Curriculum Strands

Differentiated and Personalised Curriculum	Therapeutic Curriculum	Adapted National Curriculum	Post-16 Curriculum
Learners who are likely: - to be working below age related expectations - to have a 'spiky' profile - to require a level of flexibility in their timetable - to require 1:1 support - to require low-level demand - to require significant therapeutic learning opportunities - to have a history of trauma and/or mental-health needs or high anxiety - to require phased introduction to peers - to have significant sensory needs	Learners who are likely: - to be working below age-related expectations - to be unable to follow the full national curriculum due to high levels of academic demand - to require therapeutic learning opportunities at various points throughout the day - to have a lack of resilience - to require social-communication development - to have a learning difficulty - to require 1:1 or 1:2 staffing ratios - to have significant sensory needs	Learners who are likely: - to be working at age-related expectations - to be able to follow the demand of the national curriculum - to fully engage with learning - to have a desire to learn and develop - to require high levels of structure and routine in their timetable - to have a lack of resilience - to require 1:2 staffing ratios, occasionally 1:1	Learners who are likely: - to be age 16 or above (on occasion there may be younger students if the offer meets need and is most appropriate) - to require independence skills in preparation for adulthood - to require work experience in preparation for adulthood - to require a programme to meet individual transition needs - to have a lack of resilience - to require 1:1 or 1:2 staffing ratios - to require access to English and Maths stepping-stone qualifications
What do we use to inform our learning intentions?			
EHCP Outcomes iSTART Assessments National Curriculum Independent Living Skills Kings Trust Sensory Diet Pearson Functional Skills Entry Level to Level 2 Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations	EHCP Outcomes iSTART Assessments National Curriculum Independent Living Skills Kings Trust Sensory Diet Pearson Entry Level English and Maths Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations	EHCP Outcomes iSTART Assessments National Curriculum BTEC, GCSE Syllabus or 'A' Levels (if appropriate) Kings Trust Functional Skills Pearson Functional Skills Entry Level to Level 2 Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations	EHCP Outcomes iSTART Assessments National Curriculum Independent Living Skills Kings Trust Sensory Diet Pearson Functional Skills Entry Level to Level 2 Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations

What does this look like in a teaching group?			
A large proportion of 1:1 lessons with opportunities to join specific-small teaching groups (maximum 6) A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria. Sequenced learning towards knowledge for future living, learning, leisure and work. Flexible opportunities on the timetable to accommodate need. Consistent staff to promote positive relationships. Access to a range of learning environments including off campus community experiences if appropriate. Access to therapeutic lessons such as Art, Music and Therapy Dog Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and MHP input where appropriate.	Group teaching with consistent staff for the majority of lessons. Class sizes up to a maximum of 6 students. A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria. Sequenced learning towards knowledge for future living, learning, leisure and work. Flexible opportunities on the timetable to accommodate need. Consistent staff to promote positive relationships. Access to a range of learning environments including off campus community experiences if appropriate. Access to therapeutic lessons such as Art, Music and Therapy Dog Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and MHP input where appropriate.	Distinct-teaching group with subject specific teaching. Consistent staffing with a maximum group size of 6. A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria. Sequenced learning towards knowledge for future learning and employment. Consistent staff to promote positive relationships. Access to some off campus and community learning experiences. Access to GCSE pathway in KS3/4. Opportunities to take part in residential activities. Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and MHP input where appropriate.	Group teaching with consistent staff for the majority of lessons. Class sizes up to a maximum of 6 students. A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria. Sequenced learning towards knowledge for future living, learning, leisure and work. Flexible opportunities on the timetable to accommodate need. Consistent staff to promote positive relationships. Timetables reflect individual study programmes. Internal and external work experience opportunities. Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and MHP input where appropriate.
How is evidence gathered?			
Work Books, photographs, unit awards, witness statements, portfolio work	Work Books, photographs, unit awards, witness statements, portfolio work	Work Books, unit awards, portfolio work	Work Books, photographs, unit awards, witness statements, portfolio work
How do we determine good / outstanding ipsative progress?			
Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, Clinical Services Reports, Behaviour Data	Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, Clinical Services Reports, Behaviour Data	Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, Clinical Services Reports, Behaviour Data	Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, Clinical Services Reports, Behaviour Data

Please Note

Some students may have a deliberate move from one curriculum to another as part of a planned and agreed transition as they make progress. Others may move curriculum to accommodate personal, social and emotional issues such as illness, emotional difficulties, medication changes, deteriorating mental health.

In addition to the Annual Review process, our curriculum offer is reviewed as often as is required in line with changing need and by listening to the wishes of our children and young people.

Due to the number of programmes of study, designed to support true personalisation, the following examples give a flavour of the content of some of the schemes of work delivered at Spring Hill School.

6. Appendix B: Formal Curriculum Core Subjects – Sample KS3

Independent School Standards	Subject	Term					
		Autumn		Spring		Summer	
		Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Linguistics	English	- The importance of Reading - Reading – different media and different purposes - Using language to persuade - Identifying and analysing language techniques - Descriptive Writing - Punctuation and vocabulary - Theme-based topics: Survival/Adventure		- Reading and reviewing- novel extracts - Spelling and vocab. - Reading comprehensions and interpretations - Writing a short story and Oracy skills - Literary genres - Writing articles- Viewpoints and Perspectives - Comprehension challenge		- Heroism and 'heroic' professions - Planning an interview - Myths and legends - Structural language techniques - Adverts, leaflets, posters, letters - Advertising campaign analysis - Stories from around the world - Assessment quiz	
Mathematical	Mathematics	- Assessment - Probability 1 - Ratio and Proportion	- Ratio and Proportion cont... - Compound Measures	- Percentages - Algebraic Expressions 2		- Algebraic Expressions 3 3D Shapes	- Statistics 1 - Assessments
Scientific	Science	- Assessment - Organisms - Movement - Earth	- Ecosystems - Forces - Bottle Rocket	- Genes - Matter	- Forces - Science Week - Working scientifically - Assessments	- Organisms - Electromagnetics	- Reactions - STEM (Money Week) - Working scientifically Assessments

7. Appendix C: Informal Curriculum Enrichment Sample

Forest School Planning Overview 2025/26

As Forest School is learner-led, there will be a range of activities as well as the fire available each week including shelter building and tool use. Learners are free to decide how they use their time at Forest School.

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	TERM FIVE	TERM SIX
Forest School LB, BRN, JM, GBi., LW	Introduction to Bushcraft 123653	Introduction to Bushcraft 123653	Fire Safety and Outdoor Cooking 123658	Fire Safety and Outdoor Cooking 123658	Using Tools and Bushcraft at Forest School 121482	Using Tools and Bushcraft at Forest School 121482
Forest School BO, LW, ST	Introduction to Bushcraft 123653 Introduction to Bushcraft and Survival Skills 112252	Introduction to Bushcraft 123653 Introduction to Bushcraft and Survival Skills 112252	Fire Safety and Outdoor Cooking 123658 Becoming a Forest School Ranger 120270	Fire Safety and Outdoor Cooking 123658 Becoming a Forest School Ranger 120270	Using Tools and Bushcraft at Forest School 121482 Introduction to Woodland Management for Nature Conservation 118033	Using Tools and Bushcraft at Forest School 121482 Introduction to Woodland Management for Nature Conservation 118033
Forest School OLW, JBr	Introduction to Bushcraft and Survival Skills 112252	Introduction to Bushcraft and Survival Skills 112252	Becoming a Forest School Ranger 120270	Becoming a Forest School Ranger 120270	Introduction to Woodland Management for Nature Conservation 118033	Introduction to Woodland Management for Nature Conservation 118033
Forest School iStart	Introduction to Bushcraft 123653	Introduction to Bushcraft 123653	Fire Safety and Outdoor Cooking 123658	Fire Safety and Outdoor Cooking 123658	Using Tools and Bushcraft at Forest School 121482	Using Tools and Bushcraft at Forest School 121482

PSHCE Overview

Core topics as recommended by PSHE Association PoS Guidelines	Autumn Term Health and well being	Spring Term RSE	Summer Term Living in the wider world
KS3 Yr 7	1.Health and Wellbeing 2.Introduction Mental Health 3.Introduction Building Resilience 4.Kindness and Empathy 5.Online Safety 6.Introduction Vaping and Smoking Cessation 7. Illegal Drugs Introduction 8. Personal and Oral Hygiene 9. Boys' Puberty 10. Periods and Menstruation (Girls' Puberty) 11.FGM (option 1 - unaffected areas may choose Year 9) 12.Gratefulness (option 2 - FGM affected areas may teach this in Year 9)	1. Safe, Healthy Positive Relationships 2. The Importance of Trust 3. Friendships and Fall-outs (2 hours) 4. Anti-bullying Focus 5. Peer Pressure and Influence (2 hours) 6. Online Grooming 7. Different Families, Stability and Commitment (2 hours) 8. Romantic Feelings and Falling in Love 9. Marriage (Includes Civil Partnerships)	1.Personal Development and Target / Goal Setting 2.The Importance of Respect and Respectful Relationships 3.Wants, Needs and Priorities 4.Self-Esteem Throughout Life (2 hours) 5.Media and Online Literacy 6. Racism Focus 7. Stereotyping and Prejudice 8. Protected Characteristics and the Equality Act 9.Careers, Skills and Qualities (2 hours) 10. Money and Budgeting Introduction
Secondary KS3 Yr 8	1.Balanced Diet Healthy Food 2.Introduction The Importance and Benefits of Exercise 3.Lifestyle Diseases and Cancer 4.Eating Disorders 5.Social Media and Online Stress Online 6. Bullying and Large Group Chats (2 hours) 7. Self-Harm Prevention 8.Knife Crime Introduction	1.Tolerance and Mutual Respect 2. Masculinity (being a great man) 3. Alcohol, Relationships and Risks (2 hours) 4. Cyberbullying and Online Trolls 5.Consent, Boundaries and Law (2 hours) 6. Contraception (2 hours) 7.Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours)	1.Attendance and Punctuality 2.Ambition, Aspiration and Realistic Careers 3.Employability Skills Introduction 4. Entrepreneurship Introduction 5. Saving, Managing and Investing Money 6.The Importance of Teamwork Sexism in Society

	9.Exploring Identity and Diversity (2 hours)	8.Condoms (and how to use them)	7.Ableism (Invisible and Visible Disabilities) 8.County Lines and Gangs (2 hours) 9. The Importance of Communication Skills (2 hours) 10. Mental Health in the Wider World (2 hours)
KS3 - Yr 9	1.Mental Health, Stigma and Language 2.Managing Anxiety 3.Happiness and Positivity (2 hours) 4. Gratefulness (option 1 - FGM affected areas may teach this in Year 9) 5.FGM (option 2 - affected areas may choose Year 7) 6.The Benefits of Sleep and Sleep Hygiene 7. Healthy Eating on a Budget 8.Health Advice and Services 9.Prescription Drugs and Antibiotics 10. First Aid and CPR (2 hours)	1.Relationships and the Media / Social Media (2 hours) 2.Diverse Relationships 3.Gender Stereotypes and Harms 4.Gender Equality and Misogynistic Views 5. Sexual Harassment and the Law 6.Misogyny and the Manosphere (2 hours) 7. Pornography, Dangers and Our Brains 8.Grief, Loss and Separation 9.Conflict Management for all Relationships (2 hours)	1. Getting Ready for KS4 and the GCSE Options Process (2 hours) 2. Responsible Finances and Avoiding Debt 3.Financial Exploitation and Online Fraud (2 hours) 4.Workplace Skills, AI and the Future Labour Market 5.Online Reputation / E-Reputation (2 hours) 6.The Importance of Community 7.Anti-Social Behaviour 8.The Importance of Volunteering 9. Algorithms and Dangerous Subcultures
KS4 - Yr 10	1.Social Media and Resilience 2. Loneliness, Mental Health and Social Media 3. Deepfakes, Pornography and Malicious AI 4. Body Image and Social Media 5. Managing Social Anxiety 6. Cancer, Self-Examination and Screening 7. Unplanned Pregnancy and Choices 8.Illegal Party Drugs - Nitrous Oxide 9.Exam Stress and Stress Management	1.Coercive, Controlling Abuse and Exploitative Relationships (2 hours) 2. Gaslighting and Emotional Abuse in Relationships 3. Forced Marriage and the Law 4. Divorce, Separation and Loss 5.Stalking, Sexual Harassment and the Law (2 hours) 6.Assessing Readiness for Sex Abortion (2 hours)	1.Social Media, Influencers and Online Validation 2.Hate Crime and Extremism in UK (2 hours) 3.Equity and Equality (2 hours) 4.Future Careers and the Rise of AI (2 hours) 5.Employment Rights and Responsibilities

	10. Mental Health Support and Networks 11. Porn, Sexual Ethics, Strangulation and Online Harms	7. LGBT Rights 8. Adoption and fostering	6. Tattoos, Piercings, Body Modifications and Our Appearance 7. Work Experience Preparation 8. Health and Safety at Work 9. Cyber Crime and Online Illegal Criminal Behaviours
KS4 - Yr 11	1. Compulsive, Unwanted and Fixed Behaviours 2. Mob Mentality and Criminal Behaviour (2 hours) 3. Fertility, Gynaecological, Menstrual and Reproductive Health (2 hours) 4. AI Chatbots, Poor Advice and Misplaced Affections 5. Neurodiversity Explained and Explored 6. Personal Safety and Risk on the Streets 7. Sugar, Health and Processed Foods (2 hours) 8. Suicide Prevention 9. Virginity Testing, Hymenoplasty and the Law	1. Offensive Language, Bullying and Microaggressions 2. Parenthood and Brain Development Throughout life 3. Online Dating Dangers and Risks 4. The Role of Pleasure in Intimate Relationships 5. Parenting Costs and Considerations 6. Sex in the Media / Social Media 7. Pornographic Deepfakes, Image Sharing and the Law 8. Honour Violence and Killings 9. Responsible Health Choices (vaccinations, organ and blood donation, PrEP) (2 hours) 10. Sextortion and Criminal Online Behaviour (2 hours)	1. Getting Ready for KS5 and Choosing Post 16 Options 2. Personal Safety - Independent Travel Abroad 3. Online Extremism and Radicalisation (subcultures) (2 hours) 4. Online Privacy and Data Protection 5. Navigating a Cost-of-Living Crisis 6. Different Types of Employment in the Modern World 7. CVs, Cover Letters and Job Applications (2 hours) 8. Job Interviews 9. Revision Management and Study Skills (2 hours)

8. Independent School Standards

ISchool Strands	Timetabled Subject	Definition
Linguistic	English	This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing-pupils must acquire speaking, listening and literacy skills.
Mathematical	Maths	This area concerns pupils making calculations, understanding and appreciating relationships and patterns in number and space and developing their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
Scientific	Science	This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. This does not necessarily require extensive practical work.
Technological	ICT, Food Technology	Technological Skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluation processes and products. If a school does not allow the use of IT systems it should still teach pupils to be aware of the impact these can have in their lives.
Human and Social	History, Geography, Politics, Citizenship, Outdoor Ed, PHSE	This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of History and Geography make a strong contribution to this area.
Physical	P.E., Horse Riding, Outdoor Ed, Rebound Therapy, swimming (including Rookie Lifeguard)	This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
Aesthetic and Creative	Art, Music, Drama, Textiles	This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including Art, Music, Dance, Drama and the study of literature because they call for personal, imaginative and often practical responses.
*Quality of Life (QoL)	Independent Living Skills (ILS), Employability, Money Management, Community Engagement, Kings Trust, Careers, Work Experience, PHSC	This area aims to develop and promote the quality of life for each of our pupils as they progress through the school and prepare for adulthood and their future. The 3 key dimensions to this area are Independence, Social Participation and Wellbeing.
**Spiritual, moral, social and cultural development of pupils (SMSC)	PHSC, RE, Kings Trust, Tutorials	This area aims to ensure that pupils develop their spiritual, moral, social and cultural awareness. PHSC and RE make strong contributions.
**British Values	Politics, Citizenship, PHSC, Tutorials	This area aims to promote pupils' ability to distinguish right from wrong, respecting the civil and criminal law of England with a view to the consequences of their own and others' actions

Note: Many subjects weave across many of the Independent School strands and reference elements of the National Curriculum. However, for the ease of planning you will only refer to the subject area under one strand.

* = This is not a specific Independent School Standards strand. However, Cambian Spring Hill School believes that the curriculum should support our young people into adulthood and supports this by helping them to develop the skills required to be happy, confident and effective citizens

**= These are not specific strands but we are required to develop both SMSC and British Values across the curriculum. The table shows predominantly this will happen

9. Appendix E: Social Interaction and Communication – Enrichment Opportunities

Whole School Enrichment	Lunch Time Activities	Community Engagement	Bespoke Interventions
SLT and Class Assemblies PSHE Themed Days Tutor Time Science Lab Events Cross-Curricular Activities Outdoor Education History Days Enterprise Challenge Regular Theatre and Cinema Visits Art Workshops Induction and Transitions Days to Work Experience Placements Life Skills and PSHE Visits to the Fire Service and Local Amenities	Basketball Club Dodgeball Club Trampolining/Rebound ICT Club Football Club Arts & Craft Club Board Games Lego Club Reading Club Film Club Gardening Club	Parent Tours Parent Visits Celebratory Assemblies Parents Showcase Transition Events Work Related Learning Links Lister House Sports Day Local Library Parent e-Safety Workshop and e-bulletins Christmas Lunch Festival Events Bi-Annual Market Stall	S & L Classes Programme S & L Assessment Additional/Specific Literacy/Numeracy Interventions Social-Stories Support THRIVE Social-Skills Classes Multi-Agency Partners CAMHS Clinical Psychologist Occupational Therapist Pastoral Lead Breakfast Club OT and SaLT Intervention Quality of Life Curriculum

10. Appendix F: Key Stage 3 Curriculum Overview

SHS Key Stage 3 Curriculum 2025/2027		Spring Hill School adopts a holistic model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds the key learning through the use of five themes throughout the year. Some subjects are stand-alone and emphasis is placed on these when appropriate.				
Academic Progress	Adapted National Curriculum Students have the opportunity, where appropriate, to access parts of the National Curriculum. Where appropriate students are taught and have exposure to the following subjects; English, Mathematics, Science, Physical Education, Religious Studies, Computing, Geography, History, Art, Music, Design Technology and Food.		Therapeutic Curriculum Students have the opportunity to study parts of an adapted National Curriculum with more practical/nurturing activities as well to give a range of learning opportunities. This cohort of students are learning at a slower rate and require a more primary-type curriculum to ensure they make sustained progress. They have an academic morning with a more practical/therapeutic afternoon. The group also have Plan, Shop and Cook days on a regular basis.		Differentiated and Personalised Curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on a needs basis by the QOL team). This type of curriculum means that students can access learning that allows them to make personalised progress.	
Specialist Support	SALT Speech and Language Therapy is offered by our onsite therapist. The support and guidance is offered and embedded into daily practice.	Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children's'/young people's wellbeing.	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions offered as needed	Pastoral Support This is a bespoke offer that students can access if they feel they need extra support for a variety of reasons.	CAMHS/Early and Family Help Support is offered externally through a referral system within the CAMHS or Early/Family Help teams.	Curriculum Interventions Within Key Stage 3 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, Toe by Toe, SSW support, literacy and numeracy catch up sessions.
Development of Life Skills	Life Skills Curriculum The life skills curriculum spans the entirety of the school and enables students to progressively work through the aspects of independent living at a suitable speed that is in line with their age and stage of learning. Where applicable there will be more emphasis on this curriculum so that students are able to go into the world with the knowledge and understanding of being a citizen in a modern-day society is. The staff within the Key Stage also use the PSHE Association for support with this.		Personalised Learning Students also have the opportunity to engage in personalised learning that is matched to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning.		Employability and Work Experience The employability curriculum spans each phase of the school and within Key Stage 3 students have the opportunity to engage with a curriculum that matches their age and stage of learning. Students also have exposure to the workplace and an opportunity to carry out internal work experience is offered in Year 10. The curriculum is explicitly taught but also embedded in everyday teaching. Enterprise is taught and develops into the Prince's Trust Awards as the students move through KS3.	
Assessment	My EHCP All students in Key Stage 3 have targets/outcomes that are set through the EHCP, but also dynamically the class team should a need arise. This assessment allows for progress towards the outcomes to be made enabling students to gain cultural and social capital.	Quality of Life™ - Children's Homes Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.		GL Assessment This provides teachers with a summative assessment of students' progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.		Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback

11. Appendix G: Key Stage 4 Curriculum Overview

SHS Key Stage 4 Curriculum 2025/2027		Spring Hill School adopts a holistic model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds key learning through the use of five themes throughout the year. Some subjects are stand alone and emphasis is placed on these when appropriate.				
Academic Progress	Adapted National Curriculum Students have the opportunity to access the National Curriculum where appropriate. Students are taught and have exposure to the following subjects: English, Mathematics, Science, Physical Education, Citizenship, ICT, Geography, History, Art, Food, Design Technology.		Accredited Learning Students have the opportunity to undertake accredited learning that matches their academic stage and level. These qualifications are undertaken in; English, Mathematics and ICT from Functional Skills Entry Level 1 to Level 2. Students are also offered GCSE English and Mathematics if they are at a stage in their learning to complete these.The school also offers an Entry Level in Science. Students also undertake independent living skills which are accredited.			Differentiated and Personalised Curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on needs basis by the Quality of Life Team. This type of curriculum means that students can access learning that allows them to make personalised progress. Kings Trust award is offered and this involves a wide variety of cross curricular activities including enterprise, PE, ICT and DT.
Specialist Support	SALT Speech and Language Therapy is support is offered by commissioned therapist. The support/ guidance is offered and embedded into daily practice.	Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children’s/young people’s wellbeing	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed	Pastoral Support This is a bespoke offer that students can access if they feel they need extra support for a variety of reasons.	CAMHS/Early/Family Help Support is offered externally through a referral system within the CAMHS or Early/Family Help teams.	Curriculum Interventions Within Key Stage 4 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, SSW, Toe by Toe, literacy and numeracy catch up sessions. Online learning is also available for those who benefit from this opportunity.
Development of Life Skills	Life Skills Curriculum Students are taught through the Quality of Life framework. This allows for targeted units to be assigned to a student based on their needs and also their stage of learning. The units create a bespoke package of life skill demonstration, allowing for cultural and social capital to be gained. The units are also identified against the learning plan for each student and based on their targets within their EHCPs. Students are also provided with enterprise opportunities and they embrace the opportunity to engage in community initiatives. The students also benefit from external speakers such as Prouder Communities, Army Warrant Officer and Recycling Officer.		Personalised Learning Students also have the opportunity to engage in personalised learning that is matches to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning. Students also have the opportunity to engage in offsite learning and this will be supported by the Work experience and employability team.			Employability and Work Experience The employability curriculum spans each phase of the school and within Key Stage 4 students this is a pivotal time for them as they have the opportunity to leave the school at the end of year 11. Students are offered 1:1 guidance with the independent career’s adviser and the transitions co-ordinator,who also support families through the annual review and transition process. Transition guidance is provided when a student is preparing to leave us and also if they continue to KeyStage 5. Students learn about the different opportunities that are available to them after Spring Hill School. Students have the opportunity to carry out work exposure/experience and are taught explicitly about employability.
Assessment	My EHCP/MAPP All students in Key Stage 4 have targets that are set through the EHCP, but also dynamically the class team should a need arise. This assessment allows for progress towards the outcomes to be made and demonstrated.	QOL™ - Children’s Homes Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.			GL Assessment This provides teachers with a summative assessment of students’ progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.	Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback

12. Appendix H: Post-16 Curriculum Overview

SHS Key Stage 5 Curriculum 2025/2027		Spring Hill School adopts a holistic ASD model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds key learning through the use of five themes throughout the year. Some subjects are stand alone and emphasis is placed on these when appropriate.				
Academic Progress	Core Subjects and Accredited Learning Students have the opportunity to undertake accredited learning that matches their academic stage and level. These qualifications are undertaken in; English, Mathematics and ICT from Functional Skills Entry Level1 to Level 2. Students are also offered GCSE English and Mathematics and other subjects if they are at a stage in their learning to complete these.		Supported Living Preparation A core offer of the Key Stage 5 curriculum is a planned supported living curriculum. This offer is open to any student in Key Stage 5 and the school aspires to work with all students to allow them to have aspirational views of work. Our school currently works with a variety of employers.		Differentiated and Personalised Curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on needs basis by the Quality of Life Team. This type of curriculum means that students can access learning that allows them to make personalised progress.	
Specialist Support	SALT Speech and Language Therapy is support is offered by our onsite therapist. The support and guidance is offered and embedded into daily practice.	Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children’s/young people’s wellbeing	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed	Pastoral Support This is a bespoke support offer that students can access if they need extra support. This is a commissioned service.	CAMHS/Early/Family Help Support is offered externally through a referral system within the CAMHS or Early/Family Help teams.	Curriculum Interventions Within Key Stage 5 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, SSW support, Toe by Toe, literacy and numeracy catch up sessions. Online learning is also available for those who benefit from this opportunity.
Development of Life Skills	Life Skills Curriculum Students are taught through the use of the Quality of Life framework. This allows for targeted units to be assigned to a student based on their needs and also their stage of learning. The units create a bespoke package of life skill demonstration, allowing for cultural and social capital to be gained. The units are also identified against the outcomes for each student and based on their targets within their EHCPs. Students are also provided with enterprise opportunities and they embrace the opportunity to engage in community initiatives. The students also benefit from external speakers such as Dog’s Trust, Environmental Officer etc.		Personalised Learning Students also have the opportunity to engage in personalised learning that matches to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning. Students also have the opportunity to engage in offsite learning if they require it and this will be supported by the Work Experience and employability team.		Employability and Work Experience The employability curriculum spans each phase of the school and within Key Stage 5 students this is a pivotal time for them as they have the opportunity to leave the school at the end of year 12 or 13. Students are offered 1:1 guidance with the independent career’s adviser and transition co-ordinator, who also support families through the annual review and transition process. Transition guidance is provided when a student is preparing to leave us and co-ordinated meetings are held with all concerned. Students learn about the different opportunities that are available to them after Spring Hill School. Students have the opportunity to carry out work exposure/experience and are taught explicitly about employability.	
Assessment	My EHCP All students in Key Stage 5 have targets that are set through the EHCP, but also dynamically by the class team should a need arise. This assessment allows for progress towards the outcomes to be made and demonstrated and addresses transition arrangements	QOL™ - Children’s Homes Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.		GL Assessment This provides teachers with a summative assessment of students’ progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.		Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback