



Bletchley Park School Curriculum Policy 2026-2027

Our Ethos at Bletchley Park School is to provide:

- **A caring, holistic approach** to the education and care of our young people, with a curriculum providing opportunities throughout the school day.
- **A curriculum that is appropriate** for the very special needs of our students, is ASD specific, and promotes individualised approaches for our learners.
- **A skilled staff team** who are deeply empathetic to the unique needs of our students.
- **A therapeutic environment and purpose-built facilities** that maximize opportunities for students to learn and make progress.
- **An environment** where our young people are provided with **meaningful opportunities** to actively shape and contribute to their own learning journeys and curriculum through dedicated discussions with their Quality of Life (QoL) keyworker.
- **A multidisciplinary approach** to working where every professional around the child is fully involved and collaborating seamlessly to secure the best possible outcomes.

Our Values

At **Bletchley Park School**, we support our students to achieve their personal best by:

- **The active inclusion** of all students in their learning.
- **Helping our students** to develop self-regulation of their emotions.
- **Developing our students' capacity** for communication and the development of social skills and socially acceptable behaviours.

- **Promoting the physical and mental health** and welfare of our students.
- **Promoting the enjoyment** of learning.
- **Helping our students** to engage actively in the community.
- **Preparing our students** for a meaningful life beyond school.
- **Encouraging them to contribute** directly to their curriculum choices through structured discussions with their **RAISE keyworker**.

Our Curriculum Intent

Each of our students has their own unique combination of learning, communication, and sensory needs. As a result, we believe that our students deserve to have access to an appropriate, personalised curriculum that reflects their individual needs, inspires them to achieve, and supports the development of their independence and life-long learning skills.

We have designed a curriculum that reflects the diversity of our student population. It acknowledges that not only is the development of fundamental academic skills vital, but that there are also key social, emotional, communication, and independence skills which are essential to ensure that the students in our care develop holistically.

A Play-Based and Playful Learning Approach

To champion this holistic development, Bletchley Park School incorporates a tailored **play-based learning approach**. We recognise that playfulness is a vital vehicle for learning that manifests differently for every pupil. By embedding structured, guided, and exploratory play across indoor and outdoor environments, we lower barriers to engagement and reduce the frustration often tied to traditional rote learning.

Our educators carefully read and respond to subtle, individual cues to play—such as shifts in eye contact, vocalisation, or movement—ensuring that even our most complex learners have equal access to playful interactions. This child-centred, teacher-supported approach allows students to build working memory, test solutions safely, navigate challenge, and absorb language naturally within a highly motivating environment.

Holistic Frameworks and Individual Support

All of our students have an **Education, Health and Care Plan (EHCP)**, which details the four Categories of Special Educational Need for each individual:

- **Cognition and learning**
- **Social, emotional and mental health**
- **Communication and interaction**
- **Sensory/physical needs**

Our curriculum is intentionally designed with these four categories of need in mind, seamlessly blending them with a fifth element: '**Preparation for Adulthood**'. This comprehensive structure ensures we fully meet the complex needs of our students.

To bridge school planning with family voice, each young person is allocated a **RAISE keyworker**. The *RAISE* keyworker supports the student and their family to have direct, meaningful input into decisions regarding their EHCP and corresponding curriculum, ensuring their specific needs are met and they are empowered to achieve the best possible outcomes.

Exceptional and Unique Education

Bletchley Park School provides an exceptional education to all students through the following pillars:

- **Broad, Creative, and Ambitious:** The curriculum provides positive, memorable, and enjoyable learning experiences—reinforced by active play and hands-on discovery—which pave the way for high-quality outcomes.
 - **EHCP Alignment:** The Bletchley Park Curriculum acts as a direct pathway enables all students to work towards and successfully achieve their individual EHCP outcomes.
 - **Independence and Vocational Focus:** It is explicitly designed to support students to develop autonomy, build self-confidence, and learn valuable vocational skills.
 - **Cultural Capital and Citizenship:** It prepares students for a meaningful life after school, imparting a sense of 'cultural capital' that supports them to become valued, active citizens both within the school setting and their wider community.
 - **Bespoke, High-Quality Planning:** Teachers' planning is highly effective in ensuring that all lessons are entirely bespoke, adaptive, and flexible, enabling students to achieve their personal best throughout their time with us.
-

Cognition and learning	Social, emotional and mental health	Communication and interaction	Sensory and physical	Preparation for Adulthood
Specialist support				
Lead teachers	Clinical psychology	Speech and Language therapy PECs Makaton SMART Box (AAC)	Occupational therapy	Prospects
Subject areas included within each Category of Need				
Number	RAISE	Reading, including phonics	Music	Careers Studies
Shape, space and measures	PSHE	Writing	PE	Work experience (Year 10 onwards)
Using and applying maths	RSE	Speaking and listening	Art	Careers advice
RE	SMSC	IT	DT	Independence and community participation
Science	Zones of Regulation	MFL	Drama	Personalised learning
Geography				Duke of Edinburgh
History				

Implementation

Each of the traditional National Curriculum subject areas is encompassed in our termly whole-school themes, which run on a four-year cycle, alongside independence, social skills, emotional and sensory development, communication skills, EHCP, and therapeutic outcomes. This is presented to the students as a learning journey through time, from Pre-History to The Information Age, allowing a seamless transition from term to term.

By designing our curriculum in this way, we aim to contextualise the student's learning and revisit skills and content throughout the 4-year cycle. It also allows us to encompass all areas of learning, all of the time; for example, our students learn about Black History through time, not just in Black History Month. It also allows our teachers the flexibility to tailor the curriculum to the specific needs of each class and each student within that class.

Delivering Play-Based and Playful Learning

Play-based learning is actively operationalised across our four-year cycle through three distinct tiers, matched to each student's developmental and sensory profile:

- **Child-Led, Free Exploratory Play:** Students are given access to communication-rich, low-demand environments (such as sensory gardens, loose-parts construction zones, and immersive role-play spaces). Here, they can initiate play based purely on intrinsic motivation, allowing staff to observe and document natural communication cues and sensory preferences.
- **Adult-Guided and Scaffolding Play:** Teachers and therapists use the student's highly specific interests (e.g., transport systems, wildlife, or mechanics) to co-create playful scenarios. Adults sensitively scaffold interactions—joining the play without hijacking it—to gently build working memory, model social reciprocity, and introduce academic or historical concepts related to the termly theme.
- **Structured and Group Playful Learning:** Therapeutic and game-based activities are designed to support emotional co-regulation and cooperative skill building. These structured play sessions provide safe, predictable environments where students can practice turn-taking, manage transition anxiety, and explore socially acceptable behaviours.

Core Actions for Teachers and Leaders

In order to meet our curriculum intent, teachers and leaders will:

- **Create an autism-friendly** and communication-rich environment, which will allow students to learn to their full potential.
- **Use well-judged, imaginative, and play-based** teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.
- **Ensure lessons are interesting** and utilise the intrinsic interests of students to drive engagement and organic exploration.
- **Systematically check the understanding** of students, each of whom has complex needs and requires differentiated support in all areas of the curriculum.
- **Use effective formative assessment** and provide feedback to students, involving them in their next steps of progress.
- **Model strategies to develop communication** and interaction throughout the school day, utilizing play-based prompts and visual aids.

- **Plan to use, model, implement, and encourage** strategies to support students recommended by the Multidisciplinary Team (MDT) and other specialists.
 - **Embed key concepts by using repetition** and the generalisation of skills through playful scenarios, ensuring they are transferable to real-life settings.
 - **Allow students to input into curriculum decisions** which best meet their needs through weekly, structured discussions with their **Quality of Life (QoL) keyworker**.
 - **Use external providers** who help to complement, enrich, and extend our curriculum.
-

Impact

All staff have high expectations for student outcomes at Bletchley Park School, believing that every child can achieve. Due to our students' highly complex needs, we recognise that their curriculum and learning pathways must be entirely bespoke. Therefore, we use a comprehensive range of quantitative and qualitative tools to measure their progress and the wide range of skills they acquire.

Capturing and Measuring Play-Based Outcomes

The impact of our play-based learning approach is tracked rigorously by focusing on engagement, regulation, and independence. Rather than measuring play solely by traditional academic standards, we evaluate how effectively playful learning reduces barriers to engagement, minimizes distress behaviours, and fosters expressive language. Progress is observed in a student's expanding ability to tolerate shared spaces, initiate communication, solve problems flexibly, and generalise regulatory strategies from structured play into everyday school life.

Qualifications and Progress Tracking

- **Holistic Assessment and Earwig Evidence:** Students at Bletchley Park School make strong progress towards their assessment outcomes. This progress is documented on our electronic monitoring and assessment system, **Earwig**, through the use of vivid photographic evidence, video captures of play milestones, written work where applicable, and continuous assessment against specific EHCP outcomes.
- **Accredited Pathways:** From Year 9 onwards, students have the opportunity to work towards Functional Skills and Entry Level Certificate (ELC) qualifications, dependent on their personalized learning pathway.
- **AQA Unit Award Scheme:** Through the Bletchley Park curriculum, students have the opportunity to work towards a range of AQA Nationally recognised awards. AQA unit awards are woven seamlessly into each term's thematic planning; every pupil is expected to achieve unit awards in a variety of

curriculum areas which are fully differentiated and tailored to their specific interests, strengths, and intended life outcomes.

Reviewed: September 2026

Next Review Due: September 2027



Laura Sharman

Headteacher
September 2025



Andrew Sutherland

Representative, Proprietor- Cambian Group
September 2025