



St Hugh's School

Curriculum Policy

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Reviewed Autumn 2023, next review date Autumn 2024

1. Legislation and Guidance:

As a specialist setting for students who have a wide range of needs and academic start points, St. Hugh's strives to achieve a broad and balanced curriculum which is both reflective of the requirements of the National Curriculum programmes of study coupled with due regard to its duty to inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

Our curriculum offer as set out in our 3 pathway model (pre-formal, semi-formal, formal) therefore takes the requirements of the National Curriculum programmes of study as its start point while also prescribing modifications and adaptations across each pathway in order that students receive a highly differentiated curriculum offer aligned with their individual needs.

This curriculum policy is therefore written specifically in accordance with SEND Code of Practice 2014 (viz. para 6.12) ; Education Act 2002 (viz. Section 92) ; Disapplication of the National Curriculum 2006 (viz. para 5.1).

2. Curriculum Intent

At St. Hugh's, our curriculum offer is framed by our overarching ethos "*Learning Together, Learning for Life*" and by our school values to be *Resilient, Aspirational, Respectful* and *Kind*.

Our ethos sets out the intended direction of travel within our curriculum which strives to promote the development of: a curiosity towards and a love for learning; independence; collaborative working and a sense of community for all our students in order to prepare them as best we can for their onward transition into KS5 and adulthood.

Our school values in turn reflect the means by which we envisage our students will improve their skills and knowledge in these areas by the time they transition from us into their KS5 provision.

In practice, our ambitious curriculum is student-centred, positioning the student's EHCP at its core. As such, it has been designed to offer 3 interconnected pathways: pathway 1 (pre-formal); pathway 2 (semi formal); and pathway 3 (formal) so that the personalised needs and journeys of our students can be met and adapted for.

Our staff are committed to realising the intent of our curriculum offer through:


- the provision of a nurturing and inclusive environment responsive to the needs of our students
- offering high quality continuous professional development in line with individual requirements and our identified school development priorities

- substantive, timely and impactful engagement with all our stakeholders including external professionals and our parents and carers
- the implementation of a financial model which is both sustainable and aspirational for our students
- ensuring the oversight of a governing body which is well equipped to hold the school to account and support the school in the development of its strategic vision
- ongoing monitoring and evaluation of all of the above

3. Curriculum Implementation

We are proud to offer a comprehensive and dynamic curriculum that is divided into three distinct pathways. These pathways have been designed to cater to the diverse range of abilities and learning styles of our students, ensuring that every student can thrive and achieve their full potential. Through our carefully crafted curriculum, we aim to empower our students with the necessary skills, knowledge, and confidence to succeed in all aspects of life.

3.1 Overview and structure of our 3 curriculum pathways:

Curriculum pathways at St. Hugh's					
Pathway	Overview	Start Point KS3	Start Point KS4	Areas of Learning	
	1	Pre-formal, highly individualised topic based curriculum based on students' areas of need and preferences identified in their EHCPs. This curriculum aims to enhance students' awareness, engagement, and interaction with their environment in preparation for adulthood.	Below Pre-Key Stage Standards	Below Pre-Key Stage Standards	4 Areas of SEN: Cognition and Learning Communication and Interaction SEMH Sensory and Physical
	2	Semi-formal – a blended topic based approach comprising some formal, subject specific study and curriculum areas drawing on core knowledge and skills from subjects covered in pathway 3	Pre-Key Stage Standards 1- 2	Pre-Key Stage Standards 1 - 3	Activities centred on EHCP outcomes (ACE) ; My Thinking Skills ; My Communication ; My Body ; My World ; My Community ; My Creativity
	3	Formal, subject specific study through linear and predominantly discrete subject teaching	Pre-Key Stage Standards 3 - 7	Pre-Key Stage Standards 4 - 8	Activities centred on EHCP outcomes (ACE) ; English ; Maths ; Science ; PSHE ; PE ; RE ; Computing ; Knowledge and Understanding of our World ; Creative Arts

3.2 Planning for progress within and across the 3 pathways:

As a school we are determined to:	To achieve this we:
Ensure every student meets the objectives set out in their Education Health and Care Plan	<ul style="list-style-type: none"> • Actively engage with students' EHCPs • Support students to be able to communicate their outcomes where appropriate • Deliver quality first teaching • Remove barriers to learning • Offer carefully planned interventions • Check our pedagogical choices against the available evidence
Provide a broad, balanced and challenging curriculum, which prepares students for their next steps	<ul style="list-style-type: none"> • Carefully sequence knowledge and skills so we are all clear what students should know and when they should know it • Ensure logical connections between terms, years and key stages • Plan regular opportunities for retrieval practice • Use agreed whole-school approaches with subject specific pedagogy
Model and nurture positive relationships and strong partnerships	<ul style="list-style-type: none"> • Purposefully plan activities throughout the curriculum that support the development of social communication, social skills, and social interaction • Explicitly teach strategies that support self-regulation • Embed opportunities for students to develop emotional resilience
Teach every student to read/engage with books and keep them reading/engaging	<ul style="list-style-type: none"> • Utilise a systematic phonics approach for the teaching of reading • Have a whole school reading strategy that is implemented in every classroom including: <ul style="list-style-type: none"> ○ Strategies to develop language capability ○ Strategies to improve fluency ○ Strategies to improve comprehension • Study a diverse range of texts • Plan dedicated time for group and individual reading • Offer a wide range of interventions for those who require additional support • Deliver a curriculum which is rich in vocabulary development
Prepare our students for life in modern Britain	<ul style="list-style-type: none"> • As part of our commitment to developing Character Education (see separate policy), plan activities across the key stages to help our students become active and responsible citizens, irrespective of social background, culture, race, gender, differences in ability and disabilities • Provide guidance and experiences to prepare students for adulthood working life in the 21st century. • Have weekly discussions in class about our thought of the week directly related to British values
Incorporate Personal, Learning and Thinking Skills throughout our curriculum	<ul style="list-style-type: none"> • Plan student personal achievement plan outcomes directly related to becoming a better self-manager, creative thinker, reflective learner, team worker, independent enquirer & effective participator • During team times and lessons implement opportunities for students to develop their personal, learning and thinking skills

Our curriculum is purposefully sequenced at three levels. First, whole school learning journeys map out the key areas that are covered in each subject as the students progress through the school. These are written as long term plans for each subject. Next, detailed medium term plans demonstrate the knowledge and skills that students gain in each subject, every year. Finally,

teachers' planning details the specific knowledge and skills that students gain in each lesson taking into account their different starting points. Our curriculum is designed so:

- That knowledge and skills development allows for a depth of learning
- To ensure that sequential progressive learning is evident over the course of a year group
- To ensure that sequential progressive learning is evident over the course of a key stage
- To ensure that sequential progressive learning is evident over the course of key stages
- That the learners of St Hugh's are not taught directly from accreditation specifications

Our pathway 3 curriculum conforms to the National Curriculum programmes of study and all other statutory requirements.

Subjects taught in pathway 3 are: English, Maths, Science, Communication, PSHE, PE, Computing, RE, Creative Arts, Knowledge and Understanding of Our World, DT, My Outcomes.

For further information on subjects taught and their respective weightings, see **appendices 1 and 2 for exemplar KS3 and KS4 pathway 3 timetables.**

At KS4, students have the opportunity to select a number of different courses / subjects for their options. These include: construction, S&F Equestrian, hair and beauty, hospitality, college taster, land based studies, digital media, motor vehicles. A number of these options take place at external providers. They are selected for their alignment with our curriculum intent, with the aspiration of promoting increased independence of our students in the wider community and providing them with experience in areas of industry where they may ultimately seek gainful employment.

See appendix 3 for an overview table of current options choices and their respective accreditations.

Key changes to that we have implemented in the design of our pathway 3 curriculum are:

KS3:

- The introduction of 3 new subjects / areas of study:
 - i. 'Knowledge and Understanding of our World' - as a replacement for Geography and History which had been discretely taught with this new topic based study comprising the two subjects now linked in a more cohesive and meaningful way for our students.
 - ii. 'Creative arts' - topic based study comprising art, music and drama. The addition of drama into our curriculum offer alongside the complementary subjects of art and music, linked in a cohesive and meaningful way and with a defined end goal of a performance to enable students to showcase and celebrate their achievements
 - iii. 'My Outcomes' lesson - to focus on students' EHCP outcomes & particularly those not on track

- Discontinuation of Modern Foreign Languages to create capacity to enact the above changes and to focus more specifically on developing students' general communication needs and other functional means of communication such as Makaton.
- Greater focus on trips / visitors and engagement in community linked to curriculum intent

KS4:

- Per KS3, the introduction of 3 new subjects / areas of study - 'Knowledge and Understanding of our World', 'Creative Arts', 'My Outcomes' to provide greater continuity from KS3 to KS4 than before and to give all students access to art, music and drama with the recognized benefits to be gained with this in line with our curriculum intent ACE lesson - to focus on students' EHCP outcomes & particularly those not on track. Dualled with Communication with equal weighting.
- Discontinuation of lunchtime period 1 lessons due to overwhelming student and staff feedback and a lack of evidence supporting their value from a teaching and learning perspective. These sessions have been repurposed to allow KS4 to access lunchtime clubs in line with their KS3 peers thus offering increased sport and movement breaks at the midpoint of the school day
- Computing reduced to 1 lesson per week (however with greater emphasis on computing across the curriculum); Options reduced from 3 days to 2 days; and skills for adulthood amalgamated within PSHE to create capacity to enact the above changes

Our pathway 2 curriculum comprises 6 curriculum areas which each represent amalgamations of discrete subjects and reflect the corresponding core knowledge and skills identified within the National Curriculum programmes of study pitched at a level appropriate to the cognitive needs of the students accessing this pathway. As such, this allows for clear progression and fluidity between pathway 2 and 3.

Students access their learning in a typically multi-sensory way, through curriculum areas rather than discrete subjects with all curriculum areas following a common topic theme, rotated termly, in order to reduce cognitive load, minimise transitions in learning and create a common context for learning which better suits the typical learning style of our pathway 2 students. Pathway 2 planning works on a 5 year cycle to enable all pathway 2 teams to concurrently follow the same topic. The purpose of this is to facilitate staff co-planning and sharing of resources and ideas as well as opportunities for students in different teams to come together and share their learning. **See appendix 4 for an exemplar KS3/KS4 pathway 2 timetable.**

Curriculum areas taught in pathway 2:

Curriculum Area	Linked Subjects	Ongoing knowledge and skills across all topics and taught each term
My Communication	English	Sensory stories, communication sessions, shared reading, making requests, fine motor skills/mark making, attention autism, call and response and intensive interaction (where appropriate). Phonics, guided reading and handwriting. Reading and phonics schemes to be used (Bug Club, Twinkl Phonics, Scholastic) where appropriate.
My Thinking	Maths	St Hugh's Number Fluency Programme St Hugh's Calculation Policy
My World	Science	Working scientifically
My Community	History	Awareness of own past. Discussion of events within the day to help with an understanding of the immediate past.
	Geography	Community and immediate environment awareness. Understanding of place through movement around school.
	RE	Daily class gathering and celebration. Weekly whole key stage assembly.
My Body	PSHE	Self-care and independence routines, choice making, forming relationships.
	PE	Physical development activities linked to PAPs and functional skills. Therapy programmes including physiotherapy, rebound and hydrotherapy where applicable. Ongoing development of balance, gross motor skills and fine motor skills.
My Creativity	Art	Develop a range of art and design techniques using pattern, colour, texture, line, shape, form and space.
	DT	Creative and practical activities. Evaluations.
	Music	Develop a range of skills through movement and music.

Our pathway 1 curriculum

A small number of students from within KS3 & 4, who are working below the standard of the national curriculum assessments and not engaged in subject-specific study, will engage with a pre-formal curriculum. This will be in the form of individuals having a Personal Learning Plan (PLP). Students will work towards achieving personalised building blocks and long term outcomes in the areas of; communication, cognition, independence, physical development and social and emotional wellbeing as part of the use of the engagement model that became statutory from September 2021. For continuity and to facilitate breadth and balance in their curriculum offer, pathway 1 students' learning opportunities are framed around the same topics as students in pathway 2.

3.3 Our approach to teaching and learning

As part of preparing readiness for learning we:	As part of our instructional approach we:
<ul style="list-style-type: none"> • Use microstructure and routines to ensure students feel safe • Provide visual timetables and cue transitions • Use therapeutic language • Identify key adults for students to communicate with to help resolve a problem or worry • Encourage students to self-regulate where appropriate • Implement personalised positive behaviour support plans (PBSPs) for identified students • Spend time in teams to support students with their emotional wellbeing • Support students develop their resilience to help them to become more independent and better able to learn, even when challenges are presented • Consider and adapt provision to support and develop other needs which may be impacting students' readiness to learn (e.g. sensory, communication, health) 	<ul style="list-style-type: none"> • Begin each lesson with a review of previous learning • Carefully plan learning to be purposefully sequenced • Present new material in small steps • Ask a variety of open and closed questions to all students • Provide models and worked examples • Practise using new materials and resources • Check for understanding frequently and correct errors and address misconceptions • Provide scaffolds for difficult tasks • Require and monitor independent practice • Regularly reflect as practitioners and students • Plan daily, weekly and monthly reviews

3.4 Qualifications and Accreditation

Students at St. Hugh's have the opportunity to access a broad range of accredited qualifications in Key Stage 4 based on their curriculum pathway, options choices and also with due consideration of their broader needs. In line with our school ethos 'Learning together, Learning for life', the accredited qualifications we offer are selected so that they complement our curriculum with a focus on celebrating students' achievement and preparing them for their transition to key stage 5 and into adulthood. **Please see appendix 5 for a comprehensive list of accredited qualifications currently on offer.**

3.5 Learning beyond the classroom

Extra-curricular activities are an important feature of school life and contribute enormously to our students' social and academic development as well as their Character Education. There are a range of extra-curricular activities on offer including arts and sporting provision with opportunities to take part in workshops and field trips as far away as France. We also offer students the chance to experience different cultures and experiences through our range of trips

and visits. Theatre trips/visits from the theatre, performances of musicians, visits to exhibitions and museums plus excursions to local places of worship occur regularly and provide further opportunities for students to enrich and extend their learning beyond the classroom.

We also offer a large range of lunch time clubs. Examples include taekwondo, gardening, looking after animals, choir, dance, art, library, sports, Zumba, yoga, Scunthorpe United and computing.

4. Curriculum Impact (Monitoring and Evaluation)

At St. Hugh's, we believe that every student is unique and deserves an education tailored to their individual needs. To ensure that our students receive the support they require, we have developed a comprehensive assessment system that focuses on tracking progress and attainment both in respect of each student's curriculum pathway and also the needs identified within their EHCP. Our staff use a range of assessment tools and strategies to gather ongoing detailed information about each student's strengths, challenges, and progress. By utilizing this data, we can create personalized learning plans that address specific needs, set realistic targets, and monitor progress effectively. We also maintain close communication with parents and carers, involving them in the assessment process and providing regular updates on their child's progress. Through our robust assessment framework, we strive to foster a positive and inclusive learning environment that empowers our students to reach their full potential.

By embedding each subject's / curriculum area's assessment framework within our medium term plans using a common rationale that interconnects each pathway and year group and is reflective of the typical cognitive spread of student within each pathway, teachers are able to make one of four possible progress judgements:

Progress Judgement	Rationale
B (Below expected progress)	Student has demonstrated and understood few or none of the skills and knowledge identified in the MTP with significant support
M (Monitor - working just below expected progress)	Student has demonstrated and understood at least half of the skills and knowledge identified in the MTP with a typical level of support
E (Expected progress)	Student has demonstrated and understood most of the skills and knowledge identified in the MTP with a typical level of support
AB (Above expected progress)	Student has demonstrated and understood most or all of the skills and knowledge identified in the MTP with minimal support

The efficiency of this assessment process combined with our detailed assessment tracking tool allows for effective evaluation of student progress data by individual, year group, subject/curriculum area, key stage, pathway, other key markers (e.g. EAL, gender, CLA etc.) whereby any follow up actions are clearly identified and enacted in a timely manner.

We consider our curriculum to be an ever evolving entity. As such we gather routine feedback from key stakeholders including our students, parents and carers and teaching staff and make amendments as required.

5. Roles and responsibilities

5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements while also being reflective and inclusive of the broad and wide ranging SEN of our students
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

5.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

6. Links with other policies

This policy links to the following policies and procedures:

- Character Education Policy
- Collective Worship Policy and SMSC Policy
- Communication Policy
- Educational Visits Policy
- Equality and Diversity Policy
- Feedback and Assessment Policy
- Hydrotherapy Policy
- Rebound Policy
- Reading Policy
- Writing Policy

This policy links to the following documents:

- Pathway 1 Long Term Plan
- Pathway 2 Long Term Plan and corresponding Medium Term Plans
- Pathway 3 Subject Long Term Plan and corresponding Medium Term Plans

Appendix 1: An exemplar pathway 3 KS3 timetable

Pathway 3 KS3

Options (6 - Thurs and Fri am) ; English (4 - 1 double, 2 singles); Maths (4 1 double, 2 singles) ; Science (2 - 1 double) ; PE (3 - needs to be triple) ; Creative Arts (3 - triple ideally) ; Computing (1) ; Communication (1) ; PSHE (1) ; Knowledge and Understanding of the World (2) ; ACE (1) ; DT (2 - 1 double) ; RE (1)

	8:50 - 9:15	9:15 - 10:00	10:00 - 10:45	10:45 - 11:00	11:00 - 11:15	11:15 - 12:05	12:05 - 13:15	13:15 - 13:25	13:25 - 14:15	14:15 - 15:05	15:05 - 15:25	15:25 - 15:35
		1	2			3			4	5		
Mon	Team Base + Registration	ACE <i>(Activities centred on EHCP outcomes)</i>	English	Break	Assembly	Computing	Lunch	Registration	Science	Science	Team Base Time	Pupils Leave School
Tues		English	English			Communication			RE	PSHE		
Wed		PE	PE			PE			DT	DT		
Thur		Maths	Maths			English			Knowledge and Understanding of our World	Knowledge and Understanding of our World		
Fri		Maths	Maths			Creative Arts			Creative Arts	Creative Arts		

Appendix 2: An exemplar pathway 3 KS4 timetable

Pathway 3 KS4

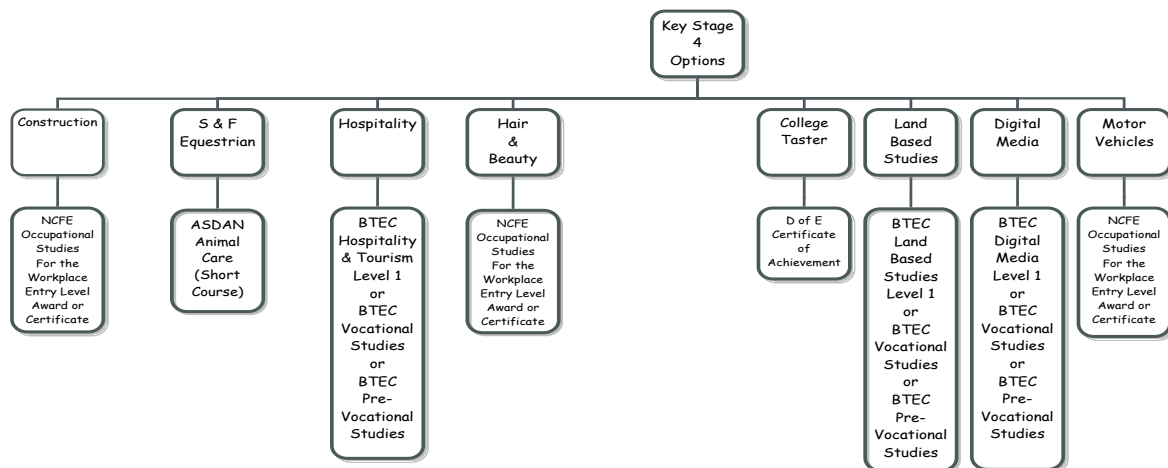
Options (6 - Thurs and Fri am) ; English (4 - 1 double, 2 singles); Maths (4 1 double, 2 singles) ; Science (2 - 1 double) ; PE (2) ; Creative Arts (2 - 1 double) ; Computing (1) ; Communication (1) ; PSHE (1) ; Knowledge and Understanding of our World (1) ; ACE / Communication (1)

	8:50 - 9:15	9:15 - 10:00	10:00 - 10:45	10:45 - 11:00	11:00 - 11:15	11:15 - 12:05	12:05 - 13:15	13:15 - 13:25	13:25 - 14:15	14:15 - 15:05	15:05 - 15:25	15:25 - 15:35
		1	2			3			4	5		
Mon	Team Base + Registration	ACE / Communication	English	Break	Assembly	Computing	Lunch	Registration	Science	Science	Team Base Time	Pupils Leave School
Tues		English	English			RE			PE	PE		
Wed		Maths	Maths			English			Creative Arts	Creative Arts		
Thur		OPTIONS	OPTIONS			OPTIONS			Maths	Maths		
Fri		OPTIONS	OPTIONS			OPTIONS			Knowledge and Understanding of our World	PSHE		

Appendix 3: An overview table of current options choices and their respective accreditations

St Hugh's School

Pathway 3 KS4 Option Choices Accreditation/Curriculum Map 2023-2024



Appendix 4: An exemplar pathway 2 KS3/KS4 timetable

Pathway 2

	8:50 - 9:30	9:15 - 10:30 (9.30 start where possible)		10:30 - 10:45	10:45 - 11:00	11:00 - 11:15	11:15 - 12:05	12:05 - 12:15	12:15 - 13:05	13:05 - 13:15	13:15 - 13:25	13:25 - 15:05	15:05 - 15:15	15:15 - 15:25	15:25 - 15:35
		1	2				3				4	5			
Mon	T e a m B a s e + R e g i s t r a t i o n	ACE		S o c i a l S n a c k	B r e a k	A s s e m b l y	My Communication (Phonics)	L u n c h	R e g i s t r a t i o n	My Body		T e a m B a s e T i m e	P u p i l s L e a v e S c h o o l		
Tues		My Thinking Skills (Number Fluency)					My Communication (Reading)			My World					
Wed		My Body (PE)					My Body (PE)			My Thinking Skills (Number)					
Thur		My Communication (Text Based - Writing)					My Thinking Skills (Measurement and Geometry)			My Community					
Fri		My Communication (Text Based - Writing)					My Thinking Skills (Measurement and Geometry)			My Creativity					

Appendix 5: A list of accredited qualifications currently on offer.



St Hugh's School

Pathway 3 KS4 Accreditation/Curriculum Map 2023-2043

