# ESNE 26

# Curriculum Aims Policy

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## Policy Statement

## Introduction

As an Independent School, King Edwin School upholds the Independent School Standards (ISS) (2018)

Our pupils are all referred to us by local authority SEN departments. All pupils have an Education, Health and Care Plan (EHCP). Several of our students are in care.

## Our Vision

At King Edwin we recognize that every student in our school is an individual with their own needs, either academic or therapeutic, and with their own aspirations. Many join the school with negative experiences of education, attendance issues or learning gaps. We offer both an academic and therapeutic curriculum (see Appendix A) which are designed to be inclusive and to meet a wide range of student needs, identified from their EHCP.

These curricula are flexible and adaptable to suit individual needs, through a range of delivery models, including the use of external partners. We offer a wide range of therapeutic interventions or programmes which allow the students to work towards their EHCP targets. The academic curriculum is designed to be practical and progressive leading to a range of both academic and vocational qualifications which maximise progression opportunities for young people to offer more life choices.

Our academic curriculum offer, at all stages, is designed to provide a range of opportunities for all students to develop their foundation skills in reading, writing, communication, number and working memory in line with their starting point, not their chronological age. This is not just classroom based as we have a strong focus on outdoor education.

Our core curriculum subjects, maths, English, science and personal development (SMSC, RSE/PSHE), are designed to ensure that the students have sufficient time to develop secure foundation skills before moving onto more complex work. The timetable also allows daily sessions for catch up/challenge to support recall.

We place equal value on our wider curriculum which includes careers, humanities, PE, outdoor education, creative subjects and life skills such as cooking. Regular tutorial slots and themed collapsed timetable sessions provide additional opportunities to explore??

For students with identified learning gaps, needs or barriers we provide targeted support and interventions which are reviewed regularly.

The school reviews the curriculum and/or qualifications on offer annually to ensure that it still meets the needs of the students.

## Our Core Values

Our four values are stated clearly through the school's mission statement: They are also embedded throughout school life in discrete projects and the school curriculum.

### *Resilience, Growth Mindset, Kindness, and Personal Responsibility*

***Resilience*** –the ability to bounce back and to keep trying

***Growth Mindset*** –the understanding (and application) that almost everything can be learned, no matter what the starting point is, that to do so takes effort and time, and that making mistakes are part of this process.

***Kindness***– to treat ourselves, property, animals, adults and peers kindly, and with consideration for their feelings, and the impact our actions or words can have on them.

***Personal Responsibility*** – to own up to wrongdoing, to become self managing, to understand that we are responsible for our actions, our progress, our futures and therefore should take appropriate action to support this.

## Curriculum intent

SLT review the curriculum offer to ensure that it meets the ISS. The starting point for all subjects is the National Curriculum, although this may be adapted to ensure that the curriculum meets the needs of our students and where appropriate the needs of the community. For the core subjects, Maths, English, science and Personal Development, the long/medium term curriculum is set by subject specialist leads. The resultant curriculum plans (route maps) are well sequenced with clear age/stage expectations and assessment points allowing smooth progression to their next stage.

Non-core subject's curriculum plans use a simplified format, whilst still providing structure for content delivery.

These planning tools also contain information about delivery methods and/or activities to ensure consistency across all delivery staff.

Staff use these curriculum plans to develop their short term, lesson planning. To ensure that staff have a consistent structure to their lessons we require staff to complete a formal written lesson plan for all core subject lessons. Staff are still expected to plan for non-core sessions but using informal plans.

## Provision

At King Edwin school, we recognise that some of our students come to us with significant gaps in their foundation learning of reading, writing, communication, number and executive function. We identify these gaps and through the well-structured curriculum and/or interventions support the students to remove barriers to learning and close any learning gaps. We are a Voice 21 Oracy school and place high importance on communication and interactions helping students to learn through talk and learn to talk.

We also place high importance on Personal development and outdoor learning for all students. Personal development covers a range of spiritual, moral, social and cultural (SMSC), personal, social, health and economic (PSHE) and relationship topics which are designed to ensure that the students make progress towards their EHCP targets and help them to thrive in and beyond school. Outdoor learning helps to bring the students learning to lief, linking what they do in the classroom to the real world.

At KES we have different stages of provision; KS1/2, KS3 and KS4 and additional provision. It is important to note that students are not necessarily placed in a specific stage due to their chronological age, but more related to the stage of work that they are working at. There is a whole school focus on creativity and "words matter" in the curriculum for 2026_27.

### KS1/2

At this level students are likely to have an integrated thematic curriculum, with opportunities for interaction and communication. including phonics, handwriting and reading. KS1/2 students will also develop their foundation skills in maths, and personal development and therapeutic as identified in EHCPs.

### KS3

At KS3 students have a broad, subject based curriculum which allows them to investigate the world and their interests. Beyond the core subjects, the curriculum seeks to enhance the student experience through real world, practical learning. Those opportunities are also used to embed and consolidate elements of the core curriculum.  Students may also have the opportunity to take part in projects linked to the school values or residential activities. This provides them with ample opportunities to experience a range of subjects/contexts before progressing onto KS4.

### KS4

The KS4 curriculum is designed to offer a range of academic and vocational qualifications which will allow the students to progress to college, training provider or employment.  All students will undertake core subjects, maths, English, biology and personal development and have the opportunity to take part in other subjects such as PE, food tech, creative literacy, construction, humanities, art, careers etc. which are designed to provide students with a wider and rich curriculum. The KS4 curriculum not only provides opportunities for formal qualifications, including GCSEs,  functional skills and vocational qualifications, but also provides an environment in which the students can mature and become confident young people able to take their place in society.

### Additional Provision

In our additional provision the curriculum is carefully targeted to provide the students with practical skills and knowledge, alongside the core subjects of maths and English.  The additional provision curriculum is intended to engage the most disengaged students and provide them with opportunities to succeed and build positive relationships, to build students' resilience and tolerance of school and support their access to appropriate next steps. As part of this the students may access high quality, fully vetted additional vocational placements such as;

- Phoenix – motor vehicle
- Field House Farm – animal care and construction
- Horse riding
- Outdoor ambition

### Summary

The personalised, inclusive curriculum at KES provides every student with the opportunity to engage in a nurturing, yet academically challenging curriculum.  We help and support students to develop as confident, caring young citizens who are well prepared for their next steps whether that be in school, other education or training or in the wider world.

**Appendix A**

## Academic Curriculum Offer 2026/27

### Core Subjects

- English
- Maths
- Science
- Personal Development

### Wider Curriculum

- Humanities
- Outdoor Learning
- Vocational
- Careers
- Creative Literacy
- Social Learning
- Creative
- PE

## Therapeutic Curriculum 2026/27

- Thrive approaches
- Psychodynamic counselling
- Educational psychologist
- Speech & Language
- Pace trained staff
- Mindfulness
- Animal Therapy
- Sensory Works
- 1:1 Interventions
- Outdoor Learning
- Outreach/youth Work
- Therapeutic play