



Curriculum Policy

Version	Date	Author	Changes
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1.0	7 th June 2024	N Bowker	Created Policy
1.1	14 th March 2025	M Tomes	Amended names
1.2	8 th January 2026	R Martin	Re-assessed and amended policy sections and legislation
1.3	6 th March 2026	R Martin	Review following some amendments to curriculum.

Contents

1. Supreme Start Mission

2. Supreme Start Intents
3. Background
4. Timetable
5. Curriculum Intent
6. What do we want pupils to learn?
7. What is academic success?
8. What do we mean by Pupils' Personal Development?
9. Our Curriculum
10. Reading across the curriculum
11. Curriculum delivery – implementation
12. How our Curriculum will be delivered
13. Planning and Expectations of Planning
14. Designing a knowledge-rich curriculum:

1. **Background**

Our school is an independent special school, which is part of Supreme Start Education. We will provide education for pupils aged 5 to 11 years (Year 1 to 6) who have an Education Healthcare Plan. Many pupils will have limited positive

experiences of school and may be working below age related expectations and will have experienced significant disruption in their education and/ or home lives. Some pupils will be looked after.

All pupils will have access to a broad and balanced curriculum with the school day running from 8.45am to 2.45pm. Pupils will learn in small groups. Many will receive significant support to enable them to progress towards working independently and as part of a group.

All pupils will have a full-time education programme. Our school will be a positive, well-resourced place to learn and work. Our staff will be proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves.

We have a full and developing Personal Development programme that is tailored to the individual needs of all children and supports their own development and Spiritual, Moral, Social and Cultural (SMSC) awareness and understanding.

Our curriculum is kept under review and will be fully reviewed on an annual basis to reflect the cohort and needs of the children, as well as any changes to national guidance or standards.

2. Timetable

Our timetable is designed to ensure that all pupils have access to a broad and balanced curriculum which includes all aspects of the National Curriculum across all Key Stages but is adapted depending on the needs of the individual pupils.

All of our pupils have Special Educational Needs and / Disabilities, and have an Education and Health Care Plans (EHCP). We have the capacity in school to be adaptable and flexible to respond to the needs of the pupils' whilst maintaining their entitlement to a broad and balanced curriculum that covers all requirements of the Independent School Standards. The development of the timetable ensures that interventions are embedded opportunities that prevent learners from further lost learning opportunities across the curriculum, whilst addressing current gaps in learning.

The structure of the timetable, as per the example below, allows pupils to have breaks between sessions to allow them to re-focus and transition from one subject to another, reintegrating them to learning without losing valuable education time. However, the timetable is subject to change, depending on the needs of the individual children in the school and may not be as rigid in the structure of each day. The intention is to ensure pupils have access to phonics, numeracy, language and communication, personal development, literacy and life skills.

Example timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50am – 9.15am	Settle Time: Breakfast / Reading	Settle Time: Breakfast / Reading	Settle Time: Breakfast / Reading	Settle Time: Breakfast / Reading	Settle Time: Breakfast / Reading
Session 1: 9.15am – 10am	Phonics Including Sensory Circuits	Phonics Including Sensory Circuits	Phonics Including Sensory Circuits	Phonics Including Sensory Circuits	Phonics Including Sensory Circuits
Session 2: 10am – 10.40am	Language and Communication	Language and Communication	Language and Communication	Language and Communication	Language and Communication
Break: 10.40am – 11am	Break	Break	Break	Break	Break
Session 3: 11am – 11.40am	Maths / Numeracy (including sensory circuit)	Office on the web Frame (including sensory circuit)	Maths / Numeracy (including sensory circuit)	Maths / Numeracy (including sensory circuit)	Maths / Numeracy (including sensory circuit)
Session 4: 11.40am – 12.20pm	Topic: PSHE Including attention bucket	Topic: Humanities Including attention bucket	Topic: Arts (Art) Including attention bucket	Topic: Tech (Food) Including attention bucket	Topic: PSHE Including attention bucket
Lunch: 12.20pm – 12.50pm	Lunch	Lunch	Lunch	Lunch	Lunch
Session 5: 12.50pm – 1.50pm	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development – Off site provision
Session 6: 1.50pm – 2.30pm	Star of the Day / Golden Time / Closing Routine	Star of the Day / Golden Time / Closing Routine	Star of the Day / Golden Time / Closing Routine	Star of the Day / Golden Time / Closing Routine	Star of the Day / Golden Time / Closing Routine

3. Curriculum Intent

Our curriculum is an ambitious, autism-affirming curriculum that prioritises readiness to learn, communication, independence and emotional regulation alongside academic development

For some pupils, curriculum delivery and assessment aligns with EYFS developmental stages and Pre- Key Stage Standards, with progress measured through engagement, communication, regulation and independence alongside academic learning.

Supreme Start Education seeks to promote a curriculum that is accessible to all our pupils, and which enables them to achieve as highly as possible and to experience academic as well as personal success. We have high aspirations and expectations of all pupils.

Our curriculum provides the means through which our vision, focus and aims will be realised. Our pupils should leave our school with a range of experiences, skills and knowledge which will act as currency, providing them with a solid foundation to lead independent lives as adults.

The curriculum begins with our informal, engagement-focused stage, progresses through a semi-formal curriculum and transitions to a formal curriculum aligned with the National Curriculum, adapted to individual needs.

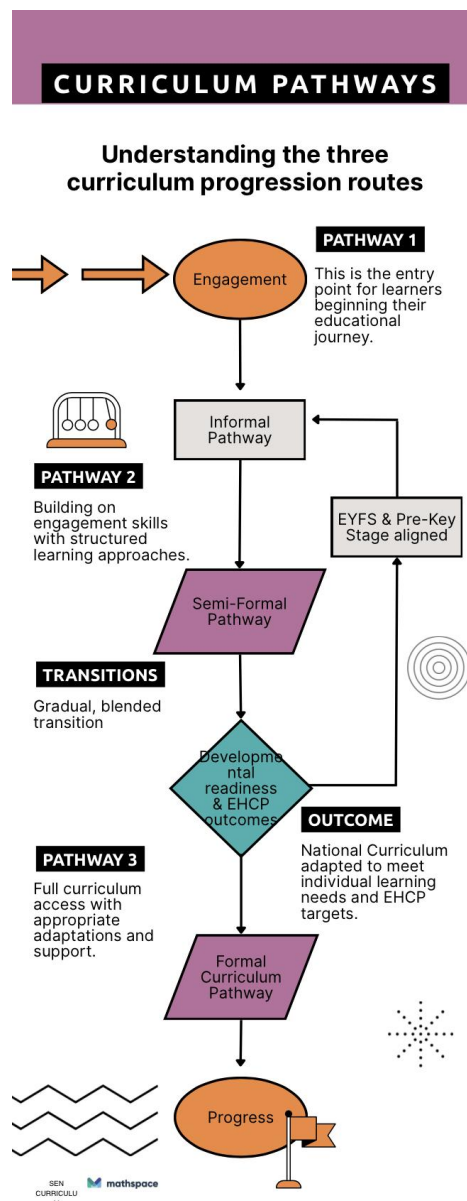
Transition Between the Pathways

Pupils transition between curriculum pathways (informal / engagement- focused, semi- formal and formal) based on developmental readiness rather than age or time spent within a pathway. Progression is informed by ongoing assessment, professional judgement and review of individual EHCP outcomes, recognising that learning for pupils with ASC is non- linear and highly individual.

Transition between pathways may be gradual and flexible, with pupils accessing elements of more than one pathway at any given time to ensure continuity, confidence and emotional regulation.

Movement between pathways is supported through carefully planned scaffolding, adapted teaching approaches and consistent routines, enabling pupils to build independence, resilience and readiness for increased curriculum demand.

Decisions regarding progression are reviewed collaboratively by teaching staff, SENCO, therapists and families, ensuring that transitions are purposeful, supportive and closely matched to each pupil's strengths, needs and wellbeing.



EYFS and Pre- Key Stage Alignment

For pupils working below age-related expectations, including those operating

within the EYFS developmental stages or Pre- Key Stage Standards, the curriculum prioritises engagement, communication, regulation, physical development and personal, social and emotional development. Teaching is informed by the Areas of Learning within the EYFS framework and adapted to ensure developmentally appropriate progression while maintaining ambition and high expectations for all pupils.

We want to be sure our pupils are clear about what we are teaching and why. We also need to be able to measure outcomes to be sure we are maximising success for all learners; therefore, our planning, monitoring and evaluation is systematic, collaborative and linked to the school development plan.

We want our pupils to acquire knowledge and learn new skills, but we realise that there needs to be carefully designed to allow time for and opportunities to address pupils' often complex needs for the time that they are with us and also to prepare them for the time when they will leave.

We aim to:

- deliver a broad, balanced and ambitious curriculum, based on the National Curriculum, differentiated as is appropriate to individual pupil's needs and interests.
- provide a framework for teaching and learning, within which there is flexibility and scope for this adaptation and creativity to take place.
- ensure high-quality teaching and learning experiences for all pupils.
- support pupils' needs and requirements so they can access, enjoy and succeed in school, no matter how small the steps they make.
- provide the experiences and skills pupils need to be well prepared for their next stage of life; independence, further education, employment and to play active and fulfilling roles in society.
- ensure staff are well supported to deliver our curriculum by providing continuing professional development, guidance and support to deliver excellent education and support for pupils.

As our cohort of pupils changes due to the nature of the Supreme Start Education, we will modify our curriculum to meet their needs and interests. As such, the curriculum will be kept under at least annual review. Part of our review will include:

- I. what we intend pupils to learn
- II. the effectiveness of the range of teaching activities we use to implement our curriculum

- III. the impact of the curriculum, i.e. how well the content is learned by pupils, as evidenced by their overall progress and outcomes.

4. What do we want pupils to learn?

For pupils at pre- formal stages, curriculum outcomes may include:

- increased engagement and attention
 - development of functional communication (verbal or AAC)
 - emotional regulation and co- regulation
 - interaction with adults and peers
 - early independence and self- care skills
- Progress within these areas is valued as highly as academic attainment.

Our curriculum will support pupils to:

- gain the knowledge they need to achieve the overall goals of their education as set out in their EHCP, as agreed upon admission, or identified and agreed as progress and needs are reviewed.
- gain the knowledge and skills which will be most important for their life chances. This will be based on their individual needs, difficulties and diagnoses, as well as strengths and interests.
- remember and recall learning as they make progress through the Key Stages and subjects.
- know the personalised targets, which help them to achieve the overall goals of their education.
- have high aspirations for their future, by learning about different careers, gaining employability skills, and preparing pupils for the world of work.
- develop self-respect, a positive self-perception and resilience, by understanding their own health and well-being, and how to manage their emotions and behaviours effectively.
- develop spiritual, moral, social, cultural awareness and British Values; preparing them well for independent living in the local community and in modern Britain.
- embrace difference and diversity, including protected characteristics, through gaining a good awareness, understanding and developing respect for others.
- understand their rights and responsibilities and be able to express their views appropriately.

5. What is academic success?

Staff will support pupils to develop:

- to understand, embrace and manage their individual diagnoses, challenges and talents of the skills and knowledge they need to 'close the gap' with peers elsewhere
- academic success, which is pertinent to their own possibilities and passions

6. What do we mean by Pupils' Personal Development?

Pupils will be supported through opportunities to promote and develop:

- positive attitudes and behaviour for learning
- effective learning and study skills
- social communication, emotional literacy and self-regulation
- working memory skills
- self-awareness, keeping safe, healthy, fit and well.

7. Our Curriculum

Our Curriculum, from Engagement through to the Formal Curriculum at Key Stage 1 and 2, it is appropriate to our pupils' needs, we will provide learning in the following subjects:

- English – Phonics in KS1 and KS2 where appropriate, reading and writing components
- Maths and numeracy
- Language and Communication
- Exploring the wider world
- Skills for life and independence
- Arts – Art, music and role play
- Physical Education (PE)
- Personal, social, health, citizenship and economic education (PSHRSE) incorporating Relationships, health education (RHE) – where appropriate

We believe that where staff find regular opportunities for recognition, pupils become accustomed to achieving well in all subjects. Most pupils will leave with a desire to work hard, achieve and succeed. This will prepare them for the next stages of their educational journey, whether that be specialist or mainstream provision – with additional support, as well as becoming independent and succeeding in life beyond school. Our rewards policy gives further details of this information.

8. Reading across the curriculum

We place a high priority on reading and recognise that it is a vital skill for life, on both a practical level and for pleasure. We focus on nurturing a love of books and learning to read at all Key Stages.

Pupils will have several opportunities daily to read, including dedicated reading time, in lessons, at break and lunchtime, as well as choosing books from an appropriate range to read at home. Parents and Carers will be encouraged to read to and listen to their children read daily and provide feedback to staff. Staff will focus on how best to support individual pupils to make rapid progress in reading, as soon as they join our school.

For pupils who find reading more challenging, our staff team will provide extra support to enable them to catch up. Depending on pupils' starting points and SEND, this might start with developing pupils' awareness of sound before moving towards providing lessons in phonics. This will help pupils to read with increasing confidence and fluency. As pupils move through the school, they will explore a range of ambitious texts in English lessons and more widely, as appropriate.

Parents and Carers will be supported to continue to encourage their children to reading, e.g. reading more specialist articles about current affairs, leisure or sport.

9. Curriculum delivery – implementation

The curriculum will be delivered in a way that best meets pupils' needs. Teaching Hours and Timetabled Lessons.

Our school will be open for a minimum of 195 days per year, which includes 5 INSET training days for the staff team. Pupils will be required to attend school for a minimum of 190 days per year. See our School Term Dates and Holidays – available on our website.

We are passionate about supporting pupils to fulfil their potential and recognise that every minute spent in school should be valuable. Therefore, pupils will have a full-time programme of learning. These hours include settling time, assemblies, intervention times, break and lunchtimes, which are all valuable learning times where pupils can develop a range of social, emotional and behavioural skills with support from staff.

Class Sizes and Staff Support

Class sizes will be small, and many groups might have two, three or four pupils. Pupils will be supported by high ratios of staff which will support effective curriculum delivery. Some pupils might need to work more independently or with additional support in some or all lessons. This might include having a bespoke timetable that take account of strengths and areas of need. Individual interventions are planned as required to support us to close gaps in knowledge and skills, helping pupils to make more rapid progress.

Our staff team are suitably qualified and experienced. Teaching staff, including Teaching Assistants will be deployed to ensure effective curriculum delivery and to maximise support to meet pupils' individual needs. All staff will have completed the Supreme Start Education induction training which will ensure therapeutic approaches are embedded within the support provided by the staff team.

New Pupil Admissions

Pupils joining our school will undergo a range of assessments and observations, as appropriate, during their first 6 weeks. This will help staff to understand their needs and identify strategies to support engagement and appropriate learning. This initial period also ensures that there are no previously unidentified needs. Following this, close collaboration between school staff and any clinicians working with a pupil will support us to tailor provision so that it will meet their needs effectively.

Transition Plans

Transition Plans will be implemented for all new pupils, supporting them to integrate smoothly into the school. We will support pupils to move at a good pace towards full-time education on the school site, if this is not appropriate from day one. We recognise that pupils will have a diverse range of needs, experiences and difficulties. Some may have anxiety, a history of school refusal, leading to poor attendance at school for significant periods of time. Induction and transition to the school will be bespoke and based on the individual pupils' needs.

Transition plans will be constructed in the same manner for pupils transitioning to a community-based school and these will be shared with both school and home staff to ensure a smooth and successful transition.

10. How our Curriculum will be implemented

Pupils will be challenged and supported to achieve the best possible outcomes and make progress throughout each Key Stage. This will be achieved through high quality teaching of skills, knowledge and vocabulary. The Headteacher and Deputy Headteacher will select the most appropriate subject matter for our pupils. The Headteacher will support staff to produce Curriculum overviews and detailed Schemes of Work to ensure that the content for each Key Stage is covered appropriately.

Staff will be able to identify any gaps in pupils' knowledge and ensure these are covered appropriately, preparing pupils for the next phase of learning and supporting them to catch up with peers nationally. Teaching staff will select high quality resources and a range of teaching methods within and outside of the classroom to bring each subject to life. Staff will ensure teaching and resources are appropriate to each pupil's age, needs, ability and interests.

The curriculum will be delivered:

- through logically sequenced lessons, which support pupils to build on prior knowledge and make connections.
- by staff who help pupils to remember what they learn and ensure that they make progress in all subject areas.
- in an interesting and inspirational way, helping pupils to develop enjoyment of learning, by helping them to experience success and achieve positive outcomes.
- in a way that supports pupils to be ready for the next stage of learning and life beyond school.

Teaching and Learning

Teaching is structured through:

- Long-term plans, coherent sequencing and interleaving of knowledge
- Small classes with high staffing ratios
- Evidence- informed pedagogy including retrieval practice
- Therapeutic approaches embedded in daily routines

The school timetable ensures:

- Access to all National Curriculum areas
- Regular reading opportunities
- Scheduled interventions that do not narrow the curriculum
- High- quality transitions and regulation opportunities

Assessment

Assessment is ongoing and includes:

- Baseline assessments on entry
- Daily formative feedback
- Knowledge checks and retrieval practice
- Half- termly progress reviews linked to ISP and EHCP outcomes
- Moderation and evidence collection (books, observations, pupil voice)
This aligns with Ofsted's expectation to evaluate what pupils know, remember and can do.
- For pupils working within EYFS or below Pre-Key Stage standards, assessment focuses on developmental progress, engagement, communication and independence, using observation, work sample and professional judgement rather than age-related attainment alone

11. How will we measure impact of the curriculum?

Our staff will ensure that our pupils will know more and remember more, they have been trained through evidence-based practices to understand how learning takes place and how children learn well. This is then put into practice in our classrooms, throughout interactive lessons and daily communication.

We will ensure that the planning our staff undertake is tailored to each individual child and based on their EHCP targets and needs. We will quality assure this through work scrutiny, lesson observations, learning walks, analysis of outcomes data (such as phonics progress) and through formative assessment on a daily basis.

Each child will have their own IEP (Individual Education Plan), which is based on their individual EHCP targets and feeds into the One Page Profiles. These documents will show how our universal approach links to the child's specific targets and what we will do, over time, to ensure your child is working towards and meeting their targets.

12. Planning and Expectations of Planning

All schools are working towards having a shared curriculum, in order to support staff workload and wellbeing, as well as ensuring that the curriculum diet is of the highest quality and quality assured by subject specialists from across the Education Team.

Long Term Plans will be mapped out for the academic year, by subject and by class group with an overview of the themes and topics which will be studied across the year.

Sequencing and interleaving and weaving of knowledge, skills and understanding should be mapped across the academic year, across the two years that pupils will access Supreme Start Education, so that, when they leave us, they have the very best skills, knowledge and understanding in order to support them with the next steps of their education – wherever this may be.

13. Designing a knowledge-rich curriculum:

Teacher Walkthrough's Page 48 - 65

The principles of designing a knowledge-rich curriculum and the lessons that a woven through it are a cognitive process – a reflective process. It is not a formfilling exercise. It is important to always consider the bigger picture and consider, **WHY THIS, WHY NOW?** What knowledge are our pupils starting this process with and what is it that you want them to take away.

Peps McCrea states, 'Planning is best viewed as a process, rather than a product. As a stack of habits of thought that you bring into play to prepare yourself for teaching.'

1. Let knowledge drive the philosophy: The more pupils know, the more they can learn.
2. Consider a range of knowledge forms:
Declarative: What are the key facts that all children should know?
Procedural: What are the things that all children should be able to do? (skills)
Experiential: What knowledge can only be gained first-hand be experiencing or doing certain activities?
3. Specify the knowledge in detail: What is the exact knowledge you want to include and specify what the pupils should know in as much detail as possible.
4. Sequence and map the knowledge coherently: Sequence the information in a few different forms so that there is a coherent flow, building on secure foundations, staged step-by-step building towards challenging goals.
5. Teach knowledge to be remembered, not just encountered: Plan the sequencing and the elements that you will regularly return to, supporting the building of knowledge over time, feeding previous topics into current topics supported by **PRACTICE AND RETRIEVAL** strategies.



This policy document will be reviewed by the Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: 8th January 2026

Date last reviewed: 01.05.2026

Next review (or before): January 2027

Signed: Rachael Martin

Position: Headteacher