



Curriculum Policy

Version	Date	Author	Changes
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
2.0	May 2026	R Martin	Full curriculum re-write with addition of NEN Progression Framework, new pathways and transition phases, as well as new subjects, topics and texts.

- SEND Code of Practice (2015)
- Independent School Standards (regulations) (2026)
- Equality Act (2010)
- Ofsted Education Inspection Framework (EIF)
- EEF Toolkit: SEND 5 A Day
- Supreme Start School Behaviour Policy

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. The Vision of the Curriculum

At Supreme Start School, we aim to:

Support every child to feel safe, understood and included; building confidence, communication, and self-regulation so they enjoy learning, participate fully and thrive in their own independent way.

All of our curriculum design, intent, implementation and impact is based on this vision. We have built a robust, engaging and experiential curriculum that pupils will be able to advance both horizontally and vertically, ensuring that their educational experiences are tailored to their specific needs and learning paces. Our staff are able to undertake this owing to the thematic planning of the

overall curriculum. This approach values the individual journey of each child, promoting a more inclusive and supportive learning environment that reflects the diversity of student abilities.

3. Timetable

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

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.

We believe that all opportunities are learning opportunities and this is reflected in the structure of the day; using habits and routines to explicitly model behaviours and social interactions so that pupils can see positive communications throughout the day, helping them to develop this crucial element of their own communication.

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, maths, life skills, personal development, understanding the wider world, physical and mental health and, crucially, their own individual interventions linked directly to their EHCP Targets.

Example timetable:

Settling Time: Sensory Circuit
Circle Time
Phonics
Brain Break / Targeted Therapies
Maths
Attention Bucket
Break Time
Life Skills
Rhyme Time and Bubble Therapy
Lunch Time: Family Dining and Outdoor Play
Understanding the World
Brain Break / Targeted Therapies
Personal Development
EHCP-Linked Targeted Interventions
Golden Time: Structured free choice
Story Time
Closing Routines

Supported Therapies (As prescribed by OT, SALT, Music)
Sensory Activities: audio, visual, tactile, sensory circuit
Lego Therapy
Disco Dough
Music Therapy
Attention Bucket
Play Therapy
OT Specific Therapy
SALT Specific Therapy

Our daily timetable is based on short, engaging sessions, linked to the individual curriculum pathway for each child.

All children will access group therapies and interventions between lessons including movement or brain breaks.

Every child has an individual EHCP-linked intervention every day, delivered by the same person for consistency of approach and tracking progress. These are tracked daily, following our curriculum process map with small steps of progress being measured and added to our tracking system, with evidence.

4. 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 a range of mechanisms.

Supreme Start School 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 engagement-focused stage; our Puffin Curriculum, progresses through a semi-formal Pre-Key Stage; our Peacock Curriculum and transitions to align with the formal National Curriculum; our Flamingo Curriculum. At all phases, the curriculum will be adapted to the individual needs of each pupils, based on their starting points on the framework.

The foundation of our curriculum model is Communication and Language. Our whole curriculum uses this as the underpinning of every strand and this is the golden thread that permeates every subject, topic and unit. Our rationale for this is knowing that every child comes to us with their own challenges in this area owing to their diagnosis/diagnoses.

5. The Progression Framework

In conjunction with the Neurodiversity Education Network (NEN), formerly the Autism Education Trust (AET), we have implemented their Progression Framework within our own curriculum to ensure that when our pupils make small steps of progress, it can be tracked and monitored for us to celebrate milestones of significance for the individual child.

On admission to Supreme Start School, the SENCO will meet with families to discuss the individual needs of their child. Using the NEN Baseline Questionnaire, the child's EHCP or most recent annual review documentation, we will be able to ascertain which Areas of Learning and Learning Outcomes a pupil will be measured against, over a set period of time.

6. Curriculum Process Mapping

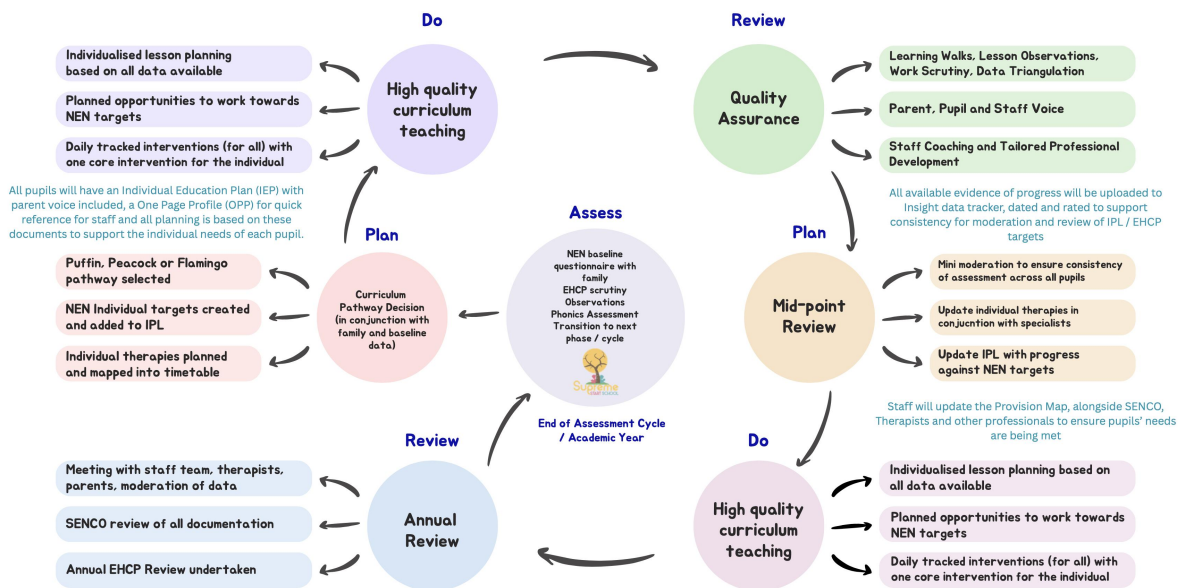
Pupils transition between curriculum pathways based on developmental readiness rather than age or time spent within a pathway. Progression is informed by ongoing assessment, professional judgement and review of individual EHCP outcomes, recognising that learning for pupils with ASC is non-linear and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

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 and habits, 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.

Supreme Start School uses the process below, in conjunction with the Assess, Plan, Do, Review cycle, as advocated by the SEND Code of Practice.



7. Transition Between the Pathways

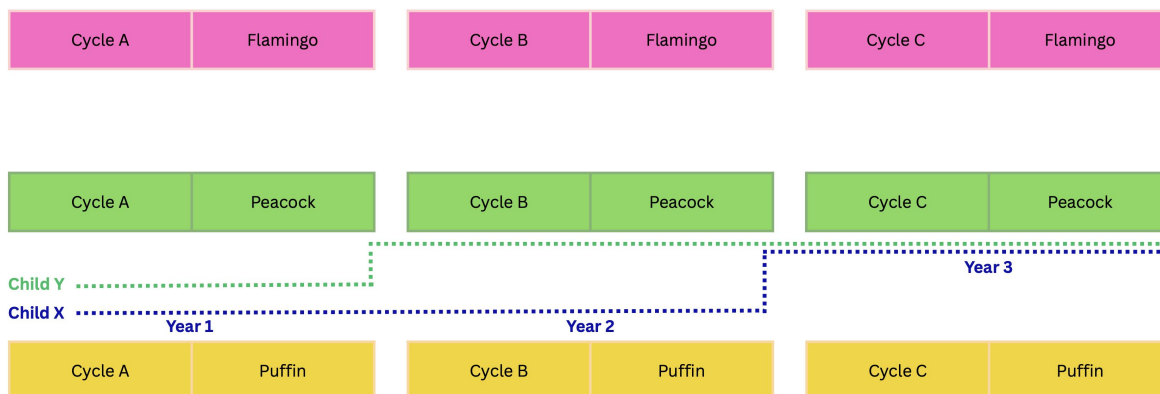
Curriculum Phase and Cycle Map

Our Curriculum model, supports personalised learning pathways for our pupils, focusing on their individual progress rather than strictly adhering to age-based expectations, underpinning our curriculum vision:

We help every child to feel safe, understood and included; building confidence, communication, and self-regulation so they enjoy learning, participate fully and thrive in their own independent way.

In this model, Child X and Child Y both start at the Engagement level of the Puffin Curriculum, but their progression through the curriculum differs based on their unique development. Child X takes smaller steps, moving from Cycle A to Cycle B of the Puffin Curriculum before transitioning to the Pre-Key Stage. In contrast, Child Y makes larger strides, transitioning to the Pre-Key Stage and moving to Cycle B of the Peacock Curriculum.

This flexible system allows children to advance both horizontally and vertically, ensuring that their educational experiences are tailored to their specific needs and learning paces and staff are able to undertake this owing to the thematic planning of the overall curriculum. This approach values the individual journey of each child, promoting a more inclusive and supportive learning environment that reflects the diversity of student abilities.



8. Curriculum Aims

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.

9. What do we want pupils to learn?

For pupils at pre-formal stages, curriculum outcomes will include areas covered by the NEN Progression Framework under the 8 areas of learning:

- **Communication and Interaction**
- **Social Understanding and Relationships**
- **Sensory Processing and Integration**
- **Flexibility, Information Processing and Understanding**
- **Emotional Understanding and Self-Awareness**
- **Learning and Engagement**
- **Healthy Living**

- **Independence and Community Living**

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.

10. What is Individual Success?

Staff will support pupils to:

- Gain valuable understanding of the world around them through clear, structured teaching
- Learn key life skills through personal development, PSHE, RHE, opportunities for SMSC,
- Understand, embrace and manage their individual diagnoses, challenges and talents of the skills and knowledge they need to maximise individual potential with peers elsewhere

- Experience academic success, which is pertinent to their own possibilities and passions
- Make small steps of progress that lead to bigger success

11. 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.

Supreme Start School's Personal Development Universal Offer includes:



12. Our Curriculum

The Supreme Start School curriculum is appropriate to our pupils' needs; we will provide learning opportunities in the following subjects:

- Phonics and Literacy
- Reading and Writing
- Maths and numeracy
- Understanding the World (Science, History and Geography)
- Life Skills (NEN Progression Framework)
- Arts: Music (provided by Oldham Music Service) and Arts and Craft
- Physical Development (provided by Oldham Active, Royton Leisure Centre and Gym Bunnies)
- Personal Development (PSHE: provided by Pol-Ed, Safeguarding including Online Safety, Mental Wellbeing, Financial Literacy, Careers Education, Community and Character Development, RE, RHE, Curriculum-based Trips and Visits)

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.

13. 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 to read every day, including dedicated reading time, in lessons, at break and lunchtime, as well as choosing books from an appropriate range to read at home. Rhyme Time, Circle Time and Story Time at the end of each day, as well as our themes which are directly linked to a chosen book for the 4-week block of learning.

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. All pupils will follow the Ruth Miskin Read Write Inc Phonics Programme and all details of this can be located on the school website.

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 needs, this might start with developing pupils' awareness of sounds

before moving towards providing lessons in phonics. This may be undertaken as sensory play or through objects of reference.

This will help pupils to read with increasing confidence and fluency. As pupils move through the school, they will explore a range of new books in lessons and more widely, as they progress through the curriculum phases.

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.

14. 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 7 INSET training days for the staff team. Pupils will be required to attend school for a minimum of 188 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 takes 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. These are based on EHCP targets, in the first instance, with parental and family input to create an Individual Education Plan (IEP)

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.

15. 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 any other educational establishment and these will be shared with both school and families, to ensure a smooth and successful transition.

16. 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 behaviours.

The Headteacher, in conjunction with Class Leaders, will select the most appropriate subject matter for our pupils. The Headteacher will support staff to produce curriculum overviews and detailed, effective planning.

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 make progress from their unique starting points.

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:

- With Language and Communication at the heart of everything we do.
- Through logically sequenced lessons, which support pupils to build on prior knowledge and make connections.
- By well-trained 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.

17. 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 a broad and balanced curriculum
- Regular reading opportunities
- Scheduled interventions that are helpful for all, necessary for some and harmful to none
- High- quality transitions and regulation opportunities

Quality Assurance of Teaching is undertaken on a cycle, which includes:

- Learning Walks
- Planned lesson observations
- Pupil voice
- Data triangulation
- Staff voice

Supreme Start School uses a rubric to support staff development in a range of areas, linked to Rosenshine's Principles of Instruction. Staff receive supportive

feedback in a coaching session and co-planned steps of improvement are implemented.

18. Assessment

Assessment is ongoing and includes:

- Baseline assessments on entry
- Daily formative feedback
- Knowledge checks and retrieval practice
- Half- termly progress reviews linked to ILP and EHCP outcomes
- Moderation and evidence collection (work scrutiny, learning walks, lesson observations, pupil voice, staff voice, parent voice)
This aligns with Ofsted's expectation to evaluate what pupils know, remember and can do.
- For pupils working within our Puffin and Peacock Phases, assessment focuses on developmental progress, engagement, communication and independence, using observation, work sample and professional judgement rather than age-related attainment alone and is directly linked to the NEN Progression Framework and standards.
- Pupils will each have an Individual Learning Plan which is regularly assessed to understand a child's progress against a specific Learning Outcome. Their work and evidence of understanding will be assessed and uploaded to the Insight Learning Platform to track progress over time.
- Moderation sessions will take place regularly to ensure consistency of assessment of the various standards, so that it is clear and obvious what each level of the assessment framework looks like, no matter which curriculum phase or topic is being undertaken.

19. 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.

Supreme Start School has adopted the progression scale and colour coding from the NEN framework, as below:

Not yet developed (N)	Not present or high level of prompt or support required.
Emerging (E)	Some first steps in working towards but early understanding and limited evidence. Needs considerable support to carry out tasks in this area.
Developing (D)	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
Often used (O)	Used often and in several contexts. Mostly independent / spontaneous, only occasional reminders.
Consistent (C)	Consistently used and applied within range of settings/ contexts and with a range of people. Independent and unprompted.

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. **The next review is due by April 2027.**