



TEACHING, LEARNING AND CURRICULUM POLICY

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Approved by: On GovernorHub

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“... curiosity is where the hunt for knowledge begins, in the desire for new information, sensations, experiences, and challenges” (Leslie, 2014:7)

1. Introduction

The Redway School will promote a curriculum that is accessible to all of our pupils, and which enables them to achieve their highest potential and to experience school as well as personal success. The curriculum’s design will promote a strong culture of genuine curiosity which has “great potential to enhance student learning” (Pluck & Johnson, 2011:24).

The Redway School learning journey will initially follow the Early Years Foundation Stage (EYFS) statutory framework and then the National Curriculum and other statutory curriculum requirements, carefully interpreted and adapted to ensure strong relevance to individual capabilities and taught within a multi-support structure. Our curriculum is informed by the SEND Code of Practice: 0 to 25 years and by each pupil’s Education, Health and Care Plan (EHCP).

All children have a right to a broad, balanced, and relevant education which provides continuity and progression, and caters for individual differences. A curriculum for young people with severe and complex needs must retain sharp focus on the very foundations of sensory experience, the essence of knowledge, and the ability to be curious, to explore and to process; it must acknowledge pupils’ thinking processes and support them to assimilate information. Staves (2019:19) calls this vital element of an SEN curriculum ‘Learning to Learn Skills.’

We will focus on the core challenges that lie at the heart of children with severe and complex needs. These include difficulties with rigid thinking, managing uncertainty and change, behavioural response, social interaction, understanding and emotions, and communication. We will also support therapeutic, medical and care requirements.

Importantly, we will not simply compensate for complexities and adapt and differentiate environments and learning. We will also address developmental areas through individual, specialised, effective and timely intervention.

Due to developmental delay allied, in most cases, to additional complex medical, physical, cognitive and communication needs, many pupils do not acquire the academic standards expected for their chronological age. Consequently, emphasis will be placed on what pupils know, can do and remember from their individual starting points, and on the progress they make through an appropriately ambitious curriculum. Developmental starting points will inform teaching without limiting

entitlement or expectations. This is carried out in an unyielding context of high expectation for each and every pupil.

We view highly effective teaching and learning, an engaging and relevant curriculum, quality care, positive behaviour, secure wellbeing, a safe environment and a sense of belonging as being intricately interconnected in leading to the best possible outcomes.

2. Rationale: Early Years

In the Early Years Foundation Stage at The Redway School, we will follow the statutory EYFS framework for group and school-based providers in force from September 2026. We will ensure that all children are given opportunities to develop and learn in a safe, nurturing environment where play and learning are combined. Through practical learning experiences, we will equip children with a love of learning and a natural curiosity about the world around them. We will be committed to giving our pupils the best possible start to their school life, teaching the knowledge and skills that support their wellbeing, development and future learning.

This stage will aim to offer:

- A broad and balanced curriculum which builds on the knowledge, understanding and skills of all pupils from very individual starting points
- A combination of 'in the moment' planning, topic themes and enrichment opportunities
- Meaningful learning experiences, developing each pupil's characteristics of learning
- High quality interactions with adults that demonstrate and impact on the progress of all pupils
- An effective and engaging environment set up so that pupils can access all areas of learning both inside and outside
- Home learning opportunities shared with parents to allow children to build on their school experiences
- For more details, see Appendix 1

3. Rationale: Key Stages 1-5

Our KS1-5 programmes of study develop the framework of the National Curriculum because we aim to ensure our curriculum experiences and opportunities remain as broad, as deep, as engaging and as challenging as they can be for any pupil, but the teaching and learning adaptation, interpretation, adjustment, the interaction between staff and pupils, and the focus on offering a bedrock of holistic support, is what makes the school so different. Whilst we will anticipate robust and

measured progress of skill and knowledge, we will view the real test of progress as the ability of our pupils to make and maintain meaningful relationships, to adapt their knowledge and behaviour to everyday real-life challenges, and to lead happier, more confident and more fulfilling lives.

As a result of our research, experience, specialism and the far-reaching range of our pupils' needs, we know that - without adaptation - one curriculum cannot meet the needs of every child at The Redway School. Indeed, providing the wrong sort of learning will lead to failure.

Consequently, we will offer detailed KS1-5 curriculum pathways to enable pupils to access the route which most fits their individual learning needs. The pathways will be:

- Formal
- Semi-Formal
- Pre-Formal

Pupils will be identified as to which curriculum pathway is best suited to meet their learning needs. However, pathways are not fixed labels. Pupils may access a fluid curriculum, benefiting from aspects of more than one pathway where this is appropriate. Decisions will be based on individual starting points, EHCP outcomes, communication, cognition, physical and sensory needs, prior learning and evidence of what enables the pupil to learn successfully. Pathway placement will be reviewed as needs and learning develop over time.

Each pathway will offer a progressive model. These will aim to ensure wide and balanced provision which staff then modify to meet specific needs.

We will use the National Curriculum as the statutory and organising framework, alongside other requirements of the basic curriculum, adapting teaching and curriculum content appropriately to meet pupils' needs while maintaining breadth, ambition and progression. The curriculum will also provide appropriate Relationships Education/RSE and Health Education, Religious Education and careers education, as applicable to pupils' age and phase.

We recognise that pupils require different routes into subject knowledge. At Formal level, subject-specific National Curriculum knowledge and skills will often have more direct significance. At Semi-Formal and Pre-Formal levels, increasingly personalised interpretation, adaptation, communication support and carefully chosen foundational learning may be required. Across all pathways, subject entitlement, ambitious learning and meaningful progression remain central. For more details, see Appendix 2.

4. Aims

Our curriculum will:

- Enrich pupils' lives with broad and balanced opportunities, experiences and learning which develops the skills, concepts and knowledge necessary for future learning and life
- Establish authentic but ambitious targets for pupils so that all can achieve their highest potential and are clear on how to succeed.
- Ensure pupils feel positive and a sense of achievement by personalising success for individuals either cognitively, socially, physically, or emotionally.
- Ensure that each pupil's education has continuity and progression which enables them to move with confidence to the next stage of their lifelong learning in preparation for adult life.
- Engage and motivate pupils and nurture curiosity and a love for learning and the learning environment.
- Empower all pupils to overcome learning barriers through targeted interventions, concept learning and personalised medical, behavioural, therapeutic and environmental support.
- Embed and interweave knowledge and skills so that pupils know more and remember more and can build on prior learning and abilities
- Enable pupils to revisit and overlearn capabilities, topics and skills so that they can secure learning.
- Encourage all pupils to fulfil their potential in different areas relevant to their abilities, skills and interests.
- Embolden resilience, confidence, esteem and independence in pupils.
- Embrace the special qualities and differences of all pupils and their learning and support needs and requirements.
- Engender a communication-rich environment regardless of any difficulties faced by pupils to ensure their 'voice' is heard at all times.
- Secure strong foundations in communication and language, reading, writing and mathematics, including for older pupils who remain at early developmental stages.
- Use assessment purposefully to identify starting points, check understanding, inform teaching and evaluate the impact of curriculum and support.
- Prepare pupils for adulthood, including independence, community participation, relationships, good health, further education, employment or training and informed next steps.
- Ensure pupils feel that they belong, are valued, are listened to and can participate meaningfully in school life.

5. Ethos

The learning ethos and atmosphere will reinforce the agreed aims of the school. Our positive spirit will include:

- Having high and genuine expectations for pupils to fulfil every potential and for behaviour that supports learning.
- Promoting and celebrating achievement.
- Committing to enabling every pupil to achieve the very best they can through strong and inspirational learning and teaching and dedicated multi-professional collaboration.
- Fostering of self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitating trusting, considerate and positive relationships between all members of the school community.
- Advancing equality of opportunity, eliminating unlawful discrimination and fostering good relations, with due regard to the protected characteristics set out in the Equality Act 2010.
- Providing a safe, supportive, caring, fun, inspirational and happy workplace.
- Promoting a thoughtful attitude towards the immediate and wider environment.
- Creating a sense of belonging for all young people.

6. The school day

The EYFS, Primary and Secondary departments will be based at the main school site.

Within the Early Years stage, there will be two classes and teaching and learning will take place within these cohorts. The school day will start with a 'hello' session to support the children to settle. As it is a continuous provision, rooms are set up to cover all areas of learning; more formal group sessions take place throughout the day.

At Key Stage 1-4, teaching and learning will take place within class cohorts. Where appropriate, these will be grouped according to pupil requirements, including profound and multiple needs, pupils with autistic spectrum condition, more 'formal' learning groups and children atypical of severe learning disabilities. The school day will start with differentiated welcome sessions; the remainder of the day varies according to departments. Classes for pupils with profound and multiple learning difficulties have three sessions; those with severe learning difficulties or with autistic spectrum condition will have four. All classes end the school day with a 'review and reflection' session.

The Transitions Department is for Key Stage 4/5 pupils. One class is on main site, and five classes in a neighbouring unit. These cohorts will mix for individual lessons according to student needs and requirements. This will allow for a widening of peer relationships and experiences as part of transition training and preparation for adult life. It will also allow wider access to staff with specific specialisms. Additional to classroom work, emphasis will also be given to outdoor study, visits, training, and community projects.

Students will go into their lesson groups upon arrival and begin with daily communication, literacy and/or phonological teaching according to individual pathways and need. This will be followed by subject and wider-curriculum teaching. Timings, groupings and the balance between structured teaching, personal development, therapy, care, community learning and reflection will be organised to meet the needs of the current cohort. Transition pupils will have regular opportunities to mix across groups, develop relationships, practise independence and prepare for adulthood.

7. Time allocation

The Early Years curriculum uses a combination of 'in the moment' planning, topic themes, learning through play, and enrichment opportunities, for example, focus weeks or educational visits. KS1-5 learning will be organised as continuous study during one term or planned as blocked units of study each half-term. These are drawn from The Redway School's programmes of study for each subject, and monitored by senior leaders to ensure the curriculum is efficiently covered.

We will use the curricula and guidance appropriate to each phase, including the EYFS statutory framework, the National Curriculum, the locally agreed syllabus for Religious Education, statutory Relationships Education/RSE and Health Education guidance and relevant accredited/qualification syllabi, including ASDAN where used. The school's chosen phonics programme and approaches to early reading will be implemented in line with pupils' developmental and communication needs.

Time allocated to teaching and learning, as well as integrated therapeutic work, will be according to individual needs of pupils. A current breakdown will be available via the school.

8. The Wider Curriculum

The Redway School will remain committed to providing learners with understanding that reaches beyond the boundaries of the classroom and the curriculum. This wider programme will support our young people to broaden vital life skills as they find their place within society today and in later life.

Wide-ranging curricular and extra-curricular opportunities will complement subject study and further develop experiences and life skills including tolerance, fairness, independence, self-awareness, appropriate risk management, curiosity, personal organisation, teamwork and leadership. The wider curriculum supports pupils' spiritual, moral, social and cultural development, understanding of fundamental British values, respect for protected characteristics and preparation for adulthood and life in modern Britain.

Activities provided during and, where appropriate, beyond the school day will support pupils to participate, belong and overcome social or learning disadvantage. Opportunities may include sport, music, healthy living, gardening, enterprise, Duke of Edinburgh activities, Forest School, community visits, cultural experiences, volunteering and work-related learning. The offer will be reviewed to ensure that pupils across pathways can access and benefit from relevant opportunities.

External visitors to school will include members of different faiths, musicians, drama groups, and representatives of the emergency services including police, fire and nursing staff. Pupils will also have opportunity to take part in 'Discovery' activities, including Remembrance Sunday, World Book Day, UNESCO's World Day for Cultural Diversity for Dialogue and Development, and fundraising events. Community visits and external partnerships will broaden pupils' experiences and support the application and generalisation of learning. Careers education will be embedded across secondary and post-16 provision and informed by the updated Gatsby Benchmarks, with meaningful encounters with employers and providers, workplace experiences where appropriate, impartial information, advice and guidance, and careful transition planning tailored to pupils' communication and support needs.

9. Equality, Diversity & Inclusion

The Redway School is clear that entitlement to a high-quality education applies equally to all learners. Our formal and wider curricula are designed to advance equality of opportunity, eliminate unlawful discrimination and foster good relations. We will make reasonable adjustments and provide appropriate support so that pupils can access, participate in and benefit from the curriculum and wider life of the school.

Curriculum content will enable pupils, at an appropriate level, to understand and respect difference, recognise what people have in common and develop respect for the protected characteristics defined in law. Fundamental British values will be actively promoted. Where political issues are taught or arise through curricular or extra-curricular activity, staff will not promote partisan political views and will take reasonable steps to ensure a balanced presentation of opposing views.

- Having the highest expectations for **all** pupils.
- Inclusion of appropriate learning in **all** subjects as well as specific attention in RE, RSE/PSHE/Citizenship.
- Promotion of multi-culturalism through non-racist, non-sexist learning resources and materials.
- Skilful adaptation and support for **all** students ensuring equal access and participation.
- Using a range of teaching and assessment methods.
- Recognising, respecting, and valuing differences.
- Appropriate focus on diversity within school assemblies.
- Appropriate events, visits and visitors arranged as part of our curriculum and wider curriculum offer.
- Student Council work to promote participation, voice and access.
- Classroom behaviour and wellbeing ethos that ensures fairness and positivity for all.
- Positive staff modelling and response within all lessons, including challenging of stereotypes and prejudice.
- Non-sexist grouping of learners.
- Fostering good relationships between the school community and wider community.
- Monitoring of equality, diversity, and inclusion by senior leaders.

10. Safeguarding in the Curriculum

The Redway School's curriculum will use planned and responsive teaching opportunities to help pupils learn how to stay safe and keep others safe, including online. Safeguarding is everyone's responsibility and teaching will be adapted to pupils' communication, cognitive, sensory and physical needs so that safety learning is meaningful and accessible.

In line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and the Prevent duty, safeguarding will be embedded across the curriculum and wider school experience. Staff will recognise that pupils with SEND, including pupils who do not communicate verbally, may have additional safeguarding vulnerabilities and may face barriers to recognising, reporting or communicating harm.

Teaching will include relevant learning through PSHE, Relationships Education/RSE and Health Education and will also be reinforced across subjects and daily routines. This will include, as developmentally appropriate, healthy and respectful relationships, consent and boundaries, online safety and harmful content, bullying and child-on-child abuse, exploitation, radicalisation and extremism, road and water safety, mental and physical wellbeing, and knowing how and from whom to seek

help. Staff will remain alert to the possibility that curriculum activity may prompt emotion or disclosure and will respond in line with safeguarding policy and procedures.

The Designated Safeguarding Lead (DSL) will provide appropriate oversight and advice in relation to safeguarding curriculum content. Curriculum and safeguarding leaders will work together so that teaching reflects emerging risks, local context, pupil voice and statutory guidance.

11. Classroom teachers' role

In order to create an effective climate for teaching and learning, teachers will:

- Have high expectations of themselves, specialist teaching assistants and pupils, taking responsibility for the engagement and learning of all children in their classes.
- Plan, deliver, monitor, and evaluate the curriculum effectively.
- Understand how EYFS learning and teaching prepares students for KS1-5 and collaborate with early years' practitioners to ensure quality transition.
- Be inspirational, creative, flexible and adaptable, using evidence-informed teaching approaches and appropriate adaptation so that learning is accessible while remaining ambitious and appropriately challenging.
- Ensure all pupils' care, medical, and physical needs are met to allow children to be in their best place to learn.
- Maintain high expectations and identify ambitious, meaningful next steps for pupils within curriculum learning and EHCP outcomes, informed by secure knowledge of starting points and prior learning.
- Ensure pupil development and welfare is guided by best practice and collaboration with parents and multi-agency teams and ensure all safeguarding practices are maintained to the highest level. This includes challenge of individuals/services where required.
- Use assessment proportionately and purposefully to establish starting points, check understanding, identify misconceptions or barriers, inform teaching and evaluate progress over time without creating unnecessary workload.
- Recognise that students' ability to communicate effectively must be addressed in every subject and that – whatever their disabilities – their voice is heard and never ignored.
- Create a positive, safe, nurturing atmosphere based on praise rather than criticism, firm but fair, non-threatening but supportive, challenging but not confrontational, where pupils feel comfortable taking risks, meeting new challenges and enjoy learning.

- Value all pupils' contributions respecting all children as individuals with individual rights and equal regard. Contributions from children will be acknowledged and celebrated accordingly.
- Encourage and support pupils to participate at their own level, ensuring all are engaged in learning.
- Use appropriate multi-sensory, communication-rich and interactive approaches where these help pupils access and understand the intended learning.
- Be consistent and clear about expectations.
- Be clear about the intended learning and the important knowledge, skills or concepts pupils are expected to develop, while recognising that responses and evidence of learning may take many forms.
- Be well prepared yet have the ability to adapt teaching/learning experiences 'in the moment' or in light of on-going assessment.
- Prioritise strong foundations in communication and language, literacy/reading and mathematics, at levels appropriate to pupils' developmental starting points, so that pupils can increasingly access the wider curriculum.
- Know pupils' EHCPs, communication systems, medical and sensory needs and the reasonable adjustments required to enable meaningful access and participation.
- Ensure all supporting staff members are fully briefed and engaged in the learning and assessment process.
- Ensure that lessons are well-paced according to pupils' levels.
- Create opportunities for individual, small group and whole class activities.
- Extend learning beyond the classroom and school environment, with a range of high-quality enrichment and extra-curricular provision.
- Provide positive role modelling to support optimum learning atmosphere.

Additionally, each **Subject Leader** (with support of the **Curriculum Leader**) will:

- Have shared responsibility for the development of subjects in the school.
- Successfully implement the subjects' Action Plans.
- Be responsible for the review of the subject policy.
- Create a rolling Schedule of Teaching that ensures teaching and learning remains broad and deep in all Key Stages throughout the school.
- Oversee and review the Programmes of Study ensuring that they are relevant, up to date and meet statutory requirements.
- Have a strong, evidence-informed overview of curriculum and teaching within their subject through proportionate monitoring such as professional dialogue, learning walks, scrutiny of pupils' work/evidence, assessment information and pupil/staff voice.
- Analyse appropriate assessment information and wider evidence to evaluate curriculum impact, including the progress and experiences of different pathways and groups of pupils, and identify priorities for improvement.

- Ensure that all teaching staff are aware of subject expectations.
- Ensure that each subject is highly visible within the school – through displays, special activities and enrichment days.
- Advise and work alongside colleagues in the classroom, to support, monitor and develop their skills in delivering each subject.
- Attend training and keep up with current developments in each subject.
- Ensure that there are appropriate resources for each subject, and to advise staff on their use and storage.

12. Pupils' role

The Redway pupils are at the heart of any decisions that are made within school. In order to maintain an effective climate for teaching and learning, we will ensure they:

- Learn about safety and risks through teaching and learning.
- Are comfortable, secure and feel valued.
- Are supported to communicate, have their views sought in ways accessible to them, and are listened to.
- Achieve the best they possibly can.
- Are proud of themselves and their achievements.
- Communicate well with staff and know that we want the best for them.
- Feel like they can ask for help if they need it and are understood.
- Understand the routine and boundaries.
- Co-operate with other pupils and treat everyone with respect.
- Feel that they belong to the school community and are supported to participate in its curriculum and wider opportunities.
- Develop increasing independence, self-advocacy and readiness for their next stage of education and adult life.

13. Parents/Carers' role

In order to support an effective climate for teaching and learning, we will encourage parents by:

- Informing them of the curriculum through e.g. partnership sessions such as curriculum-based information workshops
- Sending home relevant information on timetables and events, and details of teaching and learning on a termly basis
- Providing regular information and newsletters
- Using the school website to give parents a window into what is happening in school • Sharing a detailed termly newsletter
- Sharing and agreeing any behaviour support or intervention strategies

- Sharing meaningful information about their child's learning, progress and achievements, including through Evidence for Learning where appropriate.
- Responding promptly to family requests or contacting them if anything out of the ordinary should occur
- Seeking parents' and carers' views when evaluating provision, curriculum accessibility, EHCP priorities, transitions and support, and using their knowledge of their child to inform decision-making.

We will further support and encourage parents to:

- Ensure their child arrives at school punctually and regularly.
- Share with the teacher any problems in school that their child is experiencing.
- Support their child by attending Parents' Afternoons.
- Support their child and the teacher by remaining actively involved in the operation of the Education, Health and Care Plan and other SEN processes.
- Ensure all contact addresses and telephone numbers as well as pupil details and permission sheets are up to date and correct.
- Agree to any parent/school contract concerning their child's behaviour.
- Contribute relevant information to base-line assessment.
- Attend all medical, health, therapeutic appointments as required.
- Respond to the daily home/school diary and any letters.
- Inform the school of reasons for their child's absence.
- Inform the school of any significant matters at home which may affect their child's progress, wellbeing, and behaviour and/or any changes to medication.
- Support extra-curricular activities, such as visits to school, fairs.

14. School Leaders' role

In order to improve our effective climate for teaching and learning, we will:

- Maintain an accurate, evidence-informed understanding of the quality of curriculum, teaching, assessment, inclusion and pupils' achievement, and use this to identify and act on improvement priorities.
- Provide clarity in their expectations that all staff will meet the national Teacher Standards or The Redway Teaching Assistant standards through implementation of all school policies and programmes.
- Build staff expertise through a coherent, evidence-informed programme of professional learning, purposeful collaboration, feedback, training and support, matched to whole-school, subject/phase and individual priorities.
- Monitor pupils' achievement, participation and wellbeing from their starting points, paying particular attention to disadvantaged pupils, pupils with SEND,

pupils known or previously known to children's social care, and pupils facing other barriers to learning or wellbeing.

- Implement and review progress towards all elements of the school development plan.
- Contribute to whole-school self-evaluation.
- Take account of staff workload and wellbeing when designing, implementing and monitoring curriculum and assessment systems, avoiding unnecessary burdens.
- Engage constructively with pupils, parents, professionals and the wider community to inform improvement and strengthen outcomes.

15. Governors' role

In order to sustain an effective climate for teaching and learning, we will:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Use appropriate first-hand and reported evidence to assure themselves of the quality and impact of curriculum and teaching, without assuming that governance requires routine lesson observation.
- Understand the school's curriculum rationale, statutory duties, pathway model and the needs of its pupils sufficiently to provide informed support and challenge.
- Hold leaders to account for pupils' achievement, inclusion, personal development and preparation for adulthood, including the experiences and outcomes of disadvantaged pupils and pupils with SEND.
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Assure themselves that professional learning, appraisal and quality-assurance systems are fair, constructive, evidence-informed and support high-quality teaching while taking account of staff workload and wellbeing.
- Monitor the effectiveness of the teaching and learning policy through the school self-evaluation process

16. Specialist Teaching Assistants:

Specialist Teaching Assistants will support pupils' education, care, communication, medical and therapeutic needs in accordance with their roles, training, school procedures and pupils' EHCPs. External professionals and agencies will work in partnership with school staff where appropriate. For STA role and expectations, see Appendix 3.

17. Behaviour

See 'Behaviour Policy and Statement of Principles.'

See 'Staff Code of Conduct Policy.'

18. Subjects

See individual Subject Policies

19. Assessment

Assessment is integral to teaching and curriculum evaluation. It will be proportionate, meaningful and matched to pupils' developmental starting points and curriculum pathways. Formative assessment will be used to check understanding and inform next steps; summative information will support evaluation of progress over time. The school will use Evidence for Learning and Insights, alongside statutory assessment requirements where applicable, to build a rounded picture of achievement. Internal information will be used by leaders to inform decisions and improvement; it will not be produced solely for inspection. See 'Assessment and Moderation Policy' for detailed arrangements.

20. Classroom Management

The teaching environment will be organised to reduce barriers to learning, communication, participation and wellbeing. It will take account of pupils' Social, Emotional and Mental Health, Sensory and Physical, Communication and Interaction, and Cognition and Learning needs, including visual and hearing needs. Environments may be adapted for particular cohorts or individuals while maintaining pupils' access to an ambitious and broad curriculum.

The classrooms and outdoor areas will be organised to facilitate teaching and learning, wellbeing, and medical and therapy support.

Consideration and action will be given to:

- Suitable reading materials – appropriate to needs - accessible to pupils.
- Engaging displays of pupils' work.
- Symbols/words/phrases displayed where appropriate.
- Well-organised resources/equipment labelled with pictures/words.
- Classroom colours and shades.
- Temperature and fresh air.
- Area with comfortable cushions and toys or engaging items dependent on developmental levels.
- Group work area.
- Safe place to withdraw.
- Quiet area with limited distraction.
- Emotion charts with emojis or worry monsters and prompts boards.
- Furniture/Equipment for Sensory Impairment and/or Physical Disability needs.

- Storage of walking frames and wheelchairs when not in use.
- Safe hoisting and manual handling areas.
- Lighting/blinds/computer screens/interactive whiteboards and reflection.
- Indoor acoustics and outdoor noise.
- Access to emergency medication.
- Access to receiving/sending intercom/'phone calls.

Each class will be led by a Qualified Teacher supported by Specialist Teaching Assistants. Pupil study will be carried out through:

- Whole class teaching.
- Joint class teaching.
- Group work organised according to appropriate criteria.
- One-to-one or two-to-one teaching or support.
- Collaborative learning in pairs or groups.
- Independent learning.

Pupils are taught according to the activity and or pupil/grouping and considering pupils' needs as directed by their EHCP. Planning and resources will encourage the use of outdoor and community facilities whenever appropriate. Each classroom will always have access to a safe and suitably organised outdoor area.

21. Lesson planning

The KS1-5 Programmes of Study will detail the range of expected teaching and learning. These follow, interpret and adapt composites within The National Curriculum. A lead teacher will develop each subject, supported by the school's Senior Leaders' Team including the Head of Learning. Consistency of quality will remain a priority. Subject leads will also have responsibility for creating a running Schedule of Teaching, which will ensure all units of the study programmes are fully covered during a pupil's school journey and there will be no narrowing of the curriculum for each pathway cohort.

Teachers will use the school's agreed planning processes to translate programmes of study into coherent, sequenced learning for their cohort. Planning will identify the intended learning, important knowledge/skills/concepts, appropriate adaptations, communication approaches, resources and safeguarding considerations. EHCP outcomes and relevant specialist advice will inform planning without replacing curriculum entitlement. The level of written planning required will be proportionate and should not create unnecessary workload. Staff will review curriculum areas regularly to strengthen sequencing and avoid unnecessary repetition while allowing purposeful revisiting and overlearning.

Senior leaders, with appropriate governance oversight, will assure themselves that pupils have access to a broad, balanced and ambitious curriculum. Monitoring will draw on a proportionate range of evidence, which may include professional dialogue, learning walks, pupils' work and other evidence of learning, assessment information, pupil and parent voice, and subject review. Monitoring will focus on impact and improvement and will avoid creating documentation solely for inspection.

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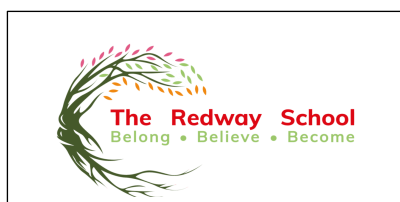
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Appendix 1



Early
Years
Foundation
Stage

Early Years Foundation Stage Curriculum Statement

INTENT

Rationale:

In the Early Years at The Redway School, we believe that every pupil is unique. We follow the EYFS statutory framework for group and school-based providers in force from September 2026. We ensure that children are given opportunities to develop and learn in a safe, nurturing environment where play, communication and learning are combined. Through practical learning experiences, we strive to equip children with a love of learning and natural curiosity about the world around them, while recognising each child's individual starting points, SEND and EHCP priorities.

Ambition:

Our intent is to:

- Establish an environment that is nurturing, bright and exciting; one that is full of interesting and challenging activities in which learning can take place
- Respond to children's interests and use these to inform planning
- Deliver a curriculum based on entitlement for all, that considers each child's existing knowledge and experiences, and where the children can engage in first hand experiences

- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment
- Enable children to develop characteristics of effective learning, which will enable them to become independent, resourceful, and resilient learners, now and throughout their education.

Concepts:

Our curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically – for pupils to have and develop their own ideas, make links between these ideas, and develop strategies for doing things
- Active learning – to encourage pupils keep on trying if they encounter difficulties, and enjoy their achievements
- Playing and exploring – pupils investigate and experience things, and ‘have a go’

IMPLEMENTATION

To implement our intent, we have:

- A curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all pupils, from very individual starting points.
- An Early Years curriculum that uses a combination of ‘in the moment’ planning, topic themes and enrichment opportunities for example, focus weeks or educational visits.
- Meaningful learning experiences, developing each pupil’s characteristics of learning
- High quality interactions with adults that demonstrate and impact on the progress of all pupils.
- Purposeful assessment through observation and interaction, recorded proportionately through Evidence for Learning and other agreed systems. Assessment informs in-the-moment and future teaching, identifies next steps and supports communication with parents and carers.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside.
- Home learning opportunities which are shared with parents to allow children to build on their school experiences at home
- Ensured that staff are equipped with the appropriate training to deliver our curriculum
- A curriculum that meets the needs of all pupils within the Early Years Foundation Stage

Safeguarding practice and curriculum content that reflect the EYFS statutory framework in force from September 2026, including appropriate attention to safer sleep and screen use where relevant to provision.

IMPACT

Through implementing the above:

- Children make meaningful progress from their individual starting points, including through very small developmental steps where appropriate.
- Evidence of children's achievements are recorded in Learning Journeys
- Class teachers make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace
- Children are ready to transition from the Early Years curriculum to the Redway School KS1-5 curriculum by the end of the reception year.
- Children are able to demonstrate characteristics of effective learning



Appendix 2

**Key
Stages
1-5**

Key Stages 1-5 Curriculum Statement

Rationale:

The Redway School will offer a broad, balanced, ambitious and meaningful KS1-5 curriculum which supports academic, social, emotional, communicative and physical development and prepares pupils for their next steps and adult life.

The curriculum aims to build on solid groundwork carried out at the EYFS stage, with knowledge, skills, opportunities, wellbeing and self-esteem at its core, while remaining both challenging of learners yet understanding of their needs.

We require continuity and progression within our curriculum and expect strong emphasis on development of curiosity, confidence and independence skills. We want our learners to leave school with a strong appreciation of and respect for their world, an understanding of self-worth and value as citizens, and a sense of direction and achievement to support the highest

potential level of self-advocacy in their future. We emphasis high expectations according to each child's potential and pupils should gain appropriate accreditation wherever possible.

The Redway School aims to enable and empower pupils through the use of effective and sequenced teaching and care and imaginatively resourced learning environments that are innovative, involving, motivating, and rewarding. The curriculum is tailored to the needs, interests and abilities of all learners and developed through liaison with parents and carers, therapy and medical specialists, and class teams.

Our curriculum design uses the National Curriculum and other statutory curriculum requirements as its framework. It is adapted and sequenced so that pupils can build knowledge and skills incrementally from their starting points. Individualisation concerns the route, support, pace and priorities needed for access; it does not remove pupils' entitlement to a broad curriculum.

Overview – a spiral curriculum

Our spiral curriculum is dual-featured and can be represented by two interlacing helices. One strand provides progressive access to subject and wider-curriculum knowledge; the other provides the communication, cognition, physical, sensory, therapeutic, medical, behavioural and independence support pupils need to access learning successfully.

The first spiral denotes our programmes of study, including National Curriculum subjects and an additional focus on Life Skills and Careers. The second represents bespoke concept teaching and support that enables pupils to access learning and develop important foundations for future life. Through collaboration with therapeutic, medical, behavioural and care specialists, and appropriate use of aids and resources, barriers are reduced so that pupils can engage, participate, belong, achieve and thrive.

Curriculum Pathways

Each subject programme has three pathways - Pre-Formal, Semi-Formal and Formal. These provide progressive routes through subject and foundational learning for the school's wide range of cognitive, communication, sensory and physical needs. Pathways support planning and assessment but do not cap ambition; pupils may access elements of more than one pathway where this best supports progression.

The Pre-Formal pathway is designed for pupils with the most profound and complex learning needs and places particular emphasis on communication, engagement, sensory processing, anticipation, cause and effect and early conceptual development. The Semi-Formal pathway develops functional and subject-related knowledge through concrete, meaningful and highly supported learning. The Formal pathway supports pupils who can access increasingly conventional subject-specific knowledge and skills. Across all pathways, teaching is adapted to pupils' individual starting points and EHCP needs.

What does this look like in practice? As a brief example, counting skills in mathematics – at a formal level - will be taught through number lines, rote, flashcards, computer apps, counting objects, worksheets and the many other ways seen in mainstream primary schools. At pre-formal level, such learning may be supported through a skilled sensory and stimulus session involving drum music, lights and resonance boards, using beat and illumination to experience and support basic-level counting, sequencing and order skills and allow engagement and response. Semi-formal lessons may draw from both pathways with the addition of, for example, songs, rhymes, and toys.

Flexibility, purposeful revisiting, overlearning where required, and strong adaptation are vital. Teachers identify the most important learning, check what pupils understand and remember, and make adjustments that reduce barriers while retaining the intended ambition. Practice is guided by the SEND Code of Practice, Equality Act duties and each pupil's EHCP.

Supporting Educational, Health and Care Plans

Our curriculum is designed to inform and enhance the important **Education, Health and Care planning** process by correlating teaching and learning areas with EHCP sections, thus supporting teachers and parents in their EHC reviews and target setting.

Our Teaching and Learning (TAL) Areas are grouped under five headings that support curriculum access, EHCP planning and preparation for adulthood:

Sensory and Physical Needs

Communication and Interaction

Cognition and Learning

Emotional Wellbeing, Keeping Healthy and Safe

Community Participation and Independence

The first four groups reflect the developmental areas of **Education, Health and Care Plans**, the vital tool for disabled children and their families, and in this way support our close monitoring of needs, progression, support required and subsequent target-setting. The fifth group – Community Participation and Independence – represents our aim to empower every pupil to lead confident, rich and fulfilling lives as young citizens. It too informs EHC planning for the future.

In each of the five areas, study programmes appropriate to its development aim are allied with key support required to access those subjects – reflecting the intertwining of the two-spiralled curriculum. The support of course is 'best fit' and – just like subject-specific learning – can be cross-curricular. As teachers follow the study programme pathways for each subject, they can also access support advice which provides guidance, expectations and collaborative objectives to develop pupils' learning in each area covered.

Monitoring the Curriculum, Achievement and Staff Involvement

Each subject and TAL area is developed by a subject lead working with teachers, specialists and senior leaders. Leaders maintain an evidence-informed understanding of curriculum quality, teaching and pupils' achievement, using proportionate monitoring and subject review to identify strengths and priorities. They ensure statutory requirements are met at levels appropriate to pupils while maintaining high expectations, subject ambition and effective specialist support.

This structure maintains the holistic approach so vital at an SEN level, as well as demands a deep understanding of subject teaching, reflection on EHC requirements, strong and effective collaboration and communication, and sharing of good practice and skill with each other and external agencies. Subject leads are also on hand to support all staff over practice and pupil-centred planning.



The Redway School

Standards for Specialist Teaching Assistants

2026/27

Overview -

Specialist Teaching Assistants play a vital and integral role in The Redway School's work to provide high-quality education, care and support for pupils. Teachers remain responsible for the education and progress of pupils in their classes, while STAs contribute specialist knowledge, skilled support, assessment information and strong relationships. The standards below support effective deployment, safeguarding, professional conduct, collaboration and continuing development.

The standards are divided into four themes:

Personal and professional conduct –

For our specialist teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding –

Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge

of particular areas, for example Forest School ethos, specialist skills and knowledge to support pupils with medical or care needs, knowledge of the curriculum such as communication, lesson planning and evaluation, and behaviour management strategies.

Teaching and learning –

An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. There will also be occasions when, by joint agreement, our teaching assistants will be allowed to lead sessions using their specialist skills, or as part of their personal development.

Working with others –

Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Standards are attached below:



The Redway School

STA Standards

Personal and professional conduct

Teaching assistants should uphold public trust in The Redway School and the education profession by:

1. Having proper and professional regard for the ethos, policies and practices of the school as professional members of staff.
2. Maintain confidentiality of all school-related information outside of day-to-day working practices. This includes (but is not restricted to) any information relating to pupils, parents, other staff and external service colleagues.
3. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
4. Having regard for the need to safeguard pupils' wellbeing by following current statutory guidance, including Keeping Children Safe in Education, alongside school policies and practice, and remaining alert to the additional vulnerabilities and communication barriers that some pupils with SEND may experience.
5. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity among pupils, staff colleagues, and the wider society.
6. Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

1. Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.
2. Demonstrate expertise and skill in understanding the needs of pupils, including communication, sensory, physical, medical and learning needs as appropriate, and know how to implement agreed adaptations and support while promoting participation and independence.
3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils, especially with regard to their special educational needs and disabilities.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in indoor and outdoor learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy, procedures and Team-Teach training. Regard must particularly be paid to positive communication, de-escalation and risk avoidance, with physical restraint used only as a last resort.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them in a polite, honest and confidential manner.
2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
3. Understand their responsibility to share knowledge with colleagues to inform planning and decision making.
4. Understand their role in order to be able to work collaboratively, supportively, and respectfully with classroom teachers, other teaching assistants, and therapists and medical specialists.
5. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, if asked to do so by the school, so that informed decision making can take place on intervention and provision.

Appendix 4



The Redway School - Session Plan -

Key
Stages
1-5

Subject:	Dates: Timings:	Location:
Teacher: Class:	Pupils: Staff Organisation:	
Learning Outcomes:		
Resources:	Key Vocabulary:	STA Guidance:
Teaching & Learning Activities:		
Safeguarding points to note:		
Evaluation Notes/Next Steps:		