Springwell School

Curriculum Policy

Last review: March 2025

Next review: March 2026

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Intent

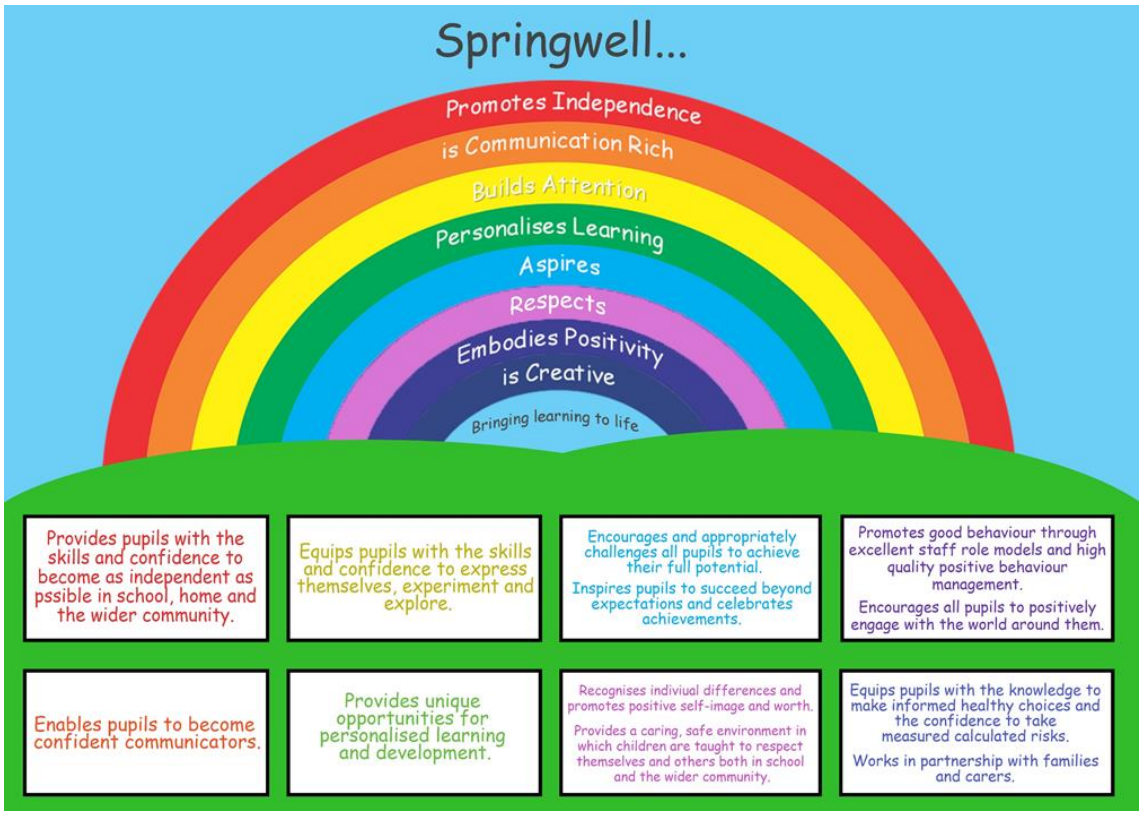
The Springwell curriculum aims to:

- Provide every pupil with opportunities to learn and achieve through a broad, balanced and relevant education which promotes educational, social, moral, spiritual, cultural and physical development.
- Prepare pupils for the opportunities, responsibilities, and experiences of life.

The curriculum on offer is positively designed to be flexible so it can be tailored to meet the needs of each and every pupil, irrespective of age, gender, or culture. The curriculum offers meaningful and relevant access to the National Curriculum, as well as the strong emphasis on Personal, Social and Health Education as a Core subject alongside Maths and English including Communication.

The Springwell curriculum is designed to achieve these aims whilst providing the flexibility required allowing teachers to individually tailor work to meet the individual needs of each and every child.

Springwell core Values (see diagram below) underpin everything that is delivered as part of the curriculum.



Appendix 1 – Curriculum Intent, Implementation, and Impact chart

Implementation

We aim to find the best approaches to learning, for our pupils. We use a number of techniques including providing an “irresistible invitation to learn” based on the work of Gina Davies. We know our pupils well and personalise their learning. Each child’s Education and Health Care Plan (EHCP) outcomes are translated into very specific individual targets which inform individual curriculum planning.

National Curriculum

We aim to offer every pupil access to the National Curriculum in a meaningful and purposeful way. This curriculum follows the framework and long-term planning is produced for every subject. It is to be expected that as a result of their learning difficulties, pupils will be working outside their age-related key stage as they progress through the school.

For our pupils, progression is not restricted to movement up a developmental ladder of skills and knowledge as lateral progression is also important. Pupils may gain access in an experiential way as well as acquiring skills and knowledge. Continuity and progression are planned for in opportunities and experiences given to the pupils.

For an increasing number of our pupils, work incorporates the stimulation of the senses. We note possible changes in individual pupils’ responses and behaviour as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding.

English

English at Springwell aims to equip our pupils with the necessary literacy skills and tools to succeed to their full potential whilst developing a love for literature.

Reading and writing are fundamental skills that extend beyond English lessons, and we actively encourage pupils to apply these skills throughout their school day. Our English curriculum is built on a strong foundation of Phonics, delivered through both the school’s bespoke 'Spring into Phonics' programme and the Read Write Inc Phonics (RWI) programme, which has been an integral part of our approach since its introduction in 2020.

‘Spring into Phonics’ provides rich, sensory motor opportunities for pupils to build strong foundations and deep connections between their body and mind in preparation for later

reading and writing practices. RWI teaches and develops the knowledge and skills pupils need for reading, comprehension, spoken English, spelling, grammar, vocabulary, punctuation, composition, and handwriting. In addition to phonics lessons, all pupils will be given opportunities to experience and engage with a wide variety of literature including stories, poems, and non-fiction texts, through Reading through Shared Attention, Storytime, sensory stories, massage stories and free reading in order to foster a love of reading.

Mathematics

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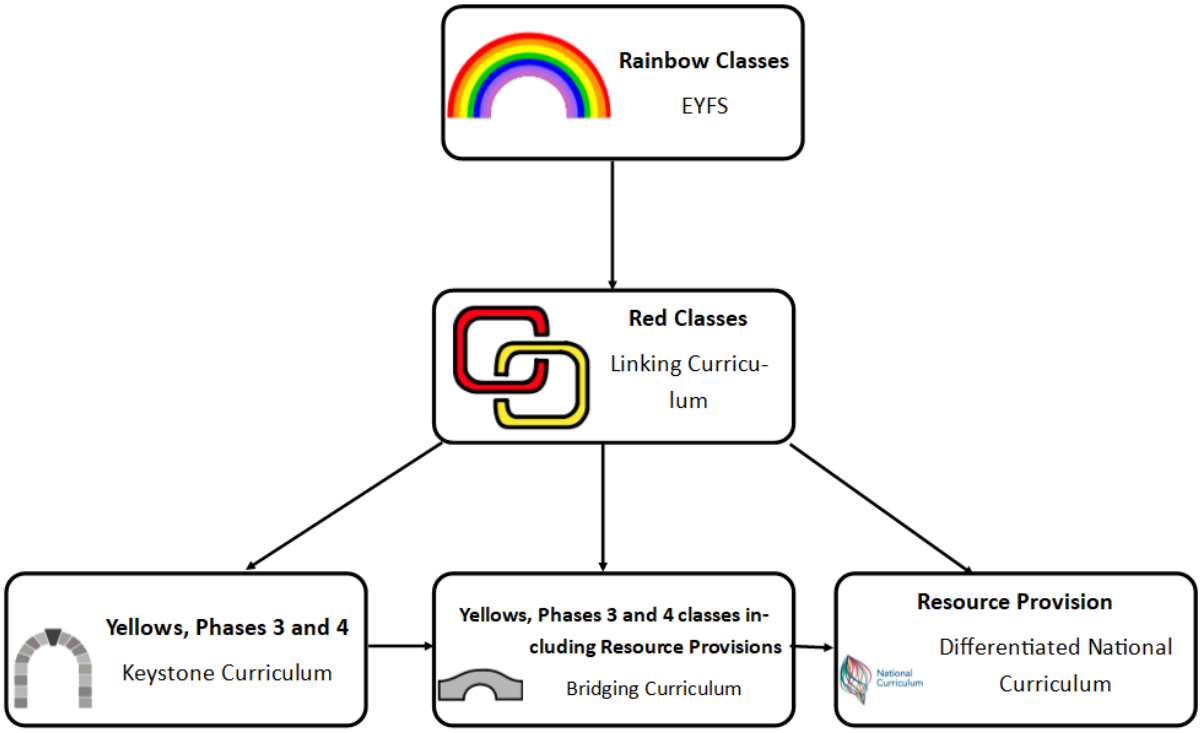
At Springwell School, we aim to provide all pupils with a strong foundation in mathematics, recognizing it as an essential life skill. Our school's bespoke 'Jump onto Maths' programme promotes mathematics mastery by ensuring that pupils have securely mastered skills in the 'roots of maths' before engaging with more advanced mathematical concepts. Our mathematics curriculum is designed to build a deep understanding and mastery, ensuring that pupils develop the skills and confidence needed to excel in this subject. Beyond number and calculation, it promotes understanding of shapes and measures in the world around them. Mathematics is woven into daily life, forming the basis of how we understand and engage with the world.

We emphasize sensory, concrete, pictorial, and abstract methods tailored to each pupil's learning level. Through core and foundation curriculum teaching, our maths lessons inspire curiosity, exploration and creativity. Pupils are encouraged to sort, compare, count, calculate, and describe, developing into confident problem solvers, critical thinkers, and resilient learners who are eager to 'have a go' at new challenges.

Springwell Phases and Curricula



Phase 1

Early Years Foundation Stage (EYFS) curriculum (Rainbow classes)

The early years foundation stage recognises the power of play as a motivational driver of learning. It also emphasises the important role of the practitioner, in supporting and extending play through well planned environments and motivating activities.

Our EYFS curriculum ensures we are able to meet the individual needs of every child. In the EYFS, the personalised targets are developed through a curriculum that reflects the learner's age, developmental readiness, and individual needs. Children will be encouraged to make and communicate independent choices through Child Initiated Learning (CIL) and to engage with the learning environment around them. Children will be supported to develop positive behaviours and attitudes through the Characteristics of Effective Learning and in some cases, individual behaviour plans.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

The EYFS curriculum consists of the seven areas of Learning and Development. There are three prime and four specific areas. The three prime areas of learning are:

- Personal, Social and Emotional Development
    - Self-regulation
    - Managing self
    - Building relationships
- Communication and Language
    - Listening, Attention & Understanding
    - Speaking
- Physical Development
    - Gross motor skills
    - Fine motor skills

The four specific areas of learning are:

- Mathematics
    - Number
    - Numerical patterns

- Literacy

    - Comprehension
    - Word reading
    - Writing

- Understanding of the World

    - Past and Present
    - People Culture and Community
    - Natural World

- Expressive Arts and Design

    - Creating with Materials
    - Being Imaginative and Expressive

Using the (EYFS) model of "Characteristics of Effective Learning" we seek to nurture lifelong learners who are motivated, and active participants in their curriculum.

We use this approach as the pupils move into Key Stage 1 in which they focus on the linking curriculum.

Linking Curriculum (Red classes)

Our intention is for the children to make a smooth transition from the EYFS curriculum to Keystone or Bridging curriculum through a Linking curriculum which mirrors that of the EYFS curriculum. It enables the children to build on previous knowledge and skills by providing familiar contexts and approaches, for example through Shared Attention, schedules and the use Augmentative and alternative communication. As the year progresses, this curriculum develops children's independence and communication to enable them to access the Keystone or Bridging Curriculum. During the second half of the Autumn term, we also begin to teach English (Phonics, Narrative and Story retell), Maths and Topic in the same style as Key Stage 1. In the Spring term, alongside EHCP targets the children are also assigned Individual Education Plan (IEP) targets which are tailored to the individual children and their learning needs.

Phases 2, 3 and 4

At the end of Year 1 we then determine which curriculum pathway a child may follow: -

1. **Keystone Curriculum**
2. **Bridging Curriculum**
3. **Subject Specific Curriculum**

Keystone Curriculum

Pupils working at early development levels follow the **Keystone Curriculum**. The Keystone Curriculum provides a developmental framework which allows pupils to develop the skills necessary to access more formal learning opportunities, while inspiring a love of learning. Small steps of progress are celebrated, and work is at an individual level. The Keystone Curriculum is for our most complex and sensory learners who may have significant learning difficulties, physical disabilities, sensory impairment, or a severe medical condition. Pupils will require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and therefore this curriculum is broken down into very small steps and covers key aspects of learning.

The curriculum areas in the Keystone Curriculum are:

- My Communication
- My Thinking (cognition)
- My Body (motor skills)
  Looking After Myself (self-help and independence)

These areas are taught through therapies and interventions that are highly differentiated for each pupil.

Pupils accessing the Keystone Curriculum are in all classes across the school from Yellow up. They are fully included within their class and have individualised learning across the school day. There are also four classes with only pupils accessing the Keystone Curriculum in (Pink Mice, Pink Flamingos, Pink Jellyfish, Pink Seahorses). Pupils in these classes have been identified as benefitting from an increased whole day therapeutic approach with highly skilled staff.

Bridging Curriculum

This curriculum is for our learners who are building on their learning skills. We begin to introduce key subject areas through a topic-based approach but also continue to develop key areas of learning from the keystone curriculum. Maths and English are taught separately, and National Curriculum foundation subjects are grouped and taught in a topic approach. Key, early skills have been identified and are prioritised to build the foundations for future learning. There is a wide range of opportunities provided which are relevant and meaningful for pupil's everyday life and to prepare them for the future. Topics are

progressive as pupils move through the school, with lots of opportunity to practise and consolidate skills.

Subject specific Curriculum

The Subject Specific Curriculum is drawn from the National curriculum but highly differentiated to suit individual pupil levels. This can often mean using content from earlier key stages. Subjects are taught independently, but links between individual subjects continue to be drawn.

Appendix 2 – subject areas in each curriculum

Pillars of the Curriculum

There are two pillars within Springwell, that run through everything that we do, whichever Curriculum is being followed, and they are Independence and Communication.

Independence teaching at Springwell School aims to provide opportunities for the pupils to develop the knowledge, understanding, skills and attributes they need to take an active role in the community, keeping themselves healthy, safe, and prepared for life and work in modern Britain. Independence isn't a standalone taught subject, but a golden thread that runs through the pupil's daily learning. This enables pupils to confidently learn to take care of themselves as much as they are able to develop basic skills to be able to function in the wider world.

Within Communication we want to ensure that our children have the opportunities to develop their understanding of communication and are given a range of strategies to enable them to communicate with others. Every child at Springwell school is entitled to a voice and it is our job to support and encourage them to find their voices. We provide a wide range of new and stimulating experiences as well as providing inclusive opportunities within the classroom.

Personal, Social and Health Education

PSHE is a core subject at Springwell School and aims to provide opportunities for the pupils to develop the knowledge, understanding, skills and attributes they need to take an active role in the community, keeping themselves healthy, safe, and prepared for life and work in modern Britain. The PSHE curriculum will enable pupils to develop healthy social relationships confidently and independently with a growing awareness of their own and

other's emotions. The pupils will become confident and resilient learners, who are equipped to make their way in the world safely and happily with a respect and recognition of the differences of others. Pupils will have an awareness of their own body, how it works and how to care for it; allowing them to develop a foundation upon which they can make healthy life choices. Each class has a significant emphasis on PSHE, and it is both incorporated into other lessons and taught as a discreet subject.

RE

At Springwell School we follow the requirements of the revised locally agreed syllabus for religious education 'Living Difference IV' (2022). As a school for children with special educational and complex needs, we seek to teach Religious Education 'so far as is practicable' (Education Act 1981). We recognise that many of our pupils require pre- Key Stage 1 learning opportunities as their understanding lies below or at the threshold of religious awareness. In this respect we place an emphasis on sensory experience, personal response and interaction and a development of a simple awareness of religion through the senses. We are therefore sensitive and aware of the distinctive needs of individual pupils and select and adapt materials from the syllabus that are appropriate to their educational needs and capabilities.
We believe RE should be taught by giving the children opportunities for active learning. e.g. art, craft and drawing, sensory activities, observation and use of artefacts, music and dance, drama and role play, use of video, visits and visitors, model making and cooking, celebration of festivals, discussion and questioning.

- Our teaching of Religious Education is based on the five elements of the cycle of learning:
  Enquire – What does the concept mean?
  Contextualise – How is the concept expressed in a religious faith or story?
  Evaluate – Why is the concept important to the religious faith we have been learning about?
  Communicate – What is our experience of the concept in our own lives?
  Apply – How important is the concept to our own lives?

Therapeutic Needs

Many of our pupils have personal priority needs, which are central to their learning and quality of life. Wherever possible these needs are catered for as an integral part of a lesson but for some pupils these therapeutic needs are best met on an individual and exclusive basis.

In addition, in order to assist access to a lesson and/or to enhance pupil's readiness to learn, time may be given to the following during lessons:

- transitioning either to or within a lesson
- helping pupils to maintain good posture, appropriate muscle tone and ease of movement
- promoting relaxation and self-regulation, through “Chillwell”, supporting the pupils to manage stress and anxiety
- promoting pupils’ autonomy and independence
- developing pupils’ self esteem
- allowing pupils’ behaviour and alternative ways of communicating to be acknowledged and understood
- allowing differentiated responses and participation according to behaviour and need

Identified pupils will receive speech and language therapy delivered by the class teams following the advice of our SALT team. Physiotherapy and occupational therapy are also delivered to specific pupils as required, in order to develop gross and fine motor skills.

Time and Curriculum Components

Each class has specified teaching times allocated to each subject during a week. The allocations are a guide to curriculum priorities rather than exact times and the points above, including transitioning times will be incorporated into the sessions as required.

In order to agree the subject priorities, considerations were given to:

- varying the frequency of parts of the curriculum i.e. English and Maths are taught every morning whereas some foundation subjects are taught on a weekly basis and others are blocked.
- the linkage of cross curricular subjects.
- teaching some parts of a subject in greater depth than others.
- the importance of out of class time in contributing to the learning of our pupils i.e. we monitor pupils’ progress at mealtimes as part of their PSHE development.
- the importance of providing opportunities to generalise and transfer skills out in the community as well as the opportunities and experiences provided by visiting the local community as part of the planned curriculum.
- Providing periods of intensive study such as Books/Maths/Science weeks, or shorter blocks, for example, Geography or Sports based days.

Within class lessons, considerations are given to:

- giving significant time to specific parts of the lesson which may be an individual priority for some children such as communication, PSHE, encouraging turn taking, developing waiting skills etc.
- identifying skills which require regular and frequent practice and teaching.
- Integrating key parts of pupils’ personal development such as incorporating time to develop (un)dressing skills in a PE lesson, encouraging independence in toileting and personal hygiene, promoting independent handwashing during art lessons etc.

- the time required to establish understanding.

IMPACT

Progress and Achievement

Pupils' rate of progress and achievement differ according to individual levels of difficulty. Some pupils may follow the same developmental pattern but not necessarily at the same rate or pattern whilst others may progress in some curricular areas but not others. For some pupils, progress may be difficult to predict or idiosyncratic and may only be demonstrated under specific circumstances with certain people or even demonstrated only once.

It is important to understand that pupils at our school may demonstrate progress by:

- developing ways to communicate.
- developing a range of responses to social interactions from defensiveness through resistance (for some pupils a positive response) to tolerance; and from passive co-operation towards active participation.
- developing a range of responses to actions, events, or experiences even if there is no clear progress in acquiring knowledge and skills.
- demonstrate the same achievement on more than 1 occasion and under changing circumstances.
- demonstrate an increase in knowledge and understanding about a subject.
- demonstrate an ability to maintain, refine, generalise, or combine skills over a period of time and in a range of circumstances.
- move from a dependence on secure and predictable routines toward a greater degree of autonomy, independence and risk taking.
- demonstrate a reduced need for support .
- accepting a wider range of learning environments and change, reducing the need to present activities in consistent and personalised ways.
- demonstrating an increased ability to cope i.e. with frustration, with new or challenging learning opportunities.
- showing a reduction in the frequency or severity of behaviour that inhibits learning.
- deciding not to respond or to participate.

Progress and individual achievement are measured in a number of different ways.

- The Assessment Tree (see assessment policy).
- Earwig evidence.
- IEP targets and EHCP outcomes.
- Individual trackers such as Phonics.
- Whole school target achievement in core subject areas.
- Impact of School improvement plan priorities.

Monitoring and Evaluation

The Curriculum AHT reviews and updates the curriculum yearly and reports to the School Governing body on significant change and revisions.

Appendix 1 – Curriculum Intent, implementation and impact chart

<table>
<tr><td rowspan="2">What are we trying to achieve?</td><td>Independence</td><td>Motivated learners</td><td>Confident learners</td><td>Positive self-image and self-worth</td><td>Active and Healthy</td></tr>
<tr><td>Confident communicators</td><td>Reaching their individual potential</td><td>Positive engagement with the world around them</td><td>Respect for themselves and others</td><td>Attentive learners</td></tr>
<tr><td rowspan="15">How do we organise learning?</td><td colspan="5">Learning will be enriched through</td></tr>
<tr><td>Lessons</td><td>Wide variety of appropriate learning environments</td><td>Structures and routines</td><td>Offsite learning opportunities</td><td>Experiences from external providers</td></tr>
<tr><td>Assemblies</td><td>Activity times</td><td>Lunch times</td><td>Tailored interventions and therapies</td><td>Partnership working</td></tr>
<tr><td colspan="5">Learners skills, attributes and beliefs will reflect</td></tr>
<tr><td>Pupils who are ready to learn</td><td>Self-regulation</td><td>Resilience</td><td colspan="2">Confidence</td></tr>
<tr><td>Independence</td><td>Creative thinking</td><td colspan="3">Collaboration</td></tr>
<tr><td colspan="5">Learners will access a broad and balanced curriculum</td></tr>
<tr><td colspan="5">EYFS and Linking Curriculum</td></tr>
<tr><td colspan="5">Prime Areas</td></tr>
<tr><td>Personal Social & Emotional Development
Building relationships
Self-regulation
Managing self</td><td>Physical Development
Gross motor skills
Fine motor skills</td><td>Communication and Language
Listening, attention & understanding
Speaking</td><td colspan="2"></td></tr>
<tr><td colspan="5">Specific Areas</td></tr>
<tr><td>Literacy
Comprehension
Writing
Word reading
Phonics</td><td>Mathematics
Number
Numerical patterns</td><td>Understanding the World
Past and present
People culture & communication
Natural World</td><td colspan="2">Expressive Arts & Design
Creating with materials
Being imaginative & expressive</td></tr>
<tr><td colspan="5">Phases 2 (Yellow), 3 and 4</td></tr>
<tr><td colspan="5">Keystone Curriculum</td></tr>
<tr><td>Looking After Myself
Confidence
Relationships
Behaviour
Independence</td><td>My Communication
Attention
Social communication
Communication for meaning</td><td>My Thinking
Engagement
Motivation
Thinking
Early maths
Early English</td><td colspan="2">My Body
Gross motor and movement
Fine motor skills</td></tr>
<tr><td colspan="5">Bridging Curriculum</td></tr>
</table>

	My World Science History Geography MFL (phase 4)		**My Creativity** Music Art		**My Technology** Computing Design and Technology		**My Health and Wellbeing** PE PSHE RE
	National Curriculum						
	English	Maths	PSHE	RE	Science	History	Geography
	Art and Design	Music	PE	Computing	MFL	Design and Technology	
	Embedded throughout the school						
	PSHE		Communication		Maths		English
	Independence		British Values		Social, Moral, Spiritual and Cultural Development		
How do we judge our successes?	**Success will be measured through**						
	Statutory measures		School Improvement Plan		Tapestry		Pupil Voice
	Case Studies		Internal Assessment EHCP/IEP outcomes		Action Research		Parental feedback
	Our learners will						
	Make good progress		Show a curiosity for learning		Be as independent as possible in their learning and wider life		Be able to share attention with others
	Be able to communicate their needs and wants using their preferred method		Participate in their community		Have respect for themselves and others		Be encouraged to make healthy choices

Appendix 2 -Curriculum Overview

Independence

EYFS & Linking Curriculum								
Prime Areas								
Personal Social & Emotional Development			Physical Development			Communication and Language		
Building relationships Self-regulation Managing self			Gross motor skills Fine motor skills			Listening, attention & understanding Speaking		
Specific Areas								
Literacy			**Mathematics**			**Understanding the World**			**Expressive Arts & Design**		
Comprehension Writing Word reading Phonics			Number Numerical patterns			Past and present People culture & communication Natural World			Creating with materials Being imaginative & expressive		
Phases Two (Yellow), Three and Four - Keystone, Bridging, and National Curriculums								
Keystone Curriculum				**Bridging Curriculum**				**National Curriculum**
				English				English
				Maths				Maths
Looking After Myself	**My Communication**	**My Thinking**	**My Body**	**My World**	**My Creativity**	**My Technology**	**My Health and Wellbeing**	PSHE RE Science Design and Technology History Geography Art and Design Music PE Computing MFL
Confidence Relationships Behaviour Independence	Attention Social communication Communication for meaning	Engagement Motivation Thinking Early maths Early English	Gross motor and movement	Science History Geography MFL (phase 4)	Music Art	Computing Design and Technology	PE PSHE RE	
SMSC and British Values								

Communication