



Curriculum Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
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It is our **intention** to provide an all-inclusive diverse curriculum which includes a high level of specialist interventions to support the four broad areas of our pupils needs.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and/or Physical, Medical and/or Personal Care

The **implementation** of our curriculum, using the stepping stones programmes of study, are centred upon our current cohort of pupils. In addition, pupils' individual timetables reflect their specific needs whilst incorporating their EHCP long term outcomes.

Our curriculum enables pupils to make progress in core subjects at a pace that makes it meaningful and relevant for them. At Maple Haven we strongly promote independence, communication and personal skills. We focus our planning through individual stepping stone outcomes, with sensory and communication being centre of their learning.

Our ultimate objective is to make a positive **impact** on the life of each pupil, fostering an environment in which they can make informed decisions about their life choices, feel valued for who they are, and to become effective members of their communities.

Our School Values are linked to all areas of our curriculum, school events and celebrations, where we create and have a school culture of positive outcomes for all.

Our School Values

Kindness

At Maple Haven, we model kindness through supportive relationships and positive interactions throughout the school day. Pupils are encouraged to help others, take turns and recognise how their actions affect those around them. Staff use visual

resources, stories and communication support to help pupils express their feelings and respond to others with care. Kindness is recognised through everyday praise.

Respect

At Maple Haven, we value each pupil's individuality, communication methods, culture and beliefs. We support pupils to listen to others, respect personal space and care for shared resources. Staff model respectful language and behaviour, and use accessible communication to help pupils express preferences, make choices and say "No". Through lessons and community activities, pupils learn to recognise and respect differences and understand that everyone deserves to feel valued.

Determination

At Maple Haven, we encourage pupils to keep trying and recognise the effort involved in achieving their individual goals. Learning is broken down into manageable stepping stone outcomes, with differentiated activities and specialist interventions to support participation. Staff provide encouragement, familiar routines and positive support strategies to help pupils manage challenges and develop confidence. We celebrate personal achievements and progress towards independence, communication and daily living skills.

Growth

At Maple Haven, we support growth by planning learning around each pupil's starting point, needs and EHCP long term outcomes. Teachers use individual stepping stone outcomes and regular assessment to identify progress and plan the next steps. Pupils have opportunities to develop their knowledge, communication, personal skills and independence through lessons, therapies and practical activities. Staff review timetables, resources and support as pupils' needs change, celebrating progress at a pace that is meaningful for each learner.

Curiosity

At Maple Haven, we nurture curiosity through sensory exploration, play, practical learning and new experiences. Pupils are encouraged to investigate, ask questions in their own way and express their interests through their preferred communication methods. Forest school, creative arts, music, technology and community visits provide opportunities to discover and explore. Staff build on pupils' interests and provide accessible resources and appropriate support to encourage engagement and a willingness to try new things.

Pupil background

We provide education for pupils functioning at the very earliest levels of development, regardless of their chronological age, up to national curriculum expected levels and above.

Many of our pupils experience a range of additional needs, including high levels of medical interventions. Our curriculum provision reflects on our current pupil cohort, and this informs our staff training needs.

Individual timetables, are planned to support pupils own four broad areas of need, as identified in their Educational Health and Care plans.

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical, medical and/or personal care

All our pupils are supported 1:1 and our class sizes are small.

Maple Haven school staff have high expectations, promoting an inclusive and safe educational environment.

All our pupils have equal access to the school curriculum, with appropriate differentiation. No pupil is excluded from any school activity because of financial constraints, special educational or physical/sensory needs. However, there may be occasions when an activity is considered inappropriate or not accessible for some pupils. Where possible, an alternative activity will be arranged.

Assessment and Pupil Progress

Stepping Stones Curriculum (Pathway 1)

For the Stepping Stones curriculum (Pathway 1) we use **BAD**.

Many pupils' struggle to engage in initial formal assessments. To secure and identify an appropriate personalised learning provision, we gather as much information as possible from the pupil's statutory Educational and Health Care Plans (EHCP), meetings with parent/carers, previous schools (if available), during transition, observations, formal assessment (where appropriate) specialists and school reports. We recognise that many pupils often have spiky profiles, where they excel in one area but may struggle in another.

Our current cohort of pupils are all on 'Pathway 1' ranging between Stepping Stone 1 to 6, the current assessment tool being used is 'Evidence Me' we use this method to assess, score and track, to monitor pupil progression outcomes. 'Evidence Me' enables teaching staff to identify the smallest of levels of progression. This provides access and equality of opportunity to the national curriculum, if appropriate for that pupil. The learning objectives will be checked across evidence me, as well as a tracking spreadsheet, where we use the system **BAD** - B = **B**asic understanding of concepts with support and scaffolding. A = **A**dvancing understanding of concepts with less support, emerging independence, problem-solving. And D = **D**eep understanding of concepts, demonstrating ability to solve complex problems in a variety of situations.

Photographs, videos and written observations are taken and recorded using the 'Evidence for Me' App. This evidence, along with teacher judgement, and pupil's creations/work help to create a picture of which Stepping Stone the children are

working within. Provision Plan targets are also assessed and updated three times a year, as well as during the EHCP annual review working alongside parents.

Assessment for Pathways 2-7

For Pathways 2-7, we use B-Squared to assess and track pupil progress. B-Squared provides assessment frameworks that break learning into small, achievable steps, enabling staff to recognise progress from each pupil's individual starting point, including progress towards a skill before it is fully achieved. Teachers use observations, pupils' work and professional judgement to record achievements, identify areas requiring further support and plan the next steps in learning. Assessment information informs personalised planning and helps staff review the effectiveness of provision, monitor progress over time and share pupils' achievements with parents and carers. Following assessments, teaching staff identify the appropriate learning pathway for pupils to access.

Our assessment systems ensure that we draw on a range of evidence, based on what our learners know, understand, and can do, across their curriculum, as well as identifying the next steps for learning/progress. Regular pupil progress monitoring, identify any gaps in learning to support planning and ensure that all pupils progress from their starting points and informed lesson planning.

Phonics Programme

Maple Haven school has chosen the Twinkl phonics SSP programme to promote speaking and listening skills, develop phonological awareness and to participate in oral blending to support our pupils to read.

It is a synthetic phonics teaching programme that supports teaching levels 1 to 6. Pupils' initial phonics levels are assessed during our September transition days, and then weekly assessed through timetabled phonics sessions.

Pupils attend group and/or 1:1 phonics session at least three times per week where they revisit, review, practise and apply their phonics skills. Pupils are taught to recognise sounds that each individual letter makes, the sounds of different combinations of letters – such as 'sh' or 'oo' and blend these sounds together from left to right to make a word. Pupils can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read. Pupils put their phonic skills into practice and enjoy reading with confidence.

Reading

At our school, we are committed to developing confident readers and nurturing a lifelong love of reading. We use Twinkl Phonics alongside Rhino Readers to support children as they develop and apply their phonics knowledge. These books provide opportunities for children to practise their reading skills, build fluency and confidence, and experience the enjoyment and achievement of reading successfully.

Alongside this structured approach, we place great value on reading for pleasure and giving children ownership of their reading choices. Three times a year, the children visit Waterstones, where each child has a budget of £15.00 to choose and purchase a book of their own. These visits offer an exciting opportunity to explore different authors, genres and interests, helping children discover books that appeal to them and encouraging them to see reading as a rewarding part of everyday life.

Our reading provision is further enriched by a shared class book linked to our whole-school topics. These texts create opportunities for discussion, introduce rich vocabulary and help children make connections between reading and their wider learning. Together, Rhino Readers, our class books and regular Waterstones visits support both the development of essential reading skills and a lasting enthusiasm for books.

Learning Hours

It is recognised that due to the high level of interventions and, for many reasons such as personal care, communication, medical, sensory, social, emotional and/or mental health, most of our pupils learning time may be reduced. Indeed, on some days this may be significantly reduced.

Specialist interventions are a highly valued part of our provision. Interventions can range from being seamlessly embedded throughout the school day to timetabled sessions. Interventions may be prioritised over teaching and learning. If a pupil needs intervention support from 5 minutes to the whole day, then it is provided. Supporting and teaching our pupils how to self-regulate has lifelong impact. Positive behaviour plans are regularly reviewed and developed. The aim is that over time pupils' interventions are reduced and learning hours start to increase.

Spiky Profile that incorporates multiply pathways meet the 'priority need' of our pupils. Some pupils may work across our curriculum pathways. Pupils who are unable to access more formal learning will learn through practical, social, play and a range of therapies including art, music, and animal care. They participate in practical tasks to develop their fine and gross motor skills, communication and/or life skills. Learning to self-regulate, manage feelings, emotions and/or sensory impairments may or can prioritise informal and formal learning. It is the role of the class teacher, working collaboratively with members of multi-agency teams as appropriate, to determine the key skills which need to be addressed. Some of these will be taught as target specific or addressed through specialist intervention and/or therapy plans received.

Personal Development/Behaviour & Attitude

Every pupil has at least one Personal Development and Behaviour & Attitude target that is specific to their own development needs. Target development is integrated into the school day. Pupil's targets are personalised to be meaningful and to give pupils ownership and recognition of their own achievements. These targets are linked to their

EHCP outcomes and support pupils ongoing life skills development. Personal care has a high focus. The 'basic' activities of personal care are more likely to have the greatest impact on pupil's adult life. The more independent a pupil can become, the more possibilities/opportunities will be available for them and their families. Targets are not limited, and they roll on, roll off as and when they achieve. Where appropriate pupils are encouraged to take ownership of their learning and set their own targets; this motivates pupils' engagement.

Whole School Topics

Whole school topics promote inclusion and are accessible to all pupils at all levels. Pupils are inspired by others; they pick up incidental learning, from shared topic activities, displays and artwork.

Greater collaboration and interaction at all stages of the teaching and learning process strengthen cross-curricular links.

Topics are considered and selected to reflect our pupil cohort, to engage their interests and enable participation. At least one of our topics over the academic year is science driven.

Access to Technology

Every pupil at the Maple Haven school, has access to an iPad as their own learning tool. This supports life skills and can accelerate their learning.

Pupils are supported to get instant access to information and gain more value in using technology for other reasons than just leisure.

All our pupils are encouraged to interact and to use ICT using a variety of methods including interactive whiteboards, iPads, class smart phones, Voice output communicator VOCA and communication Apps.

Online safety is effectively embedded and taught in lessons. Pupils learn the rules of technology and how to be safe using online resources. Adult and age restrictions are in

place and regular monitoring of history, informs staff and support pupils to be safe on-line.

Primary Needs/Behaviour Support is a huge part of our day-to-day management throughout the school day. Pupils are consistently being supported to learn how to manage their own behaviour, sensory and self-regulation needs. Effective interventions are used and regularly reviewed and developed. Unless this need can be supported and managed, many of our pupils would not be able to engage in learning activities and in some cases, not even able to physically go into a classroom. No pupils are discriminated, and learning is differentiated. Positive behaviour support plans are developed in collaboration with the families, TAs, and teachers. Behaviour is often unintentional, and pupils need the security of familiar TAs, routines, and the provision of interventions to help them cope with everyday life.

Literacy/Communication Development

Literacy, phonics and speech and language programmes are taught in timetabled sessions.

Writing skills ranges from mark making to writing essays. Many of our pupil's struggle with the physical process of writing. This is identified, and additional resources are differentiated and provided including technology resources and programmes.

Additionally, literacy is embedded in pupil's on-going communication development through British Sign Language lessons, Picture Exchange Programmes, Voice Output Communication Aid, Clicker/ICT programmes, Communication in Print resources and speech and language therapy sessions where needed.

Mathematics & Functional Mathematics

Within Pathway 1 of our Stepping Stones Curriculum, maths is taught through practical, engaging experiences that help children explore and make sense of the world around them. Learning builds progressively across six stepping stones, with activities matched to each child's stage of development. Through play, songs, sensory exploration,

everyday routines and supported activities, children develop their understanding of number, numerical patterns, shape, space and measure.

Early number learning focuses on noticing objects and changes in quantity, joining in with number songs and finger rhymes, and watching adults count. As children progress, they begin to use numbers in sequence, recognise small quantities without counting, and match counting words to individual objects. They develop an understanding that the final number counted tells them how many objects there are altogether, before moving on to matching numerals to quantities, comparing amounts and exploring how numbers up to five can be made in different ways.

Children are encouraged to apply these skills in meaningful situations, such as finding enough chairs for a group, selecting a requested number of objects or exchanging pennies during role play. They also explore recording their mathematical thinking through their own marks, symbols and numerals.

Shape, space and measure are explored through handling objects, filling and emptying containers, completing puzzles, building models and moving through different spaces. Children gradually learn to sort and compare objects by size, shape, colour and weight, select shapes for a purpose, and combine them to create new shapes and structures. They also copy, extend and create repeating patterns and develop their understanding of positional language.

Throughout Pathway 1, adults model mathematical language and provide repeated opportunities to practise and build on learning. This approach supports children to develop confidence, curiosity and independence while establishing foundations for further mathematical learning.

Pathways 2-4 - White Rose Maths

In Pathways 2-4, we use White Rose Maths to provide a structured, progressive approach to teaching and learning. Teaching builds understanding in manageable steps,

with practical resources and visual representations helping pupils make sense of mathematical concepts. Pupils are supported to develop fluency, explain their thinking and solve problems, with opportunities to revisit and consolidate learning. Activities are adapted to individual needs so that pupils can develop secure understanding and apply their skills with increasing confidence.

Pathway 5 and upwards – Exploring NOCN Maths

For pupils in Pathway 5 and upwards, we are exploring NOCN Maths as a potential progression route. Our aim is to build on pupils' existing knowledge while strengthening the practical maths skills needed for greater independence, further learning and future employment. This would include applying maths in meaningful contexts, such as using money, understanding time and working with measurements, alongside opportunities to work towards recognised qualifications suited to pupils' needs and aspirations.

Health & Wellbeing and PE

Maple Haven school provides high level therapy and specialist support programmes, including physiotherapy, speech and language therapy, trauma therapy, personal care, mental health and wellbeing, deafness, visual and hearing impairment.

Bespoke Positive Behaviour Plans are created to give staff and the pupils, the strategies and interventions to use, such as sensory circuits, to support their self-regulation and to hopefully reduce their incidents of possible negative or emotional behaviour.

Additionally, pupils participate in weekly indoor and outdoor Physical Educational such as swimming, horse-riding and trampolining.

Pupils go to the local swimming pool and attend to instructed swimming lessons by a trainer. Swimming lessons effectively embed social skills and positive participation

within the community. Physiotherapy programmes are linked to hydrotherapy pool sessions and support development of fine and gross motor skills.

ALL pupils follow regular hand washing routines and healthy snacks are available every day.

Forest School Provision

Our Forest school promotes all aspects of our pupil's development. It allows our pupils to be physically active, and they are outside in the fresh air with access to the new experiences that outdoor learning can offer. Healthy living is promoted and supports incidental language/vocabulary development that may not be used inside the classroom. Learning is visual and tactile where pupils can explore and use all their senses. Pupils are encouraged to participate in all weather conditions, to be creative and get mucky and wet providing them with new sensory experiences to feel and learn about.

Relationships, Health and Sex education.

Our programmes include a wide range of subjects ranging from positive relationships, feelings, body parts, personal care, citizenship, maintaining a healthy lifestyle, looking after physical wellbeing, Gender, and LGBTQ+. Our programmes reflect our current cohort, age, and range of pupil's level of understanding. Teaching and learning are differentiated to cover more in-depth subjects. How to be safe is promoted through school display boards, lessons, and through community visits such as train station visits to promote safety around train tracks. Internet safety day is an annual school event. Learning how to be safe and ensuring pupils know they have a choice and can say 'No' is prioritised. We recognise that our pupils are particularly vulnerable and struggle without support to recognise signs of abuse. Bullying is presented as being or not being a good friend and links to our school values. Individual pupils are taught signs, actions, and words to use to empower them to say 'No' and to make choices. More formal learning covers signs of abuse - physical, sexual, financial, neglect and emotional. Being

Bullied, Cyber Bullying, misuse of drugs, alcohol, and the dangers of smoking are all part of the curriculum. Pupils are informed as to who to talk to, ways to be safe and how to access external support networks such as Childline.

Creative Art

Individual and class group sessions of Creative art are timetabled across the school. Pupils have opportunities to express their individual creativity personal to themselves. Pupils also participate in termly whole class and/or whole school art projects bringing them all together working towards the same goal to share success. Pupils successfully make props for their end of year production. Pupils are encouraged to enter competitions, and they can see their work being displayed out in the community or online.

Music/Singing

Music & Singing lessons are an enjoyable and interactive activity, where pupils learn to emulate, listen, apply, and create. It is a fully inclusive activity and supports our school values, pupil participation and promotes mental health and well-being for all.

Fizzy, Clever hand and sensory circuit programmes are effectively embedded into short 10/15mins slots throughout pupils' timetables to support sensory integration, gross and/or fine motor skills to develop pupil's personal strength, movement, and coordination skills.

Spiritual, Moral, Social, and cultural development

This is developed and promoted through our school values and inclusive culture, whole school event days, educational outings, and class/lesson initiatives.

Pupils are made aware of other cultures, to respect each other and are supported to be valued members of the school and their community.

Pupils are being taught and supported to identify right and wrong choices and applying it to understand consequences of their actions. They are learning that people are all different and we all have personal qualities, values, and beliefs. Role modelling, storytelling/ story maps, positive support plans, development of social and communication skills, respecting each other, tolerance and accepting our differences are reflected and embedded throughout the school ethos. Our school values support British Values of equality, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

PSHE, Citizenship and Community Inclusion

Our pupils are some of the most vulnerable and disadvantaged. Maple Haven school believe in empowering pupils by giving them the support, resources, and the skills to make choices and to be confident and to know that it's okay to say 'NO'. We aim to support our pupils to become healthy, independent, and responsible members of their community. We aim to help them understand and know more about growing up, know their own and other rights. To maintain healthy relationships, develop self-worth and to recognise right from wrong. Pupils get regular opportunities to access our local community through a range of events, activities, and topic-based learning.

Science, History & Geography

These subjects are all embedded through school topic-based learning, of which at least one topic is science based.

Functional science and mathematics are embedded through cooking and home life skills such as hygiene, different ingredients and through observational tasks, weighing and measuring, comparing, prediction and estimation.

Historical enquiry, organisation and communication, historical interpretation knowledge and understanding of events. People and changes of the past. Inspirational/culture development such as Deaf Culture and development of technology.

Geography applying knowledge and understanding of place and local community and the world around them. Functional geography is supported by using ICT, Apps, google maps, route planners etc.

Embedding British Values in Our School

At our school, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded in our curriculum, relationships and everyday routines, helping pupils develop a sense of belonging and participate in their communities.

Our approach is adapted to each pupil's learning, communication and sensory needs. We use practical experiences, repetition, visual resources, symbols, signing and communication aids so that every pupil can participate meaningfully.

Democracy: We help pupils understand that their views matter. Pupils make choices, share preferences and contribute to decisions about school life through accessible voting, pupil voice activities and everyday interactions. Staff support all pupils to express themselves, including those who communicate without speech.

The rule of law: We teach pupils how rules help keep people safe and ensure fair treatment. Clear expectations, visual reminders, stories and consistent, supportive routines help pupils understand boundaries, rights and responsibilities. Learning is personalised to pupils' levels of understanding.

Individual liberty: We support pupils to make informed choices, develop independence and express their identities within a safe, nurturing environment. Pupils learn about personal boundaries, consent and how to seek help in ways appropriate to their needs. We respect their preferences and support them to communicate agreement, refusal and concerns.

Mutual respect: We model kindness, fairness and respect in all interactions. Pupils learn to value themselves and others, recognise feelings and respect different needs and ways of communicating. We celebrate individual strengths and challenge bullying, prejudice and discrimination.

Tolerance of different faiths and beliefs: Through accessible lessons, stories, celebrations and community experiences, pupils explore different cultures, religions and beliefs, including the choice to have no religious belief. We encourage curiosity and understanding, helping pupils appreciate that people may live and think differently while sharing equal dignity and rights.

By working with families and other professionals, we make these values relevant to each pupil's life. We review progress through pupil voice, observation and individual learning goals, recognising achievements such as making a choice, expressing a view, respecting a boundary or joining a shared activity.

Enrichment Provision

Our pupils have their own identity, culture, aspirations, and interests. Our enrichment provision and resources are in response to their needs and/or requests. Enrichment activities range from Horse-riding, golf, bowling, swimming, trampolining, soft play and animal care.

Pupil Progress

Each pupil's progression is tracked using Evidence Me and BAD for Pathway 1, and B-Squared for Pathways 2-7; these are regularly revised and assessed to identify any gaps, possible changes to timetables and/or resources/provision. This ensures that we meet the changing needs of our pupils. Pupil files/records enable teachers to use an effective means to demonstrate pupil progress regardless of route undertaken. They will also be used to provide consistency across the school securing an understanding of what progress looks like.

Pupils' documents can detail (if appropriate):

- Educational Health and Care Plans
- Provision Plans
- Timetables
- Medical Health Care plans
- Therapy Reports and Specialist Record of Visit
- Positive Behaviour Support Plan
- Risk Assessments & Personal Evacuation Plans
- Children in Need, / Looked after Children LAC, Child in Need CiC and/or Post Adoption meetings minutes.
- Evidence Me/BAD or B-Squared progress summary reports, as appropriate to the pupil's pathway
- Personal Progress Target
- Behaviour and Attitude Targets
- Pen Portrait
- School Reports
- Reading records
- Home to school & school to home emails
- Telephone logs
- Incidence Reports
- My Aspirations/Pupil Voice (EHCP PowerPoints, Questionnaires, Pupil Council)

- Formal written reports are made to parents twice a year.. Reports are linked to progress monitored to format and identify outcomes/impact of personal progress, any areas for concern/development.

The curriculum supports the school's safeguarding responsibilities and reflects the principles of Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.