

# NEW BARN SCHOOL



## Curriculum Policy

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# New Barn School

ACADEMIC YEAR 2026 -2027

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## 1.0 CURRICULUM INTENT

At New Barn School, the curriculum is designed to enable every pupil to develop the knowledge, skills, relationships and personal agency needed to lead a meaningful and fulfilling life. Our school provides education for pupils with a wide range of needs, including autism, ADHD, PDA, developmental trauma, sensory and communication differences. We have developed an integrated therapeutic curriculum that places wellbeing, autonomy, and identity at the centre of every learning experience. The curriculum is enhanced by our commitment to Values-based Education (including British Values) and, through this, we provide learning experiences which promote confident and self-motivated pupils.

It is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of personal development and academic areas. We place priority on ensuring children's physical and mental well-being are met. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places equal importance on core and foundation subjects. We understand that children will not be successful learners unless they are emotionally secure, therefore we design our curriculum to be holistic and individualised for pupils' needs and interests.

We believe learning outside the classroom is as essential to students' development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities such as; horse riding, climbing, golfing, fishing, forest school, outdoor academy and clubs.

### Aims

- To develop awareness within each individual that they are unique, special, and have strengths and talents which should be developed and nurtured to prepare them for the future.
- To develop awareness in our children of their needs and help them develop strategies to support themselves.
- To encourage an atmosphere of mutual support where children are sympathetic to each other and stronger through the unity of the group.
- To help our children develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.

- To provide all children with a broad, balanced, and differentiated curriculum that promotes progress towards their individual needs and targets.
- To assist children, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all children with the skills, emotional strength, and self-confidence required for the transition from NBS to the next phase of their lives, be it reintegration to a mainstream school, alternative specialist provision or another form of positive engagement in society.
- To enable those not achieving age-related expectations to narrow or close the gap.
- To enable children to progress based on stage not age.
- For children to be challenged and stretched to achieve their potential.

### Objectives

- To provide a broad and balanced curriculum that integrates therapy and educational provision.
- To enable children to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all children to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help children to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty, and mutual respect and tolerance of others, paying particular regard to the protected characteristics set out in the Equality Act 2010.

In line with the National Curriculum aims, we support all students who attend New Barn School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

**Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

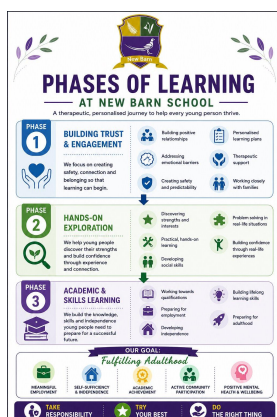
## 2.0 CURRICULUM IMPLEMENTATION

At New Barn School, curriculum implementation is underpinned by our **Pathways and Phases of Learning Framework**, ensuring every pupil receives an ambitious, personalised curriculum that reflects their developmental stage, individual strengths, EHCP outcomes and long-term aspirations.

Rather than following a curriculum based solely upon chronological age, pupils access learning through an individual combination of Phase of Learning and Curriculum Pathway, enabling staff to provide the right level of challenge, therapeutic support and curriculum adaptation at the right time. This ensures learning is meaningful, engaging and responsive to need whilst maintaining high aspirations for every learner.

The **Phases of Learning** describe a pupil's readiness to engage with learning and provide the foundation for all curriculum planning. Pupils move through these phases at their own pace, recognising that emotional security, engagement and wellbeing are essential prerequisites for sustained academic progress.

Full infographic can be found in appendices



The individual phases are described below:

### Phase 1 – Building Trust and Engagement

For many pupils, learning begins with feeling safe, understood and connected. During Phase 1, teaching focuses upon developing trusting relationships, establishing predictable routines and supporting emotional regulation. Individual learning plans, therapeutic interventions and close partnership with families ensure barriers to learning are reduced so that pupils become increasingly ready to engage with education.

### Phase 2 – Hand-on Exploration

As pupils become increasingly secure and engaged, learning is delivered through practical, experiential and highly motivating activities. Pupils develop curiosity, communication, problem-solving, social interaction and confidence through meaningful experiences that build understanding before introducing greater levels of abstraction. Learning is rooted in exploration, discovery and real-life application.

### Phase 3 – Academic and Skills Learning

When pupils demonstrate sustained engagement and increasing independence, curriculum delivery becomes progressively more structured whilst continuing to reflect individual need. Teaching develops academic knowledge alongside functional life skills, preparing pupils for adulthood through increasing independence, resilience, aspiration and responsibility.

Progress through the phases is not linear or time-bound. Pupils may move between phases as their needs change, ensuring curriculum implementation always reflects their current readiness to learn. All new pupils joining the school begin within **Phase 1**, recognising the importance of establishing relationships, safety and

trust before academic expectations are increased. Staff use the language of the Phases of Learning consistently when planning lessons, evaluating progress and explaining curriculum decisions to families and professionals.

## Curriculum Pathways

Alongside the Phases of Learning, pupils access one of three personalised curriculum pathways. These pathways describe **how the curriculum is adapted and delivered**, ensuring learning is accessible whilst maintaining high expectations for every pupil.

Placement within a pathway is determined through ongoing assessment of cognition, communication, emotional regulation, independence, engagement and learning profile. Pathways remain flexible, allowing pupils to move between them as they develop.

Full infographic can be found in appendices



## Informal Pathway

The Informal Pathway provides the highest level of curriculum adaptation for pupils requiring significant personalisation to access learning successfully. Teaching is rooted in experiential, sensory and practical approaches, with learning carefully broken into small, achievable steps.

Communication, engagement, emotional regulation, independence and functional understanding are prioritised alongside academic development. Learning is delivered through structured routines, repetition, modelling, visual supports, concrete experiences and carefully scaffolded activities that build confidence whilst establishing secure foundations for future learning.

The curriculum remains flexible and responsive, allowing pupils the time, repetition and support needed to consolidate learning before moving forwards.

## Semi-Formal Pathway

Semi-Formal Pathway provides a balanced curriculum that combines academic learning with practical application and preparation for adulthood. Pupils access increasingly structured learning whilst continuing to benefit from adaptive teaching, personalised support and meaningful real-life experiences.

Teaching incorporates explicit instruction, modelling, scaffolding, practical exploration and collaborative learning to ensure concepts remain accessible whilst gradually increasing independence. Learning is routinely contextualised within everyday situations, enabling pupils to understand the purpose and relevance of what they are learning and successfully transfer knowledge across different contexts.

This pathway reflects the profile of the majority of pupils within the school, providing an appropriate balance between support, challenge and growing independence.

### **Formal Pathway**

The Formal Pathway provides access to an increasingly academic curriculum for pupils who demonstrate readiness for greater levels of abstraction, independent thinking and sustained learning.

Whilst maintaining the school's therapeutic ethos, pupils experience increasing opportunities for independent enquiry, critical thinking and problem-solving. Adaptive teaching remains central to delivery, ensuring appropriate differentiation, reasonable adjustments and personalised support continue to remove barriers to learning.

Teaching encourages pupils to become increasingly self-regulating, resilient and independent learners whilst preparing them for successful transition into further education, employment and adult life.

### **Curriculum Delivery**

Curriculum pathways are implemented through carefully selected evidence-informed curricula and programmes that provide appropriate challenge whilst remaining fully adaptable to individual need.

These include:

- specialist developmental curricula, including the Equals Curriculum, for pupils requiring highly personalised learning experiences;
- adapted National Curriculum programmes that maintain ambition whilst allowing flexible progression;
- structured mathematics programmes, including White Rose Maths and Maths for Life, which are adapted to reflect pupils' pathway, developmental stage and functional mathematical understanding;
- literacy programmes that develop communication, reading and writing through personalised teaching approaches;
- therapeutic, experiential and community-based learning opportunities that promote independence, resilience and preparation for adulthood.

Regardless of programme or subject, staff personalise teaching through adaptive planning, scaffolded instruction, multisensory learning, practical experiences, visual supports, communication strategies and ongoing assessment, ensuring every pupil can successfully access the curriculum.

Through our curriculum, pupils will experience:

- a highly personalised curriculum matched to their Phase of Learning, Curriculum Pathway, EHCP outcomes and therapeutic needs;
- ambitious learning that builds upon individual strengths whilst removing barriers to achievement;
- learning that is practical, purposeful and rooted in meaningful real-life experiences;
- opportunities to develop communication, emotional regulation, independence and resilience alongside academic knowledge;
- broad and balanced experiences that promote curiosity, creativity and lifelong learning;
- preparation for adulthood embedded across every subject through the development of independence, relationships, employability, community participation and life skills;
- consistent teaching approaches informed by best practice in SEND, SEMH, autism and trauma-informed education;
- a curriculum that promotes equality, diversity, inclusion, SMSC development and Fundamental British Values;
- regular opportunities to experience success through personalised assessment, celebration and meaningful progression;
- a calm, nurturing and structured learning environment where positive relationships enable pupils to thrive;
- high expectations that enable every pupil to achieve their individual potential and prepare confidently for adult life.

### Our Curriculum Commitment

Regardless of pathway or phase, every pupil accesses the same broad curriculum intent and shares the same aspiration of achieving a fulfilling, independent and successful adult life. **The Pathway determines how learning is delivered, adapted and scaffolded; the Phase of Learning determines when and how pupils are ready to engage with increasingly complex learning.**

These approaches do not limit ambition. Instead, they ensure every pupil receives the personalised teaching, therapeutic support and adaptive curriculum needed to make meaningful progress from their own starting point. By combining high expectations with individualised provision, New Barn School enables every learner to develop the knowledge, skills, confidence and resilience required to participate fully in their community, continue learning throughout life and realise their aspirations for adulthood.

### 3.0 CURRICULUM IMPACT

The impact of New Barn School's curriculum is measured by the difference it makes to the lives of our pupils. Through the successful implementation of our **Phases of Learning** and **Curriculum Pathways**, every pupil is enabled to make meaningful progress from their individual starting point, regardless of age, diagnosis or prior attainment.



Our curriculum is designed to ensure that pupils develop not only academically, but also socially, emotionally and personally, becoming increasingly confident, independent and prepared for adulthood. Success is recognised through sustained progress across communication, emotional regulation, independence, engagement, personal development and academic achievement, rather than through qualifications alone.

As a result of our curriculum, pupils will:

- demonstrate increased engagement with learning through improved emotional regulation, resilience and readiness to learn;
- make sustained progress within their individual **Phase of Learning**, becoming increasingly able to engage with greater levels of independence, challenge and responsibility;
- make meaningful progress within their personalised **Curriculum Pathway**, developing knowledge, skills and understanding through appropriately adapted teaching and learning experiences;
- develop secure communication, literacy, numeracy and problem-solving skills that can be applied confidently across different subjects and real-life situations;
- become increasingly independent learners who can organise themselves, make informed decisions and take responsibility for their own learning and wellbeing;
- develop the confidence to express their views, advocate for themselves and communicate effectively with others;
- demonstrate improved social skills, positive relationships and respectful interactions with peers, adults and the wider community;
- develop curiosity, resilience and a willingness to explore new ideas, solve problems and persevere when learning becomes challenging;
- understand the relevance of their learning through meaningful experiences both inside and beyond the classroom;
- apply their knowledge and skills in practical, functional and community contexts, enabling learning to transfer beyond school;
- develop an understanding of diversity, equality, respect and the Fundamental British Values, preparing them to participate positively within modern British society;
- improve their physical, emotional, social, moral and spiritual wellbeing through a curriculum that values the whole child;
- develop increasing independence in preparation for adulthood, including personal organisation, self-care, community participation, employability skills and lifelong learning;
- successfully navigate key transition points within education and into adulthood with increasing confidence and aspiration;
- leave New Barn School equipped with the knowledge, skills, confidence and resilience needed to lead fulfilling, meaningful and productive adult lives.

### Measuring Curriculum Impact

The impact of the curriculum is evaluated through a wide range of qualitative and quantitative evidence, including:

- progress within each pupil's **Phase of Learning** and **Curriculum Pathway**;
- achievement of EHCP outcomes and personalised learning targets;
- subject-specific assessment and evidence of retained knowledge;
- pupils' ability to transfer learning into new, unfamiliar and real-life contexts;



- improvements in communication, emotional regulation, engagement and independence;
- attendance, participation and readiness to learn;
- pupil voice, family feedback and multi-disciplinary professional reviews;
- preparation for adulthood outcomes, including independence, community participation and employability skills;
- successful transition to the next stage of education, training, employment or adult provision.

Curriculum impact is reviewed regularly to ensure that teaching remains ambitious, responsive and appropriately adapted. Assessment information is used formatively to refine curriculum pathways, review individual phases of learning and ensure every pupil continues to receive the level of challenge and support that enables them to flourish.

**Ultimately, the impact of the New Barn School curriculum is seen in pupils who leave us as confident, resilient and increasingly independent young people, equipped with the knowledge, skills and personal attributes to participate fully in their communities and to achieve successful, fulfilling adult lives.**

#### 4.0 TEACHING & LEARNING

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At New Barn School, teaching is underpinned by our **SAFE LEARN** framework, which provides a consistent, therapeutic and evidence-informed approach to teaching and learning across the school. Together with our **Phases of Learning** and **Curriculum Pathways**, SAFE LEARN ensures that every pupil experiences teaching which is personalised, ambitious and responsive to their individual strengths, needs and aspirations.

Teaching is the practice carried out by all staff to ensure every pupil acquires the knowledge, skills and understanding needed to make meaningful progress from their individual starting points. Learning is the process through which pupils develop, retain and apply this knowledge across different contexts, enabling them to become increasingly independent, confident and prepared for adulthood.

Teaching is carefully adapted to meet the diverse needs of pupils with SEND, SEMH, autism and complex learning needs through multi-sensory, language-rich, experiential and relational approaches. Staff personalise learning using adaptive teaching, scaffolding, modelling, visual supports, structured routines and meaningful real-life experiences, ensuring all pupils can successfully engage with the curriculum.

##### **The SAFE LEARN framework**

The SAFE LEARN framework provides the foundation for high-quality teaching and learning at New Barn School.

Full infographic can be found in appendices



| STAGE                        | KEY QUESTION                                                      | LEARNING INTENTIONS                                                                                                                                                                                                          | IMPACT                                                                                                                                                                                                                                                                                             |
|------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b><br>SAFETY FIRST     | How are I safe and ready to learn today, and ready to learn?      | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>A</b><br>ANCHOR LEARNING  | Our positive relationships are strong. Why learning is important. | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>F</b><br>FOCUSED LEARNING | How will I learn this today as all learners demonstrate?          | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>E</b><br>ENGAGE EVERYONE  | How will pupils engage and learn together?                        | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>L</b><br>LOOK LISTEN      | How will I check understanding and respond to the answers?        | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>E</b><br>ENCOURAGE        | How will I praise and reinforce best practice?                    | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>A</b><br>APPLY            | How will learning be applied meaningfully?                        | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>R</b><br>REFLECT          | How will I support pupils to reflect and grow?                    | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |
| <b>N</b><br>NEXT STEPS       | What are our next steps and how will we keep learning?            | <ul style="list-style-type: none"> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> <li>Understand and demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> <li>High level of safety and risk management</li> </ul> |

## Safety First

Learning begins with safety. Staff establish calm, predictable and well-organised learning environments where pupils feel emotionally and physically secure. Consistent routines, trauma-informed practice, relational approaches and regulation strategies minimise barriers to learning and enable pupils to engage successfully.

## Anchor Learning

Positive relationships are at the heart of effective learning. Staff intentionally build trust, demonstrate genuine care and maintain high expectations within consistent and nurturing relationships. A strong sense of belonging enables pupils to develop confidence, resilience and motivation to learn.

## Focused Learning

Teaching is carefully planned and sequenced to ensure all pupils experience success. Learning intentions are explicit, success criteria are shared and new knowledge is introduced through modelling, scaffolding and carefully adapted instruction appropriate to each pupil's Phase of Learning and Curriculum Pathway.

## Engage Everyone

Pupils learn best when they actively participate. Teaching encourages collaboration, discussion, practical exploration and shared problem-solving, ensuring every learner is included, challenged and supported to contribute.

## Look and Listen

Assessment is an ongoing process. Staff continually observe, question and respond to pupils' understanding, adapting teaching in real time to address misconceptions, remove barriers and maximise progress.

## Encourage

Success is recognised and celebrated consistently. Staff use positive reinforcement, meaningful praise and restorative approaches to develop confidence, resilience, intrinsic motivation and a positive attitude towards learning.

### Apply

Learning is made purposeful through opportunities to apply knowledge and skills within authentic contexts. Pupils regularly revisit, practise and transfer learning across subjects, the wider community and preparation for adulthood experiences.

### Reflect

Reflection develops independence. Pupils are supported to evaluate their learning, celebrate achievements, identify next steps and develop increasingly effective learning behaviours and metacognitive skills.

### Next Steps

Teaching concludes by identifying clear next steps for every learner. Assessment informs future planning, ensuring learning builds progressively over time whilst remaining responsive to each pupil's changing needs and aspirations.

## Our Approach to Teaching

Across all phases and pathways, teaching at New Barn School is characterised by:

- high expectations for every pupil, regardless of need or starting point;
- therapeutic, trauma-informed and relational practice;
- adaptive teaching that removes barriers whilst maintaining ambition;
- multi-sensory, experiential and language-rich learning experiences;
- explicit instruction combined with modelling, scaffolding and guided practice;
- regular opportunities for retrieval, repetition and application of learning;
- continual formative assessment that informs responsive teaching;
- meaningful preparation for adulthood embedded across the curriculum;
- collaborative working with families and multi-disciplinary professionals.

The curriculum is designed so that pupils progressively acquire the knowledge, skills and understanding needed to become confident learners and active members of their communities. By combining the **SAFE LEARN** framework with our **Phases of Learning** and **Curriculum Pathways**, teaching supports pupils not only to achieve academically, but also to develop emotional regulation, communication, independence, resilience and the lifelong skills required for a successful and fulfilling adult life.

## 5.0 CURRICULUM PLANNING

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At New Barn School, curriculum delivery is founded upon three complementary frameworks:

- **Curriculum Pathways**, which determine *how* the curriculum is adapted for each learner;
- **Phases of Learning**, which identify each pupil's readiness to engage with learning and the level of therapeutic support required;
- **SAFE LEARN**, our pedagogical framework that ensures teaching remains consistent, relational and evidence-informed across the school.

Together these frameworks ensure every pupil experiences a curriculum that is ambitious, personalised and responsive to their individual strengths, needs and aspirations.

### Personalised Curriculum Delivery

New Barn School provides a broad, balanced and ambitious curriculum in which knowledge, skills and understanding are carefully sequenced into manageable learning steps. Teaching provides frequent opportunities for retrieval, repetition and application, enabling pupils to retain knowledge, develop confidence and transfer learning into new situations.

Curriculum delivery is personalised through each pupil's **Curriculum Pathway**. Whilst all pupils work towards the same overarching curriculum intent of **Preparation for Adulthood**, the level of adaptation, support and curriculum content differs according to individual need.

Teaching is further informed by each pupil's **Phase of Learning**, recognising that emotional regulation, engagement and wellbeing are prerequisites for successful learning. Staff understand that pupils may require differing levels of relational, therapeutic and academic support throughout their educational journey, and planning remains flexible to respond to these changing needs.

Learning experiences are therefore designed to:

- provide appropriate challenge whilst remaining accessible and motivating;
- promote engagement through practical, experiential and multi-sensory learning;
- enable pupils to make meaningful choices and develop independence;
- develop communication, literacy, numeracy and functional life skills across the curriculum;
- promote the application of learning within the classroom, home and wider community;
- remove barriers to learning through adaptive teaching and therapeutic approaches;
- prepare every pupil for a fulfilling, independent and successful adult life.

### Teaching through SAFE LEARN

Every lesson is delivered using the school's **SAFE LEARN** framework, ensuring a consistent approach to teaching and learning across all curriculum areas.

Teachers ensure that learning:

- begins with emotional and physical **Safety First**, creating calm, predictable environments where pupils feel secure and ready to learn;
- is built upon positive relationships that **Anchor Learning** and develop trust, belonging and confidence;

- provides **Focused Learning** through clear learning intentions, modelling, scaffolding and carefully sequenced teaching;
- actively **Engages Everyone** through collaborative, practical and meaningful learning opportunities;
- continually **Looks and Listens** to pupils' understanding through responsive assessment and adaptive teaching;
- consistently **Encourages** effort, resilience and success through positive reinforcement and celebration;
- enables pupils to **Apply** knowledge in authentic contexts and preparation for adulthood experiences;
- supports pupils to **Reflect** upon their learning and develop increasingly independent learning behaviours;
- identifies clear **Next Steps** so that progress is continuous and responsive to individual need.

This consistent pedagogical approach ensures that pupils experience high-quality teaching regardless of subject, phase or pathway.

### Curriculum Planning

Curriculum planning begins with the needs of the individual learner rather than the programme of study.

Teachers use each pupil's:

- EHCP outcomes;
- Curriculum Pathway;
- Phase of Learning;
- Wellbeing Plan;
- therapeutic recommendations;
- assessment information;
- Evidence for Learning outcomes;

to determine the most appropriate learning experiences and next steps.

Curriculum content is then drawn from the most appropriate curriculum framework, including specialist developmental curricula, adapted National Curriculum programmes and accredited qualifications where appropriate.

Planning follows a graduated structure consisting of:

- Long-Term Curriculum Plans/Maps
- Schemes of Learning and Progression Maps
- Medium-Term Plans
- Weekly Planning
- Individual Lesson Planning

Planning is reviewed regularly by Senior Leaders and Subject Leaders to ensure consistency, progression and high-quality curriculum implementation across the school.

## **Curriculum Intentions**

Learning intentions are carefully planned to reflect each pupil's EHCP outcomes whilst ensuring broad curriculum coverage.

Planning takes account of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Development
- Community Participation and Independence

Teachers use adaptive teaching strategies to ensure every pupil can access learning whilst maintaining ambitious expectations for progress.

## **Assessment and Curriculum Review**

Assessment is an integral part of teaching and learning and informs all curriculum decisions.

Teachers use:

- Evidence for Learning
- English and Mathematics assessment
- subject-specific assessment
- formative assessment within lessons
- pupil voice
- therapeutic observations
- EHCP reviews

to evaluate progress and determine future curriculum planning.

Evidence for Learning provides an ongoing record of progress against EHCP outcomes and personalised learning goals. Learning Journals are shared with families each term, celebrating progress across academic learning, communication, independence, wellbeing and personal development.

Assessment information is used to:

- review individual Curriculum Pathways;
- monitor progression through the Phases of Learning;
- identify emerging needs;
- adapt teaching approaches;
- inform therapeutic interventions;

- celebrate achievement;
- ensure pupils continue to make meaningful progress.

### **Learning Environment**

Learning environments reflect the principles of SAFE LEARN and are calm, structured and purposeful.

Teachers use:

- Working Walls
- WOW Walls
- visual timetables
- learning prompts
- communication supports
- visual scaffolds

to help pupils understand what they are learning, why it matters and how success will be achieved.

These environments reduce cognitive load, promote independence and support pupils to become increasingly confident learners.

### **Partnership Working**

Curriculum planning is strengthened through close collaboration between teachers, therapists, families and external professionals.

Clinical recommendations inform Wellbeing Plans and curriculum adaptations, ensuring pupils experience joined-up provision that supports both learning and wellbeing.

Transition meetings between staff ensure continuity of provision between classes and phases, whilst parents and carers remain active partners through Learning Journals, EHCP Annual Reviews, termly meetings and regular communication.

### **Resources**

High-quality resources are essential in enabling pupils to access ambitious learning.

The school is committed to providing stimulating, current and accessible resources that support experiential learning, communication, sensory regulation, independence and preparation for adulthood.

Resources are selected to complement Curriculum Pathways, support progression through the Phases of Learning and promote the principles of SAFE LEARN, ensuring pupils experience engaging and meaningful learning across every subject.



## 6.0 EDUCATION – KEY STAGES

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### Primary School Offer

#### - Key Stage 1

New Barn School – Primary school offers access to the National Curriculum for all pupils aged from six to eleven years old. Access to the National Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.

#### CORE CURRICULUM

- **English/ Oracy, Reading (Literacy)**, with an emphasis on social, communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing**
- **Science**

#### WIDER CURRICULUM

- Design Technology and Food Technology
- STEM
- Art
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Drama
- Foreign language
- Religious Education
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills.

#### **LOC- Learning outside the classroom**

Forest School/ Horse riding /Farm experiences/gymnastics/swimming

#### Key stage 2

### CORE CURRICULUM

- **English/, Oracy, Reading (Literacy)**, with an emphasis on social, communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing**
- **Science**

### WIDER CURRICULUM

- Design Technology and Food Technology
- STEM
- Art
- Music
- Physical Education
- Geography
- History
- Foreign language
- Religious Education
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills.

### LOC- Learning outside the classroom

Forest School/ Horse riding /Farm experiences/gymnastics/swimming

## Secondary School Offer

### Key Stage 3

#### CORE CURRICULUM

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Science**

#### WIDER CURRICULUM

- Art & Design
- Physical Education
- Food technology
- Geography
- History
- Careers
- ASDAN Personal Development programmes
- RSHE/Citizenship, including Religious education, relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

### LOC- Learning outside the classroom

Forest School/ Horse riding /Farm experiences/Golfing/Fishing/Climbing/Hair and  
Beauty/Cosplay/Football coaching

### Key Stage 4

#### CORE CURRICULUM

- English/Literacy
- Mathematics/Numeracy
- Science

#### WIDER CURRICULUM

- Design Technology
- Art & Design
- Physical Education
- Geography
- History
- Religious Education
- Careers
- ASDAN Personal Development Programmes
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

#### LOC- Learning outside the classroom

Forest School/ Horse riding /Farm experiences/Golfing/Fishing/Climbing/Hair and  
Beauty/Cosplay/Football coaching

### Key Stage 5

#### CORE CURRICULUM

- English/Literacy
- Mathematics/Numeracy
- Science

#### WIDER CURRICULUM

- Computing
- ASDAN Personal Development Programmes
- Careers
- Art & Design
- Music
- Computing
- Home cooking
- History
- Physical Education

- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills, careers and work-related learning, play and leisure skills

### LOC- Learning outside the classroom

Forest School/ Horse riding /Farm experiences/Golfing/Fishing/Climbing/Hair and Beauty/Cosplay/Football coaching

### FUNCTIONAL SKILLS

Pupils following our informal and semi-formal pathways will be offered vocational topic-based English and Maths through a functional skills approach. This programme supports functional skills development and prepares pupils for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 to Functional Skills Level 2.

## 7.0 THERAPEUTIC SUPPORT AND INTERVENTION

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At New Barn School, additional intervention is viewed as an integral part of each pupil's personalised curriculum rather than a separate provision. Intervention is carefully planned to complement classroom learning, remove barriers to engagement and enable pupils to make meaningful progress towards their individual outcomes.

The level and type of intervention provided are determined through each pupil's **Curriculum Pathway, Phase of Learning**, EHCP outcomes and ongoing assessment. Support may be delivered through individual or small-group interventions, therapeutic programmes, classroom-based strategies or targeted short-term provision, depending upon each learner's identified needs.

We work collaboratively with families and a multi-disciplinary team to ensure that educational, therapeutic and pastoral support is fully integrated. This joined-up approach ensures consistency between home and school and enables pupils to experience a holistic programme that supports both learning and wellbeing.

The school has access to a wide range of specialist therapeutic services, including:

- Speech and Language Therapy
- Occupational Therapy
- Additional specialist services commissioned according to individual need

Clinical recommendations are incorporated into pupils' Wellbeing Plans, curriculum planning and classroom practice to ensure therapeutic strategies are embedded throughout the school day rather than delivered in isolation.

### Adaptive Teaching

High-quality adaptive teaching is the first response to meeting pupils' individual needs and is embedded within every lesson through the **SAFE LEARN** framework.

Teachers and support staff demonstrate a thorough understanding of each learner's strengths, needs and aspirations, adapting teaching to ensure every pupil can successfully access an ambitious curriculum.

Adaptations may include:

- personalised learning outcomes linked to EHCP targets;
- differentiated tasks and graduated levels of challenge;
- multi-sensory and experiential learning approaches;
- visual supports, communication aids and structured routines;
- scaffolded learning and explicit modelling;
- flexible grouping and levels of adult support;
- adapted resources and learning environments;
- varied methods for pupils to demonstrate knowledge, understanding and progress.

These adaptations ensure that pupils experience success whilst continuing to be challenged appropriately and supported to become increasingly independent learners.

### Individual Planning and Progress

A comprehensive understanding of every learner is central to effective curriculum implementation.

Teachers use each pupil's:

- Education, Health and Care Plan (EHCP);
- Personal Development Profile;
- Wellbeing Plan;
- therapeutic recommendations;
- Evidence for Learning outcomes;
- assessment information; and
- pupil voice

to plan learning that is personalised, ambitious and meaningful.

Progress is monitored continuously through formative assessment and the school's **Evidence for Learning** platform, enabling staff to evaluate achievement against EHCP outcomes, Personal Development targets and curriculum expectations in real time.

Personal Development Profiles provide a holistic record of each learner's achievements across academic, social, emotional and independence outcomes, celebrating progress in all aspects of school life and ensuring that success is recognised far beyond academic attainment alone.

## 8.0 GENERAL

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### Equality, Inclusion and Diversity

New Barn School is committed to ensuring that every pupil has equitable access to an ambitious, personalised curriculum that enables them to achieve their fullest potential.

Equality, diversity and inclusion are embedded throughout our curriculum, school culture and daily practice. Through our **Curriculum Pathways**, **Phases of Learning** and **SAFE LEARN** framework, we remove barriers to learning and provide the support, challenge and opportunities each pupil needs to succeed.

We actively promote:

- equality of opportunity for every pupil, regardless of need, background, identity or starting point;
- respect for individual differences and diversity;
- high aspirations and ambitious outcomes for all learners;
- inclusion within the school community and the wider world;
- positive relationships founded upon dignity, kindness and mutual respect.

These principles underpin every aspect of school life and prepare pupils to become active, respectful and responsible members of modern British society.

### Spiritual, Moral, Social and Cultural Development (SMSC)

The promotion of pupils' spiritual, moral, social and cultural development is embedded throughout the curriculum and is fundamental to the ethos of New Barn School.

Learning experiences are carefully planned to ensure that pupils develop not only academically but also emotionally, socially and personally as they progress towards adulthood.

### Spiritual Development

At New Barn School, spiritual development encourages pupils to develop a greater understanding of themselves, their relationships with others and their place within the wider world.

Through carefully planned curriculum experiences, therapeutic relationships and opportunities for reflection, we support pupils to:

- develop confidence, self-awareness and self-worth;
- explore their own beliefs, values and identity;
- respect the beliefs, faiths and world views of others;
- experience awe, curiosity, imagination and creativity;
- appreciate the natural world and the diversity of human experience;
- reflect upon life's questions in ways appropriate to their developmental stage.

### Moral Development

Moral development enables pupils to understand the difference between right and wrong and to make increasingly responsible decisions.

Through the curriculum and everyday interactions, pupils are encouraged to:

- demonstrate honesty, integrity and responsibility;
- show empathy, kindness and compassion towards others;
- understand fairness, justice and equality;
- resolve disagreements respectfully and restoratively;
- recognise the consequences of their choices and actions;
- reject discrimination, bullying, prejudice and all forms of abuse.

These principles are reinforced through the school's values of:

- **Be ..... / Take Responsibility**
- **Be .... / Try Your Best**
- **Be ..... / Do the Right Thing**

### Social development

Social development is central to our curriculum and therapeutic approach.

Recognising that many of our pupils experience difficulties with communication, relationships and emotional regulation, we explicitly teach the knowledge, understanding and skills needed to build positive relationships and participate confidently within society.

Pupils are supported to:

- communicate effectively with others;
- develop positive friendships and healthy relationships;
- work collaboratively and respectfully;
- manage emotions and resolve conflict appropriately;
- contribute positively to school and community life;
- develop increasing independence and self-advocacy;
- participate confidently within their local and wider communities.



These opportunities are embedded across the curriculum and supported through our **SAFE LEARN** framework and **Preparation for Adulthood** curriculum.

### Cultural Development

We celebrate the diversity of our school community and recognise the richness that different cultures, beliefs, identities and experiences bring to society.

Our curriculum encourages pupils to:

- appreciate Britain's diverse cultural heritage;
- develop understanding of different cultures, beliefs and traditions;
- challenge stereotypes and prejudice;
- celebrate diversity and individuality;
- participate confidently within a multicultural society.

Through meaningful experiences both inside and beyond the classroom, pupils develop respect, tolerance and curiosity about the wider world.

### British Values and Citizenship

Fundamental British Values are promoted throughout the curriculum and daily life at New Barn School.

Pupils develop an understanding of:

- democracy;
- individual liberty;
- mutual respect;
- tolerance of different faiths and beliefs;
- the rule of law.

These values are taught explicitly through PSHE, Personal Development, assemblies and tutor programmes and are reinforced through everyday relationships, restorative practice and pupil leadership opportunities.

Our aim is to develop confident young people who understand both their rights and responsibilities and who make a positive contribution to their communities.

### Careers Education, Preparation for Adulthood and Economic Wellbeing

Preparation for Adulthood is a golden thread that runs throughout the New Barn School curriculum.

Through each **Curriculum Pathway**, pupils progressively develop the knowledge, skills and understanding required for adult life, including:

- independent living;
- communication and relationships;
- employability;
- community participation;
- healthy lifestyles;
- financial awareness;
- personal safety and wellbeing.

Within the Primary phase, these themes are introduced through experiential learning, life skills, enterprise activities and cross-curricular projects.

As pupils progress into Secondary, careers education becomes increasingly explicit through discrete careers lessons, employer encounters, enterprise projects, work-related learning, educational visits and the school's termly Careers Takeover Weeks, during which every curriculum subject explores careers linked to its discipline.

This graduated approach ensures pupils develop realistic aspirations whilst recognising their individual strengths, interests and future opportunities.

### **Partnership with Parents, Families and the Wider Community**

Parents and carers are valued partners in every aspect of school life and play a central role in supporting pupils' learning and development.

We recognise that families know their children best, and their knowledge, aspirations and experiences are integral to effective curriculum planning.

We work collaboratively with parents, carers, therapists and external professionals to ensure that learning remains personalised, meaningful and responsive to each pupil's changing needs.

The wider community also plays an important role within our curriculum. Pupils regularly engage with local organisations, businesses, employers, charities and community groups through educational visits, enterprise activities, volunteering, guest speakers and work-related learning opportunities.

These experiences enrich learning, strengthen community connections and provide authentic opportunities for pupils to apply their knowledge and skills beyond the classroom.

### **Monitoring, Evaluation and Quality Assurance**

The Headteacher, Heads of School and wider Senior Leadership Team are responsible for monitoring the quality, breadth and implementation of the curriculum to ensure that it remains ambitious, inclusive and responsive to the needs of all pupils.

Monitoring focuses on ensuring that:

- the curriculum intent is consistently reflected through teaching, learning and assessment;
- the **Curriculum Pathways** and **Phases of Learning** are implemented consistently and appropriately for every pupil;
- the **SAFE LEARN** framework underpins high-quality teaching and learning across all curriculum areas;
- pupils receive a broad, balanced and ambitious curriculum that prepares them successfully for adulthood;
- learning is appropriately adapted whilst maintaining high expectations for all learners;
- curriculum planning reflects EHCP outcomes, assessment information and therapeutic recommendations;
- pupils make meaningful progress from their individual starting points across academic, personal, social and emotional development;
- statutory requirements, Independent School Standards and safeguarding responsibilities are fully met.

Curriculum quality is evaluated through a range of quality assurance activities, including:

- lesson visits and learning walks (lesson blinks);
- curriculum reviews and monitoring;
- planning and assessment scrutiny;
- work scrutiny and Evidence for Learning reviews;
- pupil voice and parent/carer feedback;
- analysis of progress, attendance and engagement;
- EHCP reviews and Preparation for Adulthood outcomes;
- professional dialogue, coaching and staff development.

The findings from monitoring activities are used to celebrate effective practice, identify priorities for improvement and inform school development planning, ensuring continuous improvement in curriculum quality and outcomes for pupils.

### Political Balance and Fundamental British Values

New Barn School is committed to providing pupils with a balanced, impartial and inclusive education.

Leadership monitors curriculum content to ensure that partisan political views are not promoted in the teaching of any subject. Where political, social or global issues are explored, pupils are presented with a balanced range of viewpoints appropriate to their age, developmental stage and understanding, enabling them to develop critical thinking, respectful discussion and informed opinions.

The curriculum actively promotes the Fundamental British Values of democracy, individual liberty, mutual respect, tolerance and the rule of law through planned learning experiences, assemblies, Personal Development, PSHE and the wider life of the school.

### **Community Participation and Leadership**

The curriculum provides regular opportunities for pupils to develop leadership, responsibility and active citizenship.

Through enrichment activities, peer mentoring, enterprise projects, pupil leadership roles, community engagement and collaborative learning experiences, pupils are encouraged to make positive contributions to both the school and the wider community.

Opportunities for pupils of different ages and phases to work together are carefully planned, enabling older pupils to act as positive role models whilst developing empathy, confidence and leadership skills. Collaborative sporting events, enrichment activities and shared learning experiences further strengthen relationships across the school community and reinforce the values of respect, responsibility and inclusion.

### **Appendices**

**Appendix 1: Pathways**

**Appendix 2: Phases of Learning**

**Appendix 3: SAFE LEARN (High Quality Teaching Methodology)**

#### Appendix1



# NEW BARN SCHOOL PATHWAYS

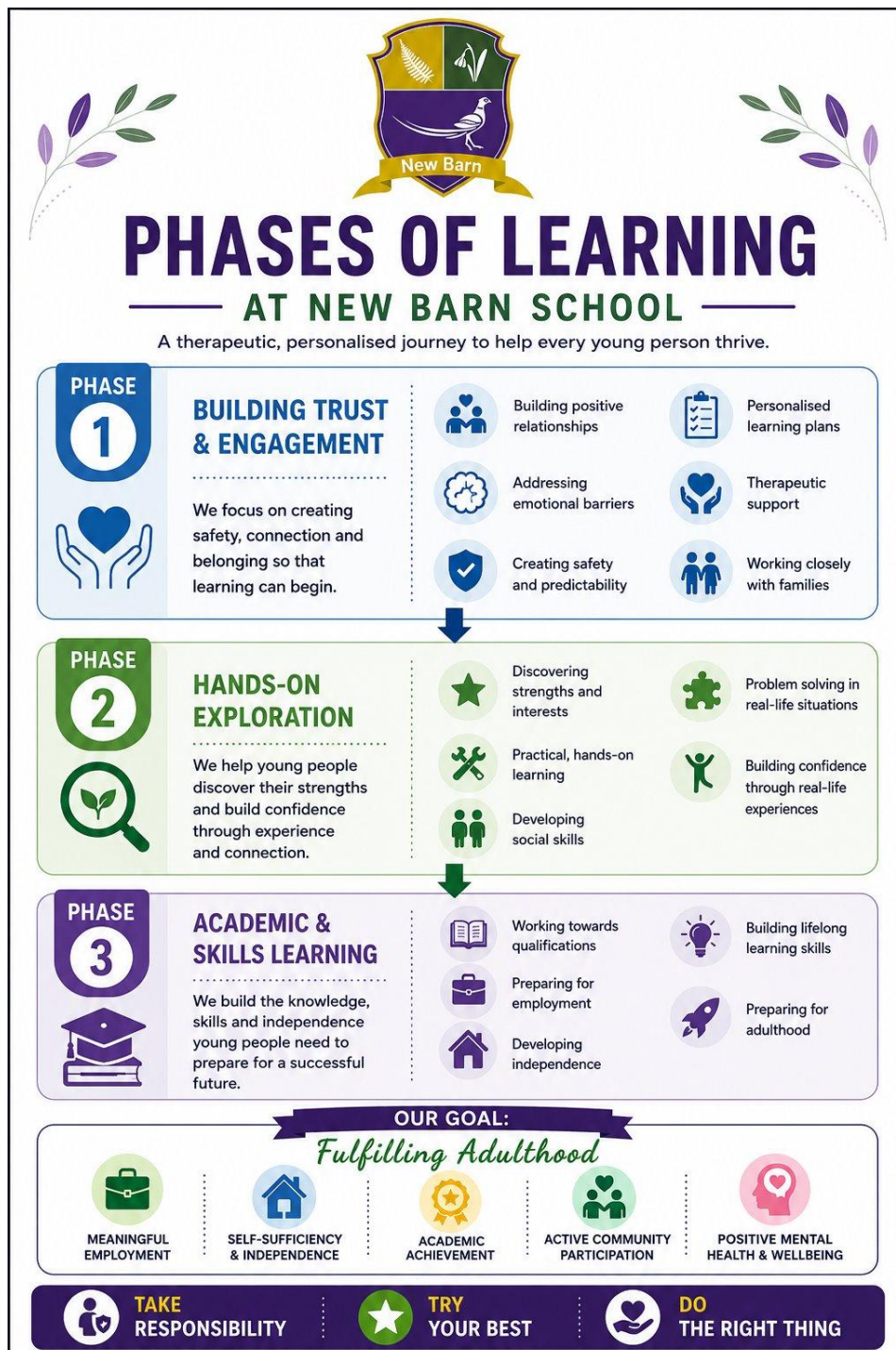
Personalised learning. Building skills for life. Preparing for adulthood.

At New Barn School, we offer three flexible pathways designed to meet every learner where they are, supporting them to achieve their potential and live a fulfilling life.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CURRICULUM<br>What we learn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PREPARING FOR ADULTHOOD<br>Skills for life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | POTENTIAL OUTCOMES<br>Careers & Adult Life                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <h3>INFORMAL PATHWAY</h3> <p>Highly personalised learning through the Equals Curriculum.</p>                                                                                                                                                                                                                                                                                                                                                  | <p> <b>Equals Curriculum</b><br/>Personalised learning based on individual needs and stages of development.</p> <p> <b>Communication &amp; Interaction</b><br/>Building communication, attention, and interaction skills.</p> <p> <b>Life &amp; Independence Skills</b><br/>Developing self-help, sensory processing, wellbeing and engagement in daily life.</p> <p> <b>The World About Me</b><br/>Hands-on, sensory and creative learning through play and real-life experiences including STEM, Enterprise and community projects.</p> | <p> <b>Independence</b><br/>Developing everyday living skills such as personal care, cooking, money management and keeping safe.</p> <p> <b>Communication &amp; Relationships</b><br/>Building confidence, making choices and understanding friendships and communities.</p> <p> <b>Work Preparation</b><br/>Exploring interests, routine, teamwork and workplace behaviours.</p> <p> <b>Wellbeing</b><br/>Emotional regulation, self-awareness and making healthy choices.</p> | <p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>Supported internships</li> <li>Volunteering</li> <li>Community participation</li> <li>Supported employment</li> <li>Work in supported environments (e.g. cafés, warehouses, packaging, retail)</li> </ul> <p><b>ADULT LIFE</b></p> <ul style="list-style-type: none"> <li>Greater independence at home</li> <li>Active in the community</li> <li>Building friendships and relationships</li> <li>Living a happy, healthy life</li> </ul> |
|  <h3>SEMI-FORMAL PATHWAY</h3> <p>Personalised learning through the Equals Curriculum with structured learning opportunities.</p>                                                                                                                                                                                                                                                                                                             | <p> <b>Equals Curriculum</b><br/>Personalised, engaging learning matched to individual goals.</p> <p> <b>Communication &amp; Literacy</b><br/>Developing communication, reading, writing and understanding.</p> <p> <b>Maths &amp; Problem Solving</b><br/>Building number sense, practical maths and problem-solving skills.</p> <p> <b>Creativity &amp; Life Skills</b><br/>Creative expression, physical development and life skills in real contexts.</p>                                                                       | <p> <b>Independent Living</b><br/>Cooking, budgeting, travel training and self-care.</p> <p> <b>Employability Skills</b><br/>Teamwork, communication, reliability and practical work skills.</p> <p> <b>Community &amp; Work Experience</b><br/>Work experience, volunteering and community projects.</p> <p> <b>Healthy &amp; Wellbeing</b><br/>Mental and physical wellbeing, healthy lifestyles and resilience.</p>                                                    | <p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>Apprenticeships</li> <li>Supported employment</li> <li>Volunteering</li> <li>Work in supported environments (e.g. retail, hospitality, admin, horticulture)</li> </ul> <p><b>ADULT LIFE</b></p> <ul style="list-style-type: none"> <li>More independence</li> <li>Travel training</li> <li>Continued learning and personal development</li> <li>Building a fulfilling adult life</li> </ul>                                              |
|  <h3>FORMAL PATHWAY</h3> <p>Curriculum aligned to the National Curriculum with adaptations and additional support.</p>                                                                                                                                                                                                                                                                                                                       | <p> <b>National Curriculum</b><br/>Access to a broad and balanced curriculum across subjects.</p> <p> <b>English &amp; Communication</b><br/>Reading, writing, speaking and listening to communicate with confidence.</p> <p> <b>Maths &amp; Reasoning</b><br/>Developing fluency, mathematical reasoning and problem solving.</p> <p> <b>Science &amp; The Wider World</b><br/>Understanding the world through discovery, investigation and enquiry.</p>                                                                           | <p> <b>Career Exploration</b><br/>Identifying strengths, interests and career pathways.</p> <p> <b>Work Readiness</b><br/>CV writing, interview skills, work placements and professional conduct.</p> <p> <b>Independence &amp; Leadership</b><br/>Decision making, self-advocacy and taking responsibility.</p> <p> <b>Keeping Well</b><br/>Building resilience, managing change and maintaining positive wellbeing.</p>                                                 | <p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>Further education (Colleges, Sixth Form)</li> <li>Apprenticeships</li> <li>Employment in a wide range of sectors</li> <li>University progression (with support)</li> </ul> <p><b>ADULT LIFE</b></p> <ul style="list-style-type: none"> <li>Independent living</li> <li>Financial independence</li> <li>Active citizenship</li> <li>Long-term career and life goals</li> </ul>                                                            |
| <p> <b>EVERY PATH, EVERY LEARNER, EVERY FUTURE.</b><br/>We believe every young person can achieve their goals. We are here to support you every step of the way.</p> <p>  </p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



Appendix 2



Appendix 3



# SAFE LEARN

Stronger relationships. Positive behaviours. Successful learning.

Every learner. Every child.

| STAGE                                                                                                               | KEY QUESTION                                                       | CORE STRATEGIES                                                                                                                                                                                                                                                                                                                              | IMPACT                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b><br>SAFETY<br>FIRST        | How am I safe and ready to learn today, and ready to leave?        | <ul style="list-style-type: none"> <li>Well-organised and calm environment</li> <li>Clear routines &amp; predictable structure</li> <li>Consistent behaviour model</li> <li>Trauma-informed approaches</li> <li>Zones of Regulation strategies</li> <li>Safe space &amp; de-escalation</li> <li>Low arousal, relational responses</li> </ul> |  Pupils feel safe, secure and regulated<br> Minimises barriers to learning     |
| <b>A</b><br>ANCHOR<br>LEARNERS     | Our positive relationships are strong. Why belonging is important. | <ul style="list-style-type: none"> <li>Greet learners warmly</li> <li>Take time to build trust</li> <li>Show genuine care and interest</li> <li>5:1 positive ratio</li> <li>Consistent, fair boundaries</li> </ul>                                                                                                                           |  Builds trust and strong relationships<br> Improves behaviour and engagement   |
| <b>F</b><br>FOCUSSED<br>LEARNING  | How will I teach this today so all can learn successfully?         | <ul style="list-style-type: none"> <li>Explicit teaching (I do)</li> <li>Clear learning intentions</li> <li>Success criteria shared</li> <li>Scaffolds and supports</li> <li>Pace and sequence learning</li> </ul>                                                                                                                           |  Stronger cognitive focus<br> Higher understanding for all                  |
| <b>E</b><br>ENGAGE<br>EVERYONE   | How will pupils practice and develop together?                     | <ul style="list-style-type: none"> <li>Collaborative activities (We do)</li> <li>Peer support &amp; talk partners</li> <li>Practice new skills together</li> <li>Encourage discussion</li> <li>Structured turn-taking</li> </ul>                                                                                                             |  Positive relationships and talk<br> Deeper learning collectively          |
| <b>L</b><br>LOOK,<br>LISTEN      | How will I check understanding and respond to the answers?         | <ul style="list-style-type: none"> <li>Check understanding</li> <li>Circulate and observe</li> <li>Use questioning techniques</li> <li>Use mini whiteboards</li> <li>Adapt teaching in the moment</li> <li>Provide clear feedback</li> </ul>                                                                                                 |  Misconceptions addressed quickly<br> Adapt teaching for best outcomes     |
| <b>E</b><br>ENCOURAGE            | How will I praise and reinforce best actions?                      | <ul style="list-style-type: none"> <li>Specific praise</li> <li>Recognition boards</li> <li>Positive points system</li> <li>Celebrating progress</li> <li>Acknowledge effort and attitude</li> </ul>                                                                                                                                         |  Positive behaviour and effort increase<br> Motivation and confidence grow |
| <b>A</b><br>APPLY                | How will learning be applied meaningfully?                         | <ul style="list-style-type: none"> <li>Real-life contexts</li> <li>Practical tasks and challenges</li> <li>Cross-curricular links</li> <li>Problem-solving opportunities</li> <li>Independent practice</li> </ul>                                                                                                                            |  Knowledge transferred<br> Deeper understanding in real life               |
| <b>R</b><br>REFLECT              | How will I support pupils to reflect and grow?                     | <ul style="list-style-type: none"> <li>Think, pair, share</li> <li>Self-assessment</li> <li>Reflect on success and challenges</li> <li>Identify what to improve</li> <li>Celebrate achievements</li> </ul>                                                                                                                                   |  Metacognition and resilience<br> Learners take ownership                  |
| <b>N</b><br>NEXT<br>STEPS        | What are our next steps and how will we keep moving forward?       | <ul style="list-style-type: none"> <li>Review learning</li> <li>Set goals</li> <li>Plan next steps</li> <li>Provide support strategies</li> <li>Communicate with families</li> </ul>                                                                                                                                                         |  Strengthens memory and progress<br> Clear direction for the future        |



**RELATIONSHIPS FIRST**  
Belonging and trust are the foundation.



**WELL-BEING ALWAYS**  
Pupils come ready when their needs are safe.



**ASPIRATION FOR ALL**  
Every child can achieve and succeed.