The Manor School

Curriculum Policy

2025 – 2026

Reviewed by:	Kelly Pope
Review Date:	10.02.2026
Date of next review:	September 2026

Legal Status:
Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:
- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents and Further Reading:
Examinations Policy, Assessment Policy, Marking and Feedback Policy, English Policy, Maths Policy, PSHE/RSE Policy, EAL Policy, Complaints Policy, Careers Policy, SEND Policy
DfES guidance on curriculum: www.gov.uk/national-curriculum
Curriculum and Assessment Review Curriculum and Assessment Review Final Report - GOV.UK

Purpose:
- To establish a consistent curriculum framework across The Manor School.
- To support a smooth transition into semi-independent living, further education or employment, as and when appropriate.
- To provide a broad and balanced curriculum offer, which inspires children and young people to learn and develop foundational life skills.
- To promote consistently positive attitudes to learning.
- To promote the positive behaviour and welfare of pupils, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- To promote the preparation for and an appreciation of life in the modern world.
- To provide a range of subjects and accredited and certificated courses to help pupils acquire and/or improve their knowledge, understanding and skills in: English, communication, mathematics, problem solving, social, and emotional development, the humanities, scientific enquiry, computing, the creative arts and physical development.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make appropriate level progress in reading, writing, communication and mathematics.
- To supplement the formal curriculum with a range of extra-curricular opportunities for pupils to extend their knowledge and understanding thus ensuring a good level of personal development.

Date: 10th February 2026

Signed: S watkins

Sariena Watkins

Head of School

Date: 27th February 2026

Signed: K J Pope

Kelly Pope

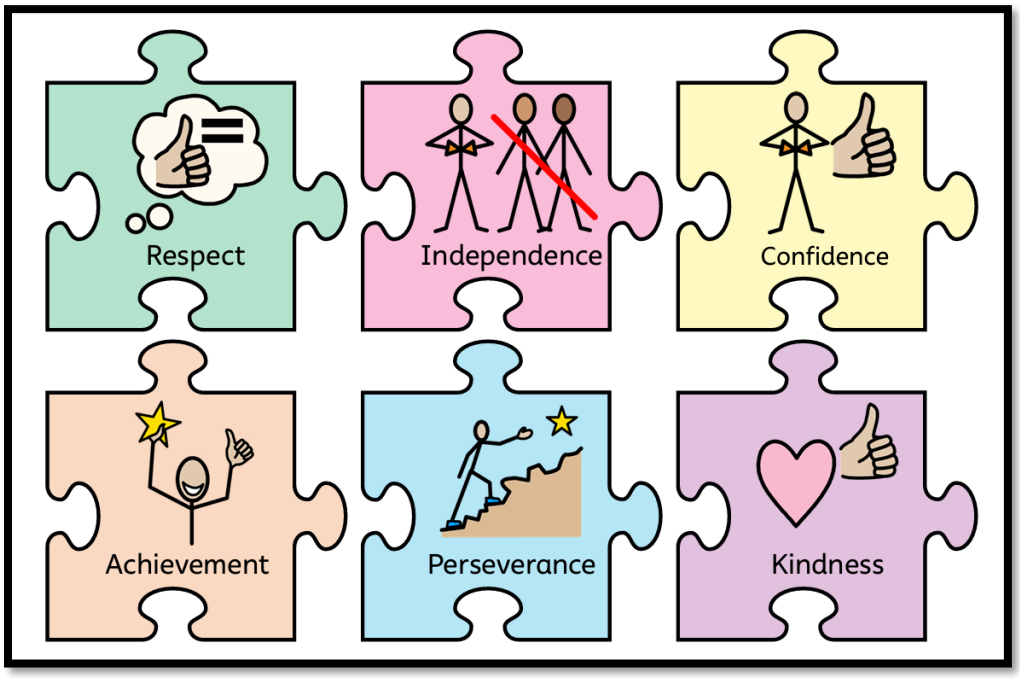
Executive Headteacher

Policy Statement

Our Vision:

At The Manor School, we believe that each pupil is entitled to a curriculum that is personalised and appropriate for them. Through joyful exploration, the children and young people develop essential knowledge and competencies that enable them to fully prepare for the next step in their educational journey and ultimately be equipped for semi-independence or independence beyond the educational provision.

Our School Values:



Respect – Our curriculum will enable pupils to learn in a safe, positive and inclusive environment where everyone thrives. It encourages pupils to treat each other, as well as staff, with kindness and consideration.

Independence – Our curriculum provides opportunities to build essential life and work skills as well as develop confidence. Pupils will have opportunities to make informed choices allowing them to develop the skills to navigate adulthood with greater independence.

Confidence – Our curriculum allows pupils to develop a secure sense of self, feel capable of tackling challenges, and trusting their own judgement.

Achievement – Our curriculum is not limited to age-related academic outcomes. It praises progress from each pupil's starting point, life skills, independence skills, communication gains, emotional regulation, resilience, increased participation and engagement. The personal milestones are identified through person-centred planning and referenced in teacher planning as appropriate. Every pupil can experience success, not just those who meet standardised benchmarks.

Perseverance – Our curriculum aims to give pupils the ability to keep going when something is difficult and includes opportunities to try again after a setback, develop strategies to manage frustration and recognise that progress takes time.

Kindness – Our curriculum will allow pupils to develop empathy, respect toward others and oneself. This includes understanding how actions affect people, using positive communication strategies, recognising and responding to others' feelings.

Intent:

Intent of the Equals Curriculum:

The Equals Curriculum contains Pre-Formal, Semi-Formal and Formal pathways. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enable pupils to benefit from approaches from other pathways and to move between pathways if they develop skills at a quicker pace than their peers or where there is a need to address educational gaps in foundational knowledge.

Intent of the Oak Curriculum:

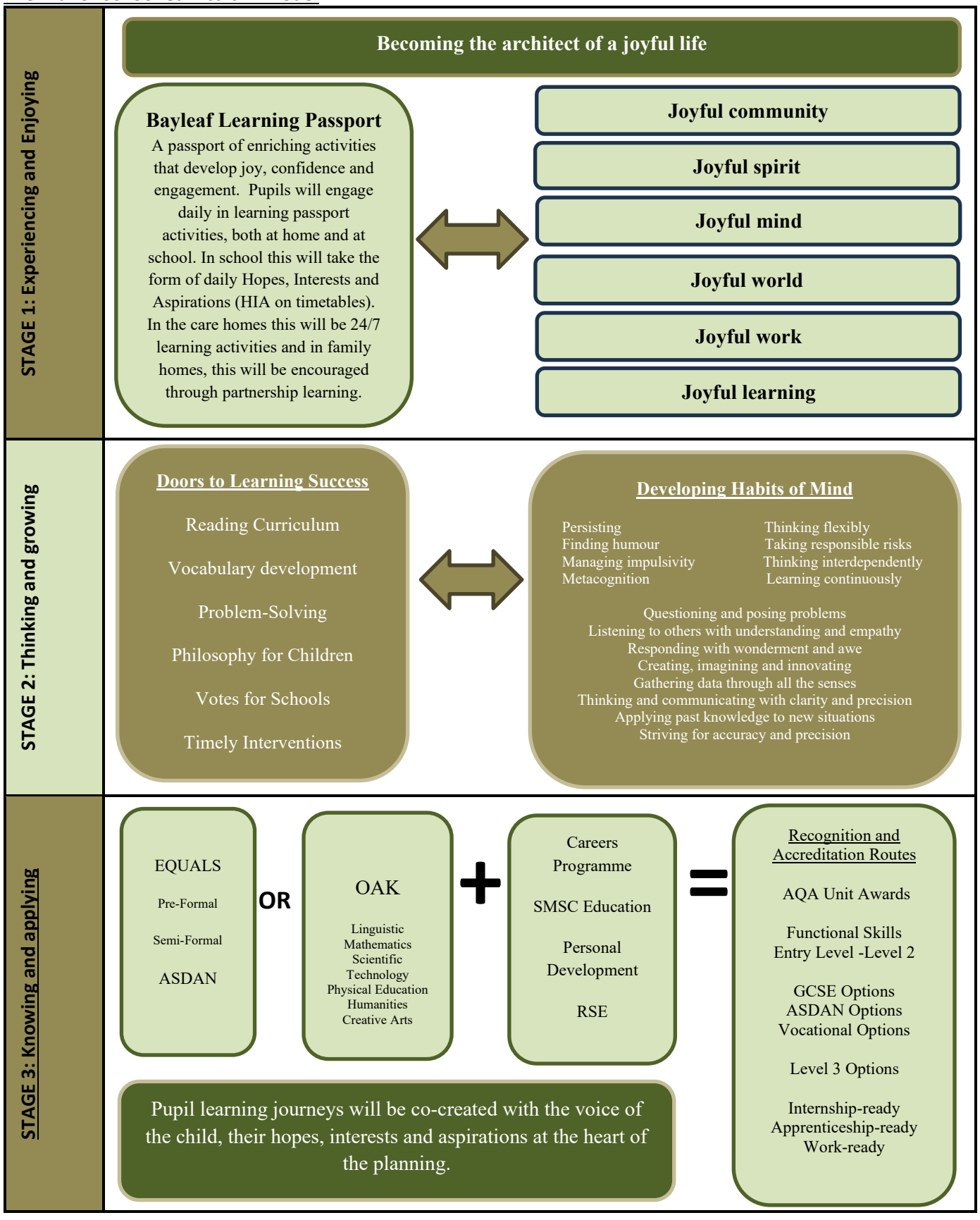
Oak covers the full breadth of the National Curriculum and supports those pupils who can access some or all areas of a formal curriculum. Our children have a diverse range of needs that include but are not limited to ASD, ADHD, Global Development Delay, SEMH and ODD. Our cohort also include pupils with significant gaps in education due to ESBA, CSE or CSA that means they could be working below ARE in certain curriculum area's but would still be able to access the work with additional support, adaptive pedagogical approaches and interventions.

Intent of The Bayleaf Learning Passport:

The intent of the Bayleaf Learning Passport is to provide a holistic, consistent, and personalised learning experience that supports pupils to develop essential life skills across every part of their day. Many of our pupils require repeated, meaningful opportunities to practise skills in real contexts, and The Bayleaf Learning Passport ensures that learning is not confined to the classroom but embedded throughout school, home, and community life, 24 hours a day, 7 days a week. Our aim is to create a seamless approach where communication, independence, social development, emotional regulation, and self-care skills are reinforced across all environments. By working collaboratively with families, therapists, and wider professionals, we ensure that pupils experience consistent strategies, routines, and expectations that help them generalise learning and build confidence.

The Bayleaf Learning Passport is designed to support each pupil to experience a joy of learning and to engage in a way in which they are facilitated to achieve their individual outcomes. This ensures that targets are woven into everyday activities and interactions in a way that is enjoyable and meaningful to pupils. This approach enables pupils to make progress in the areas that matter most for their long-term independence, wellbeing, and quality of life. Ultimately, the intention is to empower children and young people to develop the practical, social, and emotional skills they need to navigate their world with increasing autonomy, resilience, and success.

The Manor School Curriculum Model



Implementation Guide

Experiencing a Joyful Life

Our curriculum is built on the belief that every child deserves a joyful, meaningful, and fulfilling life. We facilitate this through implementing a range of curriculum themes across the whole school, ensuring that all children feel a sense of belonging and connectedness. We ensure that all pupils develop a strong understanding of themselves, their rights, and their place within the wider community. Through a rich and varied curriculum, pupils experience activities and opportunities that broaden their horizons both within the classroom and beyond. This stage of our curriculum, supports pupils in developing age and stage appropriate competencies that prepare them for life beyond school and into adulthood. Experiences are designed to nurture confidence, curiosity, and a sense of belonging, while also enabling pupils to explore their own aspirations, including future career goals. This in turn directly impacts the engagement of all pupils and helps them to experience a safe attachment to their school environment.

We implement this by creating learning experiences in the Bayleaf Learning Passport that promote happiness, belonging, and personal growth. Staff plan activities that broaden pupils' horizons, both within the classroom and through wider community engagement. Pupils are supported to understand themselves, recognise their rights, and develop a sense of identity and purpose. Opportunities for exploration, creativity, and real-world experiences are woven into the curriculum so that pupils build confidence, independence, and aspirations for adulthood, including early thinking about careers and future pathways.

Joyful Life Examples		
Joyful Community	Positive and Safe relationships, British values, effective communication, making a positive contribution and being a global citizen.	Example Learning Passport Challenge: Raise money for a local charity.
Joyful Spirit	Play, creative arts, self-expression.	Example Learning Passport Challenge: Make a rainbow.
Joyful Mind	Knowing self, emotional wellbeing, critical thinking.	Example Learning Passport Challenge: Create a healthy sleep routine.
Joyful World	Scientific and geographical study, citizenship, outdoor learning, STEM activities, volunteering and fundraising, immersive education	Example Learning Passport Challenge: Visit a local National Trust property.
Joyful Work	Careers programme, work experience, financial and economic wellbeing, working collaboratively.	Example Learning Passport Challenge: Turn £5 into £50
Joyful Learning	Disciplinary knowledge, curriculum study, independent learning, reading, enrichment.	Example Learning Passport Challenge: Tell a story using puppets.

Implementation of the Bayleaf Learning Passport

The Bayleaf Learning Passport offers a 24-hour curriculum, implemented to ensure that learning extends beyond the classroom and becomes embedded across every aspect of a child's daily experience. It recognises that many of our pupils require consistent, repeated experiences in multiple environments to develop essential communication, independence, social, and self-care skills. Staff work collaboratively with families, therapists, and wider professionals to create a coherent approach that supports learning at school, at home, and within the community. This shared understanding ensures that key skills—such as communication strategies, routines, emotional

regulation techniques, and independence tasks—are reinforced consistently throughout the day. The Learning Passport is closely aligned with each child's individual outcomes. Targets are integrated into daily routines, transitions, and real-life activities, enabling pupils to practise and generalise skills in meaningful contexts. This may include supporting pupils with personal care, meal preparation, travel training, social interaction, or community participation. Assessment is ongoing and holistic with outcomes recorded in creative ways in a learning journey record. Staff observe how pupils apply skills across different settings and use this information to refine planning and adjust support. This ensures that progress is recognised not only in structured lessons but also in the everyday moments where independence and confidence truly grow. Through this approach, we are able to provide a seamless, personalised learning experience that supports pupils in developing the practical, social, and emotional skills they need for greater independence and improved quality of life. Our approach is holistic and rooted in environmental considerations both at home, at school and in the local community and also through the development of skills in our care teams and through carefully planned early family help.

Developing Habits of Mind

This element of our curriculum is based on the work of Arthur Costa and Bena Callick. Our curriculum ensures that all pupils develop secure "learning to learn" behaviours that help them to become confident, curious, and resilient thinkers. Through carefully structured experiences, pupils build key habits of mind such as exploration, perseverance, problem-solving, and the ability to work effectively with others. We explicitly teach and model these behaviours so that pupils can approach challenges with increasing independence and self-belief. By nurturing these habits, we equip pupils with the cognitive and social tools they need to engage meaningfully with learning, overcome obstacles, and apply their skills across different contexts.

By promoting the Habits of Mind throughout the curriculum, we support pupils to develop the mindset and strategies that underpin lifelong learning, enabling them to grow not only academically but also personally and socially. This is implemented through explicit teaching and modelling of key learning behaviours. Staff design lessons and learning opportunities that encourage curiosity, resilience, perseverance, and collaboration. Pupils are supported to take risks in their learning, solve problems with increasing resilience and reflect on their thinking. These habits are reinforced across all subjects and routines, helping children develop the cognitive and social strategies needed to engage meaningfully with challenges. By embedding these behaviours consistently, we nurture to become increasingly independent, adaptable, and ready for lifelong learning.

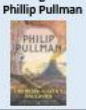
Bayleaf Schools
Curriculum Themes with Habits of Mind

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	**Belonging**	**Contributing**	**Living**	**Growing**	**Exploring**	**Evolving**
EQUALS						
Pre-Formal	How funny are my funny bones?	Is there room on the broom for me?	How hungry was the very Hungry Caterpillar?	Have you seen the Gruffalo?	What does a dinosaur roar sound like?	What is under the sea?
	Persisting	**Persisting**	**Gathering data**	**Awe and Wonder**	**Gathering data**	**Create, manage, innovate!**
Semi-Formal	Autumn Days	To Infinity and Beyond	Hello Spring!	Down on the farm	Summertime	We're all going on a summer holiday!
	Awe and Wonder	**Persisting Questioning**	**Manage Impulsivity Applying previous knowledge**	**Create, manage innovate! Humour**	**Gathering data Responsible risk**	**Listening Thinking flexibly**
Formal	People who help us	Looking after myself	Looking after animals	Where does our food come from?	Our World, Our Future	What's Next?
	Persisting Gathering Data Manage impulsivity	**Responsible risk Questions/Problem-Solving**	**Humour Accuracy Independent thinking**	**Gather data Listening Clarity and precision**	**Awe and wonder Applying knowledge Create, manage, innovate!**	**Open to learning Metacognition Thinking flexibly**
Oak						
KS1	Happy Healthy Me	The people who help us	Farm Life	Let it Grow!	Let's find out!	Let's make it!
	Awe and Wonder	**Persisting Questions/Problem-Solving**	**Manage Impulsivity Applying previous knowledge**	**Humour Responsible risk**	**Gathering data Listening**	**Create, manage innovate! Thinking flexibly**
KS2	Living in the UK	Not all Superhero's wear capes	My Environment	How does your Garden Grow?	Discovery	Lets explore!
	Awe and wonder Managing impulsivity Thinking flexibly	**Humour Listening Independent thinking**	**Gathering data Accuracy**	**Metacognition Open to learning**	**Persisting Questions/Problem-Solving Apply previous knowledge**	**Responsible risk Clarity and precision Create, manage, innovate!**
KS3	Community	My wellbeing	All creatures great and small	Farm to Fork!	Our Planet	Eco-Warriors
	Awe and wonder Managing impulsivity Thinking flexibly	**Humour Listening Independent thinking**	**Gathering data Accuracy**	**Metacognition Open to learning**	**Persisting Questions/Problem-Solving Apply previous knowledge**	**Responsible risk Clarity and precision Create, manage, innovate!**
KS4	Healthy Body Healthy Mind	People who guide and support us.	Looking after others	Food from around the world	Me and my world	Reduce, Reuse and Recycle
	Awe and wonder Managing impulsivity Thinking flexibly	**Humour Listening Independent thinking**	**Gathering data Accuracy**	**Metacognition Open to learning**	**Persisting Questions/Problem-Solving Apply previous knowledge**	**Responsible risk Clarity and precision Create, manage, innovate!**
KS5	Health for life	Keeping Safe	What it means to be me	Food for thought	Working in the world	Now and Next
	Awe and wonder Open to learning Apply previous knowledge	**Managing impulsivity Persisting Responsible risk**	**Metacognition Independent thinking**	**Gathering data Accuracy Humour**	**Listening Questions/Problem-Solving Thinking flexibly**	**Clarity and precision Create, manage, innovate!**

Reading at the heart of the curriculum

There is nothing more joyful than reading an inspirational and engaging story. At The Manor School we believe that every child should have access to high quality texts either through their own reading or through being read to daily. Stories open doors to worlds and develop a sense of curiosity and love of language. The key texts secure a sense of belonging to a community with reading at the heart of its culture and the themes of the key texts run seamlessly through all areas of learning and curriculum opportunities. For children who still need to secure the foundational knowledge of learning to read we use the RWI Fresh Start Programme.

Example of the school reading curriculum (see our reading curriculum for full details)

Oak							
STEPPING STONE 2	KS1 (Y2)	**Belonging**	**Contributing**	**Living**	**Growing**	**Exploring**	**Evolving**
		Happy Healthy Me	The people who help us	Farm Life	Let it Grow!	Let's find out!	Let's make it!
		The Tear Thief	The Lost Happy Endings	The Honeybee K Hall and I Arsenault	Weslandia Paul Fleischman	Don't Look in this Book Samuel Langley-Swain	The Wild Robot Peter Brown
KS2		Living in the UK	Not all Superhero's wear capes	My Environment	How does your Garden Grow?	Discovery	Let's explore!
STEPPING STONE 3	Year 3	The Thames and Tide Club Katya Baden	The Invisible Boy Trudy Ludwig	Voices in the Park Anthony Browne	The Bee is Not Afraid of Me (Poetry Collection)	Where The Wild Things Are Maurice Sendak	The Secret of Carmella Chloe Savage
STEPPING STONE 4	Year 4	A Different Kind of Freedom Richard O'Neill	Solving crimes is not my superpower Nathanael Lessore	The Hodgehog Dick King-Smith	Indigo Wilde Pippa Curnick	The Firework Maker's Daughter Phillip Pullman	The Last Castaways Harry Horse
							
STEPPING STONE 5	Year 5	The Island at the Edge of Night Lucy Strange	The Wolf Wilder Katherine Rundell	Song of the River Jill Lewis	Moondial Helen Cresswell	Tyger SF Said	Dragon Rider Cornelia Funke
STEPPING STONE 6	Year 6	The Railway Children ES Nesbit	The By to Beat the Gods Ashley Thorpe	The Crowstarver Dick King-Smith	Journey to the Last River Teddy Keen	The Viewer Gary Crew	The Storm Swimmer Clare Wege

Knowledge, Skills and Competencies

Our curriculum ensures that all pupils develop the life skills, subject-specific knowledge and understanding they need in line with their stage of development and individual educational needs. Knowledge grows as children acquire new skills, make connections, and build on prior understanding. This supports pupils in accessing a rich, meaningful curriculum that is personalised, sequenced, and responsive to learning. Whether pupils are developing early communication and interaction skills, building functional literacy and numeracy, or engaging with more formal subject content, the curriculum is designed to meet them where they are and help them progress at a pace that is right for them. Our pupils have often struggled to access a traditional qualifications-driven and formal curriculum in their previous settings; a creative, more tailored and child-led approach enhances the curriculum offer (through broader curriculum themes containing vocational education experiences, outdoor learning, community engagement and enrichment opportunities (Hopes, Interests and Aspirations or HIA on the timetable). We believe

in enabling our children to be the best they can be while acknowledging their needs and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum for all pupils.

The Manor School delivers a flexible curriculum through adaptive pedagogy, which is closely aligned with our pupils' levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning. The underlying principle of our curriculum implementation is flexibility. Our curriculum is designed to meet the needs, interests, aspirations, and aptitudes of our pupils. We ensure that our model adapts to our children, rather than expecting them to adapt to the model. Our approach draws on best practice from a range of curriculum models and pedagogical approaches, enabling us to provide a responsive, personalised, and meaningful learning experience. At The Manor School, we recognise that as our population evolves, so too must the way we approach planning, teaching, learning, and assessment. The levels within our curriculum are not defined by age but by developmental stage, need and achievement. This allows pupils to move flexibly between pathways at any point during their school career. Each pathway encompasses skills, knowledge, and understanding across a broad range of learning areas, and they are intentionally blended to create a smooth 'learning flow' between them. Our personalised approach ensures that we can meet the needs of every child. All pupils work towards targets drawn from the outcomes in their Individual Learning Plan which, regardless of stage, ensures high aspirations.

The Manor School Curriculum	Curriculum Resource	Age – Related Explanation
Foundation Steps	Equals Pre-Formal or Semi-Formal	Pre-Key Stage Standards
Stepping Stone 1	Equals Formal	Pre-Key Stage Standards
Stepping Stone 2	Oak Year 2	Key Stage 1 Standard Entry Level 1
Stepping Stone 3	Oak Year 3	Working Towards KS2 Standard
Stepping Stone 4	Oak Year 4	Working Towards KS2 Standard Entry Level 2
Stepping Stone 5	Oak Year 5	Working Towards KS2 Standard Entry Level 3
Stepping Stone 6	Oak Year 6	KS2 Expected Standard
Pathway 1	Oak Year 7	Working towards GCSE
Pathway 2	Oak Year 8	Working towards GCSE
Pathway 3	Oak Year 9	Working towards GCSE
Signposts Option 1	Oak Year KS4 (Year 10 and 11)	GCSE qualifications
Signposts Option 2	Functional Skills and ASDAN	Functional Skills Level 1 or 2. ASDAN qualifications
Signposts Option 3	Vocational Learning	Entry/Level1/Level 2 vocational learning and accreditation
Supersonic Six (Post-16 Sixth Form)	Highly bespoke offer drawing on	ASDAN, GCSE, Functional Skills,

	the curriculum offer to the wider school. Additional offer of Level 3 qualifications if required.	Vocational placements.

Implementation of the Oak Curriculum

The Oak Curriculum is implemented as part of our flexible pathway model, providing a structured yet adaptable framework for children and young people who benefit from a more formalised approach to subject-specific learning. We use Oak resources to ensure that pupils access high-quality, sequenced content that supports progression in key areas such as English, maths, science, and the wider curriculum. Teachers adapt Oak Academy materials to meet individual needs, ensuring lessons remain accessible, engaging, and appropriately challenging. This includes modifying language, breaking learning into smaller steps, embedding visual supports, and incorporating practical, multisensory activities where required. The curriculum is delivered at a pace that reflects each pupil's starting point, allowing for consolidation, overlearning, and personalised intervention.The Oak content is integrated with pupils' Individual Learning Plan outcomes, ensuring that subject knowledge is taught alongside the development of communication, independence, and life skills. This blended approach enables pupils to make meaningful connections between academic learning and real-world application.

Regular assessment and ongoing observation inform planning, allowing staff to adjust content, revisit key concepts, and ensure that pupils continue to make progress. The flexibility of the Oak Curriculum supports our commitment to providing a responsive, personalised learning experience that meets the diverse needs of our pupils.

Implementation of the Equals Curriculum

The Equals Curriculum is implemented as part of our personalised pathway model, providing a highly structured yet flexible framework for children and young people who require a more developmental, pre-formal or semi-formal approach to learning. It supports pupils in building the foundational communication, social, emotional, and independence skills they need to access learning meaningfully and confidently. Staff use Equals materials to deliver learning that is practical, experiential, and rooted in real-life contexts. Lessons are adapted to reflect each pupil's strengths, needs, and preferred ways of engaging, with a strong emphasis on repetition, overlearning, and multisensory experiences. This ensures that pupils can consolidate key skills at a pace that is appropriate and achievable.

The Equals Curriculum is closely aligned with pupils' Individual Learning Plan outcomes, enabling teachers to embed communication development, emotional regulation, physical skills, and independence targets within everyday learning. This creates a coherent and purposeful learning experience where progress is visible and meaningful.
Assessment is ongoing and responsive. Staff use observation, engagement indicators, and small-step progress measures to inform planning and ensure that learning remains relevant and challenging. The flexibility of the Equals Curriculum allows us to adjust content, revisit key concepts, and tailor activities to support each child's developmental stage. Through this approach, the Equals Curriculum provides a nurturing, structured, and personalised learning environment that supports pupils in developing the essential skills needed for greater independence and lifelong learning.

Impact of our wider approach to curriculum

Our curriculum model creates a powerful and holistic impact on pupils at The Manor School. Because these foundations shape every aspect of teaching, learning, and daily experience, pupils benefit from a curriculum that nurtures their personal development, strengthens their learning behaviours, and builds the knowledge and skills they need for a fulfilling and increasingly independent life.

The impact of this approach is that:

1. **Pupils learn to experience and become architects of a joyful life.** They develop a strong sense of identity, belonging, and self-worth, supported by experiences that promote happiness, curiosity, and personal growth. Pupils engage more confidently with the world around them, as opportunities inside and outside the classroom broaden their horizons and build aspirations for adulthood. Wellbeing improves, with pupils feeling safe, valued, and motivated to participate in learning and community life.

2. **Pupils develop the habits of mind that enable them to become successful in learning both now and in the future.** They become more resilient, curious, and independent thinkers, applying key learning behaviours across subjects and daily routines. Pupils show increased perseverance and problem-solving ability, supported by consistent modelling and opportunities to take safe risks. Collaboration and social interaction strengthen as children practise working with others and reflecting on their own thinking.

3. **Pupils learn foundational knowledge, skills and competencies that enable them to progress to the next stage of their educational journey.** Pupils make progress in essential life skills and subject-specific knowledge, supported by a curriculum that is sequenced, personalised, and responsive to their developmental stage. Understanding deepens over time, as pupils build on prior learning and make meaningful connections across different areas of the curriculum. Independence and confidence grow, with children applying functional skills in real-world contexts and demonstrating readiness for their next steps.

The progress made by our pupils is meaningful, holistic, and aligned with each child's Individual Learning Plan, ensuring that personal priorities—communication, independence, emotional regulation, social development—are embedded throughout the curriculum. Pupils experience success in many forms, not only through academic achievement but through personal milestones, improved engagement, and increased autonomy. The school community becomes a place where every child can thrive, supported by a curriculum that adapts to their needs, celebrates their strengths, and prepares them for a joyful and purposeful future.

- ✓ Pupils experience a curriculum that is relevant, engaging, and appropriately challenging, enabling them to develop skills and knowledge that genuinely matter for their future.
- ✓ Pupils make progress that is aligned with their Individual Learning Plan outcomes, ensuring that learning is purposeful, personalised, and connected to long-term goals.
- ✓ Communication, independence, emotional regulation, and social interaction improve, as these skills are embedded across all pathways and reinforced through consistent, responsive teaching.
- ✓ Pupils move flexibly between pathways when appropriate, demonstrating that progress is recognised through need and achievement rather than age or fixed expectations.
- ✓ Pupils develop the essential prerequisites for learning or engage successfully with more formal subject content, depending on their stage of development and readiness.
- ✓ Pupils build confidence, resilience, and a sense of personal success, as the curriculum celebrates progress in all its forms—not only academic attainment.
- ✓ A consistent 'learning flow' is created across pathways, enabling pupils to generalise skills, deepen understanding, and experience continuity in their learning journey.
- ✓ Staff are able to respond dynamically to the evolving needs of the school population, ensuring that planning, teaching, and assessment remain current, meaningful, and effective.

Impact of the Oak Curriculum

The Oak Curriculum leads to clear, measurable impact on pupils who benefit from a more formalised, subject-specific approach. Because the curriculum is both structured and adaptable, pupils are able to access high-quality learning that is sequenced, meaningful, and responsive to their individual needs.

The impact of this approach is that:

- ✓ Pupils make sustained progress in key subject areas, including English, maths, science, and the wider curriculum, due to the clear sequencing and high-quality content provided through Oak resources.
- ✓ Pupils access learning that is appropriately challenging and accessible, as teachers adapt materials to match each pupil's developmental stage, communication profile, and unique characteristics.
- ✓ Skills and knowledge are consolidated over time, with opportunities for overlearning, repetition, and targeted intervention ensuring that pupils retain and apply what they have learned.
- ✓ Pupils develop stronger communication, independence, and life skills, as Oak content is integrated with Individual Learning Plan outcomes and reinforced through real-world application.
- ✓ Pupils demonstrate improved engagement and confidence, as lessons are broken into manageable steps, supported visually, and delivered at a pace that reflects their starting point.
- ✓ Assessment information is used effectively, enabling staff to identify gaps, revisit key concepts, and tailor future learning to ensure continued progress.
- ✓ Pupils experience a coherent and personalised learning journey, with the flexibility of the Oak Curriculum allowing staff to adjust content and expectations as pupils' needs evolve.
    - Progress is evident across academic and functional domains, showing that a formalised curriculum can still be highly responsive, inclusive, and aligned with SEND best practice.

Impact of the Equals Curriculum

The Equals Curriculum results in meaningful, observable progress for pupils who require a developmental, pre-formal, or semi-formal approach to learning. Because the curriculum is practical, experiential, and rooted in real-life contexts, pupils develop the foundational skills they need to engage confidently and purposefully with the world around them.

The impact of this approach is that:

- ✓ Pupils make progress in core developmental areas, including communication, social interaction, emotional regulation, physical development, and independence.
- ✓ Pupils demonstrate increased engagement and participation, as learning is multisensory, relevant, and tailored to their preferred ways of interacting with the world.
- ✓ Skills are consolidated and retained over time, supported by repetition, overlearning, and consistent routines that help pupils build secure foundations for future learning.
- ✓ Pupils apply skills more confidently in real-life contexts, as the curriculum is rooted in everyday experiences that promote generalisation and functional understanding.
- ✓ Individual Learning Plan outcomes drive progress, ensuring that each pupil's personal priorities—such as communication methods, self-care skills, or emotional regulation strategies—are embedded throughout the school day.
- ✓ Assessment is meaningful and reflective of each pupil's developmental stage, with staff using observation, engagement indicators, and small-step progress measures to capture even the smallest but most significant gains.
- ✓ Pupils experience a nurturing and predictable learning environment, which supports their wellbeing, reduces anxiety, and enables them to take risks in their learning.

- ✓ Pupils develop the essential building blocks for greater independence and lifelong learning, preparing them for the next stage of their educational journey and for life beyond school.

Pupil Achievement and Measuring Impact

The assessment and recording processes at The Manor School are embedded as an initial, diagnostic, formative, and evaluative tool, ensuring that every pupil receives a personalised and responsive educational experience.

The impact of this approach is that:

- Pupils' strengths, needs, and starting points are clearly identified, enabling staff to plan learning that is appropriate, meaningful, and aligned with each pupil's EHCP outcomes.
- Teaching becomes more targeted and effective, as ongoing assessment informs daily planning, differentiation, and the adaptation of resources and strategies.
- Progress is accurately monitored over time, using a wide range of evidence such as observation, classwork, tests, investigations, pupil reviews, questioning, project work, and examinations where appropriate.
- Pupils experience a curriculum that evolves with them, as assessment highlights when pupils are ready to move forward, require consolidation, or need additional support.
- Staff gain a holistic understanding of each pupil, capturing not only academic progress but also communication development, independence skills, emotional regulation, engagement, and social interaction.
- Pupils become more engaged and motivated, as assessment practices recognise small-step progress and celebrate achievements that are meaningful to the individual.
- Future planning is strengthened, with assessment data informing curriculum adjustments, intervention decisions, and long-term goal setting.
- Consistency and accuracy improve across the school, as staff draw on multiple sources of evidence to make balanced, reliable judgements about progress.

Assessment and Recording

Our assessment framework underpins a continuous cycle of planning, teaching, and evaluation. It ensures that planned learning opportunities are responsive, personalised, and aligned with each pupil's developmental stage and Individual Learning Plan outcomes. Assessment is used to identify starting points, monitor progress, and inform future planning so that every child can experience success.

There are three interconnected phases within our assessment process:

1. Formative (Short-Term) Assessment

Formative assessment takes place in every lesson. Staff use questioning, observation, pupil responses, and practical activities to check understanding and identify misconceptions. This real-time and "in the moment" information enables teachers to adapt tasks, adjust support, and refine lesson plans to meet pupils' immediate needs.

2. Medium-Term Assessment

Medium-term assessment focuses on progress towards key objectives taught across each term. Staff review evidence from classwork, practical tasks, discussions, and targeted activities to evaluate how well pupils are retaining and applying new skills and knowledge. This informs next steps in teaching and ensures that learning remains appropriately challenging and relevant.

3. Long-Term Assessment

Long-term assessment takes place annually and provides a broader overview of each pupil's progress over time. A range of assessment tools may be used depending on pupils' needs and abilities, including standardised tests, teacher-designed assessments, and developmental frameworks. This information contributes to annual reviews, long-term planning, and evaluation of curriculum effectiveness.

Celebrating Achievement

Pupils' individual successes—academic, personal, social, and developmental—are recognised and celebrated through whole-school reward systems and personalised acknowledgement. This reinforces motivation, builds confidence, and ensures that every child's progress is valued.

Accreditation

Wherever possible, for all Key Stage 3 and Key Stage 4, all learning opportunities will be accredited courses with an exam board and where time constraints allow, pupils will be encouraged and supported to achieve GCSEs. Where this is not possible due to significant gaps in attainment, time constraints or other mitigating factors, Functional Skills will be promoted in English and Maths up to and including Level 2 and alternative qualifications will be offered up to and including Level 2. Functional Skills may also be provided as transitional study towards GCSEs. Regular opportunities will be provided throughout the academic year to sit Functional Skills examinations. GCSEs, or Functional Skills at Level 1 and 2 will support a transitional plan back to mainstream education or provide children and young people with greater prospects when entering into the next phase of their education.

Additional Information

- ✓ **External Education and Curriculum Enhancement for SEND:** External education and curriculum enhancement play a vital role in enriching the learning experiences of pupils at The Manor School. For many children with SEND, meaningful progress is strengthened when learning extends beyond the classroom and is supported by specialist environments, community-based opportunities, and collaborative partnerships. These experiences broaden pupils' horizons, promote independence, and ensure that learning is relevant, functional, and connected to real life.

- ✓ **Specialist External Provision:** Where appropriate, pupils may access external providers to support specific areas of development such as vocational learning, therapeutic input, physical development, or life skills. These opportunities are carefully selected to complement each pupil's Individual Learning Plan outcomes and to provide experiences that cannot always be replicated within the school environment.

- ✓ **Community-Based Learning:** Engagement with the local community forms an important part of our curriculum enhancement. Pupils may take part in activities such as shopping, travel training, work-related learning, leisure activities, and community participation. These experiences help pupils generalise skills, build confidence, and develop independence in authentic settings.

- ✓ **Partnerships With Families and Professionals:** Collaboration with families, therapists, and external agencies ensures that learning is reinforced consistently across settings. Shared goals and communication between school and home strengthen the impact of the curriculum and support the development of communication, independence, emotional regulation, and social skills.

- ✓ **Enrichment Opportunities:** External visits, workshops, cultural experiences, and specialist sessions enhance the curriculum by providing pupils with opportunities to explore new interests, develop aspirations, and engage with the wider world. These experiences contribute to personal development, wellbeing, and a sense of belonging.

- ✓ **Student Profile:** The Manor School serves pupils with a wide range of complex needs, and our curriculum is designed to reflect the individuality of every pupil. Taking full account of the challenges outlined in each child's EHCP, the curriculum places a strong emphasis on Personal Development, PSHE, and a deep understanding of each pupil's unique profile. This ensures that teaching is responsive, meaningful, and rooted in what each child needs to thrive. We recognise that many of our pupils experience significant barriers to learning, including communication difficulties, sensory needs, social and emotional challenges, and cognitive differences. Our curriculum is therefore structured to provide consistent support, reduce anxiety, and promote engagement, independence, and wellbeing. In addition, the curriculum is shaped by a clear awareness of the educational and safeguarding risks associated with Child Sexual Exploitation (CSE), Child Sexual Abuse (CSA) and Child Criminal Exploitation (CCE). These risks can have a profound impact on learning, attendance, emotional regulation, and personal safety. Through targeted PSHE, protective behaviours education, and close multi-agency collaboration, we ensure that pupils develop the knowledge, confidence, and strategies needed to stay safe and make informed choices. By understanding each child's profile holistically—academic, social, emotional, and safeguarding—we create a curriculum that is not only broad and balanced, but also protective, empowering, and deeply personalised.

LOW	Truanting from school. Lateness. Poor concentration.
MEDIUM	Non-school attendance. Regular breakdown of school placements due to behavioral problems. Poor health – impacting on learning.
HIGH	Significant periods of non-attendance. Exclusions (self or enforced). Poor previous educational experience making it harder to engage. Absconding and the risk of taking others at the same time.

- ✓ **Curriculum Opportunities linked to Pupil Profile:** Pupils at The Manor School are provided with a wide range of opportunities—many of which are accredited where appropriate—to develop essential knowledge, skills, and understanding that support their personal development, safety, wellbeing, and preparation for adulthood. These opportunities are embedded within the curriculum and tailored to the needs of each pupil, ensuring that learning is meaningful, accessible, and protective. The curriculum raises awareness and builds understanding in the following key areas:
  - Sexual and Relationships Education, including sexual health, appropriate relationships, consent, gang-related risks, and sexually transmitted infections.
  - Presenting oneself appropriately, including personal hygiene, dress, and social expectations.
  - Stranger Awareness, delivered in an age-appropriate and developmentally appropriate way.
  - Understanding age appropriateness, including boundaries, behaviour, and safe decision-making.
  - Self-image and identity, supporting pupils to understand who they are, build confidence, and develop a positive sense of self.
  - Pregnancy and related responsibilities, taught sensitively and appropriately.
  - E-Safety, including the risks associated with the internet, social media, messaging apps, and smartphones.
  - Essential Life Skills, such as budgeting, independent living, careers education, and transition planning for post-16 pathways.
  - Mental health and stress awareness, helping pupils recognise emotions, develop coping strategies, and seek support when needed.
  - Drugs and alcohol awareness, including information about legal highs and the impact of substance misuse.
  - Substance awareness, including smoking and associated health risks.
  - Staying Safe, with explicit teaching on recognising, responding to, and calculating risk in areas such as:

- Child Sexual Exploitation (CSE)
- Domestic Violence (DV)
- Female Genital Mutilation (FGM)
- Forced Marriage
- Substance misuse
- Trafficking
- Gang activity
- Radicalisation and extremism

Pupils are signposted to appropriate support agencies and taught how to access help safely. Cookery and domestic skills, including menu planning, healthy eating, nutrition, and awareness of eating disorders. Practical skills for independent living, such as accessing support services, understanding housing options, and seeking advice and guidance. These opportunities ensure that pupils develop the knowledge, confidence, and practical skills needed to stay safe, make informed choices, and move towards greater independence. They also contribute significantly to safeguarding, personal development, and preparation for adulthood—core priorities within our curriculum.

✓ **Skills and Competencies for Employment:** The Manor School provides structured opportunities within the curriculum to help pupils develop a clear understanding of employability and the skills required for future work pathways. These experiences are tailored to individual needs and aligned with Preparation for Adulthood outcomes, ensuring that pupils are equipped with the knowledge, confidence, and practical abilities needed for their next phase. Pupils are supported to explore and develop key employability skills, including:

- **Searching and applying for jobs**, using accessible tools and guided support
- **Completing application forms**, both online and paper-based
- **Producing a Curriculum Vitae**, tailored to their strengths, experiences, and aspirations
- **Preparing for interviews**, including practising communication, presentation, and confidence-building strategies
- **Attending interviews**, supported where appropriate to ensure a positive and meaningful experience

These opportunities help pupils understand the expectations of the workplace, develop independence, and build the foundations for future employment or vocational pathways. Where appropriate, the school aims to offer **accredited learning** in employability at **Entry Level, Level 1, and Level 2**, ensuring that pupils can gain recognised qualifications that support their transition into further education, training, or supported employment. Through this approach, pupils develop the practical, social, and organisational skills needed to move confidently into their next steps and begin shaping their aspirations for adulthood.

✓ **Spiritual, Moral, Social and Cultural Development (SMSC):** Spiritual, Moral, Social and Cultural Development is central to the ethos of The Manor School. Our values, curriculum, and daily practice work together to ensure that every pupil—regardless of faith, background, or belief system—develops a strong sense of identity, purpose, and responsibility. As a non-denominational school, we promote open enquiry, respect for diversity, and opportunities for pupils to explore their own beliefs while understanding those of others. SMSC is woven throughout all areas of the curriculum, with PSHE and Religious Education making particularly strong contributions. This approach strengthens the school's mission and ensures that the ideals of our ethos are lived out in practice. Pupils are supported to distinguish right from wrong, respect the law, and act in ways that reflect their values and the consequences of their actions. We actively 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. Our school promotes SMSC by:

- Supporting pupils to become confident, positive contributors to their community and effective users of local services.
- Helping pupils gain insight into their own cultural heritage and that of the wider world.

- Ensuring pupils appreciate racial and cultural diversity and understand how to challenge racism and discrimination.
- Teaching pupils to understand and respond to risk, including risks associated with extremism, online activity, substance misuse, gangs, personal relationships, and personal safety.
- Developing self-knowledge, self-esteem, and self-confidence.
- Encouraging responsibility, initiative, and active participation in community life.
- Promoting respect for their own and others' cultures, fostering harmony between different traditions.
- Upholding the fundamental British Values across all aspects of school life.
- Ensuring that partisan political views are not promoted in any subject. Balanced Presentation of Political Issues.

As a result of our positive approach to SMSC, pupils develop:
- An understanding of how citizens influence decision-making through democratic processes
- An appreciation that the rule of law protects individuals and supports wellbeing and safety
- An understanding of the separation of powers and the independence of the judiciary
- Awareness that freedom of belief is protected in law
- Acceptance and tolerance of people with different faiths, beliefs, or none
- An understanding of the importance of identifying and challenging discrimination

Post 16 Provision in the local area

Burton-on-Trent and the surrounding area offer a range of Post-16 pathways for pupils with SEND, including specialist colleges, mainstream colleges with supported learning departments, and community-based provision. These pathways are designed to support Preparation for Adulthood outcomes: employment, independent living, community participation, and health & wellbeing.

Local Colleges Offering SEND Pathways:

Burton and South Derbyshire College (BSDC)
BSDC provides a strong Supported Learning department with programmes such as:
- Entry Level and Foundation Learning
- Supported internships
- Employability and life-skills programmes
- Vocational tasters with additional support
- Personal development and independence courses

They typically offer:
- Small group teaching
- Specialist support staff
- Access to therapies (where commissioned)
- Transition planning and EHCP reviews

Fountains Post-16 (Stretton)
A specialist setting for young people with complex learning needs, offering:
- Life skills
- Functional English and maths
- Community access
- Work-related learning
- Independence programmes

Supported Internships (Burton & Staffordshire)

Supported internships are available through:

- Local colleges
- Local authority partnerships
- Employers in retail, hospitality, warehousing, and administration

These programmes include:

- Job coaching
- Travel training
- Real-world work placements
- Functional skills where appropriate

Alternative and Community-Based Provision

For pupils who need a more flexible or therapeutic approach, the area offers:

- Community learning programmes
- Social care-linked day opportunities
- Life-skills and independence-focused centres
- Outdoor learning and vocational projects

These can be suitable for children with:

- High anxiety
- SEMH needs
- Complex autism
- Medical needs

Subject-specific statements

Essential Life Skills

The Manor School ensures that all pupils have opportunities to acquire and develop essential skills that are appropriate to their age, developmental stage, and individual aptitudes. These skills are embedded across the curriculum and support pupils in becoming confident, independent, and well-rounded individuals.

Linguistic Education

Pupils develop communication skills and strengthen their command of language through listening, speaking, reading, and writing. While these skills are explicitly taught in English and, where appropriate, modern foreign languages, they are reinforced across all subjects. All teachers promote high standards of communication, literacy, and expressive language in every learning activity. This ensures that pupils' communication skills are consistently enhanced and applied in meaningful contexts.

Mathematical Education

Pupils learn to make calculations, recognise patterns, understand relationships, and develop logical thinking. Mathematical understanding is built through practical activities, exploration, problem-solving, and discussion. Pupils are supported to apply mathematical skills in real-life situations, strengthening functional numeracy and confidence.

Scientific Education and Inquiry

Pupils increase their understanding of the natural world, materials, and forces. They develop enquiry skills such as observing, predicting, forming hypotheses, carrying out investigations, and recording findings. Scientific learning encourages curiosity, critical thinking, and an appreciation of how things work.

Technological Education (Including Art and Design, ICT, and Food Technology)

Pupils develop skills in information and communication technology, design processes, and practical problem-solving. They learn to plan, create, and evaluate products using a range of tools, equipment, and materials. These experiences build creativity, precision, and confidence in using technology and practical resources safely and effectively.

Creative Education (Including Art, Drama and Music)
Pupils engage in activities that involve making, composing, performing, and inventing. These subjects encourage imagination, self-expression, and emotional development. Pupils respond personally and creatively to tasks, developing confidence and a sense of identity through artistic and expressive experiences.

Human and Social Education (Including Geography, History, Religious Studies, PSHE, and Understanding the World)
Pupils explore people, places, cultures, and events, developing an understanding of how human actions shape the world. These subjects help pupils build social awareness, empathy, and a sense of belonging. PSHE and personal development make a strong contribution to this area, supporting pupils to understand themselves, others, and the wider community.

Physical Education
Through Physical Education and an extensive extra-curricular programme, pupils develop coordination, control, tactical awareness, and physical confidence. They learn how to evaluate and improve their performance and gain an understanding of fitness, health, and wellbeing. Participation in PE is expected unless a medical or agreed reason prevents involvement. All pupils are expected to participate in the school's Physical Education and sports programme. Participation supports physical health, teamwork, confidence, and wellbeing. Pupils may only be excused for medical reasons or other circumstances agreed with the school.

Sex and Relationships Education
Sex and Relationships Education (SRE) is delivered as part of the basic curriculum and in consultation with clinical professionals. Pupils are taught within a moral framework that values family life, respect, and personal responsibility. Biological aspects of human reproduction are compulsory for all pupils, while parents/carers may withdraw their child from other elements of SRE. The programme aligns with government guidance and forms a key part of PSHE.

Political Education
The school does not promote partisan political views. Political issues may be explored during lessons, tutorials, or informal discussions, but always in a balanced and objective manner. Pupils are encouraged to think critically, consider multiple viewpoints, and respect the perspectives of others.

Religious Education
Religious Education is taught at all key stages, offering pupils an understanding of a range of world religions and belief systems. This helps pupils appreciate diversity, develop respect for others, and understand the cultural and spiritual contexts of the world they live in.