



Adventure Wellbeing School

Curriculum Policy

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Introduction

At Adventure Wellbeing School (AWS), we stand out with our innovative and comprehensive approach to education, tailored specifically for our diverse pupil population. This includes children across the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2). Understanding the unique needs of each pupil, many of whom are recognised as having Special Educational Needs and Disabilities (SEND), we create a nurturing and inclusive educational environment, ensuring every child feels valued and supported. We ensure that our curriculum aligns with the statutory requirements that the Department for Education (DfE) sets out, including adherence to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). The progressive nature of each subject aligns with the National Curriculum in England (2014).

Our curriculum is entrusted with the significant responsibility of fostering academic engagement and therapeutic development. We ensure that every pupil's educational experience is holistic, nurturing academic progress, social growth, emotional wellbeing, and personal development. We recognise that the educational journey is fundamentally different for each child, and we strive to provide an environment conducive to success in all aspects of life, with a strong focus on the wellbeing of our pupils.

In a rapidly evolving educational landscape, AWS is unwavering in its commitment to delivering high-quality, accessible education to pupils with difficulties accessing this within mainstream schooling. The reasons for these challenges can often range from complex learning needs to social difficulties, among other factors. We are committed to creating an inclusive educational framework that adheres to independent standards, prioritising each child's unique requirements. We passionately believe that all pupils should have access to a broad, balanced education that is pitched at the right level for them and which equips them for future achievements.

Upon admission to our school, every pupil undergoes a comprehensive assessment process. This process enables us to construct a personalised learning pathway focusing on their distinctive academic, social, and emotional needs and personal developmental needs. Our dynamic learning environment is designed for pupils requiring alternatives to standard educational settings. It ensures that pupils at AWS receive immediate assistance and guidance toward enhancing their formal education and personal development.

Community engagement remains a priority for us. We realise that fostering meaningful relationships among pupils, staff, parents, caregivers, and stakeholders is crucial. We acknowledge and celebrate each pupil's unique talents through our personal development action planning, and work diligently to nurture those abilities within a calm, respectful, and supportive setting. Our commitment to clear protocols is based upon mutual understanding functions as a foundation, upon which tailored educational programmes seek to facilitate seamless transitions into our broader educational framework.

Focusing on increasing self-esteem, interpersonal skills, and social competencies, our curriculum is anchored in the belief that empowering pupils to make positive choices about their behaviour, both within academic settings and their broader lives, holds immense value. We envisage a reality in which every pupil rediscovers joy in learning while unlocking their potential, ultimately enabling them to envision and pursue a bright future.

To promote breakthrough learning experiences, we place a strong emphasis on the development of robust relationships between staff and pupils. We align teacher expertise with each pupil's individual learning preferences, fostering a supportive environment that redefines how pupils perceive their capabilities and prepares them for successful integration into positive group learning environments. We aim for pupils at Adventure Wellbeing School to have 'Active Bodies, Curious Minds' as we emphasise the importance of physical and mental wellbeing.

Central to our overarching mission is the understanding that true inclusivity must permeate every layer of our educational framework. The curriculum delivery is explicitly designed to assist all pupils in advancing towards independent learning in cooperative settings. We remain aware of the inherent risks associated with fostering

dependency through a one-on-one instructional model and we monitor individual pupils' progress towards levels of independent work.

At AWS, we are firmly dedicated to crafting an enriching educational environment. Together, we prioritise an educational model that encapsulates the interconnectedness of academic excellence, emotional resilience, a level of independence and which essentially allows each pupil to reach their full potential.

Legal Framework

This policy adheres to the following legislation and statutory guidance:

Education Act (2002)

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

Children Act (1989)

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

Equality Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

SEND Code of Practice: 0 to 25 Years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DfE School Attendance and Absence

<https://www.gov.uk/school-attendance-absence>

Independent School Standards Guidance

https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards-Guidance_070519.pdf

Roles and Responsibilities

Proprietor

- **Governance and Oversight:** Ensures the school complies with DfE, Ofsted, and Independent School Standards in that the Adventure Wellbeing School curriculum is broad, balanced and progressive.
- **Resource Provision:** Ensures resources for curriculum delivery are available such as a fit for purpose whole school environment, planning platforms, physical resources and IT equipment. Provides financial support for additional input from external providers when required for individual pupils.
- **Monitoring and Compliance:** Regularly reviews school practices and policies, ensuring they meet statutory requirements and best practices for SEND pupils.

Executive Headteacher

- **Policy Implementation and Oversight:** This role leads to the application of the curriculum policy and ensures it aligns with all DfE and Ofsted guidelines.
- **Monitoring and Compliance:** Regularly reviews school practices and policies, ensuring they meet statutory requirements and best practices for SEND pupils.
- **Training and Development:** Ensures all staff receive ongoing professional development on curriculum understanding, development and delivery to ensure that it meets the needs of all pupils SEND.
- **Collaboration with Stakeholders:** Engages with parents, carers, and external professionals to ensure that the curriculum approach meets each child's needs.

Senior Leadership Team (SLT)

- **Policy Development and Review:** Collaborates with the Executive Headteacher to monitor the effectiveness of curriculum intent, implementation and measuring the impact. SLT make improvements as needed.
- **Data Analysis:** Oversees assessment data to adjust teaching methods and inform school-wide curriculum content and delivery.

SENCo (Special Educational Needs Coordinator)

- **Support for Individualised Curriculums:** Ensures that the curriculum intent is appropriate and that the implementation is geared towards meeting each child's needs. It must align with each SEND pupil's EHCP and IEP goals. Suggests classroom practices to allow each child to engage in the curriculum and make progress.
- **Guidance for Staff:** Guides using curriculum platforms (such as White Rose Maths and Twinkl Phonics) to support tailored curriculum practices.
- **Stakeholder Communication:** This staff members acts as a point of contact for families, involving them in the learning journey, reporting on progress and next steps.

Teaching Staff

- **Direct Assessment:** Conducts curriculum implementation and measure impact through formative and summative assessments, adapting practices to meet SEND requirements.
- **Feedback and Support:** Provides constructive feedback to pupils and regularly communicates with parents regarding pupil progress.
- **Record-Keeping:** Ensures accurate documentation of planning and assessments, including academic, social, and emotional progress.

Parents and Carers

- **Engagement and Support:** Parents should actively participate in their child's learning journey by attending meetings, reviewing assessment reports, and reinforcing progress at home.
- **Feedback:** Parents should provide insights into the school on their child's progress and needs, helping to inform the child's learning plan.

Professional Development: Staff

- **Training Provision:** Adventure Wellbeing School ensures that all staff receive training in specific SEND practices. This enables the whole staff team to deliver a broad, balanced curriculum that is accurately pitched to meet each learner's needs.

Defining 'Curriculum'

At AWS, we maintain a nuanced understanding of what constitutes a 'curriculum.' Our educational philosophy posits that learning is a continuous interactional collective experience formed through every engagement our pupils encounter in our care. The curriculum extends beyond core academic teaching; it encapsulates each pupil's educational journey.

Extracurricular activities enriched educational experiences, the dynamics of relationships imbued with care and accountability, and a robust understanding of tolerance coalesce to craft a more extensive curricular framework that aims to promote good mental health, self-regard, and active citizenship among our pupils.

Vision

Our holistic educational vision encompasses an aspiration to inspire, empower, and equip young learners to develop into compassionate, creative, and confident individuals poised for triumph in an ever-evolving world. Our curriculum's design rests on the conviction that education transcends mere information transmission; it is fundamentally about fostering holistic development, enhancing critical thinking skills, and instilling a lasting love for learning.

Our curricular framework is deeply entrenched in the power of storytelling, an influential facet of human activity that serves as a vehicle for education, emotional engagement, and social cohesion. Underpinned by theories highlighting storytelling's significance, we navigate cognitive engagement, emotional depth, identity formation, and moral and ethical growth, collectively advancing overall learning efficacy. Through this centuries-old tradition, we enrich our curriculum, enabling learners to connect with educational content on deeper, more profound levels.

Curriculum Aims

The delivery of the curriculum at Adventure Wellbeing School has the following aims:

- To increase pupils' language competence.
- To increase pupils' maths competence.
- To increase pupils' scientific competence.
- To ensure that pupils have access to a broad range of knowledge, concepts, skills, values and attitudes.
- To ensure that the curriculum facilitates continuity and progression.
- To provide, through teaching and learning styles, a balance between theoretical and practical activities.
- To cultivate a love of learning.
- To make learning relevant and prepare pupils for life in the real world.
- To understand and respect the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To encourage pupils, through the application of formative and summative feedback, to have the opportunity to reflect upon their learning and set targets to enhance their performance.
- To plan teaching and learning to ensure that pupils have opportunities to develop self-confidence and to be increasingly independent in their thinking and learning.
- To provide, through teaching and learning, opportunities to work in cooperation with other groups in various contexts.
- To monitor and evaluate the effectiveness of teaching programmes as an integral part of curriculum planning and delivery.
- To make differentiation a key target in all academic development plans.

Our pupils may have complex needs. Alongside the academic curriculum (where objectives are carefully selected from our whole school progressive curriculum, at the correct level of attainment), we create individualised timetables that allow pupils to take breaks from class to attend specialised sessions such as play therapy, speech and language therapy, occupational therapy, relaxation exercises, and therapeutic music. We understand that our pupils are happiest and achieve the most when their routines are clear and their learning opportunities align with their specific skills and talents. Therefore, we customise the curriculum to help pupils progress in a way that suits them best.

Curriculum Components

- **Curriculum Subjects:** A solid foundation in essential subjects. The Adventure Wellbeing School curriculum is built as outlined in The Independent School Standards: Guidance for Independent Schools. It gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It enables pupils to acquire critical knowledge and skills while promoting interdisciplinary connections.
- **Enrichment Programs:** A wide array of enrichment initiatives in the arts, sports, and extracurricular activities allows pupils to unveil and develop their unique talents.
- **Character Education:** Throughout our curriculum, we integrate character education, emphasising values such as empathy, integrity, and resilience to guide pupils toward becoming responsible and compassionate citizens.
- **21st-Century Skills:** A strategic focus on critical thinking, problem-solving, digital literacy, and communication competencies equip pupils to navigate contemporary challenges adeptly.
- **Assessment for Growth:** Our balanced assessment approach, comprising formative and summative assessments, enables us to monitor pupil progress and inform subsequent instruction, centering on growth rather than performance alone.

Academic Curriculum

The academic curriculum at AWS is meticulously constructed to provide personalised and flexible learning experiences for EYFS, Key Stage 1, and Key Stage 2 pupils. Our curriculum aligns closely to the requirements of the National Curriculum (2014), ensuring that it paves the way for pupils to establish a solid foundation in core subjects, including English, Maths, and Science, while facilitating plentiful connections to creative and practical subjects that excite and inspire learning.

Every pupil's academic journey is notably tailored based on their unique strengths, challenges, and personal interests. A commitment to developing critical skills, from analytical thinking to effective problem-solving, remains paramount. We prioritise cultivating independence and self-directed learning, assisting our pupils' continued progress in preparation for subsequent educational stages while ensuring smooth transitions into future learning environments, irrespective of their previous academic experiences.

Therapeutic Curriculum

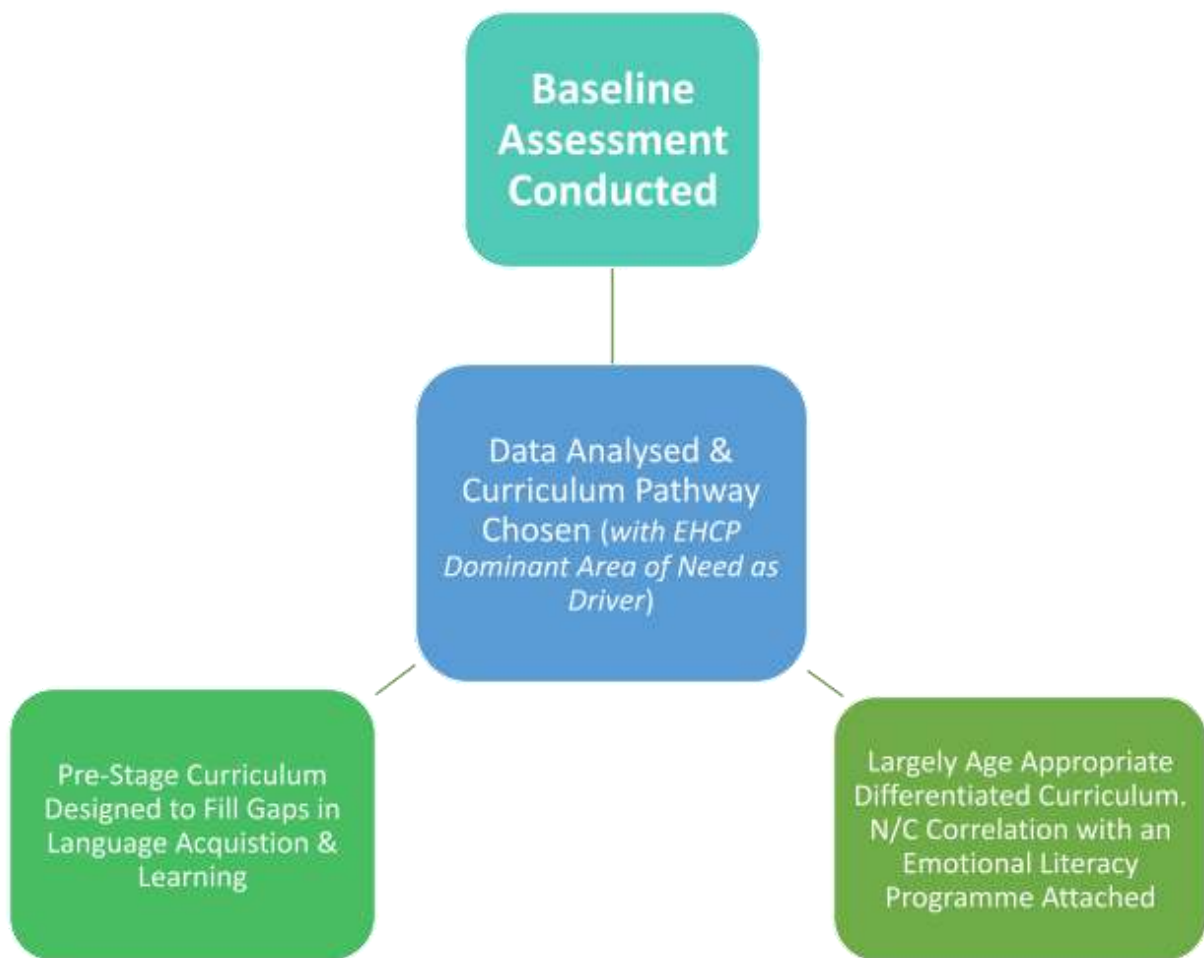
Complementing our academic principles, the therapeutic curriculum recognises unique emotional and social needs distinct from EYFS, Key Stage 1, and Key Stage 2 pupils. We understand the vital correlation between academic learning and the necessity of emotional and social development to ensure a well-rounded approach to growth. This element of our curriculum is designed to nurture pupils' mental wellbeing, self-esteem, and resilience while concurrently establishing a robust academic foundation.

Utilising customised learning plans, creative activities, and effective emotional regulation strategies, we empower pupils to manage their emotions, cultivate positive relationships, and develop effective coping strategies. The intensity of therapeutic input is closely calibrated to align with each pupil's specific needs, ensuring that the support rendered is timely and tailor-fit to each learner's ongoing journey.

Engagement Curriculum

While many of our pupils successfully integrate into our environment, we acknowledge that some require a staggered approach to flourish fully within full-time educational settings. Our school employs a coherent strategy for monitoring engagement, measuring attendance, behaviour, and forthcoming involvement in learning and therapeutic activities.

Curriculum Pathway Selection



At Adventure Wellbeing School, each child is recognised as an individual through a comprehensive baseline assessment conducted upon enrolment. The results of these assessments are analysed and entered into our iSEND tracking tool. This data, combined with professional judgement, determines the appropriate level of curriculum exposure and the most relevant curriculum pathway for each pupil.

The Executive Headteacher and the SENCo, working with the wider team of educational professionals, determine the pathway and the level of curriculum exposure for each pupil.

The curriculum operates on a stage not age basis. Pupils are grouped by developmental stage rather than by chronological age, which means that classes contain mixed age cohorts, that pupils access key stage appropriate content, and that teaching is adapted to meet individual need. Movement between phases is fluid, and the curriculum is pitched to what a pupil needs next rather than to the year group they would otherwise sit in.

The Four Pathways

The curriculum is structured across four pathways to meet the diverse needs of learners. Every child of Early Years Foundation Stage age follows the EYFS pathway. On completing the Early Years Foundation Stage, each child moves onto one of the three onward pathways, and the pathway is chosen on developmental readiness rather than on age.

The EYFS pathway

All children of Early Years Foundation Stage age at the school follow the EYFS pathway, whatever their developmental stage on entry. Provision is delivered wholly in line with the Statutory Framework for the Early Years

Foundation Stage, rooted in the seven areas of learning and the Characteristics of Effective Learning, and is play based, child centred and developmentally appropriate. The EYFS pathway runs a one year curriculum cycle. It is set out in full in the school's EYFS Curriculum and Assessment Policy.

The EYFS pathway is a stage every child passes through rather than a destination. Children working within it may be drawing on material from the informal or the semi-formal curriculum alongside the EYFS framework, according to their developmental stage. Towards the end of Reception, staff use the Early Years Foundation Stage Profile, the Characteristics of Effective Learning and iASEND assessment information to decide which of the three onward pathways a child will graduate onto.

The informal pathway

The informal pathway focuses on engagement, sensory development and regulation. It is driven by the EQUALS Informal Curriculum, which provides the structure, sequence and content for learning on this pathway. Themes are flexible and responsive, and teaching focuses on engagement, early communication and readiness to learn.

The semi-formal pathway

The semi-formal pathway develops communication, shared attention and early cognition. It is driven by the EQUALS Semi-Formal Curriculum, which provides the structure, sequence and content for learning on this pathway. Teaching is built around structured routines, repetition and visual supports.

The formal pathway

The formal pathway delivers subject based learning aligned to the National Curriculum. Teaching is delivered through structured schemes of work organised into rolling cycles, with a two year cycle in Key Stage 1 and a four year cycle in Key Stage 2, and themes provide the context for subject based learning.

Knowledge organisers are not used in every subject. On the formal pathway, every unit of work in the humanities (History and Geography) and in Science is introduced through a knowledge organiser for each pupil. The knowledge organiser sets out the key information, vocabulary, concepts and learning objectives that pupils will cover across the half term, and gives pupils, staff and parents a single shared reference point for the unit. In other subjects where evidence is gathered together in a whole-class floor book, such as Religious Education and PSHE, the knowledge organiser for the unit goes into the floor book rather than being produced for each pupil. Religious Education is not counted as a humanity for this purpose and is recorded in the floor book alongside PSHE. Knowledge organisers also carry the link to iASEND, described under Assessment below.

Across all four pathways, the curriculum aims to support pupils to make progress from their individual starting points, to develop communication, independence and functional life skills, to ensure access to meaningful and relevant learning experiences, and to prepare pupils for the next stage of education and for adulthood.

The Triangulated Model

The curriculum is built around three drivers rather than around age:

- The Five Ways to Wellbeing. As a wellbeing school, this underpins all learning. The school prioritises connection, engagement, confidence and readiness to learn, because without these, progress is not meaningful for our pupils.
- iASEND. This is how the school understands each pupil's developmental stage and measures progress. It ensures that learning is matched to need rather than to age, and that progress is genuinely personalised.
- Curriculum cycles. These provide structure and breadth. The Early Years Foundation Stage runs a one year cycle, Key Stage 1 a two year cycle and Key Stage 2 a four year cycle, so that all pupils experience a full

range of curriculum content over time. This matters particularly for pupils who remain in the school across a full key stage.

Movement Between Phases

Pupils will typically move between phases when they demonstrate sustained progress within the iASEND framework. As a general guide, pupils achieving 75 per cent or above across their iASEND targets will be considered for progression to the next phase.

Progression decisions are not based solely on numerical thresholds. They also take into account:

- Consistency of progress over time.
- Wellbeing scores, taken from the Leuven and Stirling scales.
- Emotional regulation and engagement.
- Attendance and participation.
- The professional judgement of staff.

Assessment

Assessment is consistent across the school. Progress is measured using iASEND, assessment is based on developmental stage rather than on curriculum coverage, and outcomes from a pupil's Education, Health and Care Plan are embedded within teaching and learning. Pupils are not assessed against the curriculum themes themselves, but against meaningful developmental progress.

Within the formal pathway, knowledge organisers act as the structured link between the schemes of work and iASEND in the subjects that use them: History, Geography and Science, and the floor book subjects such as Religious Education and PSHE. At the start of each topic, teachers review iASEND to identify gaps in each pupil's learning within the subject area, and the relevant iASEND objectives are then embedded within the knowledge organiser. In the informal and semi-formal pathways, planning documents reference iASEND to identify priority areas of development, and those priorities shape the design of learning experiences and provision. The structure differs between pathways, but the principle is the same: assessment and curriculum stay aligned.

Curriculum Intent

The EYFS curriculum (Seeds and Seedlings phases of education) is largely play based and is taught in a thematic way (see Adventure Wellbeing School EYFS Curriculum Policy for further details). The Key Stage 1 and Key Stage 2 curriculum (Saplings, Trees, and Blossom phases of education) is formal, child-centred, and adapted for any pupils working below age-related expectations. During learning, teachers tailored opportunities for development for the learner to engage with, alongside small group or whole-class teacher-led learning.

The Key Stage 1 and Key Stage 2 curriculum detail a broad range of learning opportunities to develop the child holistically. The curriculum helps pupils acquire skills, concepts, knowledge, and attitudes, enabling them to develop as individuals and preparing them for life in modern Britain.

The core strands mentioned above are embedded in the Key Stage 1 and Key Stage 2 curriculum to 'focus on the things that matter'. All pupils follow a broad and balanced curriculum, including all 'National Curriculum (2014)' subjects, differentiated and individualised to suit the needs of every pupil. The curriculum is in depth and ensures that all pupils are exposed to the appropriate coverage in what are often small, mixed year group classes. The curricula elements such as the components of personal development, SMSC and ESR are tailored to pupils' needs and

are purposely written into lesson foci as well as being woven into the wider experiences of school life for each child. Personal development action planning is in place which also covers the monitoring of every pupil in relation to their unique interests and their wellbeing.

Targets derived from EHCP outcomes are embedded into learning for our pupils. Meaningful IEPs are constructed, with additional IEP-focused sessions being written into the timetable. These targets are carefully devised to ensure that they are:

- Appropriate to the learner's stage of development.
- Developing functional skills of use to the learner in the future.
- Motivating and stimulating for the learner.
- SMART targets.

The curriculum enables the teacher to design learning opportunities which:

- Interest the learner.
- Are enjoyable for the learner.
- Provide optimum opportunities for learning.
- Enable the learner to participate/be good at something.

The pupils' voices are listened to and collated termly. They reflect on the pupils' prior learning and give feedback to staff on what they enjoy and are looking forward to.

The curriculum is made up of the following components.

Knowledge and Know-How Cognition and Challenge, Maths, English, Computing, PSHE, RE, Science • Developing a love of learning • Building knowledge and understanding • Engaging and sparking interest • Making learning relevant to everyday life • Demonstrating curiosity/problem-solving skills	Personal and Social Skills Thinking and Problem Solving, Independence, Creative Arts, Communication, Wellbeing, Self Determination and Independence • Transferring knowledge to real world situations • Social experiences and social skills • Building trustful relationships and connections • Develop respect for themselves and others. • Identity, self-esteem, self-belief and expressing individuality. • Exploring and expressing creativity (the arts) • SMSC, PSHE, RSE • Perception, thinking, action, evaluating. • Memory building
Subject Topics Experiential, Immersive, Thematic Curriculum. Focusing on: • Geography • History • Design Technology • Art • Music	Physical Wellbeing Physical Wellbeing, Physical Education, Personal, Social, Health and Emotional, RSE • Promote positive attitudes to developing a healthy lifestyle. • Exploring diet and food culture • Outdoor learning • Acquire knowledge about sexuality and social behaviour, such as they are able to assimilate.

Incorporating:

- English: writing, reading, phonics.
- PSHE
- Religious Education
- Social skills
- Outdoor learning
- Science
- SMSC
- Privacy and dignity
- Legal protection (including protection against exploitation).

Special Educational Needs and Disabilities (SEND) pathway goals drawn from pupil's Education, Health and Care Plans (EHCPs). These are intentionally integrated into daily learning experiences, with supplemented focus activities derived from Individual Education Plans (IEPs) being applied wherever feasible. Our goal is that such targets ensure learning remains relevant and suited to each pupil's developmental stage, enacting functional skills that benefit them in future educational settings.

The curriculum is thoughtfully designed to present engaging learning opportunities, motivating pupils to participate in enjoyable experiences and thus creating optimum conditions for effective learning. Our mission empowers pupils to participate and excel actively in their areas of interest.

We actively solicit pupil voice, valuing feedback obtained termly to inform adjustments in our curriculum. Such insights reflect pupils' experiences with previous topics while guiding staff regarding what resonates positively with their learning trajectories.

Curriculum Implementation

Effective implementation of our curriculum is a collaborative effort, resting on several underpinning principles:

- Addressing disadvantages and interruptions in individual learning experience.
- Collaborating closely with EHCPs pertinent to pupils with specific requirements.
- Prioritising engaging, enjoyable learning to cultivate an inclusive and supportive educational community.
- Maintaining a broad and balanced educational offering reflective of community and environmental values.
- Customising instructional approaches to cater to individual learner needs while steadfastly adhering to safeguarding standards.
- Supporting pupils' journeys from social isolation to independent functioning, paving their transition back into communal learning environments.
- Creating curriculum subject focuses on learning opportunities that remain compliant with the Independent School Standards.

We accept that we must address pupils' fundamental learning needs so that they can thrive truly; these encompass comfort, security, stimulation, motivation, and sufficient time. Our child-centred ethos ensures that learning is guided by the pupils, facilitated by adept educators who engage collaboratively through a method of 'doing with' rather than 'doing for.' By employing a strengths-based capabilities framework, we seek to mitigate the perils of 'learned helplessness,' maximising opportunities for pupils to become engaged participants in their education.

When pupil engagement is lacking, our adaptive engagement model reassures staff that they can implement necessary alterations, guaranteeing all learning sessions yield sustainable and meaningful outcomes.

Encouraging active participation is crucial; hence, we challenge pupils by incorporating variations within their activities. This strategy empowers pupils to take ownership of their educational experience, cultivating decision-making skills and inspiring them to recognise their role in advancing their learning journey.

Medium-term planning embeds opportunities for pupils to encounter new experiences aligned with curricular objectives. Pupil-specific outcomes are formulated within comprehensive activity planning documents, which undergo regular revisions to mirror pupil progression and changing requirements. Unquestionably, pupil engagement is pivotal for effective learning; consequently, adopting an engagement model that embraces planning, reflecting, and refining learning provisions is essential.

Assessment processes primarily hinge on observational methods captured through various means, including notes, photographs, targeted questioning, and written submissions. Staff employ pupil-specific assessment rubrics, integrating focus questions relevant to the learning outcomes within differentiated and individualised educational activities. This framework allows for meaningful individual growth monitoring and enables staff to recalibrate targets when necessary to align with pupil advancement. Establishing potential 'next steps' ensures that future learning opportunities are optimally leveraged.

Tracking tools such as iASEND, Wellbeing Portal.io, and the AET Tracker facilitate diligent monitoring of progression and achievement concerning personal targets and IEP delineations. Staff routinely engage in coaching and mentoring strategies, augmenting their competencies to interact effectively with pupils and deliver high-quality, enriching learning experiences. The commitment to ongoing, informal training empowers educators via continuous professional development, ensuring excellence in instructional delivery.

Training sessions are scheduled throughout the academic calendar to bolster whole-school enhancement or promote continuous professional development (CPD) to facilitate holistic development. Collaborative efforts among educators, teaching assistants, and pastoral support staff foster engagement across the school community, promoting a unified approach to pupil learning.

Curriculum Impact

Our evaluation measures provide critical insights into the efficacy and responsiveness of our teaching methods and curriculum implementation:

- Are all pupils deriving enjoyment from their educational experiences?
- Is each pupil actively engaging with reading as a central learning component?
- Are pupils developing the confidence necessary to confront new challenges?
- What levels of numeracy and literacy are our pupils achieving in preparation for their future pathways?
- Are pupils acquiring skills and knowledge across curriculum subjects?
- How effectively are pupils developing leadership qualities and attaining independence in readiness for adulthood?
- Are all pupils acquiring the requisite knowledge and skills to make informed, healthy lifestyle choices?

Pupil engagement with staff, peers, educational activities, and the overall school environment is a critical indicator of interest and enjoyment in learning. We diligently monitor how pupils adapt to varying challenges while engaging in tailored learning opportunities specific to their individual needs. Pupils thriving within our educational paradigm exhibit remarkable progress across a broad, balanced curriculum that values holistic growth and academic excellence.

The effectiveness of our teaching interventions and engagement strategies is measurable through performance indicators derived from tracking tools such as iASEND, Mentalwellbeing.io, and the AET Tracker. Assessments of

Individual Education Plans (IEPs) and in-depth evaluations at half-term intervals alongside the school SENCo gauge ongoing pupil progress accurately.

During annual assessments, we communicate pupil advancement, adjusting objectives as necessary based on collaborative insights gathered from the entirety of the pupil's support network. Furthermore, we conduct two parent meetings each academic year, aligning our strategies to bolster each pupil's growth and developmental outcomes.

Our primary focus remains firmly rooted in securing our pupils' high quality of life. We provide access to a broad and balanced curriculum, diligently striving to meet the nuanced needs of every young person in our care while enhancing their engagement and enriching their life experiences.

The Phases of the Curriculum

The school is divided into five phases and learning objectives are taken from our progressive whole school curriculum which is broad and balanced. Pupils are exposed to the level of learning which is most appropriate for their level of attainment. When considering a correlation with National Curriculum coverage the objectives being worked towards may not always align to the pupil's chronological age. The pitch of the curriculum being delivered and the delivery methods must be aligned to what the pupil needs next.

Phase	Pathway	iASEND Stage	Focus
Seeds	EYFS and EQUALS Informal	Stage A	Early engagement, sensory awareness and emotional regulation
Seedlings	EYFS and EQUALS Semi-Formal	Stage S	Communication foundations and shared attention
Saplings	Formal	Stage E	Functional exploration and independence
Trees	Formal	Stage N	Consolidating cognitive and social learning
Blossom	Formal	Stage N	Preparation for adulthood and vocational readiness

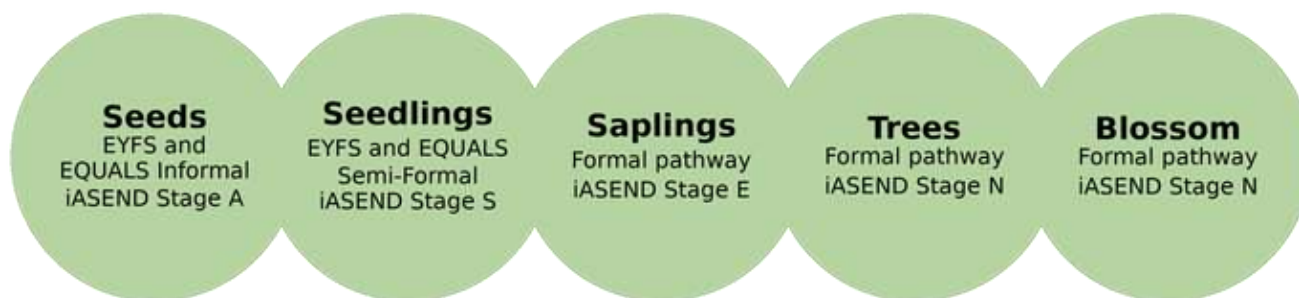
Intent, Implementation and Impact by Phase

The table below sets out what each phase is intended to achieve, how it is delivered, and how impact is measured.

Phase	Intent	Implementation	Impact
Seeds	Build trust and sensory curiosity	Sensory play, Intensive Interaction, cause and effect	Engagement model and baseline tracking
Seedlings	Establish early cognition	Structured routines, repetition and visual supports	Turn taking, engagement consistency and communication progress
Saplings	Extend communication and early problem solving	Practical subject learning and functional literacy	Autonomy, sequencing and early academic progress
Trees	Apply learning in real life contexts	Thematic cross curricular projects	Generalisation of skills and independence

Blossom	Deepen responsibility and community participation	Functional literacy, travel training, enterprise and digital literacy	Age related formal summative assessments, EHCP outcomes and self evaluation
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The curriculum at Adventure Wellbeing School encompasses the entirety of pupils' experiences, integrating academic, pastoral, cultural capital, and wellbeing components. With a correlation to the National Curriculum of England (2014), our academic framework is tailored to reflect pupil's local context and unique needs. Importantly, the curriculum upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for individuals of diverse faiths and beliefs.



At AWS, we ensure that every pupil experiences a comprehensive and balanced curriculum. Instruction is delivered in progressive stages, with all learners undergoing assessments upon entry to ascertain appropriate curriculum engagement levels corresponding to their attainment. Progression through these stages occurs at personalised paces, facilitated by progressive curriculum content aligned with National Curriculum coverage. The curriculum tracker iASEND and the curriculum delivered in each of the phases of Adventure Wellbeing School align. The diagram above depicts the level the child is working at within the tracker via an assigned letter.

Seeds and Seedlings Phases

When children are members of the Seeds or Seedlings Phases of education (Pre KS1) at Adventure Wellbeing School, seven areas of learning and development shape their educational programmes of study. All areas of learning and development are important and interconnected. Three areas are significant for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These three prime areas that are focused upon are communication and language, physical development, and personal, social, and emotional development. There are four further areas of focus through which the prime areas are strengthened and applied: literacy, mathematics, understanding the world, and expressive arts and design.

Children have access to well-resourced continuous provision and indoor /outdoor play.

Saplings and Trees Phases

All pupils in the Saplings or Trees Phases (KS1 curriculum content) study at least English, Mathematics, Science, History, Geography, Art, Music, Design Technology, Religious Education and Physical Education. The programmes of study in these subjects are based upon the English National Curriculum. Personal Social and Health Education (including ESR and Citizenship) is also taught both discreetly and in an embedded manner throughout the curriculum.

Well-equipped, fully resourced classrooms provide a stimulating working environment. Lessons also take place in an in-house messy zone, a well-resourced outdoor area and a sensory zone. Wellbeing and PE lessons take place both on and off the school grounds with off-site access to grass and Astro turf pitches as well as a gym.

The children also engage in a cultural capital and outdoor curriculum that is carefully planned to meet mental health, physical health, and wellbeing objectives.

Blossom Phases

All pupils in the Blossom Phases (KS2 curriculum content) study at least English, Mathematics, Science, History, Geography, Art, Music, Design Technology, Religious Education and Physical Education. The programmes of study in these subjects are based upon the English National Curriculum. Personal Social and Health Education (including ESR and Citizenship) is also taught both discreetly and in an embedded manner throughout the curriculum.

Resources are vast and varied. Pupils have access to planned sessions in an in-house messy zone, well-resourced outdoor area and sensory zone. Wellbeing and PE lessons take place both on and off the school grounds with off-site access to grass and Astro turf pitches as well as a gym.

Pupils also have access to several specialist activities in the local area. They engage in a cultural capital and outdoor curriculum carefully planned to meet mental, physical, and wellbeing objectives.

Unique Features of Adventure Wellbeing School: Mental Wellbeing.io Portal

AWS introduces the bespoke 'Mental Wellbeing.io Portal', devised by our educational proprietors, to play a pivotal role in monitoring and tracking each pupil's mental health and overall wellbeing. During an Ofsted inspection, the portal was highlighted as 'Outstanding' at the time within the 'Personal Development' framework. This influential strategy highlights the unbreakable link between mental and physical health while meticulously tracking pupils' improvement in mental wellbeing.

Reports are compiled for each pupil to assess their progress concerning their mental health enhancements. Measurement tools are advocated for use by The World Health Organisation and Public Health England. Our educational opportunities are strategically planned and structured around 'The 5 Ways to Wellbeing' paradigm, recognised by MIND, the mental health charity and the NHS. Emphasising the importance of physical activity as a primary contributor to both physical and mental health, we actively promote strategies that encourage pupils to:

- Connect: Build and sustain positive relationships.
- Be Active: Take charge of their physical health through mindfulness around diet, exercise, and adequate sleep.
- Take Notice: Cultivate mindfulness; appreciate surroundings.
- Keep Learning: Embrace a growth mindset and lifelong learning.
- Give Back: Encourage positive contributions to family, friends, and society.

As pupils' mental health and wellbeing improve, they become increasingly prepared to engage with educational initiatives. Our dedication to mental health is woven into our holistic educational philosophy, underpinned by a non-clinical therapeutic approach. This empowering framework enables pupils to achieve emotional stability, fostering positive engagement with educational programmes and success in their academic pursuits.

Unique Features of Adventure Wellbeing School: Cultural Capital and the Five Ways to Wellbeing

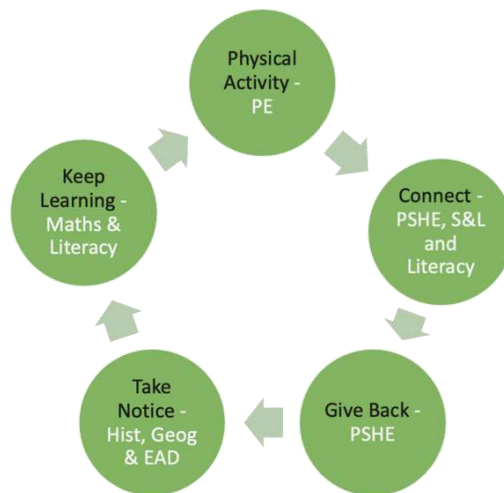
Adventure Wellbeing School offers distinct educational experience by incorporating a Cultural Capital curriculum aligned with 'The 5 Ways to Wellbeing'. Our approach is designed to provide pupils with academic knowledge and equip them with the skills and experiences vital to sustaining robust mental health and overall wellbeing. Our guiding ethos dictates that education must transcend mere academic attainment, encompassing enriching cultural opportunities that foster personal growth and emotional development.

In England's education realm, the significance of cultural capital cannot be overstated. Cultural capital encompasses the array of cultural experiences and opportunities educators provide to cultivate pupils' understanding of their

environment. AWS operates a regular educational visit programme which is carefully orchestrated to primarily increase each pupil's cultural capital.

Incorporating 'The 5 Ways to Wellbeing' into these on and off-site learning experiences benefits pupils academically and also

enriches their emotional health. Each experience crafted by AWS is aligned with one of these five principles, enabling pupils to acquire cultural knowledge while fostering resilience and maintaining mental wellbeing.



Curriculum Responsibilities

The Role of the Executive Headteacher

The Executive Headteacher holds overall responsibility for the leadership and management of the curriculum, ensuring that it is broad, balanced, and meets the needs of all pupils. The Executive Headteacher is supported in this role as follows:

- Proprietors review the curriculum to ensure that at all times it is broad and balanced and meets the requirements of the Independent School Standards.
- The deputy Executive Headteacher oversees the work of subject leaders, ensures that the curriculum has appropriate coverage and progression, and monitors pupils' progress in all subject areas.
- Middle leaders are responsible for key curriculum areas, such as English, maths, SEND, wellbeing, cultural capital, and outdoor play and learning (OPAL), driving excellence and development.

The Role of Subject Leaders

Subject leaders are crucial to developing and improving their respective areas' standards. They have the following responsibilities:

- Providing strategic leadership in their subject.
- Liaising with class teachers to ensure cohesive and effective content delivery for work units.
- Ensuring the curriculum is inclusive and accessible to all pupils.
- Evaluating and monitoring standards through work scrutiny and assessing pupils' progress.
- Collaborating with the senior leadership team to share insights on teaching quality, pupil outcomes, and improvement plans for their subject.
- Monitoring the attainment and progress of all pupils in their subject area.

- Staying updated on developments or changes within their subject, providing staff with relevant professional development opportunities.
- Identifying and recommending high-quality educational resources in their subject area.
- Sharing examples of best practices with colleagues.
- Ensuring policies related to their subject are updated and shared with staff.
- Supporting newly qualified teachers (ECTs) and others in developing their skills and knowledge within the subject.
- Keeping parents informed about subject-specific developments through newsletters or other communications.

The Role of the SENCo

The SENCo plays a pivotal role in ensuring the curriculum is accessible for all pupils, particularly those with SEND. Responsibilities include:

- Collaborating with the Executive Headteacher and teachers to ensure inclusivity in the curriculum.
- Ensuring that teaching materials do not discriminate against any pupil, in line with the Equality Act 2010.
- Conducting SEND assessments when required and ensuring pupils receive the necessary support.
- Sharing curriculum implementation strategies to ensure that the curriculum is accessible for all.
- Liaising with external agencies to provide additional support for pupils when necessary.

The Role of Class Teachers

Class teachers are responsible for implementing the curriculum in their classrooms, developing comprehensive plans, and creating engaging learning experiences. Key responsibilities include:

- Develop short-term, medium-term, and long-term plans based on the school's overarching, broad and balanced curriculum framework.
- Designing lessons that offer relevant, authentic, and engaging learning experiences.
- Ensuring lessons are inclusive and accessible to all pupils.
- Planning collaboratively within school phases to maintain parity and ensure class consistency.
- Following agreed policies and guidelines related to subject teaching within the school.
- Tailoring lessons to meet the needs of every child, ensuring differentiation to support diverse abilities.
- Ensuring that lessons build on what pupils already know, incorporating prior knowledge into new learning experiences.
- Reporting to parents on pupils' progress and attainment in accordance with school policy.

Specific SEND Curriculum Adjustments

Whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for diverse groups of pupils across different subjects. Teachers will plan, scaffold, challenge, and embed learning through activities adapted to meet children's needs, and we call this adapted implementation. This is to ensure that all can meet our curriculum within an inclusive environment that is mindful and responsive to children's needs.

Examples of strategies used include but are not limited to the following-

Word banks and picture resources may be supplied to assist learners with language and processes. Staff may scribe for children to ensure a child's explanations and articulation are not limited by writing competence. Staff may also refer to relevant language regularly throughout the lesson and use tools such as targeted resources and working and

display walls. Staff may provide learners with targeted resources to support their learning and understanding, such as visual aids. Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective. Staff may provide learners with targeted resources, such as concept cartoons and prompts to support their learning and understanding.

Curriculum Overviews and Schemes of Work

Early Years Curriculum (Seeds and Seedlings Phase)

The Early Years Foundation Stage (EYFS) curriculum is planned to align with the EYFS Statutory Framework rather than the National Curriculum. This ensures that young learners in the Seeds and Seedlings phase of the school receive a developmentally appropriate education that nurtures their cognitive, social, emotional, and physical development. The curriculum is designed to meet the needs of all learners, setting them on a path to success through play-based and exploratory learning (*see **Adventure Wellbeing School EYFS Curriculum Policy for further details***).

English Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, our English curriculum is meticulously designed to provide an inclusive, engaging, and personalised educational experience. Grounded in the National Curriculum and thoughtfully adapted for children with SEND, our

commitment goes beyond merely teaching language; it encompasses establishing a solid foundation for effective communication, learning, and personal growth. Our curriculum prepares pupils for academic success and equips them with essential skills for practical, everyday interactions, fostering confidence in their ability to express themselves through listening, speaking, reading, and writing.

Phonics Instruction

Phonics is at the heart of our English teaching strategy, with daily lessons encompassing various essential elements. We recognise that a strong focus on phonics lays the bedrock for early reading and writing, enabling our pupils to develop crucial literacy skills. In line with our educational philosophy, we deliver systematic synthetic phonics instruction, following the Twinkl Phonics programme. This approach ensures consistency, quality, and robust progression throughout the school, providing all pupils with the foundational skills necessary to tackle the complexities of reading and writing.

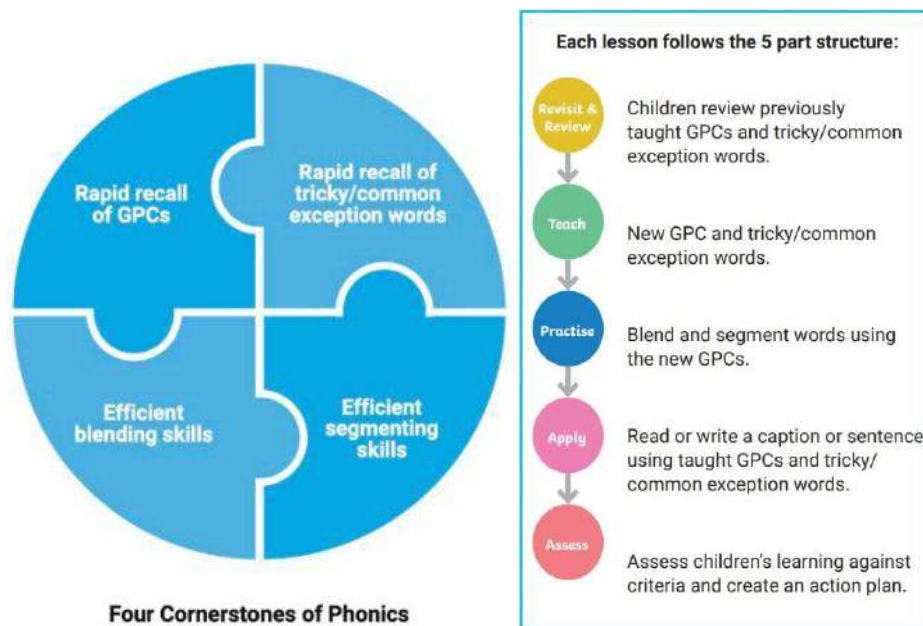
Effective phonics instruction involves teaching pupils to read by focusing on the relationships between letters and sounds. During synthetic phonics lessons, pupils learn to recognise each letter's sounds and how to blend these sounds to read words. This method facilitates reading and strengthens spelling skills as pupils learn to deconstruct words into their sounds. The expectation is that, once pupils are comfortable with the letters and sounds that comprise words, they should be able to read 'nonsense' words that do not exist in the English language, demonstrating their understanding of phonetic principles.

Our aims for phonics education encompass several key objectives. We strive to establish a cohesive whole-school approach that fosters progression and continuity in phonics education, ensuring all teachers engage in quality-first teaching. Furthermore, we are committed to ensuring that systematic synthetic phonics remains the primary approach pupils utilise for reading and spelling, focusing on teaching all 44 graphemes within the English language. We also aim to equip pupils with specific strategies to identify and decode common exception words, and we employ robust assessment procedures to track progress and identify those in need of intervention. Finally, we encourage pupils to apply their phonic knowledge across the curriculum, fostering a genuine love of reading and enjoyment of literature.

Our specific objectives in phonics instruction include providing high-quality teaching that ensures all pupils establish a solid foundation for engaging in the complex processes inherent in reading and writing. We emphasise that phonics

teaching should be systematic and progressive, spanning the Foundation Stage, Key Stage One, and Key Stage Two, and we strive to foster solid phonetic knowledge so that pupils can confidently decode words and develop higher-order reading and writing skills.

Adventure Wellbeing School employs the Twinkl Phonics programme due to its robust structure and clear progression. It allows pupils to meet or exceed expected standards, stimulating learning through engaging materials. We believe pupils learn best when they enjoy their learning, so we prioritise the integration of vibrant, fun, and engaging lesson resources in our systematic teaching approach. Each Twinkl Phonics lesson follows a familiar five-part structure, ensuring that all four cornerstones of phonics are addressed. Pupils repeat these essential components, engaging in blending and segmenting activities to reinforce their skills.



Utilising a Twinkl tracking grid, classroom staff meticulously track pupil phonic knowledge and progress. This moderation occurs through phonics observations and collaborative efforts with senior leadership team members, who work one-on-one with pupils

to assess their understanding. Reading progress and attainment are monitored via our iASEND platform, which facilitates the evaluation of the impact of phonics knowledge.

A typical phonics lesson follows a daily routine consolidating previous learning while introducing new content. This combination of 'carpet time' and follow-up activities provides pupils with myriad opportunities to engage in reading. Following discrete phonics lessons, phonics concepts continue to inform continuous provision for pupils. We provide numerous avenues for pupils to engage in reading material, including individual reading sessions with classroom staff. To augment memory retention of phonemes, we employ actions that align with a kinesthetic, visual, and auditory approach, catering effectively to pupils with SEND.

Reading Instruction

The approach to reading at Adventure Wellbeing School is developmentally staged and responsive to pupil needs, beginning with the Seeds/Seedlings Phase of the Early Years Foundation Stage (EYFS). During this phase, children primarily engage in one-to-one reading sessions. As they progress into the Saplings Phase of Key Stage One (KS1), pupils participate in small group reading sessions alongside individual engagement, gradually expanding to some whole-class reading sessions as they move through this phase. The Trees Phase continues this progressive approach, incorporating more small group sessions while emphasising

whole-class reading.

In the Seeds/Seedlings and Saplings Phases, children access diverse fiction and non-fiction texts alongside specific resources that reinforce their phonetic understanding. As pupils transition into the Trees Phase, they continue to enjoy a range of banded books while beginning to explore texts organised into accelerated reader number ranges. This approach continues into the Blossom Phases. To monitor and identify reading levels, children participate in a reading assessment each term, as appropriate, determining their eligible book range. Class teachers vigilantly oversee each pupil's reading selection, promoting an engaging reading experience and maintaining records in class for the Trees and Blossom Phases.

We also employ the 'Hooked on Books' programme to enhance children's comprehension skills systematically. This progressive initiative encompasses several key components:

- **Book Talk:** During these sessions, pupils read aloud to a group, scaffolding their understanding through thoughtful discussions. Participants are given in-depth prompts from a 'Reading Rainbow' to answer in pairs or groups, fostering comprehension alongside collaborative dialogue. One or two pupils subsequently relay their responses to the class, with opportunities to discuss and refine the quality of their answers.
- **Whole-Class Text Reading:** This component involves sharing high-quality texts across the class. It may encompass narratives, nonfiction, or poetry. The teacher models comprehension by exploring selected sentences, facilitating deeper understanding among pupils.
- **Demonstration of Comprehension:** The teacher models responses to text-based questions from the 'Reading Rainbow'. Children then practice independently by answering comprehension questions related to the text they have read.

In later phases, pupils are regularly provided with opportunities to practice comprehension techniques through carefully structured questions. In the Trees and Blossom Phases, pupils requiring additional support are encouraged to read one-to-one with an adult or in small groups. They are also given opportunities to read for enjoyment, and we actively encourage using the school library or home books for silent, personal reading experiences.

Celebrating Diversity Through Reading

Our English curriculum is intrinsically linked to Spiritual, Moral, Social, and Cultural (SMSC) development. Through daily class reading sessions focused on this broader educational purpose, we aim to cultivate a love for reading and enhance engagement with reading and phonics. Throughout Adventure Wellbeing, pupils receive a comprehensive educational programme to equip them with the knowledge necessary for informed decision-making, resilience building, and personal development. We offer rich experiences that promote understanding of the self and foster positive contributions to their communities.

Our school prioritises inclusivity, establishing a culture where every pupil and staff member collaboratively cultivates an environment imbued with respect and inclusivity. Fundamental to this approach is the belief that all voices should be heard, and we actively create a culture where divergent perspectives are recognised and appreciated. Emphasising our commitment to community engagement, we encourage pupils to discuss language that may be deemed inappropriate or discriminatory, preparing them effectively for life in modern Britain.

We aim to convey a consistent message across our school community:

- There are no outsiders here.
- Everyone is different, and we celebrate those differences.
- We are all equal in our uniqueness.
- I can engage with you, even if our differences may be pronounced.
- We uphold British values, which are enshrined in law.

To further this message, all pupils partake in a ten-minute daily reading session, during which they explore thoughtfully chosen, age-appropriate texts highlighting the protected characteristics as outlined in the Equality Act 2010.

These texts not only foster open dialogue but also enhance awareness of the diverse world in which we live, encouraging pupils to delve into varied identities, celebrate diversity, and embrace differences among themselves and others.

Writing Instruction

Writing is a vital component of our English curriculum, closely linked to texts selected for each class. Instructional materials may include poetry, film clips, or topics from the more comprehensive curriculum. In the Seeds and Seedlings Phase, pupils are exposed to the thematic text-based approach from Hamilton Trust, and we employ the continuous provision enhancements relating to the theme of the texts. From the Saplings Phase onwards, we employ the Jane Considine Write Stuff materials to guide teacher planning. We ensure thorough coverage of the objectives outlined in the National Curriculum through a selection of fiction, non-fiction, and poetry frameworks. Teachers carefully select literature that challenges and inspires pupils' writing, facilitating writing opportunities inspired by texts and implementing modelling strategies using examples from literature.

Writing lessons provide ample opportunities for pupils to gain meaningful experiences and draw inspiration. Educators model writing through a sentence-stacking approach that promotes the writing of a higher standard while concurrently allowing pupils sufficient time to evaluate and refine their written work. Ongoing assessment of English skills occurs as teachers observe pupils during lessons. At the same time, termly moderation meetings help maintain consistent writing standards across the various school phases. Our iSEND tracking tool records assessment outcomes, offering insights into individual pupil progress.

Our approach to the teaching of English at Adventure Wellbeing School encapsulates our drive to provide an inclusive, engaging, and personalised approach to English education. We focus not merely on academic content but on nurturing effective communication skills necessary for personal development and academic fulfilment. Our curriculum aims to foster a genuine passion for reading and writing, encompassing all aspects of literacy, from grammar and composition to reading fluency and word comprehension.

Mathematics Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we acknowledge mathematics' vital role as a fundamental life skill. It empowers pupils to solve problems, reason logically, and effectively navigate their environment. Mastering mathematical concepts is particularly significant for those with SEND, as it fosters independence, builds confidence, and enhances overall academic performance.

Our mathematics curriculum is distinctly designed to accommodate the varied needs of SEND learners. We appreciate the unique characteristics of every pupil and ensure that each one receives the requisite support, resources, and individual attention to thrive. We aim to establish an inclusive environment where mathematical concepts are taught in a manner that is not only accessible but also engaging and relevant to all, catering to diverse learning styles.

We rely on a meticulously crafted curriculum from reputable resources such as White Rose Maths. This approach allows us to offer structured, scaffolded learning opportunities that empower SEND pupils to comfortably achieve mastery in mathematics. We are committed to ensuring that all pupils can develop mathematical fluency, problem-solving capabilities, and a constructive attitude towards learning.

Aims

The key aims of our mathematics curriculum for SEND learners at Adventure Wellbeing School are as follows:

- **Mastery of Key Concepts:** Our goal is to provide SEND pupils with a solid foundation in mathematics by teaching concepts in manageable increments and ensuring thorough comprehension before advancing. This mastery approach facilitates confidence and competence at an individual pace.
- **Development of Mathematical Fluency:** We assist pupils in fluency with essential mathematical skills, such as number facts, basic calculations, and times tables, through consistent practice. This fluency is instrumental in applying knowledge to real-life scenarios.
- **Encouragement of Problem-Solving and Reasoning:** Pupils are guided to utilise their mathematical knowledge for practical problem-solving and critical thinking. We support SEND learners in honing reasoning skills through well-structured activities.
- **Support for Individual Learning Needs:** Our curriculum is flexible and differentiated, recognising the individuality of each SEND pupil. We adapt our teaching methods to meet specific requirements, providing additional assistance and interventions when necessary.
- **Promotion of Inclusivity and Accessibility:** Every child deserves access to a high-quality mathematics education. We employ diverse teaching strategies and resources to ensure that our mathematics lessons meet the needs of all SEND learners.
- **Fostering a Positive Attitude Towards Mathematics:** We aim to cultivate a supportive environment where SEND pupils feel secure exploring mathematical concepts without fear of failure. Encouraging perseverance and celebrating even minor achievements instils a growth mindset and a passion for mathematics.

The structure and sequencing of our mathematics curriculum are designed to be accessible and coherent. Recognising SEND learners' need to have their learning material divided into smaller, achievable segments, we provide ample opportunities for consolidation and reinforcement. The curriculum is thoughtfully sequenced to build upon prior knowledge while gradually introducing new concepts.

The mastery approach is at the core of our curriculum. It grants SEND pupils the necessary time and support to understand each concept thoroughly before progression. This methodology equips pupils with confidence and proficiency in their mathematical skills, thus avoiding the pitfalls associated with rapid advancement through the curriculum.

Our curriculum heavily relies on White Rose Maths resources, which furnish structured lesson plans, assessments, and activities tailored to support mastery learning. These resources are strategically adapted to meet the individual requirements of SEND pupils, ensuring every learner has the opportunity to succeed.

Key Stage Progression

Key Stage 1 (Saplings and Trees Phases):

This stage emphasises foundational skills in number sense, basic operations, and understanding shapes and measurements. SEND learners engage with mathematical concepts through tactile, practical activities, ensuring that learning remains accessible and enjoyable.

- **Number Sense and Place Value:** Pupils are introduced to the basics of counting, number recognition, and place value through physical manipulatives, their meaning and relevance as counters and number lines.
- **Addition and Subtraction:** Simple addition and subtraction are taught using visual aids and real-world contexts, enhancing their meaning and relevance.
- **Shapes and Measurements:** Pupils experiment with basic geometric shapes and measurements, comparing lengths, weights, and capacities using tactile and visual experiences.
- **Problem-Solving and Reasoning:** We initiate problem-solving even at this stage, encouraging pupils to think critically as they tackle simple challenges in a supported setting.

Key Stage 2 (Blossom A and Blossom B Phases):

This stage involves a deeper exploration of mathematical concepts and their application in increasingly complex contexts. It solidifies SEND learners' core skills while introducing more abstract ideas.

- **Multiplication and Division:** Building on their knowledge of addition and subtraction, pupils learn multiplication and division through materials, visual representations, and real-life scenarios.
- **Fractions, Decimals, and Percentages:** SEND learners are introduced to these concepts through practical activities that emphasise their interrelations, supported by visual models and interactive tools.
- **Geometry and Measurement:** Pupils deepen their understanding of geometry, learning about angles, shapes, and symmetry while engaging in hands-on measurement activities.
- **Problem-Solving and Reasoning:** Embedded within daily lessons, problem-solving and reasoning support SEND pupils in thinking critically and articulating their thought processes as they face challenges.

Tailored Support and Interventions:

Our approach involves several specific strategies to cater to the needs of SEND learners:

- **Differentiated Instruction:** Lessons are customised to align with the unique needs of SEND learners, ensuring that tasks are accessible by using simplified language, visual supports, or extra scaffolding as necessary.
- **Concrete-Pictorial-Abstract (CPA) Approach:** This highly effective methodology aids SEND pupils' comprehension by starting with tangible objects and progressing to pictorial representations before concluding with abstract symbols.
- **Small-Group or One-to-One Interventions:** We provide focused sessions for pupils needing additional assistance, fostering a nurturing environment that allows learners to build confidence.
- **Individual Educational Plans (IEPs):** Each SEND pupil has an IEP detailing their strengths, areas for improvement, and strategies required to support their mathematical learning. These plans are collaboratively reviewed and updated.
- **Use of Assistive Technology:** Where appropriate, we integrate assistive technology to enhance the learning experience for SEND pupils, employing interactive resources and digital tools.

Teaching and Learning Strategies:

Our varied teaching and learning strategies are designed to enrich the experience of SEND learners and ensure engagement and progression in mathematics.

- **Hands-on, Tactile Learning:** Using manipulatives, such as base-ten blocks and counters, helps pupils visualise mathematical ideas and develop a profound comprehension of concepts.
- **Collaborative Learning:** Group work promotes communication skills and peer learning while fostering cooperation and a sense of belonging.
- **Scaffolding and Structured Support:** We provide incremental support, including guided practice and visual aids, helping pupils break down complex tasks into manageable components.
- **Explicit Teaching of Mathematical Vocabulary:** To aid comprehension, we ensure that mathematical terminology is explicitly taught and regularly reinforced.

Assessment and Feedback:

Assessment is integral to our mathematics programme. It allows us to monitor pupil progress and tailor support.

- **Formative Assessment:** Ongoing assessments conducted through discussions and observations provide immediate feedback, enabling teachers to adapt their instruction.
- **Summative Assessment:** At the end of units or terms, these assessments evaluate comprehensive understanding, with adjustments to align with individual learning plans.

- **Personalised Feedback:** Feedback is specific, constructive, and focused on improvement areas, celebrating successes to motivate further progress.

Professional Development for Staff:

To equip our educators to meet SEND learners' needs, we provide ongoing training in the following areas:

- **Mastery Approach:** Teachers receive training focused on teaching for deep understanding and supporting problem-solving.
- **SEND-Specific Training:** This encompasses strategies for differentiation and assistive technology use.
- **Collaborative Planning:** Teachers engage in collaborative planning, sharing strategies and ensuring consistency in supporting SEND learners.

At Adventure Wellbeing School, our mathematics curriculum is specifically designed to cater to the unique requirements of SEND learners. Through a mastery approach and differentiation, we aim to equip every child with the necessary skills, confidence, and resilience to thrive in mathematics and beyond.

Science Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we believe every child should have access to a high-quality science education regardless of their starting point or individual needs. Our approach to science is underpinned by the White Rose scheme of work, which we adapt to ensure inclusivity for all learners with (SEND). The curriculum fosters a sense of curiosity about the world, focusing on scientific enquiry and knowledge acquisition.

Aims

- To provide a stimulating and accessible science curriculum that encourages all children to develop a deep understanding of the world through biology, chemistry, and physics.
- To nurture children's scientific thinking ability by observing, predicting, investigating, and concluding.
- To ensure that science lessons are appropriately differentiated and tailored to meet the individual needs of SEND learners.

Curriculum Overview

Our science curriculum is divided into two key strands:

- **Working Scientifically:** This strand emphasises the development of scientific skills, including observing changes over time, identifying patterns, grouping and classifying, conducting fair tests, and using secondary sources for research. These skills are progressively built upon throughout the children's time at school.
- **Scientific Knowledge:** This focuses on building a solid foundation of core scientific concepts in biology, chemistry, and physics. Each unit is scaffolded to ensure that all children, including those with additional needs, can engage with and understand the material.

SEND Learners: Our children may require additional support to engage fully with the science curriculum. At Adventure Wellbeing School, we adopt a variety of strategies to ensure that all learners can access and succeed in science:

- **Breaking Down Learning:** Science lessons are carefully broken into manageable chunks. Each unit of work is introduced through a knowledge organiser, which clearly outlines the critical information children will learn over the half-term. Concepts are introduced gradually, with frequent opportunities for reinforcement and practice to support retention.
- **Visual and Practical Learning Aids:** We provide various resources to support understanding, such as word banks, visual aids, concept cartoons, and practical tools (for example, magnifiers, measuring tools, recording devices). These resources help children grasp complex scientific ideas through hands-on, sensory experiences.
- **Pre-Teaching of Vocabulary:** Key scientific vocabulary is pre-taught before introducing new concepts. Children with language processing difficulties or learning barriers can confidently approach new lessons.

- **Small Group Support:** SEND learners work in small groups to receive more focused attention. These groups allow teachers to tailor their explanations and provide additional opportunities for hands-on exploration of concepts, ensuring children understand before progressing.
- **Scaffolded Activities:** Activities are scaffolded to meet each child's learning needs. Tasks are differentiated by outcome and support, with more guided functions for those who need them and more independent tasks for others. This ensures every child is appropriately challenged.

Assessment and Progress Tracking

Assessment is an ongoing process at Adventure Wellbeing School, with formative and summative assessments used to track each child's progress in science.

- **Formative Assessment:** Teachers assess children during lessons through observation and questioning, using tools like feedback files and regular knowledge recall activities. These assessments inform future lesson planning, ensuring that any gaps in knowledge are quickly addressed.
- **Summative Assessment:** At the end of each unit, children are assessed against the subject endpoints outlined in the medium-term plans and White Rose scheme. These assessments are recorded in the school's iSEND tracking tool, which monitors each child's progress against individual targets and National Curriculum standards.

Physical Education (PE) Intent at Adventure Wellbeing School

Introduction

We aim to deliver an inclusive and high-quality Physical Education (PE) program that fosters physical competence, confidence, and a love of physical activity. We understand that children with Special Educational Needs and Disabilities (SEND) may require additional support, and our PE curriculum is designed to meet these needs while encouraging all pupils to lead healthy, active lives.

Aims

The PE curriculum at Adventure Wellbeing School aims to:

- Develop competence in a wide range of physical activities.
- Promote physical activity and healthy lifestyles for sustained periods.
- Encourage participation in both competitive and non-competitive sports and physical activities.
- Instill confidence and team-work skills while promoting self-esteem.
- Ensure that all pupils, regardless of their abilities, have opportunities to excel and enjoy physical activities.

By the time pupils leave, they will:

- Lead healthy, active lives.
- Enjoy engaging in a variety of sports, including both individual and team activities.
- Show teamwork, respect, self-esteem and communicate strategies effectively.
- Develop flexibility, strength, technique, control, and balance.
- Confidently participate in swimming and be able to swim at least 25 meters using different strokes and perform safe self-rescue.
- Analyse and evaluate their performances and those of others.

Curriculum Structure and Sequencing

Children have indoor and outdoor activities. One session is, at times, delivered off-site. The curriculum covers a wide range of sports and physical activities, such as:

- Invasion games (for example, football, rugby)
- Net and wall games (for example, tennis, badminton)

- Strike and field games (for example, cricket, rounders)
- Gymnastics and dance
- Swimming, with swimming lessons provided during the summer term at a local swimming pool.
- Outdoor and adventure activities are also integrated into residential experiences for Key Stage 2 pupils.

We follow Twinkl Move for PE planning and delivery, ensuring that lessons align with National Curriculum standards and are adaptable for SEND/SEN children. Each unit includes specific learning objectives and skill progression tailored to individual needs.

We understand that SEND/SEN learners require additional support to access and participate in PE activities. We use the STEP principle (Space, Task, Equipment, People) to ensure all children can participate fully and thrive in PE:

- **Space:** We adjust the environment to make activities more accessible, ensuring clear spaces and reducing distractions. For children with hearing impairments, we ensure they are positioned close to the teacher.
- **Task:** Activities are adapted to ensure all learners can participate. This might involve simplifying tasks, breaking them down into smaller steps, or modifying the rules of games to suit the learners' needs.
- **Equipment:** We use adapted equipment, such as lighter balls, more significant targets, or brightly coloured materials, to ensure all children can engage. Ramps, sound cues, and grips may be introduced for specific learners.
- **People:** Children may work in mixed-ability groups or with additional adult support to guide them through activities, build confidence, and ensure they can access the lesson content.

Swimming:

During the summer term, all children, including those with SEND, are taught to swim at a local swimming pool. We will try to ensure:

- Each child can swim at least 25 meters confidently.
- Pupils are taught different strokes and basic water safety, including self-rescue techniques.
- Swimming lessons are adapted for children requiring additional water support, with flotation aids, specialised teaching methods, and one-to-one support where necessary.

Assessment and Tracking

PE skills are assessed through:

- Teacher observation during lessons, with notes on pupils' progress toward specific skills and objectives.
- Formative assessments based on the progression toward subject endpoints outlined in the medium-term plans.
- Summative assessments at the end of each unit, recorded in the school's iASEND tracking tool to monitor each child's progress in relation to Curriculum standards.

Inclusive Practice in PE

Our PE curriculum ensures all children, regardless of ability, have access to high-quality physical education. Our adapted implementation approach means that:

- The intent remains the same for all learners, but how lessons are delivered may vary to meet individual needs.
- Teachers plan scaffolded and differentiated activities, ensuring every child is challenged appropriately while receiving the support they need to succeed.
- Personalised resources, such as visual timetables, communication tools, and pre-teaching of vocabulary, are provided to ensure children with SEND can fully engage in lessons.

History Intent at Adventure Wellbeing School

Introduction

Our History curriculum is designed to foster curiosity and fascination about the past. We use the Twinkl schemes of work to deliver a broad and balanced history curriculum that aligns with the National Curriculum, with adaptations made to meet the unique needs of each child. We aim to help children understand how historical events and figures have shaped our world and to develop the skills necessary for historical enquiry and critical thinking.

Aims

Our History curriculum aims to:

- Instill curiosity and fascination about the past and a desire to learn more.
- Provide children with a secure understanding of historical chronology.
- Enable children to gather and organise evidence from various sources to understand the past.
- Encourage pupils to think critically and evaluate different interpretations of historical events.
- Ensure that our children are supported to access and succeed in History through differentiated instruction and accessible materials.

By the time pupils leave, they will:

- Have a secure understanding of the chronology of the periods and events they have studied.
- Use factual knowledge to describe past societies, periods, and events.
- Be able to select, gather, and organise evidence from primary and secondary sources.
- Understand the significance of the people and events they have studied and the impact of historical events on individuals, groups, and society.
- Be able to recognise similarities, differences, and changes across historical periods and explain possible causes of historical events.
- Understand differing viewpoints and interpretations of historical events and be able to form and express their own opinions.

Curriculum Structure and Sequencing

The History curriculum is divided into work units, with each unit broken down into a knowledge organiser that sets out the key information, vocabulary, and dates children will learn over the half-term. The content is structured to build a chronological understanding of history, starting with concepts familiar to the youngest children (for example, family and local history) and progressing to more complex historical periods and global events.

To support our children, learning is carefully scaffolded:

- Key historical questions and clear objectives guide each unit.
- Teachers use visual aids, timelines, and storyboards to make abstract concepts more concrete.
- Pre-teaching vocabulary ensures that all children are familiar with key terms before lessons begin.
- Small group support and additional adult assistance are provided when necessary to ensure all children can engage with the content.
- Breaking down learning into smaller, manageable steps: We use short, focused activities that build on previous knowledge to help children retain information.
- Multi-sensory teaching methods: Lessons incorporate visual, auditory, and kinesthetic activities, such as handling artefacts, role-playing, and using digital resources to bring historical events to life.
- Adapted resources: We provide visual organisers, mind maps, and simplified texts to ensure our children can engage with the material.

- Tailored assessments: Assessments are adapted to each child's needs, allowing for oral presentations, practical tasks, and assistive technology where appropriate.

Enrichment and Personal Development

We believe History is most engaging when brought to life through experiential learning. Our curriculum includes:

- Educational visits to historical sites and museums, where children can see and interact with historical artefacts.
- Inviting historical experts and re-enactors to visit the school, providing pupils with hands-on, immersive learning experiences.
- Digital resources and immersive technologies that help bring the past to life and make historical events more accessible to our learners.

Assessment and Tracking

Children's progress in History is assessed through:

- Teacher observations and continuous assessment during lessons.
- End-of-unit assessments based on subject endpoints in the work and medium-term plans scheme.
- These assessments are fed into the iASEND tracking tool, allowing for careful monitoring of each child's progress to ensure they meet their learning objectives.

Assessment methods include but are not limited to:

- Practical tasks, such as constructing timelines, creating historical models, or participating in role-plays.
- Group discussions and oral presentations, encouraging historical oracy and critical thinking.
- Quizzes and short written tasks that assess factual knowledge and understanding of key concepts.

Geography Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we aim to deliver a high-quality Geography education that engages pupils and inspires curiosity about the world and its people. Our geography curriculum provides opportunities for pupils to develop a deep understanding of the subject while encouraging critical thinking and inquiry, our Geography units are predominately taken from Twinkl. We are committed to making geography accessible for all pupils, particularly those with Special Educational Needs and Disabilities (SEND).

Aims

The geography curriculum at Adventure Wellbeing School aims to:

- Foster an interest in and understanding diverse landscapes, places, and cultures.
- Develop skills in geographical inquiry, including observation, analysis, and interpretation of data.
- Promote awareness of local, national, and global issues and their impact on the environment and society.
- Ensure that all children, including those with SEND, have the necessary support to engage meaningfully with geography content.

By the time pupils leave, they will:

- Have a secure understanding of the geographical concepts related to their studies, such as location, place, human and physical geography, and interconnections.
- Use Geographical skills, including map reading, data analysis, and fieldwork techniques.
- Understand the impact of human activities on the environment and be able to propose solutions for local and global issues.
- Develop a sense of responsibility for the environment and an appreciation for cultural diversity.

Curriculum Structure and Sequencing

The Geography curriculum is structured around a series of units that build on prior knowledge and understanding. Each unit is outlined in a knowledge organiser that provides key vocabulary, concepts, and learning objectives. The curriculum covers a variety of themes, including:

- Local geography, including maps of the local area and fieldwork.
- Physical geography, such as rivers, mountains, and weather patterns.
- Human geography, including populations, migration, and urbanisation.
- Environmental issues, such as climate change, sustainability, and conservation.

Learning is carefully scaffolded:

- Key geographical questions and objectives guide each unit.
- Teachers use visual aids, such as maps, globes, and infographics, to support understanding.
- Pre-teaching vocabulary ensures that all pupils are familiar with essential terms before lessons begin.
- Small group work and additional adult support are provided to ensure all pupils can access and engage with the content.
- Practical, hands-on activities, such as local field trips, map-making, and model-building, allow pupils to explore concepts through sensory experiences.

Enrichment and Personal Development

We believe Geography is most engaging when brought to life through experiential learning. Our curriculum includes:

- Educational visits to geographical sites and natural landmarks, where children can see explore and study physical environments.
- Inviting geography experts and field specialists to visit the school, providing pupils with hands-on, immersive learning experiences.
- Digital resources and immersive technologies that help bring geographical concepts to life and make the study of landscapes, climates, and ecosystems more accessible to pupils.

Assessment and Tracking

Geography is assessed through:

- Ongoing formative assessment, including teacher observations and discussions during lessons.
- End-of-unit assessments based on the subject endpoints outlined in the medium-term plans.
- These assessments are documented in the iASEND tracking tool to monitor each child's progress.

Music Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we believe in the transformative power of music. Our music curriculum is designed to provide all pupils with a high-quality music education that engages and inspires them, we employ the Charanga scheme of work. Music fosters creativity, emotional expression, and personal growth while developing essential skills such as communication, teamwork, and critical thinking. We are committed to making music accessible for all pupils, including those with Special Educational Needs (SEN) and Special Educational Needs and Disabilities (SEND).

Aims

Our music curriculum aims to:

- Develop pupils' musical knowledge and skills through practical experiences in performing, composing, and listening.
- Foster creativity, confidence, and self-expression through music-making.

- Encourage collaboration and teamwork through group performances and projects.
- Ensure that all pupils, including those with SEND and SEN, receive the necessary support to engage meaningfully with music content.

By the time pupils leave, they will:

- Have a secure understanding of musical concepts, including rhythm, pitch, dynamics, and timbre.
- Demonstrate proficiency in performing on various instruments and through vocal techniques.
- Have experience in composing and arranging music using different media and technologies.
- Understand the cultural and historical contexts of different music genres and styles.

Curriculum Structure and Sequencing

Our music curriculum is structured around a series of units that build on prior knowledge and understanding. Each unit sets out the key vocabulary, concepts, and learning objectives. The curriculum covers a range of themes, including:

- Singing and vocal techniques, including developing pitch, breath control, and phrasing.
- Instrumental skills, including rhythm, melody, and harmony.
- Composition and improvisation, allowing pupils to explore their creativity and musical ideas.
- Listening and appraising, encouraging critical engagement with diverse music genres and styles.

Learning is carefully scaffolded:

- Key musical questions and objectives guide each unit.
- Teachers use visual aids, such as graphic scores and listening maps, to support understanding.
- Pre-teaching vocabulary ensures that all pupils are familiar with essential terms before lessons begin.
- Small group work and additional adult support are provided to ensure all pupils can access and engage with the content.
- Practical, hands-on activities allow pupils to explore musical concepts through sensory experiences, such as music-making and improvisation.

Enrichment and Personal Development

We believe Music is most engaging when experienced through interactive and hands-on learning. Our curriculum includes:

- Live performances and musical excursions.
- Digital tools and music technologies.

Assessment and Tracking

Music is assessed through:

- Ongoing formative assessment, including teacher observations and discussions during lessons.
- End-of-unit assessments based on the subject endpoints outlined in the medium-term plans.
- These assessments are documented in the iASEND tracking tool to monitor each child's progress.

Art Intent at Adventure Wellbeing School

Introduction

Our Art curriculum at Adventure Wellbeing School aims to inspire, motivate, and creatively engage pupils, equipping them with the skills and knowledge to explore, invent, and craft their unique art, craft, and design works. As pupils progress through the school, they refine their analytical skills and expand their understanding of art and design, building on what they learn to form personal insights and evaluations. Our intention is for children to discover how

art and design reflect, influence, and enrich the UK's culture, imagination, and prosperity, alongside their relevance to our diverse and inclusive school community.

Aims

Through our art curriculum, we aim to ensure that all pupils:

- Create expressive work, exploring personal ideas and documenting their experiences.
- Build proficiency in techniques across drawing, painting, sculpture, and various crafts.
- Develop the ability to critique and discuss art using key terminology.
- Learn about various artists, craft makers, and designers, understanding their contributions to historical and cultural movements.

Curriculum Structure and Sequencing

Our curriculum is structured progressively, focusing on essential skills in drawing, colour theory, and sculpture, with additional elements like textile art and pastel work. Skills are revisited and built upon, allowing pupils to apply familiar techniques in new media. This progression ensures all pupils have a growing, cohesive skill set to express their creative intentions year after year.

Content and Concepts

Our studies encompass techniques and artists, with a focus on diversity. We include local artists and those from various cultural backgrounds, selecting artists for their creativity and relevance rather than fame. This broad approach reflects the cultural values we seek to promote within Adventure Wellbeing School and highlights the importance of personal expression.

Enrichment and Personal Development

We celebrate pupil achievements by showcasing artwork throughout the school and engaging pupils in collaborative projects that convey meaningful themes. We supplement classroom learning with enriching activities, including artist visits, art clubs, and art-focused field trips, all aimed at expanding pupils' creative horizons.

Assessment

We recognise the individuality of each child's artistic journey. Sketchbooks, which follow pupils throughout their school years, serve as practice and skill development spaces. Our assessment approach values process over the final product; teachers assess pupils' mastery of core skills through sketchbook exercises, and pupils are encouraged to articulate their creative decisions, strengthening their oracy and evaluative skills.

Religious Education Intent at Adventure Wellbeing School

Introduction

Through our Religious Education curriculum, we aim to provide learners with the essential knowledge to develop their understanding of the principal religious traditions and beliefs represented in the U.K. We seek to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

We promote the values and attitudes necessary for citizenship in a multi-faith and multi-racial society by developing an understanding of respect for, and dialogue with people of different beliefs, practices, races, and cultures. Children are taught to recognise and celebrate the range of cultures and diversity within the school through workshops, assemblies, and shared experiences with staff, children, and people from the local community.

Aims

Through our study of R.E., we aim to ensure all pupils are:

- Develop skills, including critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, self-understanding, communication, and problem-solving.

- Develop attitudes in religion and world views, including Self-esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, and a Sense of Community.

Implementation

Curriculum structure and sequencing We follow the agreed syllabus from Jigsaw.

During collective worship and in class, we celebrate global dates and religious festivals. We also have a weekly British Values assembly where different values are taught, explored, and shared with the school. Furthermore, this assembly is linked to our school's core values: kindness, honesty, determination, respect, responsibility, and independence.

Content and Concepts

The curriculum is divided into different religions, with each year group teaching Christianity. Even though the group learns about Christianity each year, it is progressive and connected, with each unit building on the previous. Throughout the year, groups of different religions are taught and revisited. These religions are Judaism, Islam, Hinduism, and Sikhism. Each Year Group also has an opportunity to take a free-choice unit that explores a spiritual or non-religious practice outside of the five main religions, such as humanism.

Enrichment and Personal Development:

We enrich our curriculum by inviting different people from various religions and backgrounds to ensure that children are immersed in the diverse world we live in today.

Assessment

We assess R.E. in numerous ways. These include key questions, circle time, quizzes, debates and discussions, images, written work, and retelling stories and parables. The teacher can record the children's assessments verbally or in writing.

DT Curriculum Intent at Adventure Wellbeing School

Introduction

Our curriculum intent for DT is for children to learn the knowledge and skills required to solve real-world problems in varied and exciting contexts, drawing on their own and others' wants and needs to achieve this. We aspire for pupils to draw on

cross-curricular links with subjects such as mathematics, science, computing and art through their study of design and technology, becoming increasingly resourceful, innovative, enterprising and capable creators. Pupils will use analytical skills to draw conclusions, critique past and present products to determine their impact on consumers and the wider world and understand the benefits design and technology bring to society. Pupils will use skills to enhance and improve their own designs and creations.

Aims

We aim to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users,
- Critique, evaluate and test their ideas and products and the work of others,
- Understand and apply the principles of nutrition and learn how to cook.

Implementation

Curriculum structure and sequencing: We structure our DT curriculum using the National Curriculum and Kapow. This allows all our children in the group every year to fully understand the design, making, evaluating, and cooking strands. In each year's group, all children can complete a range of products focusing on construction, textiles, and cooking. Throughout KS2, pupils will develop their understanding of computer-aided design and use this to inform their designs.

Content and Concepts

We aim to ensure that our DT curriculum shapes children into critical designers and makers. In each unit, children research existing designs already in circulation and critique them, understanding what may be effective for their products.

Enrichment and Personal Development

We incorporate digital resources and design software to enable pupils to visualise, prototype, and experiment with their ideas, enhancing their understanding of materials, processes, and sustainable design practices.

Assessment and next steps:

We assess DT in numerous ways, allowing pupils to explain their reasoning, metacognition of a topic, and accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes, or discussions. Through formative and summative assessments, children are assessed throughout the design, planning, making, and evaluation processes.

Computing Intent at Adventure Wellbeing School

Introduction

We aim to impart the core, essential computer science knowledge, including information and computation, digital systems and how they work, and how to amalgamate such areas through programming. As children move through school, they will learn how to use the skills they have been taught to create programs and varied content. We aspire for children to become accomplished at using technology to solve problems, express themselves and develop their own ideas so that they can thrive in this

ever-developing arena.

Aims

Through our study of Computing, we aim to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms and have repeated practical experience in writing computer programs to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Implementation

Curriculum structure and sequencing

We appreciate that not all teachers have the same expertise and confidence when delivering computing lessons. As such, we have invested in a high-quality work scheme, Kapow, to ensure the computing curriculum is structured effectively and delivered consistently across schools. We ensure that all computing projects are meaningful and tangible in nature with clear end goals at their heart.

Content and Concepts

The curriculum is divided into computer science, information technology and digital literacy. By constructing our curriculum in this way, children learn about computing in exciting and practical ways. They can focus on specific areas such as hardware and programming whilst also learning about broader areas such as networks and data, embedding such learning through assessment and project work.

Enrichment and Personal Development:

A core thread of progressive e-safety learning runs parallel to the curriculum. It is delivered to each year group from Reception to Year 6, building on the knowledge they have undertaken and developing to align with current and national initiatives.

Assessment and next steps

We assess Computing in numerous ways, allowing pupils to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes, or discussions. We intend to equip children with the skills and knowledge required to further their learning within computing, applying what they have been taught at a foundational level to more complex and bespoke scenarios as they would be required later in life.

French Intent at Adventure Wellbeing School

Introduction

We study French as our modern foreign language, and we intend to give pupils the foundational language skills they need to explore and communicate with those of other cultures. We aspire to enthuse and engage children's understanding of other countries, giving them the required skills so that they can express themselves, communicate and converse in French, listen, and understand and respond to French verbally and in writing. Our ambition is that children's study of French will enable them to think about things differently and engage with content in another language, beginning to equip them with the required knowledge and skills to explore the world of study and work in other countries.

Aims

Through our study of French, we aim to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources, proficient in drawing, painting, sculpture and other art, craft and design techniques,
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Implementation of Curriculum Structure and Sequencing

Languages are a specialised subject, so we adopt a high-quality scheme of work to deliver French throughout KS2. The Kapow scheme is structured and sequenced progressively so that children develop foundational language skills that they build on year after year. This is delivered throughout the school by a single specialised teacher to ensure consistency of delivery and approach to the school.

Content and Concepts

The content of our French curriculum is selected with two ideas in mind: what will be most purposeful to our children should they be required to speak French, and what will be most engaging? The content and concepts taught are also the foundational elements of the French language that they will go on to study in KS3 and 4, meaning our KS2 offer is a precursor to what children will be studying in their next steps in education. Content is taught through speech, listening, reading and engaging in interactive content.

Enrichment and Personal Development:

Enrichment comes through participation in various engaging activities and opportunities. We strive to provide real-world scenarios for the children to enrich their learning. As such, we engage in theme days, French food tasting, and inviting native French speakers into school to engage with the children and further their learning and language experience.

Assessment

French assessment is set against a detailed, bespoke framework from the Kapow scheme. It covers speaking, listening, and understanding to ensure children are assessed against a full picture of language teaching as opposed to simply call-and-response type activities. The methodology of the French language, such as grammar and pronunciation, is

also assessed. This is to ensure our children enter high school and have a more complex language education in the best possible position to make adequate progress.

Personal, Social, Health and Economic Education (PSHE) Overview Using Jigsaw

Introduction

Adventure Wellbeing School uses the Jigsaw programme to deliver PSHE in a structured, mindful approach. This programme is designed to promote emotional literacy, resilience, and mental health while preparing pupils with the skills needed to navigate relationships, health, and wellbeing. Jigsaw's structure aligns with statutory Relationships and Health Education, offering a comprehensive curriculum that supports children in understanding their place in the world and fostering a safe, inclusive environment.

Aims

Our aim is to ensure that all pupils:

- Develop an understanding of self and others, fostering a sense of belonging and respect.
- Gain proficiency in managing emotions, making decisions, and building healthy relationships.
- Engage in learning that encourages personal development and social responsibility.

Curriculum Structure and Sequencing

The Jigsaw curriculum is divided into six half-termly units, known as "Puzzles": Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. Each Puzzle builds on previous knowledge and skills, forming a spiral progression that revisits key concepts year after year. This sequence is designed to deepen understanding and help pupils apply learning to real-life situations.

Content and Concepts

Each Puzzle focuses on core topics:

- *Being Me in My World*: Establishes understanding of self in relation to class, school, and community, emphasising responsibility and inclusion.
- *Celebrating Difference*: Explores diversity, anti-bullying, and respect for others, highlighting empathy and social skills.
- *Dreams and Goals*: Supports ambition and resilience by teaching goal setting and the importance of perseverance.
- *Healthy Me*: Emphasises physical and mental health, addressing lifestyle choices, safety, and wellbeing.
- *Relationships*: Develops skills in maintaining positive relationships, understanding family roles, and managing conflicts.
- *Changing Me*: Covers growth and development, body awareness, and preparation for change, including transitions.

Enrichment

Adventure Wellbeing School enhances PSHE learning through:

- Whole-school themed assemblies.
- Guest speakers and workshops focusing on areas such as mental health, resilience, and safety.
- Mindfulness exercises, embedded within Jigsaw lessons, to help pupils manage stress and build self-awareness.

Assessment

Assessment in Jigsaw PSHE is holistic and ongoing, focusing on key objectives outlined in each Puzzle. Students maintain Jigsaw Journals where they document reflections and personal growth, which helps teachers observe progress in areas such as

self-regulation, empathy, and social skills.

Additional Information

An EYFS Curriculum Policy is also adhered to for that phase of the curriculum which has been written in line with the EYFS Statutory Framework.

The Adventure Wellbeing School curriculum document references the Department for Education, Independent School Standards, and all educators are encouraged to regularly review and adapt the curriculum to ensure alignment with best practices and current educational standards.

Review of Current Policy

This policy will be reviewed by the Executive Headteacher and the proprietors annually. Any changes made to this policy will be communicated to all staff members and relevant stakeholders.

Policy Review and Approval Register

The table below records each review of this policy, the nature of the changes made, who approved them, and the date of the next scheduled review.

Date reviewed	Nature of update	Approved by	Next review
01.09.2026	Issue of the Curriculum Policy for Adventure Wellbeing School for the 2026 to 2027 academic year. Proprietor added to the document reference table on the cover page. Curriculum pathways added. The policy described phases but never set out the pathways that the EYFS Policy refers to. A new section records the four pathways: the EYFS pathway, which every child of Early Years Foundation Stage age follows and from which they graduate onto one of the three onward pathways, and the informal, semi-formal and formal pathways. The informal and semi-formal pathways are recorded as being driven by the EQUALS Informal and EQUALS Semi-Formal curriculums. The formal pathway is recorded as delivering subject based learning aligned to the National Curriculum through rolling cycles, with every unit of work in every subject introduced through a knowledge organiser. The section also records the stage not age model, the triangulated model of the Five Ways to Wellbeing, iASEND and the curriculum cycles, the criteria for movement between phases, and how iASEND underpins assessment across all pathways. Phases table rebuilt. It recorded six phases against named classes, and now records five phases against their pathway, iASEND stage and focus. The Seeds and Seedlings phases are recorded as drawing on the EQUALS Informal and EQUALS Semi-Formal curriculums alongside the EYFS pathway. Individual class names have been removed so that a change of class does not require a change to this policy. The phase diagram beneath the table has been redrawn to match. It had shown seven bubbles, splitting Seeds and Blossom into two each, and now shows the five phases with their pathway and iASEND stage. Second table added recording the intent, implementation and impact of each phase. Unclosed quotation in the Introduction repaired. A quotation mark opened before the Special Educational Needs and Disability Code of Practice was never closed, running two statutory references together in one sentence. The Code is now dated 2015 and the two references are separate sentences. Two broken sentences repaired in the Introduction: statutory requirements the Department for Education set forth, and an education that it pitched at the right level. A sentence that had been split across two paragraphs mid-word, in the Curriculum Pathway Selection section, has been joined. Unclosed quotation repaired around the Independent School Standards guidance title. SENCo spelled consistently, having appeared twice as SENCO. Pupil used consistently in place of student in eight places.	Director of Education	01.09.2027

	Ampersands written out as and throughout, including in the repeated subject headings Content and Concepts, Curriculum Structure and Sequencing, and Enrichment and Personal Development. British English applied: for example in place of e.g., and programme in place of program. Contents page numbers verified against the rendered document. Policy Review and Approval Register added as the final section.		
08.09.2026	Knowledge organisers clarified. The policy had recorded a knowledge organiser for every unit of work in every subject on the formal pathway. It now records a knowledge organiser for each pupil in the humanities (History and Geography) and Science only. In other subjects where evidence is gathered together in a whole-class floor book, such as Religious Education and PSHE, the knowledge organiser goes into the floor book. Religious Education is recorded as not counting as a humanity. The Assessment section has been updated to match, and the reference to knowledge organisers in the Music section has been removed. Swimming corrected. References to an on-site pop-up pool have been removed from the Physical Education section. Swimming lessons are recorded as taking place at a local swimming pool.	Director of Education	01.09.2027

This policy is due to be renewed in September 2027.