CURRICULUM POLICY

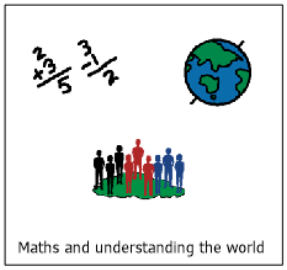
Intent

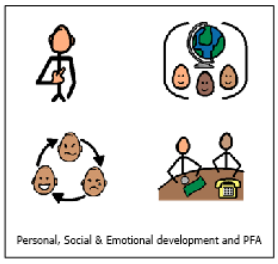
At Manor Green, we provide a personalised and aspirational curriculum adapted or constructed from the National Curriculum to ensure all students benefit from individualised learning. Our intent is to overcome significant barriers to learning, specifically severe cognitive difficulties, high cognitive load, limited vocabulary, and impaired working memory. The curriculum is designed to be concrete, contextualised, and sequential, focusing on each individual student's developmental journey towards independence and fluency.

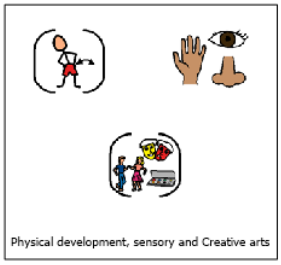
Implementation

Our curriculum is structured around four integrated areas that align subject knowledge with developmental needs and Education, Health and Care Plan (EHCP) outcomes.









Communication, Language and Literacy (CLL): Prioritises establishing effective communication systems alongside systematic synthetic phonics and functional literacy.

Maths, Understanding the World & Community: Focuses on functional numeracy (financial awareness, shape, and measure) and understanding the environment through thematic topics.

Personal, Social and Emotional Development (PSED) & Preparation for Adulthood (PfA): A core area focused on independent living, RSHE (So Safe), emotional regulation, and high-quality work experience.

Physical Development, Sensory and Creative Arts: Meets complex physical needs through an integrated physical development framework and creative expression via music and arts.

The table below shows how the EHCP areas link with the subject areas being taught:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Communication, Language and Literacy	Maths, Understanding the world & Community	Personal, Social and Emotional development and Preparation for Adulthood	Physical Development, Sensory and Creative Arts
Phonics	Maths	Pathways	Physical Development- (this includes, swimming, PE, Physio)
Reading &Writing	Topic (Foundation, Experience and Explore)	Duke of Edinburgh/Educational Visits	Cooking
English	Understanding the World & Community (Engage, Enquire and Post-16)	PSHE	Music
Communication, Language and Literacy (CLL)	Computing (Engage and Enquire)	RSHE/So Safe	Creative Arts

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The above subjects can be taught and accessed using the below vehicles for delivery:
Intensive Interaction Attention Autism Let's Connect Snack and Lunch Communication groups Transitions Break and unstructured times Personal care Enrichment Assemblies

Manor Green implements a hybrid approach grounded in evidence-based practices to ensure high-quality inclusive teaching. These include:

1. Adapting the National Curriculum: We have constructed a personalised curriculum that meets students at their specific developmental levels, ensuring concepts are concrete and contextualised rather than abstract.

2. Play and Exploration: The Early Years and Foundation Stage curricula emphasise learning through play, building the foundations of "learning to learn" before introducing more formal structures where appropriate. This model continues into Middle and Upper School.

3. Thematic Learning: For pre and semi-formal learners, core subjects are taught through motivating thematic approaches, providing a meaningful context for sequential learning

4. Communication Systems: we recognise that many students have communication and language differences and the school prioritises establishing effective communication systems so every student has a voice.

5. We define learning as a change in long-term memory; schemes of work prioritise constant repetition, retrieval practice, and "over-learning" to ensure skills are maintained and generalised.

6. Implementation: Pathways and Delivery. The curriculum is delivered through six distinct cohort pathways (e.g., Foundation, Experience, Explore, Engage, Enquire and Post 16) to match individual developmental profiles.

7. Progression Plans: Daily instruction is driven by Progression Plans, which map long-term EHCP outcomes to short-term, co-produced targets.

8. Evidence-Based Vehicles: Delivery is enhanced through specialised vehicles including Intensive Interaction, Attention Autism, and thematic approaches for pre and semi-formal students.

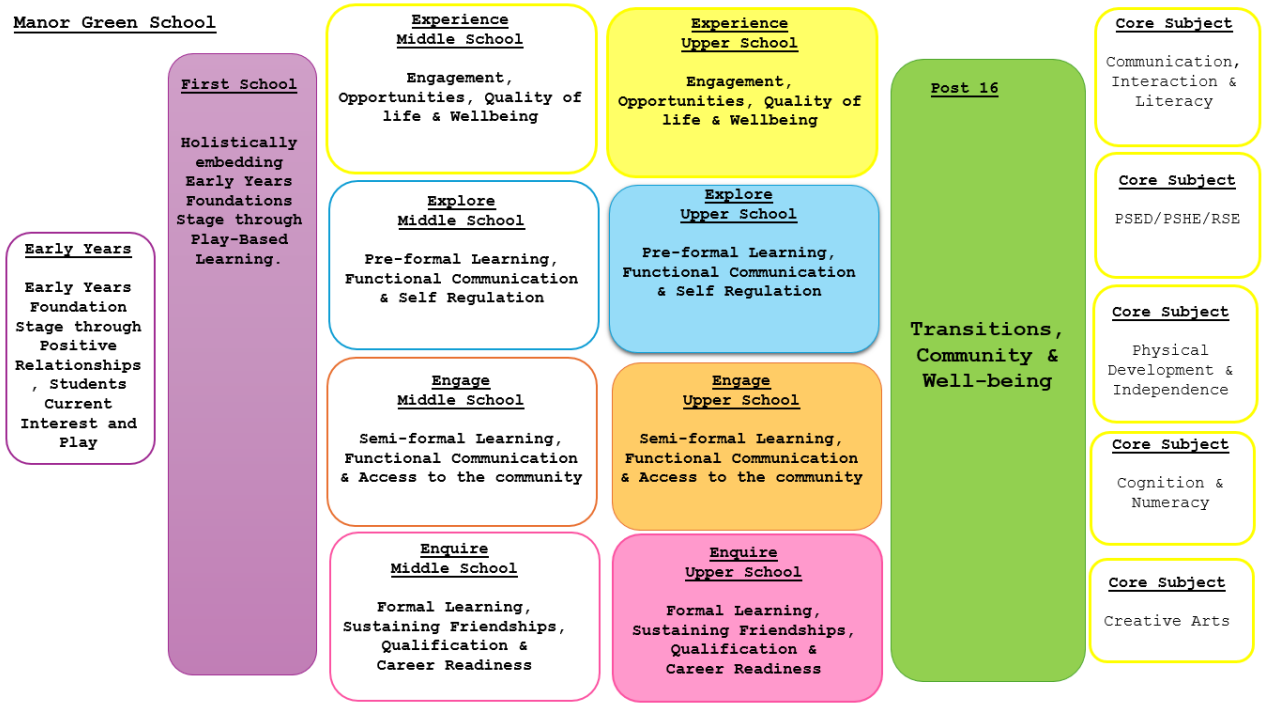
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Impact

Leaders at Manor Green ensure the curriculum remains ambitious, broad, and balanced. We commit to ongoing professional development to ensure staff implement evidence-based approaches. We evaluate curriculum impact through a broad range of indicators to capture progress from individual starting points. Assessment practices are expected to identify learning gaps quickly, prioritising the mastery of foundational literacy and numeracy as a gateway to broader academic success where appropriate. Achievement is evidenced via:

- **Earwig Data**: Capturing progress in core subjects and EHCP strands.
- **Non-Academic Tracking:** Utilising Engagement Scales, therapy targets (Physio/OT), and behavioural data to monitor regulation and self-help skills.
- **Accreditation and Transitions:** Successful completion of Functional Skills, Entry Levelor DofE, and transition to "College Ready" or "Work Ready" destinations.

School Structure



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Cohort Descriptors



Foundation Strand – (*Engagement, resilience, anticipation and response*)

The Foundation Strand is designed for students who are at the earliest stages of development and learning. Many students within this pathway have profound and multiple learning difficulties (PMLD) and/or complex needs that require a highly individualised and responsive approach.

Students may experience significant cognitive, physical, sensory, and medical needs and often require substantial adult support to access learning and their environment. Communication is highly personalised and may include vocalisations, facial expressions, body movements, eye gaze, gesture, and the use of sensory or assistive communication approaches.

The curriculum is centred on students' interests, sensory preferences, and emotional wellbeing. Learning is delivered through play, sensory exploration, real-life experiences, and responsive interactions, recognising that learning often occurs through brief but meaningful moments of engagement. Consistent routines, repetition and positive relationships provide the foundation for developing trust, security, and readiness to learn.

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Learning experiences focus on developing early communication, interaction, sensory awareness, physical engagement and awareness of self and others. Educational, therapeutic and care priorities are integrated throughout the school day to ensure a holistic approach that promotes wellbeing, regulation, participation, and personal development.

Progress is recognised through small, meaningful steps in engagement, anticipation, communication, responsiveness, and interaction, enabling students to build stronger connections with people, experiences, and the world around them.

Experience Strand – (Choice, Voice, Quality of life & Wellbeing)

The Experience Strand is designed for students whose learning priorities centre on meaningful experiences, wellbeing, quality of life and engagement. Students within this strand may have profound and multiple learning difficulties (PMLD) or other complex needs that require a highly individualised approach to learning.

Progress for these students is most appropriately measured through their engagement, participation, responses, anticipation, preferences, and enjoyment within meaningful experiences, rather than through traditional academic measures alone.

Access to learning is delivered through a sensory-focused approach, with learning often emerging through carefully planned experiences and interactions. Students may face significant barriers to engagement due to complex sensory, physical, medical and communication needs. Therefore, learning experiences are individually designed and delivered in response to each student's unique sensory profile, interests, and strengths.

An integrated multidisciplinary approach is central to this strand, with therapeutic strategies embedded throughout daily learning experiences. Many students benefit from high levels of personalised support from familiar adults to enable access, participation, and communication.

While students are provided with opportunities to engage alongside their peers, group learning experiences are carefully adapted to remain exploratory, experiential, and sensory in nature.

The curriculum is delivered through a holistic, multi-sensory and wellbeing-centred approach that promotes connection, engagement, communication, comfort, and enjoyment. Learning is not organised through discrete subject-specific teaching but through meaningful experiences that integrate educational, therapeutic, and personal development priorities, enabling every student to experience connection, joy and purpose in their learning.

Explore Strand - (*Regulation, Communication, Participation*)

The Explore Strand is designed for students working at the pre-formal stage of learning, where the curriculum focuses on developing engagement, sensory exploration, communication, and early interaction skills. Students within this pathway may have profound

and multiple learning difficulties (PMLD), significant developmental delay, Autism Spectrum Condition (ASC), or other complex needs that require a highly personalised approach.

Students often learn through short periods of focused engagement and benefit from consistent support, structured routines, and responsive interactions with familiar adults. Opportunities for shared learning with peers are carefully adapted to ensure they remain accessible, motivating, and meaningful.

The curriculum is delivered through a holistic, multi-sensory and therapeutic approach that promotes communication, regulation, independence, and active participation. Learning experiences are tailored to individual needs, interests, and developmental stages, with a strong emphasis on building the foundational skills that support future learning, wellbeing, and wider life outcomes.

Educational, therapeutic, and personal development priorities are integrated throughout the curriculum, enabling students to access purposeful learning experiences that are relevant, engaging and matched to their individual starting points.

Engage Strand - (*Early independence, responsible choices, collaboration and regulation.*)

Engage Strand is designed for pupils working across pre-formal and semi-formal stages of learning.
Learners in this strand are developing their functional communication, independence, and problem-solving skills, while beginning to apply learning in real-life contexts.
Pupils are increasingly able to make choices, express preferences, and participate actively in some structured learning and community experiences. These students may experience challenges with extended engagement and rely on class staff to support their continued participation.

Students within this strand are continuing to develop their expressive language skills to provide them with the best access to learning. These students are beginning to present with some self-motivation even on less motivating activities.

These students can access learning one on one, in groups and as a whole class at times. Where possible tangible resources and active learning should be the vehicle in which the content is delivered.

Their access to the curriculum is through practical life skills, communication, and social interaction, preparing them for adulthood and engagement in the wider world.

Enquire Strand - (*Autonomy, relationships, life skills and aspirations*)

Enquire Strand is designed for students working across semi-formal and formal stages of learning.

Students in this strand are increasingly able to engage with subject-based learning, form and sustain friendships, and begin to understand the expectations of adult life, including qualifications, work-related learning, and community participation.

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Students are expected to demonstrate increasing autonomy in decision making, self-advocacy and problem solving.
These students can access learning independently for sustained periods of time with appropriate class staff support.

These students benefit from structured learning environments, clear routines and expectations. Within this strand some students present with social and emotional needs which may impact their learning.These students can access learning one on one, in groups and as a whole class. Where possible tangible resources and active learning should be the vehicle in which the content is delivered.

Their access to the curriculum is through a broad, balanced, and aspirational curriculum that enables students to achieve meaningful academic, social, and vocational outcomes, supporting their transition into adult life.

Post- 16 – (*Independence, Careers, Community, Good Health*)

Our Post-16 provision supports students with a wide range of complex needs, including profound and multiple learning difficulties (PMLD), Autism Spectrum Condition, and associated communication, sensory and developmental needs.
The curriculum is structured across four interconnected strands — Explore, Experience, Engage and Enquire — ensuring that every student accesses a personalised pathway matched to their stage of development.

Students throughout all the post 16 pathway have a focus on their Preparation for Adulthood and personal development. Students working at the earliest developmental levels follow a pre-formal curriculum centred on sensory awareness, regulation and early communication. Progress is measured through engagement, responsiveness, participation and wellbeing within meaningful experiences.

Students who access a semi-formal pathway focus on functional communication, independence, choice-making and the application of learning in real-life contexts. Increasingly, students participate in structured activities, community experiences and problem-solving tasks that prepare them for adulthood.

Students working within the formal stages engage in subject-based learning alongside preparation for adult life, including accredited qualifications, work-related learning and community participation. Across all pathways, we prioritise autonomy, self-advocacy, social relationships and quality of life.