



KINGS PARK SCHOOL

CURRICULUM POLICY

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CONTENTS

- 1.0 INTRODUCTION
- 2.0 LEGAL FRAMEWORK AND GUIDANCE
- 3.0 PURPOSE OF THIS POLICY
- 4.0 OUR ETHOS AND VALUES
- 5.0 ROLES AND RESPONSIBILITIES
- 6.0 AIMS
- 7.0 INTENT, IMPLEMENTATION, IMPACT
- 8.0 CURRICULUM OVERVIEW
- 9.0 ENRICHMENT AND MORE
- 10.0 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)
- 11.0 INCLUSION
- 12.0 ORGANISATION AND PLANNING
- 13.0 MONITORING AND EVALUATION
- 14.0 CPD
- 15.0 EQUAL OPPORTUNITIES

1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence and progress. In addition to the statutory annual review process, we conduct a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather than age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated and ready to engage.

At Kings Park School, our curriculum is designed to meet the holistic needs of all pupils, with a strong focus on personalised learning, wellbeing and preparation for adulthood. As a nurturing SEN school, we recognise the diverse abilities and learning profiles of our students, many of whom have diagnoses including Autism Spectrum Disorder (ASD), ADHD and Specific Learning Difficulties (SpLD). Our curriculum is broad, balanced and aspirational, providing meaningful learning experiences that promote academic progress, personal development, independence and positive engagement with the world around them. We aim to ensure that every pupil is supported to achieve their full potential in a safe, inclusive and encouraging environment.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy reflects the requirements of the National Curriculum programmes of study, where applicable. It also reflects requirements for inclusion and equality as set out in:

- The SEND Code of Practice (2015)
- The Children and Families Act 2014
- The Equality Act 2010
- The Education Act 2002 & The Education and Inspections Act 2006

3.0 PURPOSE OF THIS POLICY

The main purpose of this policy is to:

- **Provide a Clear Framework**

To establish a consistent and transparent approach to designing, delivering and evaluating the curriculum tailored to the unique needs of pupils with Special Educational Needs (SEN) such as ASD, ADHD and SpLD.

- **Ensure Accessibility and Inclusivity**

To guarantee that the curriculum is accessible to all pupils, providing appropriate adaptations and personalised learning pathways that meet individual strengths, needs and learning styles.

- **Promote Equality and Compliance**

To ensure the school meets its legal obligations under the SEND Code of Practice, Equality Act 2010 and other relevant legislation, ensuring no pupil is disadvantaged or discriminated against.

- **Support Holistic Development**

To guide teaching and learning so that pupils develop not only academic skills but also social, emotional, communication and life skills essential for independence and wellbeing.

- **Set Clear Expectations for Progress and Achievement**

To define how the curriculum will support each pupil's progress, aiming for achievable outcomes that build confidence, skills and readiness for adulthood.

- **Guide Staff and Stakeholders**

To provide staff, governors and parents with a shared understanding of the curriculum's intent, content, delivery methods and assessment, fostering a collaborative and informed approach.

- **Facilitate Continuous Improvement**

To establish a basis for regular review and adaptation of the curriculum in response to pupils' changing needs, educational research and best practice in SEN education.

4.0 OUR ETHOS AND VALUES

We are guided by our school motto: **"Inspiring Dreams, Building Bright Futures Together."** Our core values are:

- **Kind Words:** We speak with empathy and understanding.
- **Positive Minds:** We approach challenges with optimism and resilience.
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision and environment within Kings Park School.

Kind Words reflect our belief in the power of language to heal, uplift and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

Positive Minds encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

Strong Hearts remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others and show bravery in being true to themselves. Together, these values underpin our approach to behaviour, learning and building a safe, inclusive school community.

5.0 ROLES AND RESPONSIBILITIES

Governing Board

The Governing Board at Kings Park School is responsible for monitoring the effectiveness of this Curriculum Policy and holding the Headteacher to account for its implementation. The Governing Board will also ensure that:

- A clear and robust framework is in place for setting curriculum priorities and aspirational targets that reflect the needs and potential of all learners.
- All courses offered to students that lead to recognised qualifications, such as GCSEs or equivalents, are approved by the Secretary of State.
- The school follows all statutory assessment requirements relevant to its learners.
- It takes an active role in decision-making related to the breadth, balance and appropriateness of the curriculum.
- CYP's are provided with independent and impartial careers guidance, which is suitably resourced and tailored to meet individual aspirations and pathways.

Headteacher

The Headteacher is responsible for ensuring the successful implementation of this policy and for ensuring that:

- All elements of the curriculum statutory and discretionary have clear aims and objectives aligned with the school's ethos and meet the diverse needs of individual pupils with SEND.
- Sufficient and appropriate teaching time is allocated for all curriculum areas and this is regularly reviewed with the Governing Board.
- Requests to withdraw pupils from aspects of the curriculum (e.g. RSE) are managed in line with statutory guidance and school procedures.
- Assessment processes comply with legal requirements and are used effectively to track pupil progress and inform planning.
- The Governing Board is meaningfully engaged in key decisions about curriculum content and structure.
- The Governing Board receives timely and relevant information to support decisions on whole-school performance targets.
- Curriculum provision meets the needs of pupils across a wide range of abilities, profiles and additional needs.

Staff Responsibilities

All staff at Kings Park School are responsible for ensuring the curriculum is delivered in accordance with this policy, with adaptations made to meet the needs of our learners.

- The Headteacher and the Deputy Headteacher oversee the academic and skills-based aspects of the curriculum. They ensure that all Key Stages are covered effectively and that learning pathways are coherent and well-sequenced.

- The Deputy Headteacher with Responsibility for Wellbeing oversees the development and delivery of the Wellbeing Curriculum. This includes ensuring a consistent and effective approach to personal, social and emotional education across all Key Stages.
- Subject Leaders are responsible for maintaining a purposeful and effective Curriculum Map for their subject area, ensuring full coverage (where appropriate) of the National Curriculum and demonstrating progression in knowledge and skills. They support and guide colleagues in the planning and delivery of their subjects.

6.0 AIMS

At Kings Park School, we are committed to delivering a **broad, balanced and personalised curriculum** that empowers every pupil to achieve their full potential – academically, socially, emotionally and personally. Our curriculum is shaped by the diverse and complex needs of our learners and it is underpinned by the belief that **how pupils learn is just as important as what they learn**.

We recognise that **learning happens all the time** – in lessons, wellbeing sessions, structured enrichment and social interactions – and that each moment in the school day presents an opportunity for growth. Our approach creates an inclusive, nurturing environment where pupils can gain confidence, develop resilience and make meaningful progress toward independence and adulthood.

Through our curriculum, we aim to ensure that:

1. **Pupils build confidence as learners**, develop a love of learning and begin to see themselves as successful, capable individuals.
2. **All pupils make progress** against personalised SMART targets that reflect both academic and holistic outcomes.
3. **Learning is meaningful, relevant and engaging**, taking account of pupils' strengths, interests and starting points.
4. **The curriculum is flexible and adaptive**, tailored to meet the individual needs of each pupil at their current stage of development.
5. **Pupils benefit from a wide range of enrichment opportunities**, including Forest School, educational visits, sports, work experience and residential.
6. **Reading and communication are prioritised**, with structured support through a phonics-based reading scheme and integrated literacy interventions where needed.
7. **Life skills and independence are embedded throughout the curriculum**, ensuring that pupils gain the competencies they need for adult life.
8. **Digital literacy is developed**, so that pupils can safely and confidently participate in the modern world through computing and ICT.
9. **Pupils develop a strong sense of self and community**, learning to respect others, care for their environment and make a positive contribution to society.
10. **Confidence, self-esteem and resilience** are intentionally nurtured through therapeutic approaches, positive relationships and structured wellbeing programmes.
11. **Barriers to learning are recognised and addressed**, particularly for those pupils who enter the school with gaps in their academic learning or low emotional wellbeing.
12. **The curriculum promotes equality, diversity and inclusion**, reflecting the multicultural nature of society and embedding Fundamental British Values (FBV) throughout.
13. **Spiritual, Moral, Social and Cultural (SMSC) development** is integrated across all areas of learning, helping pupils understand and navigate the world around them.
14. **Pupils are encouraged to take responsibility for their physical health**, with regular opportunities for physical activity, sport and wellbeing.
15. **Pupils are well prepared for adulthood**, through accredited learning, careers education and the PSHE/RSE curriculum.

16. **All pupils have access to an aspirational, challenging curriculum**, with appropriate levels of support and scaffolding, in line with their individual needs and ambitions.
17. **Pupils develop the independence, problem-solving and learning skills** they need to move confidently into further or higher education, supported employment and adult life.

Our Commitment to Quality Teaching and Learning

At Kings Park School, all staff are seen as **partners in learning**, working collaboratively to inspire, engage and challenge every student. Teaching and support staff continuously develop their professional knowledge and skills to meet the needs of our learners and to create inclusive classrooms where every child feels safe, valued and understood.

We believe that by embedding **wellbeing, therapeutic principles and high expectations** into every aspect of school life, we can provide a curriculum that truly meets the needs of our pupils – enabling them to **thrive, grow and succeed** in school and beyond.

7.0 INTENT, IMPLEMENTATION, IMPACT

Intent

At Kings Park School, our curriculum is designed to meet the holistic needs of pupils with a range of special educational needs, including but not limited to, autism, ADHD and specific learning difficulties. We recognise that our pupils are unique individuals who benefit from a flexible, personalised and therapeutic approach to learning.

Our curriculum is underpinned by the following aims:

- **To foster a love of learning**, helping pupils to see themselves as successful and capable learners.
- **To promote confidence, emotional resilience and independence**, supporting each pupil's development academically, socially and emotionally.
- **To close gaps in learning**, providing targeted and meaningful support from each pupil's starting point.
- **To deliver a broad, balanced and aspirational curriculum**, enriched by real-life learning experiences and therapeutic input.
- **To develop life skills and prepare pupils for adulthood**, including functional literacy, numeracy and the ability to thrive in the wider community.
- **To embed fundamental British Values and SMSC development**, supporting pupils to become respectful, active members of society.

Ultimately, we want every pupil to leave Kings Park School with the skills, qualifications, confidence and self-belief to move on to the next stage of their education or life journey.

Implementation

Our curriculum is implemented through:

- **A personalised, flexible curriculum structure** that adapts to individual needs and EHCP outcomes across all key stages, including bespoke and individual timetables.
- **A focus on core skills** – literacy, numeracy and ICT – taught through high-quality, adapted teaching and reinforced across the curriculum.
- **Therapeutic and wellbeing support**, including the Thrive Approach, woven throughout the curriculum and daily routines to support emotional regulation and social interaction.

- **A robust Wellbeing Curriculum**, which supports students' social, emotional and mental health development, delivered alongside PSHE and Relationship & Sex Education.
- **Specialist teaching** in subjects such as PE, Music, Outdoor Learning, Food Technology and Art to offer creative and practical opportunities to engage and succeed.
- **Accredited pathways** including Functional Skills, Entry Level Certificates and GCSEs where appropriate, to provide meaningful qualifications.
- **High staff-to-pupil ratios** and Team Teach-informed practice to maintain a safe and nurturing learning environment with strong relationships at its core.
- **Enrichment and experiential learning**, including Forest School, community visits, off-site learning, residential and enterprise projects.
- **Regular assessment and review**, using tools like B Squared to monitor academic progress, EHCP targets and holistic development.

Teaching and support staff are highly trained and continuously develop their practice to deliver the most appropriate strategies for supporting each learner.

Impact

The impact of our curriculum is measured not only through academic outcomes, but also through each pupil's personal growth, wellbeing and readiness for life beyond school.

We assess impact through:

- **Progress against personalised SMART targets** linked to EHCP outcomes and curriculum goals.
- **Academic attainment and qualifications**, including Entry Level, Functional Skills and GCSEs where appropriate.
- **Improvements in emotional wellbeing**, self-regulation and social interaction, tracked through individual behaviour plans, Thrive assessments and pastoral records.
- **Increased engagement in learning**, reflected in attendance, participation and student voice.
- **Development of independence and life skills**, evidenced through real-world tasks, work-related learning and readiness for post-16 transitions.
- **Positive destinations** – including college placements, supported internships, or bespoke pathways – that reflect pupils' aspirations and abilities.

Parents, carers and pupils are involved in regular review and reflection points, including Annual Reviews, termly reports and drop-in sessions. Our aim is for every child to leave Kings Park School with **a strong sense of self-worth, functional skills for life** and the ability to **contribute positively to their community**.

8.0 CURRICULUM OVERVIEW

Please see curriculum overview document.

9.0 ENRICHMENT AND MORE

Topic-Based Curriculum in EYFS, Key Stages 1–3 and Key Stage 4 if applicable.

At Kings Park School, pupils follow a topic-based curriculum that brings learning to life through cross-curricular themes. This approach integrates:

- **Humanities and the Arts:** Pupils explore History, Geography, Art, Design Technology, Music and Religious Education in engaging, theme-linked lessons. This structure supports meaningful connections across subjects and promotes a deeper understanding of the world.
- **Enrichment Curriculum:** Designed to extend learning beyond the classroom, pupils participate in a broad range of activities that encourage curiosity, exploration and personal growth. These include outdoor learning, team-based challenges, creative experiences and community engagement. Key personal development areas include resilience, communication, self-esteem, confidence and collaboration.

Wellbeing Education

Our Wellbeing Curriculum is a core part of school life and includes:

- **PSHE (Personal, Social, Health and Economic Education)**
- **SMSC (Spiritual, Moral, Social and Cultural Development)**

We believe that developing social and emotional skills, healthy living and preparation for life in modern Britain is essential. Therefore, wellbeing is delivered through:

- Regular PSHE lessons at all key stages.
- Weekly themed assemblies/class assemblies and guest speakers.
- Targeted interventions and group work (e.g., social skills, anger management).

SMSC Development Includes:

- **Spiritual:** Pupils reflect on beliefs and experiences through assemblies/speakers (e.g., Easter, Diwali), creative arts and religious visits.
- **Moral:** Understanding right from wrong through lessons, charity events and interactions with services like police and fire brigade.
- **Social:** Developing teamwork and conflict resolution via clubs, Forest School, residential and lunchtime groups.
- **Cultural:** Celebrating diversity through national and global events, visits to cultural sites and awareness days.

Promoting Fundamental British Values (FBV)

Through our curriculum, assemblies and Wellbeing Curriculum, we actively promote:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different or no faiths

Broader Wellbeing Provision Includes:

- Educational visits and cultural enrichment such as theatre trips, art exhibitions and workshops.
- House team systems encouraging teamwork, communication and healthy competition.
- A Pupil Leadership Team and School Council allowing pupils to take ownership of school improvement.
- Formal RSE (Relationships and Sex Education) lessons at KS3 and KS4.
- E-safety lessons across all year groups.

Key PSHE Themes Include:

- Building social and emotional skills.
- Anti-bullying, diversity and equality.

- Healthy lifestyles and managing risk.
- British values and citizenship.
- Online safety and digital responsibility.
- Charity, enterprise and community action.

Therapeutic support is embedded into school life, including Speech and Language therapy, Occupational therapy and wellbeing workshops.

Religious Education

We follow the Kapow RE curriculum, offering pupils a broad exposure to global religions and cultures. Through assemblies and lessons, pupils learn about:

- Religious festivals
- Cultural traditions
- Significant dates and events throughout the year

Though our school is rooted in Christian values, we respect and celebrate all faiths and non-believers. Pupils are encouraged to value diversity and develop understanding and compassion. Parents retain the right to withdraw their child from RE lessons.

Enrichment Calendar - Themed Days and Awareness Weeks

To promote cultural awareness and celebrate diversity, Kings Park School holds themed days or weeks every term. These provide immersive learning experiences focused on:

- Specific countries or cultures
- Religious and national awareness days
- Food, language and traditions
- Charity Led/Awareness

These days support pupils' understanding of the wider world and promote inclusion, respect and curiosity.

10.0 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

At Kings Park School, we are committed to providing high-quality careers education, information, advice and guidance (CEIAG) that is accessible, meaningful and aspirational for all pupils. Our careers programme is carefully planned and embedded within the curriculum from Key Stage 3 onwards, with personalised support that reflects pupils' individual skills, interests, aspirations and additional needs.

Intent

- To equip pupils with the knowledge, skills and self-awareness needed to make informed choices about their future.
- To raise aspirations and encourage pupils to explore a wide range of career pathways.
- To develop essential employability skills and prepare pupils for life beyond school, including supported or independent employment, further education, or training.
- To ensure that pupils understand the link between their learning, qualifications and future career opportunities.

Implementation

Our careers provision includes the following key elements.

Curriculum Integration

- Careers education is explicitly taught through timetabled Careers lessons beginning in Key Stage 3, where pupils explore their interests, strengths and aspirations and begin to investigate potential future careers.
- In Key Stage 4, this work continues and becomes more focused on transition planning, qualifications and developing employability skills.

Qualifications and Life Skills

- Pupils in Key Stage 4 work towards accredited qualifications, including Functional Skills, Entry Level and Vocational courses (such as NCFE or BTEC), which develop and demonstrate their readiness for adult life and future employment or education.
- Life skills, independence and social communication are embedded throughout the wider curriculum to complement employability development.

Experiences and Encounters

Pupils take part in a variety of careers-related experiences, such as:

- Visiting local workplaces to explore different industries and working environments.
- Engaging in talks and workshops with visiting speakers from a wide range of professional backgrounds.
- Participating in work experience placements (where appropriate), enabling pupils to apply their skills in real-world settings and develop confidence and independence.

National Careers Service Tools

All pupils will access the National Careers Service platform, including:

- Skills assessments and health and job match tools to explore personal strengths and how these align with different job sectors.
- Guidance on employability, including communication, teamwork, problem-solving and time management.
- Opportunities to learn about a variety of career roles, salary expectations, qualifications and progression routes.

Events and Employer Engagement

Kings Park School pupils will have the opportunity to attend local and regional Careers Fairs, meeting representatives from colleges, training providers and employers.

These events are designed to help pupils:

- Ask questions and gather real-world insights.
- Practice social and communication skills in a professional context.
- Understand what is expected in various career pathways.

Impact

The effectiveness of the CEIAG programme is measured through:

- Pupils' increasing confidence in discussing their future ambitions and post-16 goals.
- Positive feedback from pupils and families regarding careers support and guidance.
- Progress towards and achievement of, appropriate qualifications linked to future pathways.
- Successful transitions into further education, training, or supported employment.
- Regular review of Careers Education during EHCP Annual Reviews and in transition planning meetings.

Kings Park School ensures that Careers Education is aspirational, accessible and supportive. Our goal is for every pupil to leave us with a clear sense of direction, improved self-awareness and the tools to make informed, ambitious choices about their future.

11.0 INCLUSION, ADAPTATION AND PERSONALISATION

At Kings Park School, we are committed to delivering a curriculum that is **individualised, inclusive and person-centred**, ensuring every pupil can access learning in a way that reflects their **strengths, needs and interests**.

We adapt the curriculum for individual learners in line with their Education, Health and Care Plan (EHCP), updated regularly through the Annual Review process and collaborative planning with staff, parents/carers and students themselves. Each learner has a personalised learning plan that is reviewed regularly to reflect current progress, regulation needs and developmental priorities. Plans are co-owned by staff, pupils and families to promote transparency and meaningful support.

We recognise that our students learn best through hands-on, practical experiences that make learning relevant and concrete. Lessons are designed to allow students to engage with content in multiple ways and in varied settings to ensure concepts are generalised and retained. Wherever possible, learning is contextualised and connected to real-life experiences to develop functional understanding.

To support this:

- We provide access to **community-based learning, life skills sessions and enrichment programmes** which link classroom learning with preparation for adulthood and recognised accreditation.
- We offer a wide range of **therapeutic interventions** embedded into the school day. These include **Speech and Language Therapy (SALT), Occupational Therapy (OT), Play Therapy, Music Therapy, Pony Therapy, Dog Therapy** and **Psychological Therapies**, delivered in partnership with our Interventions and Wellbeing Team.
- Students are encouraged to express their views and take part in school development through structures like the **Student Council**, embedding student voice into the curriculum.

All learning is underpinned by our behaviour and relationships policy, which promotes relational safety, co-regulation and intrinsic motivation.

Teachers at Kings Park School set high expectations for all students. Through robust assessment, they set challenging and aspirational targets, ensuring learning is ambitious and accessible for:

- Students with low prior attainment
- Students from disadvantaged backgrounds
- More able students
- Students with English as an Additional Language (EAL)

Wherever possible, students study the full range of National Curriculum subjects, adapted to their learning profile and supported by universal and targeted strategies. For learners with EAL, teachers plan activities that support language acquisition and subject access, ensuring students can participate meaningfully across the curriculum.

Our approach is rooted in **equity, dignity and high aspiration**, ensuring that every pupil at Kings Park School is supported to achieve their potential.

12.0 ORGANISATION AND PLANNING

At Kings Park School, our curriculum places strong emphasis on developing the **whole child**, balancing academic progress with personal growth and emotional wellbeing. We recognise that our students benefit most from a **holistic, nurturing approach** and our curriculum is designed to reflect this by focusing on the following key areas:

- **Core Academic Skills**, including the development of **Literacy, Numeracy and ICT** to promote functional communication, independence and lifelong learning.

- **Social, Emotional and Mental Health (SEMH) skills**, including **Relationships and Sex Education (RSE)**, delivered in a way that is appropriate, inclusive and responsive to individual needs.
- **The Thrive Approach**, used both as a **whole-class relational practice** and as a **targeted intervention**, supporting emotional regulation and relational development.
- **Self-Regulation and Behavioural Skills**, supported by the behaviour and relationships policy, enabling pupils to take increasing responsibility for their actions and choices.
- **Physical Development**, through **PE, swimming, individual therapy sessions, life skills** and opportunities to engage with the local community.
- **Work-Related and Vocational Learning**, which helps students develop the essential skills needed for adulthood, employment and independence.
- **Outdoor Learning**, promoting resilience, curiosity and a connection to nature and the wider environment.
- **Cultural and Diversity Awareness**, integrated through **Fundamental British Values (FBV), Religious Education (RE)** and broader **Spiritual, Moral, Social and Cultural (SMSC)** development.
- **Careers Education**, with **independent, impartial careers guidance** to support future planning and aspiration-building.
- **Weekly Celebration and Reward Sessions**, recognising students who have positively engaged and celebrated progress in both learning and personal development.

Curriculum Design and Delivery

Each Key Stage has a carefully developed Curriculum Map, collaboratively designed by subject leaders, Key Stage leads and senior staff. These maps ensure that learning is **sequenced, purposeful and responsive** to the needs of our learners.

We acknowledge that many of our students require significant support with their **social, emotional and mental health needs** and as such, our curriculum places equal importance on both **emotional wellbeing** and **academic achievement**.

Our dedicated **Wellbeing Curriculum**, which includes the **Thrive Approach**, runs alongside subject-based learning and is embedded throughout the school day to promote resilience, self-awareness and positive mental health.

Key Stage 3 and 4.

As students move into **Key Stage 4**, the focus of the curriculum evolves to place greater emphasis on **preparation for adulthood**. This includes:

- **Maximising independence**
- **Engaging in meaningful work experience**
- **Participating in college-based learning pathways**
- **Planning for future transitions** with continued support from Kings Park School

Learning at this stage is designed to be **aspirational and accessible**, with students working towards a range of **accredited outcomes**, including:

- **Entry Level Qualifications**
- **Functional Skills in English, Maths and ICT**
- **GCSEs (where appropriate)**
- **AQA Unit Awards**
- **AQA, NCFE and OCR qualifications**

All accreditation options are regularly reviewed to ensure they are suitable and offer the best possible progression for each individual learner.

Assessment and Reporting

We use BSquared to record, track and monitor student progress and attainment across the curriculum. This ensures that achievements are clearly evidenced and that teaching is responsive to need.

Class teachers are responsible for maintaining accurate, up-to-date assessment data and reviewing each student's overall progress. We report progress to **parents and carers**:

- As part of the **Annual Review process**
- **Once each term** through formal written reports
- At **Parent and Carer Drop-in Sessions**, held termly following Celebration Assemblies.

We also encourage parents and carers to engage with us at any point during the year to discuss their child's progress, ideally through a prior appointment with relevant staff.

13.0 MONITORING AND EVALUATION

At Kings Park School, we are committed to delivering a high-quality, inclusive and personalised curriculum that is continuously evaluated to ensure it meets the needs of all learners.

The Headteacher and Deputy Headteacher are responsible for co-ordinating a comprehensive system for curriculum monitoring, review and improvement. This ensures the curriculum is not only compliant with statutory requirements but remains aspirational, accessible and responsive to our pupils' evolving needs.

Key leadership responsibilities include:

- Leading **pupil progress meetings** to evaluate outcomes against individual targets and EHCP objectives.
- **Moderating assessment data** to ensure consistency and accuracy across subjects and key stages.
- **Analysing student progress data** (including academic, SEMH, EHCP and engagement data) to identify trends, gaps and next steps for curriculum development.
- Conducting **lesson observations** and providing constructive feedback to promote consistent quality-first teaching and relational practice.
- Coordinating **learning walks, thematic reviews and environment audits** with a focus on accessibility, engagement and sensory regulation.
- Overseeing **curriculum planning and development**, ensuring content is differentiated, adapted, inclusive and linked to meaningful progression.
- Identifying **staff training and workshop needs** based on curriculum evaluation and current priorities (e.g., subject-specific knowledge, trauma-informed delivery).
- **Reviewing the curriculum annually** to ensure alignment with current legislation, Ofsted expectations and best practice in special needs education.

Role of Subject Leaders

Subject Leaders play a vital role in ensuring that each area of the curriculum is delivered with depth, consistency and creativity. In collaboration with SLT, Subject Leaders:

- Engage in **planning scrutiny, book reviews** and **drop-ins** to monitor how their subject is taught across the school.
- Contribute to the **curriculum monitoring cycle**, which includes observations, resource audits and participation in student progress discussions.
- Have responsibility for the **effective organisation, accessibility and inclusive use of subject resources**.
- Support curriculum adaptation to ensure all learners, including those with sensory processing needs or communication barriers, can access learning meaningfully.

Governance and Strategic Oversight

The Governing Body has a strategic role in monitoring curriculum coverage and ensuring statutory compliance, including with the National Curriculum where applicable and other relevant frameworks (e.g. RSE, careers, equality duties).

Governors achieve this through:

- **Termly monitoring visits**, including joint learning walks with leaders and review of pupil work and displays.
- **Meetings with the School Council** to gain pupil voice insights.
- Participation in **the school's curriculum evaluation cycle**, including reviewing key data reports, strategic plans and policy documents.

The Curriculum Policy is reviewed annually by the Headteacher and shared with the Full Governing Board to support transparency, strategic planning and accountability.

14.0 CPD

At Kings Park School, we recognise that a high-quality, aspirational and inclusive curriculum can only be delivered by a team of **skilled, reflective and continually developing professionals**. Our commitment to staff development is central to our mission of **“Inspiring Dreams, Building Bright Futures Together.”**

All staff are provided with targeted, meaningful professional development opportunities, directly aligned with the School Development Plan, individual staff goals and the wider organisational Training Needs Analysis and Strategy. CPD is designed to promote excellent teaching and learning and to ensure our curriculum remains **relevant, ambitious and neurodivergence-affirming**.

Key features of our CPD offer include:

- **Induction programmes** for new staff, including trauma-informed practice, autism strategies, safeguarding, Team Teach and Zones of Regulation.
- **Ongoing CPD** for all staff to deepen knowledge of curriculum content, pedagogy, communication strategies (e.g., Makaton, AAC), sensory processing needs and inclusive classroom practice.
- Access to **external specialists** (e.g., clinical psychologists, SALTs, OTs, careers providers) to enhance curriculum delivery, especially in life skills, PSHE/RSE and preparation for adulthood.
- **Curriculum-specific training**, including subject leadership development, adaptive teaching strategies and qualification frameworks (e.g., Functional Skills, AQA Unit Awards).
- **Weekly reflective practice and coaching**, embedded into the staff timetable to support implementation of strategies and behaviour support planning.
- **Performance management** that supports personalised CPD pathways, linked to curriculum impact, student outcomes and professional growth.

The impact of CPD is regularly monitored through:

- Learning walks, work scrutiny and student voice
- EHCP and curriculum impact data
- Staff feedback and self-evaluation
- Observed changes in classroom practice and curriculum accessibility.

By investing in the **knowledge, wellbeing and capacity** of our staff team, Kings Park School ensures that every pupil benefits from a curriculum that is **delivered with confidence, compassion and creativity**.

15.0 EQUAL OPPORTUNITIES

At Kings Park School, we are committed to providing a curriculum that offers **equal access, dignity and opportunity** for every pupil, regardless of **age, culture, race, religion, gender, gender identity, ability, disability, learning need, or sexuality**.

Our curriculum is underpinned by the firm belief that **every child matters** and deserves the opportunity to thrive academically, socially, emotionally and personally. Guided by our values – *Kind Words, Positive Minds, Strong Hearts* – we create a learning environment where difference is **respected, celebrated and protected**.

We recognise that many of our learners face additional barriers due to neurodiversity, communication challenges, sensory sensitivities, or past experiences of trauma or exclusion. As such, **equality is not about treating everyone the same** but about **removing barriers** and providing tailored support so every pupil can access and benefit from their education.

Key features of our equal opportunities approach in the curriculum include:

- **Individualised curriculum planning** aligned with EHCP outcomes and learner voice.
- **Multisensory and inclusive teaching strategies**, with visuals, AAC (Augmentative and Alternate Communication devices) and assistive technology where needed.
- Representation of **diverse voices, cultures and identities** across curriculum content, resources and displays.
- A **zero-tolerance approach** to discrimination, bias, or exclusion in any form, supported through restorative practices.
- Curriculum enrichment opportunities that are **accessible and equitable** for all learners, including offsite visits, Forest School, work-related learning and creative arts.
- **Regular reviews** of curriculum materials, resources and policies to ensure they reflect our commitment to equity, diversity and inclusion.

Through our curriculum, we aim to equip our CYP's with the knowledge, skills and confidence to value themselves and others, challenge inequality and contribute meaningfully to their communities.

At Kings Park School, **equality is not an aspiration - it is our foundation**.

This policy will be reviewed by the Senior Leaders every year. At every review, the policy will be approved by The Chair of Governors.