



Buxlow School

Curriculum Policy

January 2026

Policy Statement

The ILG Directors and staff of Buxlow School believe that the school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being.

This policy has the school's aims at its heart

Rationale

We believe it is vital for the School to have a Curriculum Policy so that activities can be designed which further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences to take them into the next stage of their education encourage independence and prepare them for a meaningful participation in British society.

The implementation of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote parental and other carers understanding of the curriculum.

Objectives

- To provide a specialised, relevant education that encourages each pupil to reach their full potential.
- To instil and promote a life-long love and ability of learning.
- To equip our pupils with a range of life-skills – academic, social, musical, creative and sporting.
- To promote the spiritual development and moral welfare of each individual.
- To meet the needs of all pupils and differentiate to ensure that all pupils are challenged appropriately.
- To work as a team with all those who are supporting the pupil, including Parents and external specialist agencies.
- To not undermine the fundamental British Values and Protected characteristics and support pupils with their ability to welcome and advocate for diversity

At Buxlow School we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for each pupil's age and aptitudes. We use principles as detailed in the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014), the Special Educational Needs and Disability Act (SEND(2001)) and the Equality Act (2010) including the provision of auxiliary aids and services.

Core Principles of our Curriculum

The core principle governing the curriculum of the school is that every pupil shall be entitled to and partake in a broad and balanced curriculum, which meets their needs and is underpinned by our core values. Buxlow School has a multi-dimensional and personalised curriculum that puts the needs of the individual at the heart of learning. At Buxlow School we believe the pupil's emotional wellbeing and happiness are of the highest importance. Learning takes into account our pupils' individual interests, aptitudes and needs.

We are committed to a holistic approach to classroom learning, therapies and home life. Teaching staff work together alongside Parents and Therapists closely to support pupil's well-being is a priority and support their readiness to learn. Therapists we work alongside include Speech and Language Therapists, Occupational Therapists, as well as Educational Psychologists and Behaviour Specialists.. These professionals form part of the multi-disciplinary team to provide universal, targeted and specialist approaches to meet each pupil's needs and to enhance their development.

The curriculum places a strong emphasis on self-confidence, self-advocacy, intrinsic motivation and ensuring that our pupils are continuously encouraged and supported to develop their independence; in turn, this helps to foster self-help skills in all areas of development. Staff use a scaffolded approach, demonstrating or modelling an activity before stepping back for pupils to be successful learners.

The Head is responsible for ensuring that curriculum planning provides pupils with a wide range of challenging learning experiences, taking account of the individual learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work, to learn and make progress.

At Buxlow School, we believe that the curriculum the pupils follow should enable them to become successful young people who are ready to learn, make progress and achieve, whatever their starting point may be and whatever type of special educational needs they may have.

Our curriculum focuses on developing the transferrable skills that equip pupils for each stage in education and life beyond school as confidently and independently as possible. Emphasis is placed on the areas; 'Communication and Interaction', 'Cognition and Learning', 'Sensory and Physical' and 'Social, Emotional and Mental Health'. To engage the pupils that attend Buxlow School to engage in learning, our curriculum is child centred with individualised learning opportunities that are skills and play based.

Teachers use individual EHCP (Education, Health and Care Plan) outcomes as a starting point for all learning, taking into account what the pupils are working towards in line with the starting ability of in relation to Development Matters statements and the National Curriculum. Each pupil has an individual education plan with targets, based on working towards achieving their individual EHCP outcomes. Each pupil's progress, in relation to achieving targets included in the individual education plan are closely monitored. The individual education plans are reviewed and adjusted accordingly every 6-8 weeks in conjunction with Parents and specialist external agencies.

At Buxlow School teaching and learning opportunities are not limited to 'lesson time' but throughout the day, including break times (outside learning time), snack time, personal care routines and when out in the community on trips. These opportunities are planned for and include meaningful generalisation of skills across a range of settings.

The Buxlow Curriculum

The school acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way. It takes frameworks such as the EYFS and National Curriculum as a basis to inform required topics, and embeds these alongside the school's values, aims and aspirations and which is right for its pupils and the whole school community.

Our curriculum is adapted from the EYFS Framework and National Curriculum dependent on each pupil's starting point and personalised depending on each individual child's needs. This tailored approach gives students the opportunity to be taught in line with their individual learning styles, giving them further opportunities to be successful, thus promoting self-esteem and self-confidence.

Life skills and independent skills form an important part of the curriculum. The objectives for each half term are planned to be practical, build on previous learning experiences to allow for consolidation and scaffold to promote progression of skills and independence. Pupils are also taught the necessary tools and a range of strategies they will need specifically with social communication and emotional regulation.

At Buxlow School we:

- promote a healthy, safe and caring environment for all pupils and staff;
- provide a broad and balanced curriculum for all our pupils, which recognises and values their individual backgrounds and special educational needs;
- promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- prepare our pupils to engage confidently with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices;
- provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively;
- help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- create a wider awareness of religious beliefs, cultural and moral values.
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated;
- work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Early Years Provision

The EYFS Curriculum is used in Reception and all, or aspects of which may be used throughout the school dependent on the individual pupils needs and ability. There are 7 areas of learning and development. All areas are important and inter-connected. Three areas are particularly crucial for igniting pupil's curiosity and enthusiasm for learning. These 3 areas are called the Prime areas: Communication, Physical Development and PSED (Personal, Social & Emotional). The other 4 areas are called the Specific areas and are: Literacy, Mathematics, Understanding the World and Expressive arts and design.

An overview of these areas is set out below.

<ul style="list-style-type: none">• Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
<ul style="list-style-type: none">• Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
<ul style="list-style-type: none">• Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
<ul style="list-style-type: none">• Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
<ul style="list-style-type: none">• Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
<ul style="list-style-type: none">• Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
<ul style="list-style-type: none">• Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

KS1-KS2 Provision

Our Curriculum Policy requires us as teachers to ensure that we support pupils to achieve the following to the best of their abilities. The most important skills of Communication, Literacy, and Mathematics are specifically addressed through daily timetabled teaching time, continuous provision and booster sessions (where needed). Literacy and Mathematics lessons are delivered in order to establish all the core skills, knowledge and understanding in each strand in these subjects. Teaching for all pupils in all of these areas will be personalised by addressing the specific needs of each pupil ensuring they reach their full potential.

Aim for all pupils:

- to read fluently, with understanding, feeling and enjoyment a variety of materials written in different ways for different purposes;
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
- to listen attentively and with understanding;

- to acquire information from various sources, and to record information and findings in various ways;
- to understand mathematical language and concepts in order to: extend understanding through a process of enquiry and experiment.

Science

Science is an important core subject which many learners find particularly engaging, despite the challenge of understanding some abstract scientific concepts. Most of the science teaching will be practical and focus on developing, exploring, experimenting, and questioning skills. Science lessons will also be opportunities to apply communication, English and Mathematics skills when recording and evaluating findings.

Aim for all pupils:

- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
- to master basic scientific ideas and methods;

Personal, Social, Health and Moral Education & Citizenship including Relationships, Health Education (RHE)

Within our curriculum pupils have the opportunity to develop personal skills; feelings including theirs and others; learn about other cultures and nations; learn about their bodies and how to care for them; learn about personal safety and who can help them in the community; learn about the dangers associated with every day materials; learn that all medicines are drugs; but not all drugs are medicines; share their achievements with others.

Financial education and Careers are taught through hands on experiences such as role-play and opportunities to visits shops on trips.

The aims and organisation are detailed in the PSHE and the RSE policy.

Humanities

Geography, History and Religious Education are taught through cross-curricular half-termly topics and discreet lessons e.g. learning about religious beliefs and important celebrations such as Diwali. Geography, learning about their local environment and the wider world, History e.g. Black History Month.

Aim for all pupils:

- to know about geographical, historical and social aspects of their local and wider environment and cultural and religious beliefs of themselves and others.

ICT

Our curriculum takes into account the fact that many learners have a particular affinity with ICT with respect to both learning through ICT and learning about ICT. ICT will also be used as a way to extend learning in all other curriculum areas, a resource for finding out information, and as a tool that pupils can use for communicating and recording their learning. Pupils will also be taught how to stay safe when using ICT, through online safety lessons.

Creative Subjects

Include Art, Music, Drama are an important part of the curriculum and included as part of our topic-based learning and cross-curricular learning e.g. creating artwork that incorporates the use of mathematical concepts.

Aim for all pupils:

- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and extend their skills in these areas, to be aware of art and design in the environment both past and present.

The ***promotion of British values*** is also embedded in our teaching, i.e. democracy; freedom of expression and debate within the rule of law; individual liberty; mutual respect; tolerance.

Promoting British Values

The School Curriculum profile and Curriculum Design, as well as details of time allocations for each subject, are reviewed annually prior to timetables being drawn up for the forthcoming year.

The School is committed to providing a broad and balanced curriculum for all pupils which

- promotes their spiritual, moral, social, cultural, cognitive and physical development;
- prepares them for the opportunities, challenges, responsibilities and experiences of the next stage of their education and for their adult life.

Evidencing planning and preparation

A variety of planning documents are drawn up by staff teaching for each subject and for each class. These documents are reviewed weekly by the Head to monitor teaching and learning and to remain appraised on the academic content being studied each week.

Planning is broken down into following documents;

Curriculum Overview document

The Curriculum Overview outlining topics and content are sent to parents in the final week of term, to inform Parents what will be covered in the upcoming term.

Medium Term Planning

Medium Term plans are written to incorporate the progression of knowledge within these lessons throughout a topic.

Weekly Planning

Weekly Plans are produced covering all subjects with clear learning objectives and content that is differentiated to target the abilities of all pupils.

All plans are saved into the Planning folder on the School's SharePoint, and subsequently evaluated for purposes of monitoring. Evaluations should include any concerns about individual children as well as those having particular success.

Procedures

All staff are continually:

- Actively encouraging pupils to act on their own interests through the use of open questions, and positive encouragement.
- Planning for the needs and interests of individual pupils;
- Catering for different learning styles;
- Using pupil's individual assessments and observations as a basis for planning.
- Providing a balance of adult-led and child-initiated activities;
- Providing a wide variety of practical activities and experiences on a daily basis, both indoors and outdoors.
- Developing a good relationship with parents and cares to gain a deeper understanding of the pupils and incorporating this information in planning.
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society.
- The entire curriculum at Buxlow encourages pupils to develop positive attitudes about themselves and about all people who make up the world around them.

Allocation of Timetable to each Subject Area

Teachers are expected to be flexible with the timetable to suit the needs of extended lessons in line with the needs of the pupils and to make cross-curricular links between different subjects.

School Trips and Visits

Appropriate school trips and visits are arranged to enrich and enhance pupils understanding of the curriculum they follow. Parents receive a letter detailing events and trips taking place, newsletters and items of news.

Review This policy is a working document and therefore is open to change and restructuring by the school as and when the need arises.

Formal review date: This policy is formally reviewed by the Governing Body every two years.

Next review date: Spring 2028