



Outcomes
First Group

CURRICULUM POLICY

Policy Folder: Education

Oakham Shires School

Contents

1.0	Oakham Shires School Context	2
2.0	Aims	3
3.0	Curriculum Overview	4
3.1	Educating the Whole Child	4
3.2	Our Four Curriculum Pathways	4
3.3	Access to the Curriculum	5
3.4	Preparation for Adulthood and Careers	5
3.5	Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values	5
3.6	Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE)	6
3.6	Modern Foreign Languages (MFL)	7
3.7	Cross Curricular Links	7
4.0	Roles and Responsibilities	8
4.1	The Proprietor and Governance	8
4.2	The Headteacher	8
4.3	The SENDCo and Deputy Headteachers	8
4.4	Curriculum Leaders	9
4.5	Teachers	9
4.6	All Staff	10
5.0	Curriculum Planning	10
6.0	Monitoring of Curriculum Planning and Delivery	11
7.0	Therapeutic Support and Multi-Agency Working	11
8.0	Resources	11
9.0	Assessment, Recording and Reporting	12
10.0	Equal Opportunities	12

1.0 Oakham Shires School Context

Oakham Shires School is an 11–19 independent day special school, part of Options Autism within Outcomes First Group, offering places for up to 40 pupils with a primary diagnosis of autism and associated needs. All pupils have an Education, Health and Care Plan (EHCP). Many of our pupils arrive having experienced disrupted education, sensory overload, social anxiety, communication difficulties or placements that were unable to meet their needs.

Our approach is based on understanding autism as a different way of experiencing and interacting with the world, rather than something to be ‘fixed’. We provide predictable routines, personalised support, small class sizes and a curriculum that balances academic learning with communication, emotional regulation, independence and life skills.

The school's ethos, Together We Build, sits at the heart of everything we plan and teach:

- **We Build Resilient Learners** – personalised learning pathways that recognise each pupil's strengths, interests and individual needs, developing communication, emotional regulation, independence and academic achievement alongside the skills needed for everyday life.
- **We Build Trusted Relationships** – a safe, caring environment where pupils, staff and families work together with honesty, respect and understanding, recognising that behaviour is communication and that pupils must feel safe before learning can flourish.
- **We Build Brighter Futures** – equipping pupils with the knowledge, skills and resilience they need for life beyond school, whatever success looks like for that individual – qualifications, independence, work experience or community participation.

The policy works alongside other key school policies and frameworks, including:

- RSHE Policy
- Careers Education, Information, Advice and Guidance Policy
- Work experience Policy
- Staying Safe Online Policy
- SEN policy

2.0 Aims

Oakham Shires School will:

- Cater for the needs of individual pupils, including those who are most able and those experiencing difficulties as a result of their autism diagnosis and associated needs.
- Facilitate pupils' acquisition of knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, confident and considerate members of the community.
- Provide an exciting, predictable and stimulating learning environment that promotes engagement and reduces anxiety.
- Ensure that every pupil's education has continuity and progression, whichever pathway they are following.
- Prepare every pupil for adulthood: for further education, employment, independent or supported living, and participation in their community.

Our aims for pupils include helping them to:

- Show greater flexibility, problem-solve in a variety of situations, and develop the skills to work independently and as members of a team.
- Make reasoned judgements and choices based on interpretation and evaluation of relevant information.
- Approach activities with enthusiasm and become responsible for their actions and the impact these may have on others.
- Develop tolerance, respect and appreciation for the feelings, capabilities and differences of others, and non-discriminatory attitudes to the cultural, lifestyle and religious beliefs of others.
- Think and solve problems mathematically and scientifically, using a range of concepts and an enquiring mind.
- Listen and read for a variety of purposes, and convey meaning accurately through speech, symbols, AAC and writing, capitalising on verbal understanding that may exceed the ability to record work independently.

- Communicate knowledge and feelings through art, technology and creativity, developing agility, physical coordination and confidence in and through movement.
- Understand the basic principles of health, hygiene and safety, and how to make positive lifestyle choices.
- Understand their place within local, national and global communities, and develop self-awareness, social skills and independence for life.
- Become self-reflective and begin to identify future career opportunities and aspirations.

3.0 Curriculum Overview

All pupils at Oakham Shires have an EHCP. Our curriculum fulfils the education requirements.

- Embedding PSHE and RSHE across the curriculum.
- Providing adapted curriculum in line with statutory requirements and pupils' individual needs, across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas.
- Recognising the crucial role parents and carers play in their child's education and making every effort to encourage their involvement.
- Treating every pupil in a dignified and respectful way.

3.1 Educating the Whole Child

Oakham Shires teaches pupils how to learn through a structured, personalised and multi-sensory approach that runs alongside a modified National Curriculum. The focus is on developing the key knowledge and skills pupils need to operate confidently and successfully in education, work and life in general. Depending on their pathway, pupils may be entered for a range of courses and qualifications, including GCSEs, Functional Skills, Entry Level Certificates and ASDAN awards. Teaching and learning are influenced by Spiritual, Moral, Social and Cultural (SMSC) development, and pupils are encouraged to reflect fundamental British values and act as ambassadors for the whole school community.

3.2 Our Four Curriculum Pathways

Oakham Shires' curriculum is organised into four tailored pathways, woven together with EHCPs and therapeutic support, to nurture independence, develop life skills and achieve academic success. Pupils may move between pathways over their time at Oakham Shires, as we recognise that development is not linear.

Harbour Pathway	Emerging Formal Pathway	Functional Formal Pathway	Accredited Formal Pathway
For Emotional Wellbeing	For Independence	For Work and Life	For Academic Success
A nurturing space to overcome emotional barriers before transitioning into formal pathways.	Building confidence and life skills to support independence and prepare for supported living destinations.	Developing practical skills for work and life through Level 1 & 2 skills and workplace accreditations for vocational placements.	Focusing on GCSEs (Maths, English, Science) to prepare students for further education and employment.
Key focus: Emotional wellbeing and building readiness for learning.	Key focus: ASDAN Life Skills to build confidence for supported living destinations.	Key focus: Level 1 & 2 functional skills and workplace accreditations for vocational college placements.	Key focus: GCSEs (Maths, English, Science) and preparing for further education and employment.

Primary destination: Readiness for formal pathways.	Primary destination: Supported living.	Primary destination: Vocational college / work placement.	Primary destination: Further education / supported employment.
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EHCPs and Integrated Therapeutic Care run through all four pathways as the foundation of support, ensuring that personalised provision empowers every learner to thrive. The SENCo and Deputy Headteacher coordinate a collaborative approach to this personalised curriculum, working with professionals such as Speech and Language Therapists, Occupational Therapists and Psychologists.

3.3 Access to the Curriculum

The curriculum is planned to cover the breadth and depth of study appropriate to pupils' attainment levels within their pathway. Progressive schemes of work build on learning each year and take account of SMSC themes. Planned experiences provide opportunities to develop knowledge and skills that can then be applied across subjects and in everyday life.

Flexible teaching styles and curriculum delivery are adopted to meet individual needs, taking account of visual, auditory and kinaesthetic learning styles and communication profiles (including AAC and symbol support) necessary to support the range of needs within the school. Small class sizes and a high staff-to-pupil ratio allow pupils to receive individualised support. Visual and structured timetables help pupils understand what to expect throughout the day, while also encouraging them to develop greater independence as learners.

Monitoring of the curriculum is completed regularly through the school's self-evaluation procedures and is always reviewed in line with current government legislation and guidance.

3.4 Preparation for Adulthood and Careers

From Year 7 onwards, careers awareness is threaded through subject teaching weekly, and through the PSHE curriculum's Transition & Careers strand. From secondary age (11+), pupils access accurate, up-to-date and impartial careers guidance so that they can make informed choices about their options and fulfil their potential. This is supported through a person-centred transition approach that focuses on:

- The individual pupil and their personality, strengths and interests.
- Parent and carer partnership.
- The pupil's ambitions, abilities and what is important to them, now and in the future.
- Continual listening, learning and target setting to help the pupil aspire to and achieve their goals.
- Building an accurate profile with the pupil at the centre, including any access arrangements they may need.

Each of the four curriculum pathways is explicitly linked to a primary destination – readiness for formal pathways, supported living, vocational college or work placement, or further education and supported employment – so that preparation for adulthood is built into curriculum planning from the outset, rather than added on at the end of a pupil's time at Oakham Shires.

3.5 Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values

At Oakham Shires we provide an education that gives pupils opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, and an understanding of their social and cultural traditions and the diversity of others. Throughout the curriculum, we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

As part of the wider SMSC curriculum, pupils are encouraged to act responsibly and to support their own and the wider community. Work is carried out on pupils' understanding of institutions such as the Police, Fire Service, NHS, Post Office, and Law and Courts, alongside how democracy works in practice, including through mock elections.

Oakham Shires is a Rights Respecting School. This underpins pupils' understanding of their own rights and the rights of others and sits alongside our commitment to broadening pupils' understanding and appreciation of different cultures, faiths, identities and lived experiences – recognising that our pupils are based within a predominantly white, affluent community and that many will go on to live and work alongside people from a wide range of backgrounds.

The intent of SMSC within the Oakham Shires curriculum

Our curriculum will:

- Promote mutual respect, tolerance, individual liberty and the rule of law.
- Ensure that everyone connected with the school is aware of British values and of the school's own values and principles.
- Ensure a consistent approach to the delivery of SMSC across all subjects.
- Ensure that each pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure pupils know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity, and of their social and cultural environment.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Protected characteristics

The Equality Act 2010 uses the term 'protected characteristics' to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics is unlawful. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Non-partisan views

Our curriculum is designed to be non-partisan. Where political issues are brought to pupils' attention, including through curriculum content or extra-curricular activities, pupils are offered a balanced presentation of opposing views, and the promotion of partisan political views is precluded.

3.6 Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE)

PSHE is central to the development of pupils at Oakham Shires. Our programme is designed to help pupils deal with the difficult moral, social, health and economic issues that arise in their lives and in society, and to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, workers and members of society.

Our PSHE curriculum map runs a five-strand learning journey across Years 7–13:

1. Equality, Diversity & British Values
2. Personal Safety & Digital Awareness
3. Relationships & Sex Education
4. Modern Dangers: Online & Offline
5. Healthy Bodies & Emotional Wellbeing

Oakham Shires' RSHE Policy and scheme of learning have been revised to align with the 2026 statutory guidance and are implemented from September 2026. The curriculum is carefully adapted to pupils' individual needs, developmental stages and communication profiles, supporting their understanding of relationships, personal safety, health, respect and emotional wellbeing. Further sex education is reinforced through science lessons.

PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by promoting positive relationships and supporting pupils in reaching their full potential.
- Developing key concepts, language, strategies and understanding that enable pupils to make positive lifestyle choices, now and in the future.
- Developing the concepts and skills that both support and transcend academic learning and are essential to employability.
- Developing an understanding of relationships, personal safety and the balance of power within relationships.

Oakham Shires promotes pupil voice, including through the school council and Rights Respecting Schools ambassadors, so that pupils can make real decisions about their lives and demonstrate their ability to take responsibility for those decisions.

Equal opportunities within PSHE

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies take into account the ability, age, readiness and cultural background of pupils to ensure that all can access the full PSHE provision. PSHE is a key vehicle for addressing both multi-cultural and gender-equality issues.

3.6 Modern Foreign Languages (MFL)

Modern Foreign Languages are taught as part of the curriculum during themed days and can be accessed through the extracurricular activities programme. Due to a significant number of our students having linguistic difficulties, emphasis has been placed on supplying additional time for acquisition of receptive and expressive language skills in their primary language (English), through Communication Groups, Narrative Sessions, and Reading Groups. Pupil's will be made aware of the different cultures in PSHE and RE lessons to supplement learning.

3.7 Cross Curricular Links

It is important that pupils recognise the key skills and themes that run across every curriculum area, so that they can generalise what they learn in one subject and apply it in the next. Subject leaders build these threads into schemes of work and medium-term plans, rather than treating them as separate add-ons.

4.0 Roles and Responsibilities

4.1 The Proprietor and Governance

Outcomes First Group, as proprietor, and the Regional Director will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The proprietor will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Oakham Shires is complying with its funding agreement and delivering an adapted curriculum that meets the individual needs of its pupils, including the teaching of English, Maths and Science.
- Provision is made for pupils with different abilities and needs, recognising that all pupils have an EHCP.
- All courses provided for pupils can lead to qualifications, such as GCSEs and other qualifications approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements and participates actively in decision-making about the breadth and balance of the curriculum.
- There is equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Gaps in learning resulting from disrupted prior education are identified and addressed.
- This policy is reviewed and ratified annually.

4.2 The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed with the proprietor.
- Requests to withdraw pupils from curriculum subjects are reviewed and managed appropriately.
- The school's procedures for assessment meet all legal requirements.
- The proprietor is fully involved in decision-making about the breadth and balance of the curriculum and is advised on whole-school targets in order to make informed decisions.
- Provision is in place for pupils with different abilities and needs, as all pupils have an EHCP.
- The Headteacher reports termly to the proprietor on progress against the School Development Plan and across the school as a whole.

4.3 The SENDCo and Deputy Headteachers

The SENDCo and Deputy Headteachers will ensure that:

- All provision set out in EHCPs is met.
- There is oversight of curriculum structure and delivery across the school, and of the four curriculum pathways.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Themes of learning are monitored and reviewed on a regular basis.

- Levels of attainment and rates of progression are discussed with teachers regularly, and that action is taken where necessary to improve these.
- Long-term planning is in place for all courses, using the school's proforma, with curriculum details on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with school standards, and there is consistency of curriculum delivery across staff teaching the same course.
- Appropriate awarding bodies and courses are selected to best meet pupils' learning needs, including an appropriate combination of qualifications or alternative qualifications where necessary.
- Assessment is appropriate to the course and the pupils following it, with consistency of approach.
- Pupil performance data is reviewed regularly, so that necessary changes to curriculum delivery are planned and carried out in a timely fashion.
- Best practice is shared with colleagues in terms of curriculum design and delivery, and CPD needs relating to curriculum planning and delivery are overseen.

4.4 Curriculum Leaders

Curriculum leaders are responsible for making sure:

- The curriculum is planned and devised to best suit the needs of groups of pupils and individuals within their pathway.
- The curriculum is delivered and evaluated effectively by the whole school team and responds to changes in the school population.
- The curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate.
- Subject teachers provide appropriate plans and schemes of work tailored to the individual goals of each pupil.
- There is equality of access to the whole curriculum.
- A positive learning culture is maintained within the classroom, and this is monitored.
- Pupils are making progress based on assessment from several sources, including work scrutiny, baseline assessment, EHCP outcomes and professional advice.
- Agreed teaching methods are applied consistently across key stages for individual pupils, and timescales are met for reports, EHCP reviews and annual reviews.

4.5 Teachers

Teachers are responsible for making sure:

- A learning culture exists within their classroom, with expectations for behaviour and lesson content understood by pupils.
- A stimulating and predictable environment for learning is provided.
- Pupils are supported and encouraged to communicate and ask questions in a way that suits their needs.
- Their subject knowledge is current and teaching practice reflects current developments and best practice for autistic learners.
- They have high expectations for all pupils relative to individual ability, based on knowledge of baseline assessment and EHCP outcomes.
- Learning outcomes are clear in every lesson, for every pupil, and pupils receive regular feedback, both written and verbal, designed to inspire and motivate while maintaining validity.

- Differentiated targets and outcomes are provided, matched to individual pupil ability, and ICT and SMSC opportunities are used discretely within lessons and shown in lesson planning.
- Support staff are directed efficiently, with a clear understanding of individual pupil needs.
- A wide range of teaching techniques, tailored to pupils' individual learning needs, is used, including regular questioning to assess pupil knowledge.
- Opportunities are provided for pupils to reflect upon, learn from and improve their own performance, and assessment is recorded promptly on the school's systems.

4.6 All Staff

Staff at Oakham Shires are expected to actively promote and secure the curriculum intent named above and, in particular, to:

- Have high expectations of pupils and employ a variety of appropriate teaching and learning methods.
- Ensure that adjustments are made where necessary to promote access to the curriculum.
- Deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity.
- Provide work which meets pupils' needs and develops aspirations, offering depth and challenge, and motivating and inspiring all learners.
- Involve the learner in the process of learning, discussing work, giving regular feedback, agreeing targets and encouraging pupils to evaluate their own achievements.
- Develop pupils' skills to become independent learners, and reward and value achievement and effort, both formally and informally.
- Work in partnership with other staff, parents and carers, and the wider community to achieve shared goals, keeping families regularly and fully informed of progress and achievements.
- Maintain a strong SMSC curriculum across the school, reflecting the diverse nature of the wider community wherever possible.
- Make use of the school's high staff-to-pupil ratio to provide individual interventions and small group activities, treating all aspects of the school day, including incidents, as learning and reflective opportunities.
- Provide sensory breaks and movement opportunities throughout the school day to support attention, concentration, health and wellbeing, in line with the school's Five Ways to Wellbeing approach.

5.0 Curriculum Planning

At all times we strive for excellence in our curriculum, providing continuity and progression while making meaningful connections across every aspect of learning. Our curriculum is planned and reviewed at different levels – whole-school, pathway, subject and individual – to ensure that, where possible, the individual needs, strengths and interests of every pupil are catered for.

Planning and content of the curriculum at all times take account of pupils' age, attainment, gender, ethnicity, background, diagnosis and EHC Plan. The curriculum is structured to be balanced and broadly based, and to promote pupils' intellectual, physical and personal development, having regard to pupils' needs, experience, interests, aptitudes, stage of development and the resources available to the school.

Extended curriculum and enrichment

Enrichment is planned and mapped against curriculum and EHCP outcomes, which spans creative activities, physical recreation, social recreation, life and community, and pupil choice and voice. Offsite educational visits, including planned use of local community resources such as Rutland Water, provide valuable enriching experiences to support the curriculum and learning, and allow pupils to generalise and apply skills learnt in the classroom within the local community.

6.0 Monitoring of Curriculum Planning and Delivery

It is the responsibility of the Headteacher, along with the Senior Leadership Team, to ensure that curriculum requirements are being met and that there is breadth and balance that encourages progression across year groups, pathways and through the school. Regular and ongoing learning walks, work scrutiny and observations ensure that effective teaching and learning supports the curriculum, and that delivery is tailored to meet the needs of individual pupils. Planning, preparation and assessment (PPA) time allows staff to plan from the curriculum and to meet together to share ideas and experiences.

The curriculum provides the best opportunities for equality of access and for pupils to learn and make the best progress that they can. Self-evaluation is structured to provide opportunities for monitoring the extent to which the curriculum is enabling pupils to attain their individual targets, and assessment information is used to inform curriculum planning through the school's ongoing cycle of self-evaluation and the School Development Plan.

7.0 Therapeutic Support and Multi-Agency Working

Every pupil's curriculum is woven together with EHCPs and integrated therapeutic support. Oakham Shires brings together education staff and a range of professionals – including Speech and Language Therapists, Occupational Therapists and Psychologists – who work alongside teachers to ensure provision is joined up and responsive to individual need. The school's Family Liaison Officer (FLO) supports multi-agency partnership working, and progress is reviewed each term.

This collaborative, 'plan, do, review' approach enables staff to identify gaps, address them and reassess formatively. Subject staff show, within their medium-term planning, how gaps in learning will be met. Information is shared with parents, carers and pupils, and discussed at annual review meetings with the Local Authority and other relevant agencies, and through regular reports. Pupils are made aware of their individual targets for the term by their teachers and support staff.

Community cohesion

Access to the local community supports the curriculum through local projects, and by using local services and facilities to strengthen learning. We also encourage pupils, as they prepare for adulthood, to explore the services and provision available to them within their own local community.

8.0 Resources

The school recognises the need for high-quality resources to support the curriculum, placing particular value on staffing as an essential resource. Classroom resources are varied and ranged to meet the individual needs of pupils across all four pathways, including visual, sensory and communication resources such as AAC systems, symbol supports and adapted materials. We aim to ensure that resources are suitable, age-appropriate, up to date and motivating.

9.0 Assessment, Recording and Reporting

Each subject area and pathway provides a curriculum framework within which arrangements for assessing and recording pupils' achievements are integral to the learning process. Assessment is used for a variety of purposes – diagnostic, formative and evaluative – as an aid to making judgements about a pupil's achievements, and therefore to contribute to future planning. These judgements are based on evidence from more than one source, such as curriculum leader monitoring, teacher observation, class work, tests, investigation, project work and examinations, where appropriate.

Positive rewards are an intrinsic part of the school day, and pupil achievement is recognised in regular feedback to parents and carers. Assessment, recording and reporting form the basis of every pupil's personalised programme, and include:

- Formative and summative assessment throughout topics, with pupils encouraged to evaluate their own progress.
- Ongoing evaluation of EHCP outcomes and behaviour targets.
- Medium-term planning, reviewed and updated each term.
- Regular data points during the year to evidence progress and identify areas for development.
- A termly progress report to parents and carers, and opportunities for face-to-face discussion of progress during the year.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

10.0 Equal Opportunities

On admission to the school, each pupil completes a full baseline assessment. Data from this assessment is shared with education staff and reflects current cognitive ability and wider developmental skills. Where the pupil's EHCP or the baseline assessment indicates a need, further targeted screening takes place, with specialist support where necessary. Baseline data is used to set realistic targets for progress across the curriculum and in relation to the pupil's key learning needs. These targets form a key part of individual plans, including EHCP outcomes, behaviour plans, positive handling plans and individual risk assessments.

The curriculum at Oakham Shires therefore works to embrace formal and informal learning and includes a wide range of activities that provide ways to enrich the experience and learning of every pupil. Mutual respect and tolerance for each other – staff and pupils alike – is viewed as an important part of the curriculum, and is actively role-modelled. The school has a clear focus on the social and emotional development and wellbeing of every pupil, and on how this influences academic progress.

All pupils attending Oakham Shires have Education, Health and Care Plans, which are reviewed annually, or more frequently if required, in liaison with local authorities, to ensure we continue to best meet the needs of every individual. Each subject area meets these needs by following our curriculum and making it accessible to all pupils within the school.

There will be no discrimination in the provision of the curriculum, or in the courses offered or available to pupils, on the grounds of cultural diversity, ethnicity, religion, gender, sexuality, ability, disability or age. We endeavour to ensure that every pupil's curriculum is accessible to them at the right age and stage of their learning.

Health and safety

Risk assessments support the curriculum and all off-site visits. Every pupil has an accompanying risk assessment; some pupils may have an enhanced risk assessment where appropriate to their individual needs. All staff monitor and take responsibility for the health, safety and welfare of pupils.



Outcomes
First Group