

## Curriculum Policy Linemere School

<b>Policy Reference:</b>	LIN.2
<b>Version Number:</b>	1
<b>Applies to:</b>	Aurora Linemere School
<b>Associated documents:</b>	Safeguarding Policy Teaching, Learning and Assessment Policy Marking Policy RSE Policy PSHCE Policy SMSC and British Values Policy Linemere Curriculum Intent
<b>Implementation date:</b>	May 2026
<b>Next review due by:</b>	May 2027
<b>Approved by:</b>	Operations Director
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

# Aurora

“Together We Learn,  
Thrive, and Flourish.”

## 1. Our Vision and intent

At Aurora Linemere School, our values reflect our commitment to recognising every learner as an individual with unique strengths, needs, and aspirations. Our vision embodies the values of the wider Aurora Group. We aim to be:

### **Innovative** – Creating Outstanding, Personalised Education

At Linemere, innovation means designing a curriculum that adapts to each learner’s strengths, communication profile, sensory needs, and aspirations. We aim to create a centre of excellence that provides rich, personalised learning experiences tailored to individual developmental stages. As a result, children and young people access unique opportunities that develop their confidence, skills, and independence, enabling them to succeed in ways that reflect who they are and how they learn best.

### **Ambitious** – Inspiring Learners to Become Their Best Selves

Our ambition for every learner drives us to create pathways that build meaningful progress, qualifications, and life outcomes. We nurture aspiration by helping pupils develop the skills and resilience needed for adulthood—supporting their education, future employment, mental health, and independence. Because of this ambition, learners achieve the outcomes that empower them to thrive in the next stage of their lives.

### **Caring** – Providing Personalised, Compassionate Support

We care deeply about each learner’s wellbeing, identity, and sense of belonging. Our personalised, nurturing approach ensures pupils become compassionate, independent individuals who recognise their own strengths. Through consistent support and understanding, children are well-prepared for modern life and become active, positive contributors to their communities.

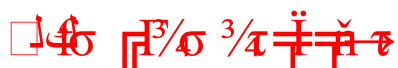
### **Collaborative** – Supporting Social, Emotional and Life Skills Development

Collaboration is embedded in everything we do—working with pupils, families, multidisciplinary teams, and the wider community. Our curriculum supports the development of social communication, emotional growth, and essential life skills. This collaborative approach equips learners to communicate confidently, build strong relationships, and engage successfully in the wider world.

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## Trusted – Creating Safe, Supportive Environments for Growth

Trust sits at the heart of our ethos. We create environments where pupils feel safe to take risks, learn from mistakes, and develop resilience. By supporting learners to understand how to keep themselves safe—physically, emotionally, and digitally—we empower them to become confident, independent adults who can navigate challenges and advocate for themselves.



## Curriculum Intent: Stage-Not Age Approach, underpinned by Knowledge based curriculum-Age Approach

**Overview** A *stage-not-age* curriculum recognises that pupils with a wide range of SEND needs progress at different rates and require teaching that responds to their developmental stage rather than their chronological age. This model ensures learning is meaningful, accessible, and ambitious for every learner, aligning with their cognition, communication needs, sensory profile, and preparation for adulthood.

### 2.1. Purpose and Ethos

Our curriculum is designed to:

- **Meet pupils where they are**, building on their current developmental and cognitive stage.
- Provide **highly personalised learning pathways** that reflect individual strengths, needs, and aspirations.
- Prioritise **communication, independence, emotional regulation, and functional life skills** as core elements of learning.
- Ensure all pupils experience a curriculum that is **broad, balanced, relevant, and aspirational**, regardless of need or ability.

### 2.2 What Stage-Not-Age Means in Practice

- Pupils are **grouped or taught according to developmental stage**, not chronological age bands.
- Learning objectives are based on **progression frameworks** and which are directly linked to the National curriculum outcomes, ensuring that all learners have access to a broad range of skills, knowledge and qualifications. These outcomes will be delivered/adapted according to the developmental stage of the learner
- Pupils may be working at **different stages across different areas** so the curriculum is designed to be flexible to ensure appropriate support and challenge to each learner.
- Curriculum **planning is flexible and responsive**, allowing pupils to:
  - revisit foundational skills

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- o consolidate learning over time
- o experience depth before breadth
- Pupils will have access to a wide range of nationally recognised qualifications—including Entry Level, Functional Skills, GCSEs, and vocational pathways—carefully matched to their individual abilities, interests, and aspirations. **Learners are supported to work towards and achieve these qualifications at the point they are developmentally ready**, rather than according to their chronological age, ensuring assessment is meaningful, appropriate, and reflective of genuine progress.
- National Curriculum **Outcomes are tracked to inform teaching and learning** and support sustainable progress throughout the school. This ensures that learners have the learning and knowledge to pursue qualifications as appropriate.

## 2.3. Assessment and Progress

Assessment is:

- **Formative and ongoing**, closely linked to EHCP outcomes
- Based on **individual progression frameworks** rather than age norms
- Captured through observation, learning journeys, small steps, and holistic progress trackers
- Rooted in pupils' **functional application** of skills, not just task completion

## 2.4. Inclusive and Therapeutic Practice

The curriculum integrates:

- Speech and Language Therapy input
- Occupational Therapy and sensory-integration approaches
- Emotional regulation and wellbeing strategies (Zones of Regulation, trauma-informed practice)
- Assistive technology
- Personalised communication systems
- THRIVE as a universal offer for all pupils

This ensures pupils can access the curriculum at their stage of development.

## 2.5. Preparing for Adulthood – Curriculum Foundation Pathways

From the earliest stages, the curriculum builds skills linked to:

- Communication, language and interaction
- Literacy
- Numeracy
- Personal, Social and Emotional Development
- Physical and Sensory integration
- Understanding the world

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- Creative Development
- Independent living and life skills
- This ensures all pupils move towards **maximum independence and meaningful adult lives**.

The core outcomes for these areas are weaved through the curriculum subjects and teaching ensuring broader personal development as well as progressing skills and knowledge across the subject curriculum.



## **Ambition for All Learners**

- Make **sustained progress** against personalised targets
- Gain skills for **communication, independence, and self-advocacy**
- Develop confidence, resilience, and positive self-identity
- Are prepared for **next steps**, including community participation, adulthood, or accreditation routes
- Learners are supported to develop their knowledge, skills and independence whereby they can achieve qualifications and access opportunities in further education or employment and live happy independent lives once they leave Linemere.

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**INTENT –** What are we trying to do? Our curriculum is designed to: **Meet pupils where they are**, building on their current developmental and cognitive stag; Provide **highly personalised learning pathways** that reflect individual strengths, needs, and aspirations; Prioritise **communication, independence, emotional regulation, and functional life skills** as core elements of learning; Ensure all pupils experience a curriculum that is **broad, balanced, relevant, and aspirational**, regardless of need or ability

IMPLEMENTATION	<b>Key Stage 1</b>	<b>Early Literacy Communication, Language, Interaction</b> English Phonics Reading, Writing, Speaking and Listening	<b>Early Numeracy</b> Maths Number, Space, Pattern, Size	<b>Personal Social and Emotional Development</b> PSHE SEAL Thrive	<b>Physical and Sensory Integration</b> PE Outdoor learning	<b>Understanding the World</b> Science Humanities IT/Digital Skills	<b>Creative Development</b> Art Music Drama	<b>Independent Living and Early Life Skills</b> DT Food Technology
	<b>Key Stage 2</b>	<b>Literacy</b> English Phonics Reading, Writing, Speaking and Listening	<b>Numeracy</b> Maths Number, Space, Pattern, Size	<b>Personal Social and Emotional Development</b> PSHE SEAL Thrive	<b>Physical and Sensory Integration</b> PE Outdoor learning	<b>Understanding the World</b> Science Humanities	<b>Creative Development</b> Art Music Drama	<b>Independent Living and Early Life Skills</b> DT Food Technology IT/digital Skills
		<b>Literacy</b>	<b>Numeracy</b>	<b>Personal and Social Development</b>	<b>Physical and Sensory Integration</b>	<b>Understanding the world</b>	<b>Creative Development</b>	<b>Independent Living and Life Skills</b>
	<b>Key Stage 3</b>	English ELC	Maths ELC	PSHE   Tutorial	PE   SEAL Thrive   Outdoor learning	Science   History Geography RE	Art   Music	Food DT   PFA Digital Skills
	<b>Key Stage 4</b>	English GCSE FS ELC	Maths GCSE FS ELC	PSHE   Pathways (PFA) (Careers)	PE   SEAL Design Technology	Core Science BTEC ELC GCSE	Arts Award Bronze   (DT)	BTEC Level 1 Home Cooking Skills   Digital Skills
<b>KS4/5 Supplemented by up to 2 Option choices which may include:</b>		GCSE/Entry Level Certificate - Art BTEC Vocational Qualifications – Horticulture, Construction, Engineering, Hospitality. Humanities Entry Level/GCSE						



This policy considers the requirements of the independent school standards.



Pupils at Aurora Linemere School have a range of needs including; ASD, Communication Difficulties, high anxiety and Sensory Processing Disorder. Pupil needs are in most cases a complex mix of the above and may also include Dyslexia, Dyspraxia, ADHD and Social, Emotional and Mental Health Difficulties. Most have a history of failed educational placements. The young people are characterised by a lack of self-esteem and confidence, a reluctance to trust and a fear of challenge. This means that teachers must be creative and tailor approaches to each young person to build resilience and confidence.



## 7.1 The Leadership Team will:

7.1.1 Ensure that the curriculum policy is adhered to.

7.1.2 Ensure that staff have adequate skills, knowledge and training to deliver the curriculum.

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## 7.2 Staff will:

7.2.1 Deliver the curriculum in line with this policy, seeking advice and support where required.



In Key Stages 1, 2 and 3 pupils will follow programmes of study which deliver the skills and knowledge identified in the National Curriculum. This is underpinned by 7 pillars that ensure social emotional development, resilience, preparation for adulthood and independence. These are the personal development skills across the curriculum to ensure they have the skills and ability to transition into adulthood. The curriculum will embrace all areas of academic learning at a level that is related to individual educational needs and provides suitable levels of challenge. Opportunities to develop pupil's personal, social and health awareness and understanding will be embedded across all curriculum areas.

Studies in Key Stage 4/ the Pillars align with the Preparation for adulthood outcomes in preparation to transition to their next support pupils to attain relevant qualifications so that they can and do progress to the next stage of their education. For some, this may be onto courses that lead to higher-level qualifications and into employment. Aurora will provide opportunities for young people to stay within an educational setting post-16 which supports and meets their educational, emotional and mental health needs, where they can continue to sit GCSE and related qualifications and gain independence and life skills. We will support young people through individual pathways to enable them to successfully navigate to the next stage of their education or employment.

The school has a strong belief in the value of vocational educational programmes and provides access to suitable courses and accreditation. Vocational studies can include opportunities for pupils to attend college and work placements, with support from staff.

The school is regularly visited by outside speakers and arrange educational visits giving pupils the opportunity to access learning through members of the community and experience learning through a wide range of sources. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom. Trips and visits extend the range of environments in which pupils learn and broaden their experiences of the wider world.

Outdoor Education programmes include adventurous activities that enable pupils to enjoy taking part in physical and social tasks, in a range of environments and locations which are free from the constraints of a classroom. Pupils have opportunities to develop social skills, self-confidence, tolerance and team working skills whilst developing positive attitudes to health and fitness.

The school provides Sex and Relationships education. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The role of SRE is to both explore and challenge conventional notions of masculinity and femininity, describing sexuality in a positive sense. It provides pupils with the knowledge, skills and attitudes to feel happy and supported in their own sexual identity, and to respect others' sexual identity. Those involved in the delivery of SRE will be committed to securing a safe environment which encourages open discussion of both the positives and dangers of sexual activity. The biological aspects of human reproduction are delivered through the science curriculum. We recognize that parents have the right to withdraw their children from any or all parts of the school's programme of Sex and Relationship Education, other than those elements, which are required by the Science National Curriculum.

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SMSC and PSHE **THRIVE** are central to all aspects of our curriculum. Pupils are encouraged to respect the law and to act consistently with their own beliefs and with a view to the consequences of their own and others' actions. We enthusiastically promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Political issues are introduced in a number of courses and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject in the school is not allowed.

Religious Education is delivered as a discreet subject and also referenced within other subjects as and when it is relevant. The RE curriculum incorporates learning about other religions so pupils have a broader understanding of the diverse world that they are living in.

## Transitions

The school prides itself on providing effective and vital support for pupils as they make transitions through the various stages in their education. We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. Detailed assessment and planning allow the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of each individual's targets. Pupils and their parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps. Part of the preparation for transitioning into adulthood will include support with travel training and transitioning into buildings and organisations that house larger number of young people as well as accessing opportunities (including work experience) within the community.

## Contact

For further advice or guidance related to this policy please contact the Deputy Head Teacher.

## Review

This Policy will be reviewed annually by the Head of School and the Deputy Head.