

Curriculum Policy

Meldreth Manor School

Policy Reference:	MMS12
Version Number:	8
Applies to:	Meldreth Manor School
Associated documents:	Child protection policy Assessment, reporting and recording policy
Approved by:	Head of School
Implementation date:	February 2026
Next review due by:	February 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

Curriculum Intent

Our curriculum is designed to empower every student to achieve their full potential by fostering a sense of self-worth, independence, and belonging. We are committed to providing a high-quality, inclusive education that is personalised, purposeful, and prepares students for life beyond school.

We aim to:

- Support all students in developing effective self-regulation strategies, enabling them to engage meaningfully with learning, access the wider community, and feel valued within it.
- Improve the quality of life and life chances for all learners by promoting holistic development and ensuring that each student is supported to thrive both academically and personally.
- Maximise opportunities for self-help, independence, and communication, recognising that these are vital tools for lifelong success and autonomy.
- Provide a balanced and appropriate learning journey that is tailored to individual needs, builds on prior knowledge, and opens doors to future opportunities.
- Prepare students for key transitions and adult life, equipping them with the skills, confidence, and resilience to navigate the next stages of their personal and educational pathways.
- Ensure equitable access to high-quality teaching across all areas of the curriculum, so that every student experiences success and makes progress that is meaningful and appropriate to their individual needs and starting points.
- Promote emotional intelligence, and support mental and physical well-being, recognising their essential role in enabling learning and long-term success.
- Foster self-awareness and tolerance, helping students understand themselves and others, and build respectful, inclusive relationships.
- Promote the spiritual, moral, and cultural development of every student, embedding values that enrich lives and contribute positively to society.
- Support students in developing healthy lifestyles and positive relationships, both in and outside of the school environment.
- Extend support beyond the classroom, working in partnership with families and carers to reinforce learning and well-being at home.

Why is this important?

At Meldreth Manor School, we are committed to providing a curriculum that both nurtures and challenges every learner, recognising that high aspirations and the right level of challenge are essential to support the progress and development of children and young people with Special Educational Needs and Disabilities (SEND).

Our students have a range of complex needs, including Moderate and Severe Learning Difficulties, Autism Spectrum Disorders, ADHD, sensory and physical impairments, and complex medical needs. Each of our students has an Education, Health and Care Plan (EHCP), and it is our responsibility to ensure that their curriculum journey is purposeful, ambitious, and tailored to their individual strengths and needs.

We believe that appropriate challenge is not about expecting all students to meet the same outcomes, but about recognising and planning for progress that is meaningful and relevant to the individual. This includes:

- Setting aspirational yet achievable targets, informed by baseline data, EHCP outcomes, and ongoing assessment.
- Designing personalised learning pathways that build on students' starting points and encourage deep engagement, curiosity, and resilience.
- Providing access to a broad and balanced curriculum, enriched with creative, physical, therapeutic, and life-skills-based learning opportunities, and rooted in the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Ensuring that students can access learning in a way that reflects their communication style, sensory needs, and preferred ways of learning—through our Total Communication approach, sensory integration, and therapeutic practices.
- Encouraging students to gain formal accreditation, where appropriate, including through Entry Level qualifications and other recognised pathways, to celebrate success and support progression into adulthood.

Our curriculum is rooted in high expectations **and challenge**, person-centred planning, and the celebration of progress in all its forms can lead to meaningful and transformative outcomes for students with SEND.

- We are equally committed to ensuring that our curriculum actively promotes British values and prepares our students for life beyond school by fostering self-advocacy, independence, community participation, and respectful relationships.
- Meldreth Manor School ensures that students are both supported and challenged in ways that reflect their dignity, individuality, and right to thrive. Our collaborative approach—working closely with therapists, families, and other professionals—ensures that students are given every opportunity to make sustained progress across all areas of their development: academic, social, emotional, physical, and personal.

2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

The DfE curriculum guidelines and assessment frameworks for EYFS, preparing for adulthood pillars, SEND plus and pre key stages. National Curriculum Guidance – What this means for Meldreth Manor

- The school aligns with national expectations (National Curriculum where relevant, pre-key stage standards, engagement model).
- It adapts these frameworks into bespoke pathways (Experience, Enjoy, Engage, Explore) to ensure pupils with PMLD, disabilities, and complex needs can meaningfully access learning.
- It ensures compliance with statutory requirements while still being flexible, therapeutic, and personalised.

3. Scope

This policy for all staff and children working at Meldreth Manor School

4. Roles and responsibilities

The Site Lead will:

- Ensure the curriculum reflects the needs of the school cohort and recognises their abilities and small steps of progress.
- Ensure school has a broad curriculum that provides rich learning opportunities for all students.
- Ensure the curriculum is shared across school and care teams to compliment the 24 hour curriculum.

Staff will:

- Work together to plan and deliver a curriculum that provides varied opportunities for learning for all students.
- Ensure the curriculum is adapted to meet needs of all students and that no one is excluded from learning opportunities.
- Ensure daily tracking and recording of the curriculum and take part in opportunities to reflect on its success.

5. Our Curriculum

The curriculum is taught over a two-year thematic cycles based on our 4 pathways:

- Experience
- Enjoy
- Engage
- Explore

Curriculum Pathways: Experience, Enjoy, Engage, Explore

At Meldreth Manor School, our curriculum is structured around four personalised learning pathways: Experience, Enjoy, Engage, and Explore. These pathways reflect the wide range of needs, strengths, and aspirations of our students and provide a flexible, meaningful route through the curriculum for every learner.

The Experience Pathway is distinct within our curriculum as it provides a holistic, play or experience based and therapeutic foundation for learners who are developing the essential skills that underpin future learning. This pathway recognises that some students need time to develop regulation, connection, curiosity, communication, and interaction before they are ready to access more formal subject-specific learning.

The Enjoy, Engage, and Explore pathways build upon these foundations by providing increasingly formal opportunities to access a rich and broad curriculum. Through carefully adapted teaching, assessment, and personalised support, students are encouraged to develop knowledge, skills, resilience, communication, and independence. In line with the SEND Code of Practice, these pathways maintain high aspirations for every learner, enabling

students to achieve the best possible educational outcomes and prepare successfully for adulthood.

Across all pathways, including Experience, we maintain high aspirations and an ambitious curriculum that is appropriately adapted to meet individual needs. Learning is carefully sequenced from each student's starting point, and progress is measured through meaningful gains in engagement, communication, participation, independence, and understanding.

For some learners, the broad curriculum goals within the Experience Pathway may remain consistent over time. This reflects the non-linear nature of early or delayed development, and the importance of repetition, consolidation, and deep learning. Progress is demonstrated not by rapidly moving on to new content, but by what students can do with increasing confidence, consistency, independence, and generalisation across different contexts.

We avoid repetition without purpose by ensuring that every student has clearly identified next steps and personalised outcomes. Through ongoing assessment and professional reflection, we demonstrate the meaningful progress that students make from their individual starting points and celebrate the small but significant steps that enable them to know more, remember more, communicate more effectively, and participate more fully in the world around them.

Experience Pathway

Our Experience Pathway (formally trailed as 'Pre-Enjoy') is designed to support students who access foundational stages prior to Early Learning Goals. This pathway is adapted from the Engagement Model and is designed to provide a highly nurturing, holistic foundation providing stepping stones towards an Early Learning Goals-based curriculum. It focuses on the foundation stages of development, prioritising regulation, connection, sensory exploration, communication, and interaction as prerequisites for learning. Intensive Interaction is a key feature of the Experience Pathway, providing students with meaningful opportunities to connect and communicate through shared attention, turn-taking, facial expressions, vocalisations, movement, and gesture. Through responsive interactions with familiar adults, students are supported to develop their understanding of communication and to express their preferences, feelings, and needs in ways that are meaningful to them. The Experience Pathway strengthens our graduated approach by offering a distinct starting point for learners who require an even more personalised and therapeutic introduction to school. Learning is delivered through structured play, sensory exploration, and therapeutic interventions, with progress measured in small steps of engagement and interaction rather than age-related expectations.

Access: Learning is rooted in secure relationships, sensory experiences, and predictable routines that support regulation and readiness to learn. Students access a highly personalised curriculum focused on communication, interaction, physical development, and early exploration linked to curriculum areas, including literacy, numeracy, science, PSHE, and creative subjects.

Challenge: Students are gently encouraged to develop awareness of themselves, others, and their environment through carefully planned opportunities for connection, exploration, and interaction.

Progress: Progress is measured holistically through small but significant steps in engagement, regulation, communication, and interaction, recognising and celebrating each student's individual developmental journey.

Enjoy Pathway

The Enjoy pathway is designed for those learners who need lots of support and care with subject-specific learning. This pathway can be seen in a variety of classrooms across the school, and is not limited to our early learners. The Enjoy Pathway includes our early learners

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and also older students with profound and multiple learning difficulties (PMLD), complex medical needs, and high sensory needs. The focus is on developing awareness, anticipation, and interaction through a highly sensory and therapeutic curriculum. Learning is delivered through a multi-sensory approach, with a strong emphasis on emotional well-being, communication, and physical development.

Access: Learning is embedded in familiar, motivating routines and experiences. Students follow a broad and balanced highly adapted curriculum, including literacy, numeracy, science, PSHE, and creative subjects.

Challenge: Students are supported to build connections with people and their environment through highly adapted teaching.

Progress: Progress is tracked through engagement levels, personalised targets, and small-step achievements across developmental areas.

Engage Pathway

The Engage pathway supports learners in their subject-specific learning who need lots of encouragement to try new things and work towards appropriate outcomes. These students may be learning to regulate, interact, and communicate in more intentional ways. The curriculum focuses on developing independence, functional communication, and emotional regulation.

Access: Learning is highly structured and adapted to each student's communication and sensory profile. Students follow a broad and balanced curriculum, including literacy, numeracy, science, PSHE, and creative subjects.

Challenge: Students are encouraged to make choices, express preferences, and participate in increasingly complex tasks.

Progress: Progress is tracked through engagement levels, personalised targets, and small-step achievements across developmental areas.

Explore Pathway

The Explore pathway is for students who are ready to access subject-specific learning. Students on the Explore pathway, will often demonstrate emerging independence and an ability to make connections between ideas and concepts.

Access: Learning is highly structured and adapted to each student's communication and sensory profile. Students follow a broad and balanced curriculum, including literacy, numeracy, science, PSHE, and creative subjects.

Challenge: Learning is adapted to be meaningful and relevant, with greater expectation of resilience, independence and ability to connect ideas.

Progress: Progress is tracked through engagement levels, personalised targets, and small-step achievements across developmental areas.

The four pathways are not fixed tracks. Every child has their own unique learning journey, and students may move across pathways or access elements of different pathways depending on their needs, strengths, and progress over time.

At Meldreth Manor School, we deliberately avoid language that suggests students move 'up' or 'down' between pathways. This language would imply a hierarchy of provision and does not reflect the individual and often non-linear nature of progress for learners with SEND. Instead, students move 'across' pathways to ensure they access the curriculum, support, and challenge that best meet their needs and enable them to thrive within our exciting and ambitious curriculum.

Decisions about pathway provision are informed by regular assessment, professional dialogue, and the ongoing judgement of class leads and the wider multidisciplinary team. This continuous cycle of assessment ensures that our pathways remain truly flexible and responsive to students individual needs.

Some students may move across pathways as their confidence, independence, and readiness for learning develop. Others may require significant repetition, consolidation, and time within a pathway in order to make progress at their own pace. For some learners, remaining within a pathway that continues to meet their needs over a sustained period of time represents meaningful success and significant achievement.

This flexible, person-centred approach ensures that all students are appropriately challenged and supported to develop the skills, confidence, communication, and independence they need for life beyond school.

At Meldreth Manor School, the first half term of the academic year (or first half term if a student starts mid-year) is dedicated to conducting thorough baseline assessments. This foundational period allows staff to gather detailed insights into each learner's current abilities, strengths, needs, communication styles, and levels of engagement across cognitive, social, emotional, and physical domains. Using these professional judgements, the school can accurately identify the most appropriate curriculum pathway—Experience, Enjoy, Engage, or Explore—and tailor the level of challenge to ensure learning is both accessible and ambitious. This initial assessment phase is essential for creating personalised, meaningful learning plans that support every student's progress from their unique starting point, laying the groundwork for a successful and inclusive educational journey.

More adapted and bespoke coverage may be considered for certain children and young people and will be delivered in conjunction with therapies and parent support.

Outdoor learning and 'Learning-on-the-go' are incredibly important to some of our students' learning and planned aspects of our daily routines. Many of our students thrive and cope more effectively beyond the classroom. Learning opportunities are planned and resourced to enable our students to learn and progress in whatever learning environment best suits them as individuals.

Community learning is planned to support our students to develop self-confidence and life skills for the future in a wider range of settings and context. We take every opportunity to broaden the students experience and understanding of community and the wider world.

The lunchtime is an important and valued part of our school curriculum and affords us meaningful opportunities to develop our self-help and independence skills, social skills and personal development.

6. Early Learners at Meldreth Manor

Our youngest and earliest learners are typically placed on our Experience Pathway. As indicated in the section above, this pathway is adapted from the Engagement Model and is designed to provide a highly nurturing, holistic foundation providing stepping stones towards an Early Learning Goals-based curriculum.

Key features include:

- **Play-Based and Sensory Learning:** Activities are designed to promote curiosity, interaction, anticipation, and awareness. Multi-sensory resources, music, movement, and outdoor learning are central.
- **Therapeutic Integration:** Physiotherapy, occupational therapy, and speech & language therapy are embedded into daily routines to support physical development, communication, and sensory regulation.
- **Communication Development:** Total Communication approaches (objects of reference, signing, AAC, symbols, vocalisation) are consistently used to ensure learners can express preferences, build relationships, and develop agency.
- **Early Independence Skills:** Daily routines such as mealtimes, dressing, toileting, and transitions are seen as vital learning opportunities for developing independence.
- **Emotional & Social Development:** Staff model co-regulation, helping students recognise and respond to emotions, building trust, resilience, and readiness for group learning.
- **Parent & Carer Partnership:** Close collaboration with families ensures consistency between home and school, with Tapestry used to celebrate and share learning.

7. Post-16 Provision at Meldreth Manor

Our Intent is to equip and prepare all our Post-16 learners, whatever their level of need, for adulthood by maximising their independence, communication, and life skills so that they can lead full, meaningful, and productive lives within their communities. We recognise that our students have a wide range of complex needs, including profound and multiple learning difficulties (PMLD), autism, physical disabilities, and complex medical conditions. Our intent is therefore to provide a highly personalised, flexible, and therapeutic curriculum that continues to nurture individual potential, supports emotional well-being, and ensures all learners are valued, respected, and empowered to shape their own futures. Our Post-16 curriculum is highly adapted, building on the Experience, Enjoy, Engage and Explore pathways:

Learning is personalised and rooted in EHCP outcomes, ensuring that every young person makes progress towards goals that are relevant, meaningful, and ambitious for them. Key features include:

- **Preparation for Adulthood Framework:** Focusing on independence, employment pathways, community participation, and health & well-being.
- **Functional Communication and Total Communication:** Developing each learner's ability to make choices, express preferences, and advocate for themselves.
- **Life Skills and Independence Training:** Including personal care, food technology, money handling, travel training (where appropriate), and accessing community resources.

- Therapeutic and Sensory Approaches: Embedding physiotherapy, sensory integration, and therapeutic programmes into daily learning to support engagement and physical well-being.
- Accreditation Opportunities: Including AQA Unit Awards, ASDAN, Functional Skills, or Entry Level qualifications, ensuring all achievements are recognised and celebrated.
- Community and Work-Related Learning: Highly supported opportunities for work experience, volunteering, and vocational learning where possible. For students with the most profound needs, this may include simulated experiences within school or supported community engagement.
- Health, Well-being and Relationships Education: Covering disability awareness, emotional literacy, sex and relationships education, and personal safety at a level appropriate to each learner.
- Enrichment and Creativity: Access to horticulture, outdoor learning, sports, arts, and cultural opportunities to encourage engagement and enjoyment beyond the classroom.

Provision is delivered in close partnership with therapists, clinical staff, families, and the wider multi-disciplinary team to ensure a holistic approach. Daily routines, mealtimes, and leisure opportunities are used as embedded learning opportunities to reinforce independence, social skills, and communication.

By the end of their Post-16 journey, students are empowered to:

- Demonstrate progress in independence and life skills appropriate to their individual needs.
- Communicate their needs, preferences, and choices more effectively across different contexts.
- Be more confident in accessing the community, participating in social and leisure activities with appropriate levels of support.
- Hold a portfolio of achievements and accredited awards that reflect their strengths and progress, however small the steps.
- Show improved resilience, self-awareness, and emotional literacy to help manage transitions and change.
- Be supported, alongside families and professionals, to identify meaningful next steps into adulthood—whether that be continuing education, supported living, adult social care pathways, or community-based opportunities.
- Leave school with a strong sense of self-worth and belonging, prepared to live as full and independent a life as possible.

Careers, Transition & Preparing for Adulthood

From Year 9 onwards, and increasingly through the Post-16 phase, each learner's Education, Health and Care Plan includes outcomes mapped to the four Preparing for Adulthood domains: *Further Education / Employment / Training; Independent Living; Community Inclusion & Relationships; Health & Well-Being.*

Our Careers Programme is rooted in the updated Gatsby Benchmarks:

- We maintain an accessible, stable and strategic careers plan, which includes opportunities for Independent Careers Advice
- Students and their carers have regular access what pathways exist locally, what supports are in place for people with disabilities, and what kinds of settings might match their skills and preferences.
- Guidance is personalised: ongoing discussion account for a student's future options, taking into account their health, communication, mobility, sensory or cognitive needs.
- The curriculum is explicitly linked to real-world roles: vocational, life skills, and independence tasks are taught with reference to actual jobs and community roles.
- We organise employer encounters and workplace experiences wherever possible; where necessary, simulated or heavily supported placements are provided.
- We work closely with appropriate FE providers to ensure students and families understand post-16 further education offers, supports and transition arrangements.

These combined approaches ensure that, by the end of their Post-16 journey, have realistic, meaningful plans and confidence for what comes next: whether that is supported employment, further study, community engagement or other adult services.

8. How we measure impact

This is covered fully in our Assessment policy. Academic assessment at Meldreth School is a continuous process. Class Leads oversee assessment daily to determine if a student is; (1) Working towards making progress (2) Made Progress (3) Making more than expected progress. Class Leads track students' holistic progress weekly which provides meaningful half termly evidence for broader progress banding. Half termly banding ensures each student's progress is tracked and monitored over time.

Students who are 14 or above, may also be assessed by Basic Key Skills Builder (BKSB) assessment tool for their functional skills in Maths and/or English. Where appropriate, and based on BKSB assessment results, students may be enrolled on Functional skills Maths and/or English formally.

AQA Unit Award Scheme (UAS) is a valuable tool to celebrate and accredit the broad and balanced achievements of our students across all curriculum pathways. This scheme recognises small steps of progress and success, providing a flexible and inclusive way to record and reward individual accomplishments. Class Leads select appropriate AQA units from a curated list identified by Subject Leads, ensuring that units directly complement long-term curriculum planning and align with current teaching themes. This coordinated approach ensures that the awards are meaningful, timely, and embedded within the students' learning journeys, supporting motivation, engagement, and a sense of achievement across all ability levels.

Curriculum alignment to EHCP outcomes - At Meldreth Manor School, we ensure that each student's taught curriculum is closely aligned with their individual EHCP outcomes. Class leads take a proactive role in reviewing, tracking, and embedding EHCP targets into daily teaching and classroom practice. Bespoke class-based targets are developed in coordination with EHCP outcomes, ensuring that learning is both purposeful and relevant. This joined-up

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approach allows for meaningful monitoring of progress, supports consistency across educational, therapeutic, and care planning, and ensures that every student is working towards their long-term outcomes through a personalised, well-planned curriculum offer.

Tapestry is an online tool to foster parental engagement with their child's learning. It promotes opportunities for positive dialogue between parents/carers and their child about the day's activities, lessons and achievements.

8. Monitoring arrangements

This policy will be reviewed annually.