

Aurora Redehall School Curriculum Policy

Policy Reference:	RHS-CEC4
Version Number:	3
Applies to:	Aurora Redehall School
Associated documents:	Assessment Policy Marking and feedback policy Literacy Policy Numeracy Policy SEND Policy
Approved by:	Principal
Implementation date:	September 2026
Next review due by:	September 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>	

1. Aims

This policy aims to provide a rationale for the school curriculum, to include its intent, implementation and impact.

Intent

Aurora Redehall School is a warm and welcoming school which places student wellbeing and safety at the heart of our provision.

All policies for Aurora Redehall School reflect our vision of providing our students with “Every Opportunity to Achieve” so that our students leave school with the skills, knowledge, understanding and experiences that will enable them to thrive within their next stage of further education, training or employment.

We realise this is a collaborative process, and that by working together we will raise students’ aspirations and achievements.

Our primary special school curriculum is aimed at students aged 6 to 11 who experience a range of Special Educational Needs, including Autism and associated social communication difficulties and behaviours.

This means that to be effective in supporting them to achieve their academic and social potential, our students will access a personalised curriculum that effectively develops their academic learning, greater independence, and, where possible, access to employment or future education.

We strongly believe in The Aurora Group values and adopt these in our school.

We are;

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision and values, we will:

- Create a stimulating, safe and structured environment in which confident, caring students can accomplish great things, through:
 - Teaching to meet individual needs
 - Knowing that ‘identification and assessment’ is crucial to plan and meet the needs of students
- Provide the highest quality education, support and care for young people with SEND
- Ensure that every student is equipped with the knowledge, skills and understanding necessary to flourish in their secondary schooling and beyond, through:
 - An understanding that every individual will take a unique pathway through their education and personal development.

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- The overall purpose of our curriculum is to prepare students for further learning and a life beyond school, through a positive and supportive framework that helps to develop:
 - Confident individuals - who lead safe, healthy and fulfilling lives in which they can communicate and interact well with others
 - Successful learners - who enjoy school, make great progress and achieve a range of qualifications
 - Responsible citizens - who are ready to take their place in society

Students who attend Aurora Redehall School will have an Education, Health and Care Plan (EHCP) prior to admission, and will have often attended several other schools, and /or have been out of education for a period of time.

As such, our intention is to:

- Support and encourage engagement in learning
- Re-engage learners after extensive absence or traumatic experiences with education and therapeutic support.
- Provide an academic and social curriculum that supports and reinforces learning
- Provide a wide breath of learning opportunities that establishes a solid grounding for personal development, leisure and interests that can inspire potential future careers and aspirations.
- Help students to connect learning and experiences,
- Use the student's EHCP, any initial screening and baseline assessments, as well information from the students themselves, their previous schools, and their parents/carers, as a starting point to make a curriculum offer and to identify any bespoke changes and opportunities that may be necessary.

Overall, the school intends that the student experience will largely mirror the National Curriculum. However, because of the uniqueness brought by the students who attend, we have also extended the curriculum by adding several more specialised, enriching subjects or activities to meet their more individual or collective needs.

The school curriculum also intends to ensure that students' vulnerabilities are reduced and that by the time they leave, students are more confident and less at risk. To achieve this, we intend for our curriculum to be broad, balanced and well planned, with particular focus on safeguarding, promoted through PSHE, RSE, individual tutorials and opportunities to increase student awareness and develop good decision-making.

In addition, the curriculum intends to support students to develop a range of self-regulation skills to build resilience and to become more consistently regulated by applying learnt strategies to situations that cause stress and anxiety. Through this, we expect that student access to learning will be increased, leading to greater independence, and better academic outcomes.

This means that we want our students to define themselves by their strengths, interests and passions, rather than their challenges or difficulties.

We will also offer therapies and individual support programmes as per our students' identified EHCP needs, provisions and outcomes (i.e. specialist support), meaning that the Therapy Team will offer

targeted specific interventions above the universal therapeutic support to enable the development of social communication and emotional regulation skills.

2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

Education Act 1996

Aurora Redehall School meets the Independent School Standards

3. Scope

This policy applies to all who work with students at Aurora Redehall, and all stakeholders who have a vested interest in the education of students at the school.

4. Roles and responsibilities

4.1 The Principal and Head of School will:

4.1.1 Ensure that delivery of the curriculum is implemented through teaching and learning observations, progress of students, student voice, and quality assurance visits from the aurora group

4.1.2 Review the curriculum according to legislative updates, ensuring compliance

4.1.3 Review the curriculum on an annual basis with SLT, looking at outcomes, progress, and engagement of students, reflecting on students needs and aspirations

4.2 Subject Staff will:

4.2.1 Keep up to date with curriculum requirements in their subject areas(s)

4.2.2 Ensure there is alignment in students' IEP's and target setting, with agreed aspirational targets for subjects

4.2.3 Work closely with support staff to differentiate resources appropriately

4.3 Parents/Stakeholders will:

4.3.1 Have the opportunity to comment on the curriculum offer, and its delivery through regular communication with the school, and questionnaires

4.4 Students will:

4.4.1 Have the opportunity to comment on the curriculum offer, and its delivery through regular reflection, questionnaires, and Student Council

5. Implementation

5.1 Curriculum content

Aurora Redehall School provides a broad and balanced curriculum, allied to the National Curriculum, differentiated to meet student's needs, interests and passions.

The Intent of the Redehall Curriculum is to provide students with 'every opportunity to achieve'. To do this, the curriculum is mapped to provide pupils with the opportunity to engage in learning and curriculum topics at age related expectations (ARE). To support those working below ARE, curriculum maps signpost the relevant hierarchical component learning which enables teaching teams to pitch learning at an appropriate level, taking into account student's starting points.

Due to the site's limitations, we offer a range of Physical Education off site activities. These include Swimming, a Therapy farm and access to local Leisure Centres.

Summary of Primary Offer

Offer and Weighting			
Maths	5 (including 1 lesson a week targeted learning)	Art / DT	1
English	5 (Including 1 lesson a week targeted comprehension)	Computing	1
Science	2	PE	1
Humanities	2	SMSC	1
PSHE	1		
Daily Intervention carousel			
Handwriting	5	Phonics	5
Precision teaching	5	Daily reading sessions	5
Students also access additional interventions relating to their age, needs and EHCP outcomes which include: • fine motor skills • timetables practice • gross motor skills • mark making and early writing • touch typing			

5.2 Enrichment and non-statutory additions to the curriculum.

The curriculum will also include several enrichment activities to help meet the unique needs of the students. The intention here is to support positive personal development through decreasing anxiety, improving social communication skills and social connection, raise levels of engagement, and provide opportunities to develop personal interests and support students with their Social, Moral, Spiritual and Cultural development. Enrichment subjects are student led. Students can make requests to SLT or through student council to have additional activities added.

In addition to the core curriculum offer, additional interventions are made available to support individual students in Maths, Literacy, Phonics, Reading.

5.3 The importance of PSHE, SMSC and British Values in the Curriculum

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It is often the case that young people in special education have a higher risk of vulnerability and so the teaching of PSHE, SMSC, and British Values at Aurora at Redehall School plays an important part in their personal development and helps to broaden their understanding of the wider world that surrounds them. This means these subjects, along with access to a range of enriched or extracurricular activities, will all help to identify and consolidate the values we want the students to develop and, at the same time, make them safer and more aware of the risks and dangers that surround them. In particular, we want students to explore and understand:

- British Values: Democracy. A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law.
- Individual liberty.
- Mutual respect & tolerance of different faiths and beliefs.
- Relationships and sex education.
- The prevention of abuse, exploitation, or radicalization.
- The concept of safeguarding and protection at an individual and collective level.
- Readiness for the next steps in their life after leaving school.
- Confidence and self-belief.
- How to be realistic, ambitious and aspirational.

6. Support

6.1 Teachers, HLTAs and TAs

All classes are taught by subject specialists or experienced teachers. There are a high number of Teaching Assistants and Higher Learning Teaching Assistants in all lessons to support students' access to the curriculum, and to ensure that their individual Special Needs or disabilities are catered for. HLTAs can also lead teaching in some elements of learning if they have a specialism or experience in that area which might benefit the students.

The Principal, Head of School, Assistant Head/SENCO, Pastoral Lead and Therapy Team will work together on each student's intervention programme, monitor progress, and evaluate the impact of intervention or sessions.

6.2 Supporting individual special educational needs and disabilities in the curriculum.

Teachers, HLTAs and TAs will meet regularly to discuss and plan supportive learning strategies aimed at effectively helping students to overcome their areas of difficulty. This will ensure that tasks are differentiated, and individual learning styles are supported.

Through assessment and observations student progress is monitored and evaluated, with information and evidence being used to generate their new objective. To improve access to learning, every student has a Positive Support Passport and a Risk Assessment which aim to help each student to be better regulated and manage positively throughout the school day,

Where identified in EHCPs, or necessitated by events, identified barriers to learning, or only slow progress being made, targeted intervention sessions will be put in place to support students, aiming to raise progress, increase access to education, increase engagement, and improve outcomes.

The school has a pastoral team that works closely with Teachers, HLTAs and TAs to support the delivery of the curriculum to students who experience temporary or long-term difficulties with emotional wellbeing, mental health or more advanced social and communication needs.

6.3 Clinical Interventions

We provide an integrated therapeutic education model in which education teams are supported in this by our pastoral and therapy team. A successful integrated model will lead to more children being able to be supported within their class rather than having to leave class for therapy.

For specifically identified students, bespoke intervention sessions are in place on a daily basis and progress is monitored by the Pastoral Lead and Assistant Head/SENCo.

Some students will receive targeted or specialist clinical interventions either individually or in groups. These will be indicated either through their EHCP or as a result of screening and assessment completed in school.

7. Groups, Lessons and the Teaching Day

Students are taught in classes of up to 9.

Students are taught in a traditional primary Nurture Model. This includes a form teacher delivering lessons across the curriculum, with some subject specialist input, such as PE.

There are 6 periods in the school day

Daily Intervention sessions are taught in individual or small groups or classes, designed to support specific EHCP needs and can include therapy, social skills, motor skills, literacy, numeracy etc.

8. Maintaining high quality Teaching and Learning in the curriculum

To deliver the curriculum to a high standard, it is vital that teaching and learning is maintained at a consistently high quality. As part of the quality assurance process, Literacy, Numeracy and PSHE have Curriculum Leads who oversees their delivery, as well as monitoring the quality of teaching and learning, and the assessment processes. In addition, teachers, HLTAs and TAs are regularly observed by Curriculum Leads and Senior Managers and receive feedback which then informs CPD at an individual or a whole school staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has its own Aims (intent) document, and series of pre-planned Programmes of Study/Schemes of Work across all year groups, forming a holistic curriculum map that sequentially builds on the key concepts, and the individual skills, knowledge and understanding of that subject. All lessons have lesson plans that inform the teacher, TAs and about the lesson objectives and activities, and how it links to prior learning. Plans also include key words and concepts, and how content will be differentiated and supported through a range of learning styles.

9. Assessment and the curriculum

Assessment for Learning (AfL) will form a regular part of all learning activities to identify how secure students' learning is from lesson to lesson, as well as identifying areas for development and correcting misconceptions. AfL evidence will also be used to inform next lesson planning either at an individual student level, or in relation to the content, delivery or resources required to improve the next lesson.

Students will be assessed through various methods at the end of every Programme of Study/Scheme of Work, Theme or Project, and any data collected will be recorded on Earwig. Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process. Information collected will also inform next steps of planning at a student, subject, or whole school level.

Summary assessment information will be used to complete end of term and end of year reports and will be sent to parents/carers and any other professionals or agencies who support the student. Curriculum Leads and teachers will also use the summary information to reflect on curriculum delivery and content and then used to inform future planning.

Further information can be found in our Assessment policy

10. Resources

The school leadership team aims to ensure that the curriculum is appropriately resourced and this is reflected in the school development plan and budget. Class teams remain responsible for any resources in their care.

11. Quality assurance

Monitoring of the implementation and impact of the curriculum will be as per the Aurora Group quality assurance processes found in our Risk and Governance Framework

Additional quality assurance and intervention might occur in response to identified need, for example following an annual review process for an individual student or as the result of whole-school or class-level data analysis.

12. Impact

We believe that the impact of our curriculum will support and inspire each student to develop their individuality, helping them to grow and develop in their own unique way, and to achieve their full potential - educationally, socially, and personally.

Through the high-quality delivery and range of opportunities provided by our curriculum, we believe its impact will ensure that young people are prepared for their future with relevant qualifications, and that it will provide them with a well-rounded education, and to have a range of strategies and information to improve their choices in life – whether that is in Further Education, which includes being able to access mainstream settings, training/apprenticeships, or to explore job opportunities.

13. School Day

Times of the School Day						
		M	T	W	Th	F
08:30	09:00	Arrival				
09:00	09:45	P1				
09:45	10:30	P2				
10:30	10:50	Break				
10:50	11:35	P3				
11:35	12:20	P4				
12:20	13:20	Lunch & Clubs				
13:20	14:05	P5				Assembly & Reflection School finish 14:00
14:05	14:50	P6				
14:50	15:15	End of day reflection				
15:15		Departure				

14. Our Curriculum

The overall purpose of our curriculum is to prepare students for life beyond school by providing 'every opportunity to achieve', through a positive, enriching and supportive timetable of the following:

Literacy

At Aurora Redehall School, we understand that Literacy Skills are the foundation for understanding, and interacting with, the world around us. The ability to communicate effectively, confidently and with clarity is crucial within adult life. We recognise the challenges our learners face in developing their literacy skills due to missed schooling and learning needs. We aim for all learners to leave our school with practical skills in literacy and this is delivered in all subjects across the curriculum. All staff members are expected to deliver literacy-based learning with consistency and confidence to allow learners to improve their literacy skills.

Across the school we follow a 'Talk 4 Writing' approach which enables students to engage with age-appropriate texts and ideas while working towards an appropriate level of challenge. The highly structured approach supports frequent modelling and co-production which support students to develop an understanding of the structures and process required to write. This approach is transferrable across the curriculum.

Learners have access to bespoke literacy support packages during intervention sessions throughout the week, with a focus on areas of development for individual learners. All learners have guidance within their Personal Support Passport which outlines how to best support the literacy, including strategies for early reading and phonics. Additional interventions are delivered on a paired or 1:1 basis with identified specialists including Accelerated Reader and Read Write Ink Fresh Start. We aim for all learners to be able to communicate in a range of methods with confidence and fluency in order to prepare them for adulthood.

Maths

Maths is focused on improving learner's confidence in their abilities as well as challenging them to extend their knowledge. Over time we hope to support students to have concrete numeracy skills which support them to be independent as well as preparing them to gain a qualification in Mathematics ranging from Entry Level to GCSE.

Our aim is to make Mathematics accessible for all our learners leading to improved confidence within the subject as well as comprehension that can support them beyond the classroom.

PSHE

PSHE at Redehall school is integral to our atmosphere where everybody is respected, without question. To ensure each student is to be confident to walk into any space in the school as a whole and feel accepted. For there to be no misogyny, no discrimination and for every single person to have no care at all for anyone else's appearance, age, status, or ambitions. We aim to see learners leave Redehall at 11 and have full confidence that wherever they go next, they will present themselves as genuinely respectful and kind individuals.

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We teach the learners about the caring skills needed to form and maintain safe, healthy relationships, both platonic and romantic. Our RSE curriculum considers all the vital information and life-skills that will enable our learners to be caring in their adult relationships and trusted to show respect and safety but is delivered in a relatable way that is kinaesthetic where possible to achieve our aim of all our learners being able to navigate adult relationships carefully. The curriculum is designed for them to have the trust in themselves required to safely navigate the online world, including staying up to date with strategies to counteract the risks and trends that manifest online. We plan for the learners to have high standards and healthy ambitions due to being educated in career education, for them to understand their bodies and minds well enough to innovatively look after their physical and mental wellbeing and for them to be able to slot into any team, removing limitations in their lives as they know how to successfully collaborate with others.

Science

The primary curriculum supports students to explore a range of topics and ideas while developing their scientific thinking skills which are applicable both in the curriculum and the wider world. Topics and ideas are grouped to ensure that relevant prior learning is recapped and clearly linked to new ideas to support students with any gaps due to missed or lost learning.

15. Monitoring arrangements

The policy will be reviewed annually by the Principal, Head of School and wider SLT.