Curriculum Policy

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1. Mission Statement:

"At Gloverspiece School, we understand that educational success looks different for all our pupils. Through combining classroom-based, farm-based and animal-assisted learning experiences, therapeutically underpinned by an ethos of Nurture, we strive to enable achievement for all."

This policy is designed to ensure compliance with the Education (Independent School Standards) Regulations 2014, as amended, particularly Parts 1 and 2 concerning the quality of education and the spiritual, moral, social and cultural development of pupils. The curriculum is supported by curriculum plans, subject schemes of work and assessment arrangements which demonstrate how the requirements are implemented across each phase and site.

The school has regard to relevant Department for Education statutory guidance, including the Relationships Education, Relationships and Sex Education and Health Education statutory guidance effective from 1 September 2026. The school also has regard to relevant DfE guidance concerning careers education and guidance, equality, SEND and safeguarding.

The curriculum is designed to take account of pupils' ages, aptitudes, abilities, special educational needs and EHCP outcomes and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2. Introduction

The Gloverspiece curriculum combines classroom-based, outdoor/farm-based and animal-assisted learning, underpinned by a whole-school Nurture approach. It is designed to provide meaningful learning and progression across the school day, with provision adapted to the needs and context of each site

3. Values, Ethos & Aims

Our curriculum is underpinned by a commitment to inclusion, respect, wellbeing, personal development and high expectations. We recognise that pupils have different strengths, needs, abilities and aspirations and therefore provide a personalised approach that enables each pupil to make meaningful progress.

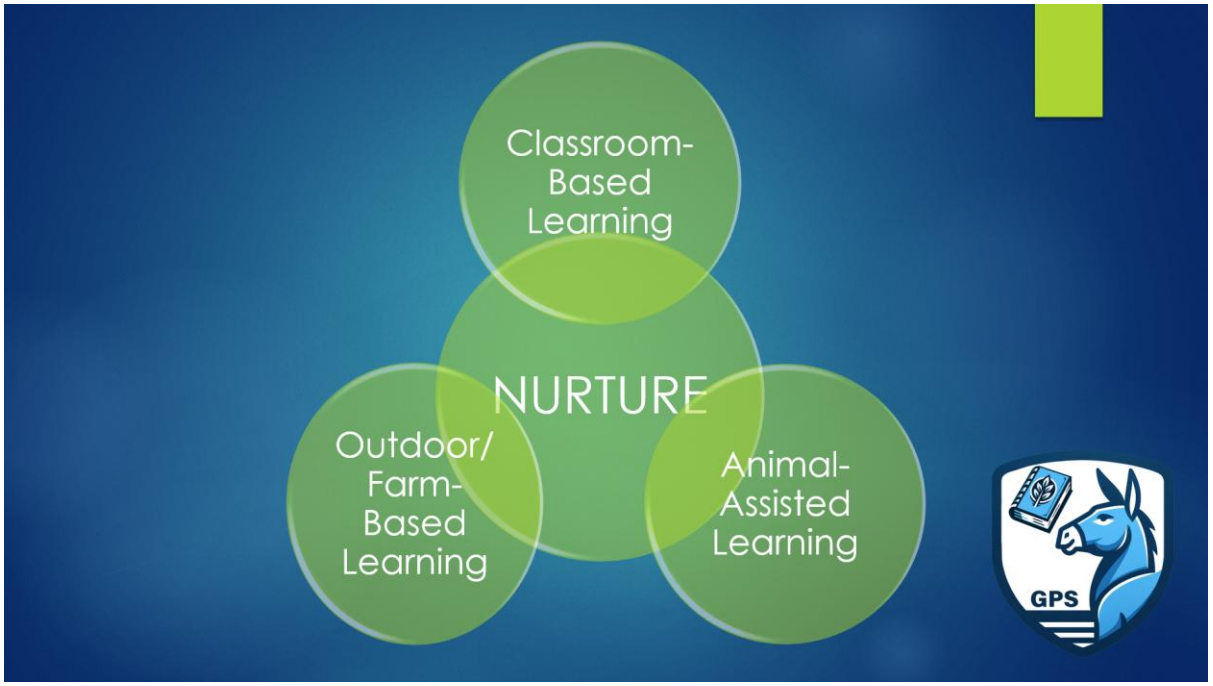
We ensure that curriculum provision is consistent with the Equality Act 2010, including consideration of protected characteristics and reasonable adjustments where required. Pupils are supported to develop respect for themselves, others and the wider community, and to understand the importance of equality, diversity and fundamental British values.

Our ethos is informed by Nurture principles, with opportunities for pupils to develop confidence, emotional wellbeing, communication, independence and positive relationships. Where appropriate, learning is extended through outdoor, farm-based and animal-assisted activities, supporting engagement, practical learning and personal development.

The curriculum comprises three interconnected elements:

- Academic learning – developing knowledge, skills and qualifications.
- Personal development – developing communication, independence, wellbeing and social skills.
- Preparation for adulthood – developing the skills, knowledge and experiences needed for future education, employment, independence and participation in the community.

English is the principal language of instruction and communication, while appropriate communication approaches and reasonable adjustments are used to ensure pupils can access and participate in learning.



4. Spiritual, Moral, Social and Cultural Education:

The curricula actively promote pupils' spiritual, moral, social and cultural development (SMSC).

Spiritual: Opportunities for reflection, connection with nature, and personal growth through nurture and outdoor learning.

Moral: Understanding right and wrong, consequences of actions, animal welfare and environmental stewardship.

Social: Collaborative learning, community engagement and respect for diverse needs.

Cultural: Exploring different beliefs, traditions and perspectives through RE, PSHE and wider curriculum experiences.

5. Intent

Our curriculum is underpinned by a commitment to inclusion, respect, wellbeing, personal development and high expectations. We recognise that pupils have different strengths, needs, abilities and aspirations and therefore provide a personalised approach that enables each pupil to make meaningful progress.

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Curriculum Planning & Schemes of Work

This curriculum policy is supported by subject-specific curriculum plans, long-term and medium-term curriculum plans and schemes of work for each curriculum area. These documents identify intended knowledge, skills, progression, sequencing, assessment opportunities and appropriate adaptations for pupils with SEND. Curriculum leaders review these documents annually and following significant curriculum, statutory or cohort changes.

Teachers are responsible for planning their teaching using a consistent scheme of work template that, at the earliest stage of planning, prompts teachers to consider and outline, among other things:

- Nurture Aims
- Use of Outdoor/Animal-Assisted learning to support core learning
- Cross-curricular links/planning with areas including online safety, careers and further education, British values

Curriculum planning takes account of each pupil's age, aptitude, ability, prior attainment, SEND, EHCP outcomes, communication profile, medical needs and individual aspirations.
The Headteacher and senior leaders monitor implementation through curriculum review, lesson visits, work scrutiny, pupil voice and assessment information.

6. Statutory Curriculum Coverage

Curriculum Areas (as required by ISSR 2014)	Gatehouse	Willows	Gloverspiece	Dilmore
Linguistic	Sensory Curriculum Teacher-Led, Play-Based Learning, Sensory Play, Singing Stories, Sensory Stories, Shared and 1:1 activity Daily Continued Provision		English	English; Guided Reading; Functional Skills English
Mathematical			Maths	Maths, Functional Skills Maths
Scientific			Science, Animal Care, Forest School	Science, Animal Care, Horticulture
Technological	Sensory Curriculum Understanding the World and Communication	Sensory Curriculum	Use of IT, Online Safety, Cooking	Use of IT, Online Safety, Cooking
Human & Social	Understanding the World	Sensory Curriculum	PSHE, RSE, History, Geography, Careers	PSHE, RSE, History, Geography, Careers
Physical	Physical Activities Fine and Gross Motor Skill Development Throwing & Catching Parachute Games Outdoor Time		PE, Outdoor Learning, Farm/Animal Care Tasks	PE, Outdoor Learning, Farm/Animal Care Tasks
Aesthetic & Creative	Daily Creative Learning/Craft Activities	Sensory Curriculum	Art, Music, Clubs	Art, Music, Clubs

7. Implementation & Assessment

Across all of our sites at Gloverspiece School, teaching is adapted to individual need through differentiated whole-class, small-group and individual approaches, supported by appropriate communication strategies, therapeutic provision, visual support and use of indoor and outdoor learning environments.

8.1 Implementation and Assessment at Gloverspiece Site:

The academic progress of pupils accessing our Gloverspiece site is tracked and supported through the implementation of our bespoke 'Progress Ladders' for English and Maths. These ladders form a pupil's baseline assessment on entry and subsequently, provide a framework of academic progression across core elements of English and Maths.

These ladders outline a trajectory of progression for pupils to support them in developing the core skills to enable their access of formal Functional/Essential Skill Qualifications [NCFE] later in their education at Gloverspiece School. When devising these ladders, reference was made to the national curriculum and the assessment criteria for formal Functional/Essential Skill Qualifications [NCFE] to identify the core areas of knowledge and skill acquisition.

Pupils accessing our Gloverspiece site who are at an earlier stage of development and/or learning journey follow a personalised, play-based and sensory curriculum, supported through continuous provision, outdoor learning and targeted individual or small-group support. Children work at different developmental levels, and our curriculum is adapted to meet their individual needs.

On entry, children are baselined using B Squared and their progress is regularly assessed through small, achievable steps. Children are assessed against our sensory curriculum, with progress, outcomes and interventions tracked over time.

Our curriculum is delivered alongside each child's EHCP outcomes and Speech and Language provision. We work closely with external Speech and Language Therapists, who assess children and advise on appropriate communication strategies and further support where required.

Assessment is ongoing and is used to inform planning, identify next steps and ensure that every child makes progress from their individual starting point

8.2 Implementation and Assessment at Dilmore Site:

As of September 2025, our secondary 'Dilmore' site became accessible to pupils for whom this was identified as being academically and developmentally appropriate. At our Dilmore site, the level of staff support is reduced, with an aim to support pupils to become more independent and autonomous in their learning, whilst still receiving the support they require.

The curriculum at Dilmore is shaped around formal qualifications and the individual needs of pupils, while ensuring that the curriculum as a whole provides for all areas required by the Independent School Standards Regulations 2014, including PSHE and the statutory requirements relating to Relationships Education/RSE, together with appropriate scientific, technological, human and social, physical, linguistic, mathematical, aesthetic and creative education

The academic progress of pupils accessing our Dilmore is largely assessed, captured and tracked against the respective assessment criteria for the formal qualifications for which individual pupils are registered. Ongoing IQA and periodic EQA with the respective awarding bodies is performed to ensure effective delivery, assessment and compliance with these criteria.

All secondary pupils are offered impartial careers guidance appropriate to their age, needs and aspirations. This includes exposure to post-16 providers, vocational pathways, apprenticeships and supported employment routes. Careers education is integrated within Preparation for Life and through individual transition planning. Please refer to our Careers Statement for further information.

Post-16 Provision at Dilmore Site:

The Post-16 curriculum reflects the four Preparing for Adulthood areas of employment, independent living, community participation, and health and wellbeing. Provision may include travel training, money management, self-care, self-advocacy, vocational learning, work experience, enterprise and accredited qualifications.

9. 3 Implementation & Assessment at Gatehouse and Willows Sites

For pupils accessing our EYFS and early primary provision at our Gatehouse and Willows sites, the curriculum is designed to meet the individual needs of children aged 4–6.

Through a play-based, sensory curriculum, continuous provision and rich outdoor learning, children are supported to develop communication, independence, wellbeing and a love of learning.

Our curriculum is personalised to each child and delivered alongside their EHCP outcomes and speech and language provision, ensuring that every child can learn, participate and make progress from their individual starting point.

Gloverspiece School has received exemption from the Department for Education (DfE) from the Early Years Foundation Stage (EYFS) learning, development, and assessment requirements. Whilst the other requirements of the EYFS are met for the appropriate pupils, their learning intentions, aims and outcomes are consistent with the ethos of the wider school as a whole.

8. Impact

Impact is evaluated through EHCP outcomes, academic assessment, Nurture targets, Boxall Profile information and pupil progress data.
Monitoring: Our headteacher is ultimately responsible for monitoring the way the school curriculum is implemented, in consultation with SLT. Assessment information is used systematically by teachers and leaders to adapt planning, inform provision maps and ensure appropriate stretch and challenge for all pupils, including the most able. Senior leaders review progress data termly to evaluate curriculum effectiveness across both academic and personal development domains. Where progress is less than expected, targeted intervention and curriculum adjustment are implemented.

9. Transition

We understand the impact of moving on to a new setting and provide a tailored and personalised support programme for each pupil. For pupils transitioning into post-16 provision, this process begins in the preceding Autumn term, in which Phase Transfer EHCP reviews are conducted. Where possible, this process includes visits to the new provision.

Where pupils are due to start with us, every effort is made to organize and facilitate farm-based transitions to support this process. Additionally, part-time timetables and continuation of alternative provisions already engaged, are used to further support this process.

Transitions Between Provisions

Transition between our Gatehouse, Willows, Gloverspiece and Dilmore site is based on each pupil's individual readiness, development and ability to access the next stage of learning, rather than age alone.

Gatehouse to Willows: Gatehouse provides a predominantly play-based EYFS curriculum, with provision reflecting this approach. To move to Willows, children need to be developing the ability to access more teacher-led learning, as the provision includes a dedicated teaching classroom alongside a continuous provision room. Where a child is not yet ready for this transition, they may remain at Gatehouse for a further year to develop the skills and independence needed.

Willows to Gloverspiece: The aim of the Willows provision is to prepare children for the increased independence and responsibility of the farm-based provision at Gloverspiece. To transition successfully, children need to demonstrate that they can keep themselves safe with TA support, follow adult instructions and respond appropriately and safely around animals.

Gloverspiece to Dilmore: The aim of the Dilmore site is to develop pupil's independence further into secondary education. The staff levels at Dilmore are lesser than at Gloverspiece, with a broader focus on develop self-efficacy and greater autonomy in learning.

Transitions are carefully planned and supported, with individual needs, progress and readiness considered to ensure that each move is successful and appropriate for the child.

Due to the limited capacity both as a whole-school and at each specific site, when assessing a pupil's readiness to transition and access the stage of provision offered at Gloverspiece School, it may be deemed that they are not developmentally ready for this transition or that the nature of a specific site may not be suitable in meeting their individual needs. In these instances, at the appropriate review of EHCP, it may be necessary to state that we will be unable to meet need beyond a certain age/year group, and other education settings will need to be consulted by the relevant Local Authority.

10. Parental/Carer Engagement

We recognise the crucial role which parents/carers play in their child's education and make every effort to encourage parental involvement in their educational process.

Where possible, we seek to update parents/carers and keep them informed of any changes (e.g. timetable, structure of the day etc.) to enable them to prepare the pupils for these.

Communication through parent/ teacher appointments is supplemented by our open-door ethos, Tapestry and partnership working between school and home to achieve specific objectives. These are drawn together to inform the annual review, where all stakeholders are consulted.

Reporting of pupil progress is delivered through annual progress reports and other activities such as informal meetings, EHCP reviews, PEP Meetings and parent's/carers evenings.