Seashell

Title	School Curriculum Policy
Issue Date	June 2024
Review Date	September 2025
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	
Owner	Carrie Sweeting / Sally Turley
Distribution	RSM/Children's Services

Definition(s)

KS: Key Stage
PSHE/PSD: Personal, Social and Health Education/Personal and Social Development
QCA: Qualifications and Curriculum Authority
IEP: Individual Education Programme
ASC's: Autistic Spectrum Conditions
MSI – multisensory impairment
VI – visual impairment
HI – Hearing Impairment

Purpose

Purpose and Intended Outcomes of the Curriculum Policy is to inform staff of the agreed principles regarding the curriculum. This will allow staff to ensure all students are given their full entitlement to meet the objectives outlined on students Education and Health Care plans, and to ensure a rich and varied curriculum providing. The policy will outline the content of the curriculum at Royal School Manchester.

Policy

Our aim at Royal School Manchester is to teach and inspire students to achieve their aspirations, embracing their personal interests, strengths and preferences through a meaningful and motivating individualised curriculum. Curriculums are developed through a collaborative approach, involving a multi-disciplinary team, family and the learner's voice influencing outcomes.

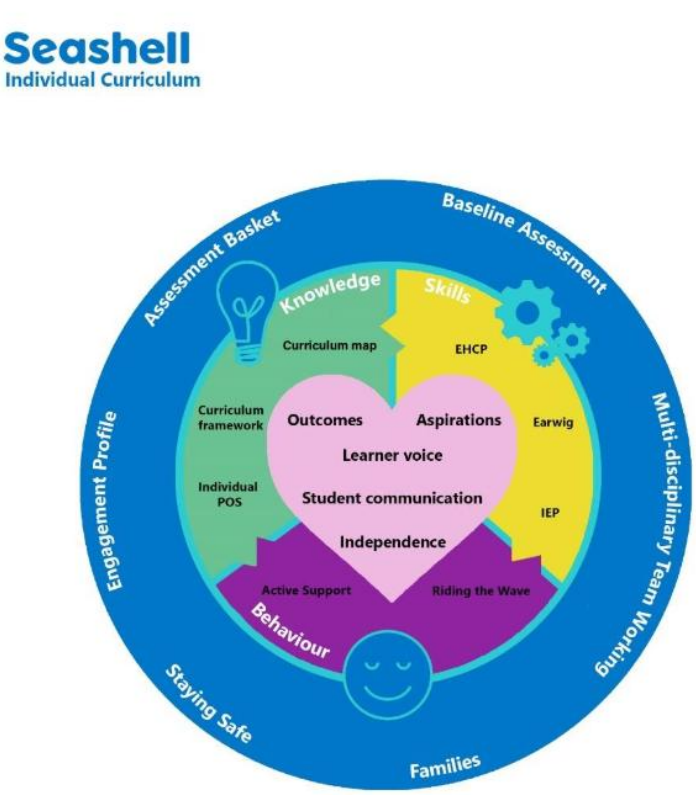
Our curriculum provides a pathway which supports students to accumulate skills and knowledge as they grow. Learning is creative, fun and engaging, using opportunities beyond the classroom to develop functional, real life and enriching experiences. We aim to prepare students to have the tools to live a fulfilled life.

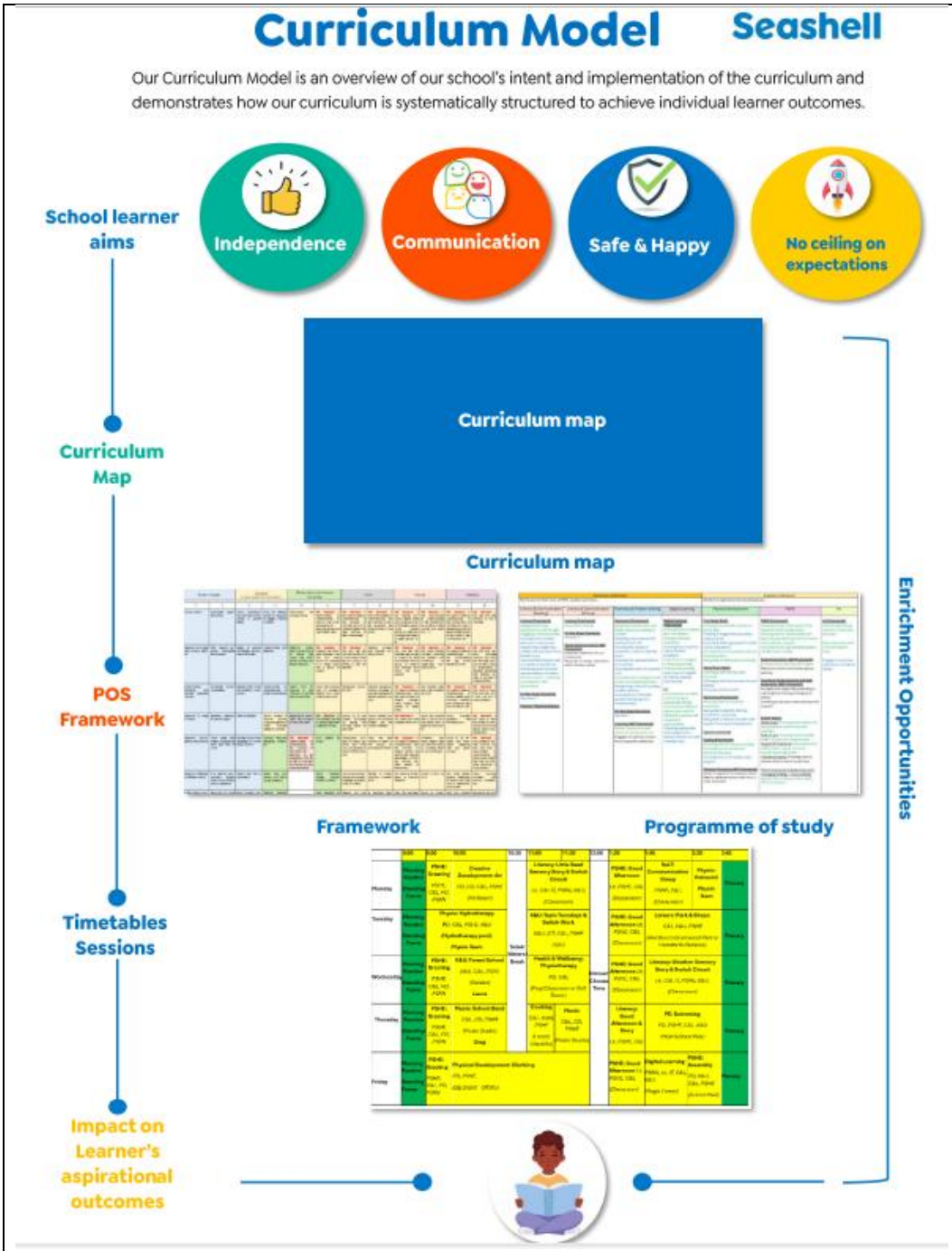
Our expert knowledge in inclusive teaching approaches allows us to break down barriers to learning, enabling students to access a curriculum with no ceiling on their potential.

Curriculum Implementation

Seashell

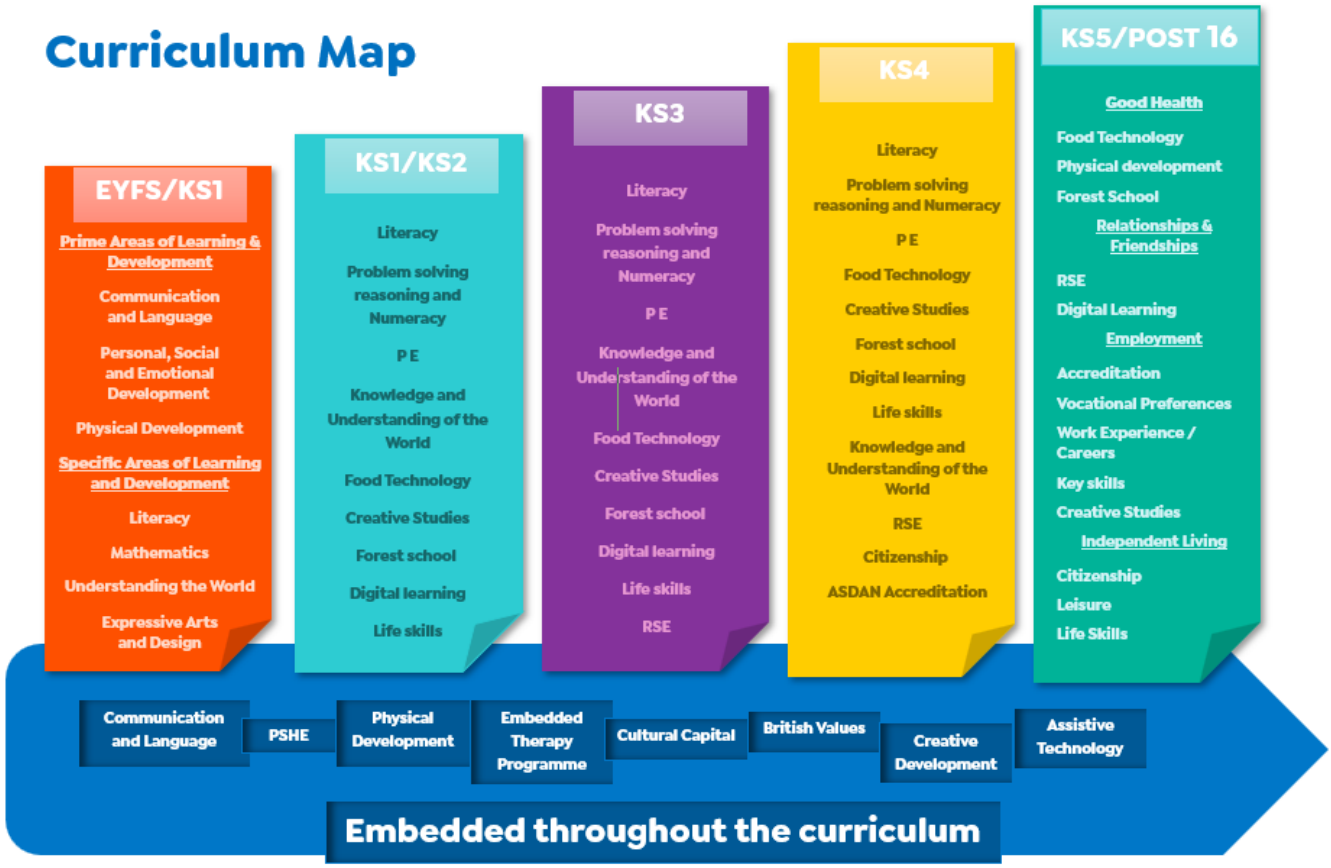
Our school curriculum, assessment and values are outlined in the visual below:





Curriculum Map

We believe it is imperative that students should have a flow of learning as they grow through the key stages, supporting them to accumulate skills and knowledge which will eventually support them to achieve their aspirations for adulthood. The curriculum map visual outlines the subjects specific to key stages, as well as the areas of learning which are embedded throughout the curriculum.



Curriculum Frameworks and Programmes of Study (POS)

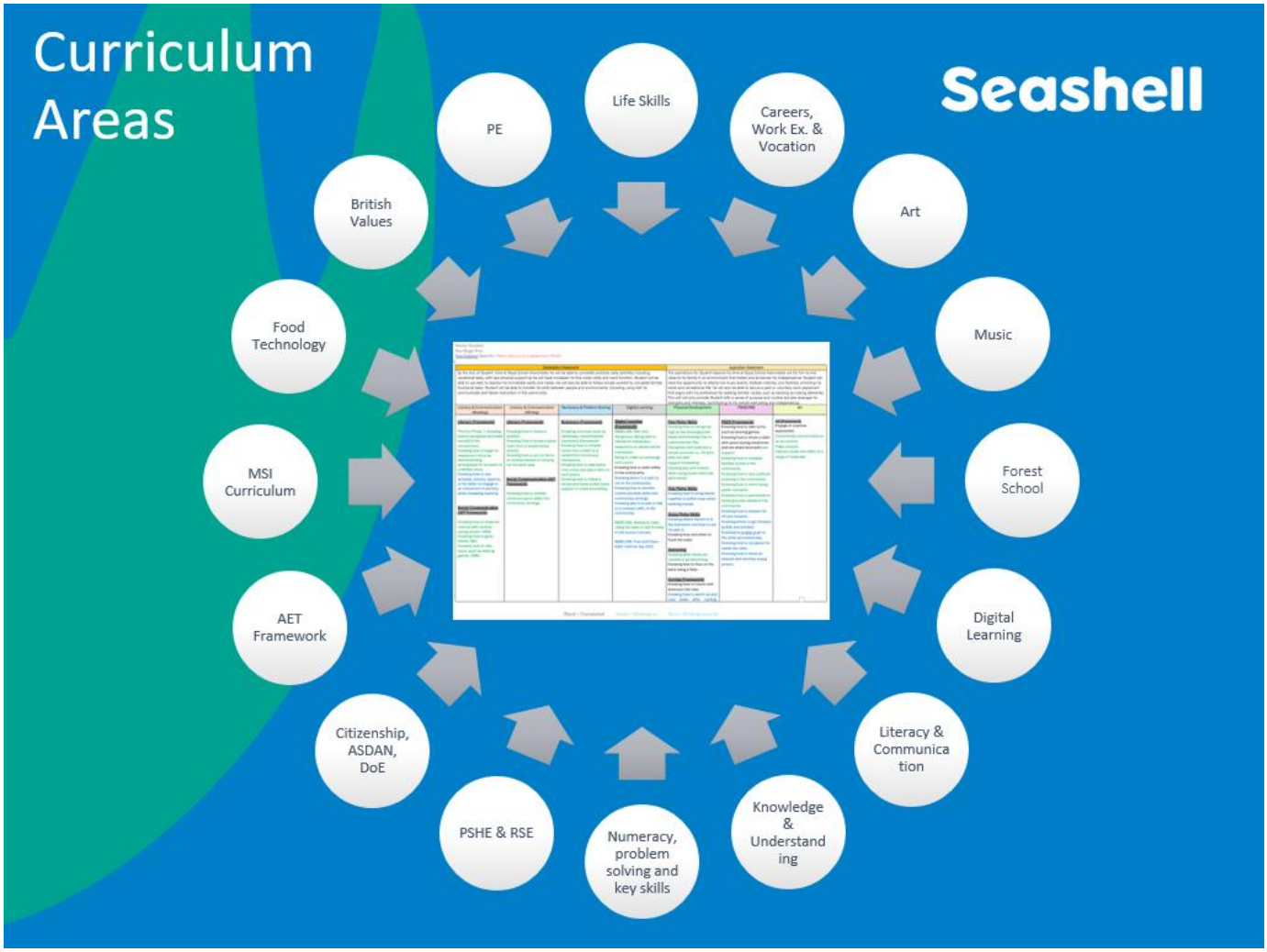
Each of the curriculum areas has its own framework, which breaks down the curriculum into sequenced, smaller outcomes specific to the curriculum area. Teachers use the frameworks as a guidance tool for selecting curriculum specific outcomes for each individual student for the year ahead and adding them to the student's Programme of Study. This ensures each student is working on individualised curriculum outcomes which are meaningful and student-centred. The curriculum headings on each Programme of Study are key stage specific, reflecting the learning areas on the Curriculum Map. Other assessment tools are also embedded into the Programme of Study, such as the MSI curriculum, AET framework, engagement profile, as well as British Values. The outcomes on the Programme of Study inform planning, and progress towards outcomes are RAGG rated by the class teacher each half term. At the end of the school year, outcomes are assessed as either black (achieved), green (working on) or blue (working towards). The end of the school year brings an opportunity to update the Programme of Study for the next academic year. If the student is moving up to the next key stage, the format of the Programme of Study will change to reflect the curriculum headings for that key stage.

Each curriculum area is led by a curriculum lead. Curriculum leads oversee the enrichment and progression of their curriculum area by:

- Maintaining and updating the curriculum framework for the given curriculum

- Monitoring the delivery and progress of their curriculum area though learning walks, deep dives, data analysis and observations
- Staying up to date with developments in the given curriculum and providing training across the school
- Coaching staff across the school to support the delivery of the curriculum area
- Managing the budget for the curriculum area and order resources as needed
- Reviewing the subject intent, implementation and impact statements

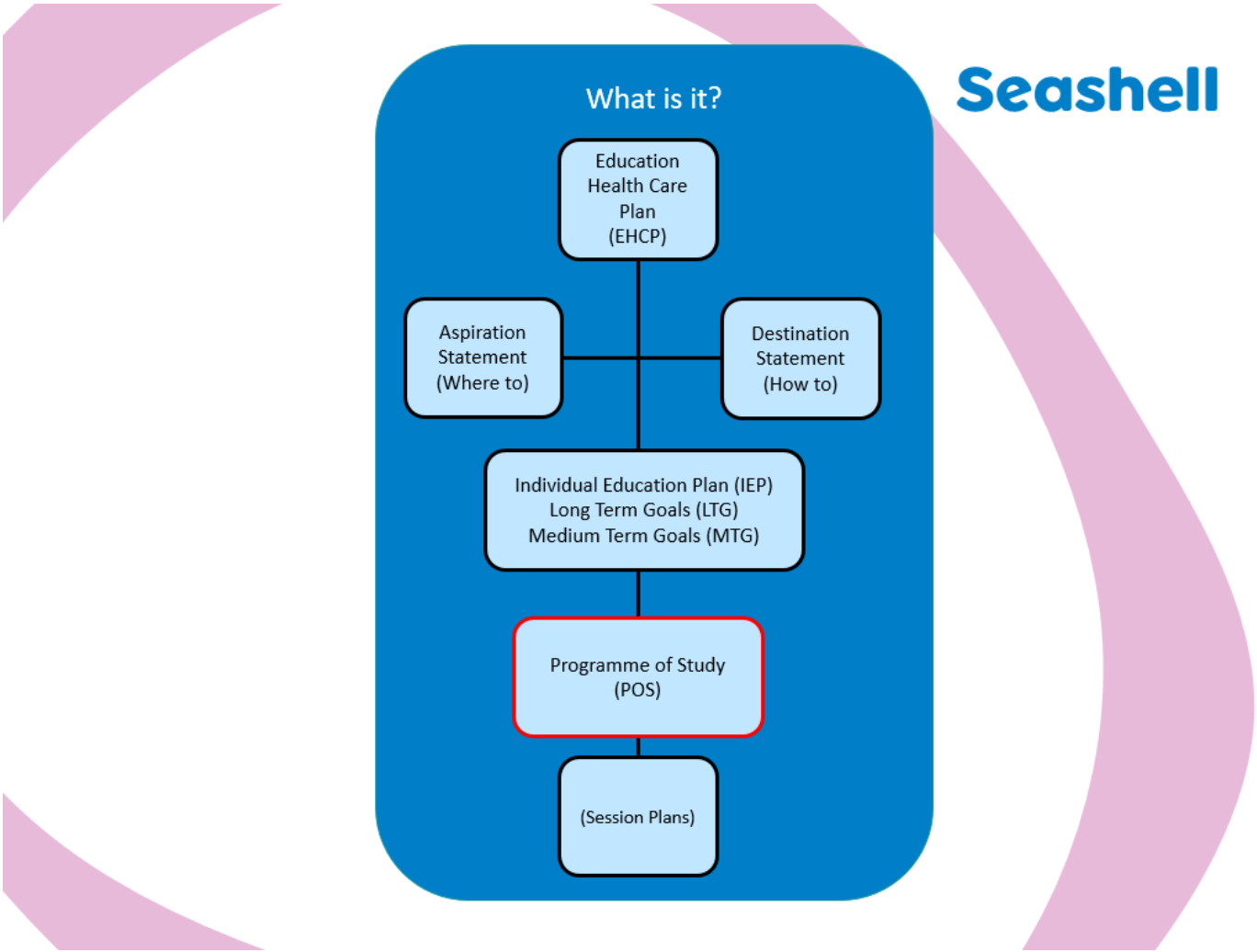
The visual below demonstrates how each student's individual curriculum is reflected through their Programme of Study.



Destination and Aspiration Statements

Also included in the Programme of Study, and influencing the students individual curriculum, are their personal destination and aspiration statement. These statement's are written collaboratively at the end of the student's baseline period at school and are reviewed each year at the student's Annual Review meeting. The destination statement outlines an overview of the skills and knowledge the student will learn by the end of their time at Royal School Manchester, dependent on what school phase pathway they are on. The aspiration statement outlines what the student's aspirations for the future are, as they

go into adult life. The learner's voice is at the heart of both of these statements, and they are used to shape their outcomes on both their Programme of Study, and IEP targets.



Timetables / Sessions

Class teachers create an individual timetable for each student which covers the areas of the curriculum outlined in the student's key stage on the Curriculum Map. Outcomes on the Programme of Study are used to inform planning for sessions, and knowledge from the half termly RAGG rating assessment is used to tweak and adapt timetables and planning based on levels of progress.

All students at RSM have an EHCP with high levels of support. Sessions are delivered by the class teacher, subject specific teacher, higher level teaching assistants and teaching assistants to ensure the curriculum is delivered through a person-centred approach. Many of our teachers have a specialist qualification, either in autism, visual impairments, hearing impairments or multi-sensory impairments and are able to provide specialist teaching interventions. We also have internal specialist roles to support outcomes on the EHCP and enhance the student's curriculum outcomes, such as a music therapist, art psychotherapist, habilitation officer, speech and language therapists, occupational therapists, physiotherapists and more.

Below is an example of a student timetable in KS2, where the curriculum areas are outlined in italics:

	9:00	9:30	10:00	10:30	11:00	11:30	12:00	1:30	1:45	2:30	2:45
Monday	Morning Routine *Standing Frame*	**PSHE: Greeting** *PSHE, C&L, PD, PSRN*	***Creative Development: Art*** *PD, CD, C&L, PSHE* *(Art Room)*	Toilet/ Waters / Break	**Literacy: Little Seed Sensory Story & Switch Circuit** *Lit, C&L IT, PSRN, K&U,* *(Classroom)*		Dinner/ Choose Time	**PSHE: Good Afternoon** *Lit, PSHE, C&L* *(Classroom)*	**SaLT: Communication Group** *PSHE, C&L,* *(Classroom)*	**Physio: Rebound** ***Physio Team***	Plenary
Tuesday	Morning Routine *Standing Frame*	**Physio: Hydrotherapy** *PD, C&L, PSHE, K&U* **(Hydrotherapy pool)** ***Physio Team***			**K&U: Topic Tuesdays & Switch Work** *K&U, ICT, C&L, PSHE* *(TBC)*			**PSHE: Good Afternoon** *Lit, PSHE, C&L* *(Classroom)*	**Leisure: Park & Shops** *C&L, K&U, PSHE* *(Red Bus to Bruntwood Park or Handforth Paddock)*		Plenary
Wednesday	Morning Routine *Standing Frame*	**PSHE: Greeting** *PSHE, C&L, PD, PSRN*	**K&U: Forest School** *K&U, C&L, PSHE* *(Garden)* ***Laura***		**Health & Wellbeing: Physiotherapy** *PD, C&L* *(Frog Classroom or Soft Room)*			**PSHE: Good Afternoon** *Lit, PSHE, C&L* *(Classroom)*	**Literacy: Weather Sensory Story & Switch Circuit** *Lit, C&L IT, PSRN, K&U,* *(Classroom)*		Plenary
Thursday	Morning Routine *Standing Frame*	**PSHE: Greeting** *PSHE, C&L, PD, PSRN*	**Music: School Band** *C&L, CD, PSHE* (Music Studio) ***Greg***		**Cooking** *C&L, KUW, PSHE* (Forest Lifeskills)	**Music** *C&L, CD, PSHE* (Music Studio)		**Literacy: Good Afternoon & Story** *Lit, PSHE, C&L*	**PE: Swimming** *PD, PSHE, C&L, K&U* *(Main School Pool)*		Plenary
Friday	Morning Routine *Standing Frame*	**PSHE: Greeting** *PSHE, C&L, PD, PSRN*	**Physical Development: Climbing** *PD, PSHE,* *(Big Depot - Offsite)*					**PSHE: Good Afternoon** *Lit, PSHE, C&L* *(Classroom)*	**Digital Learning** *PSRN, Lit, IT, C&L, K&U* *(Magic Forest)*	**PSHE: Assembly** *PD, K&U, C&L, PSHE* *(School Hall)*	Plenary

Early Years Foundation Stage

Our EYFS curriculum at Royal School Manchester enables the child to develop skills, attitudes and understanding in both the prime areas of learning and development, and specific areas of learning and development. We understand that the long-term effects of developing positive learning characteristics in the early years are profound, and the Characteristics of Effective Learning are integral to the EYFS standards for learning and development. We interpret these characteristics for the individual the needs of our children, and carry out ongoing assessment to understand how the children are progressing.
A more thorough breakdown of the EYFS curriculum can be found in the EYFS policy.

Post 16

Our Post-16 curriculum is a personalised, meaningful, and ambitious offer designed to prepare every young person for life beyond school. It is rooted in the five areas of Preparing for Adulthood (PfA) and underpinned by robust systems to ensure progress is tracked against students' EHCP outcomes, IEP targets, and individual Programmes of Study. The student voice is at the heart of our learning journey, through riding the student's individual wave we ensure students work towards their aspirations while achieving carefully mapped out journeys towards their outcomes.

A more thorough breakdown of the P16 curriculum can be found in the P16 policy.

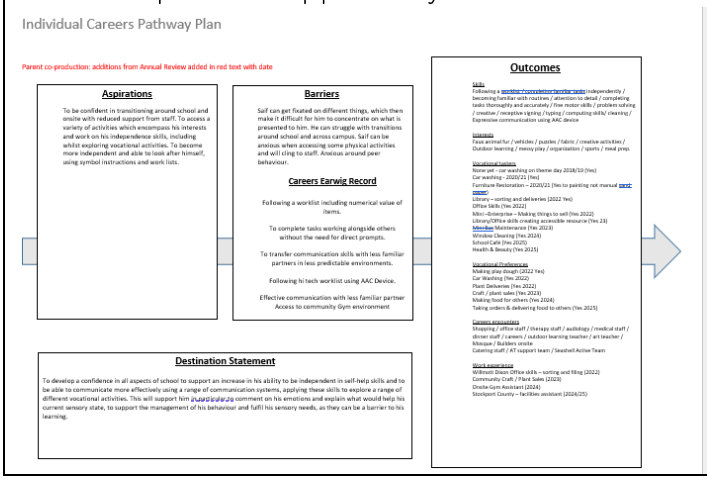
Careers Pathway

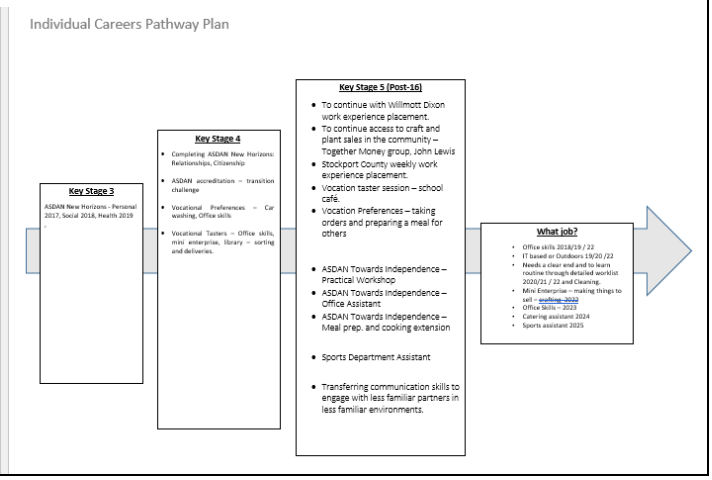
Our Careers Education programme is designed to integrate seamlessly with individual programmes of study and the broader curriculum map. It is structured to ensure that all learners receive meaningful, personalised career guidance and experiences.

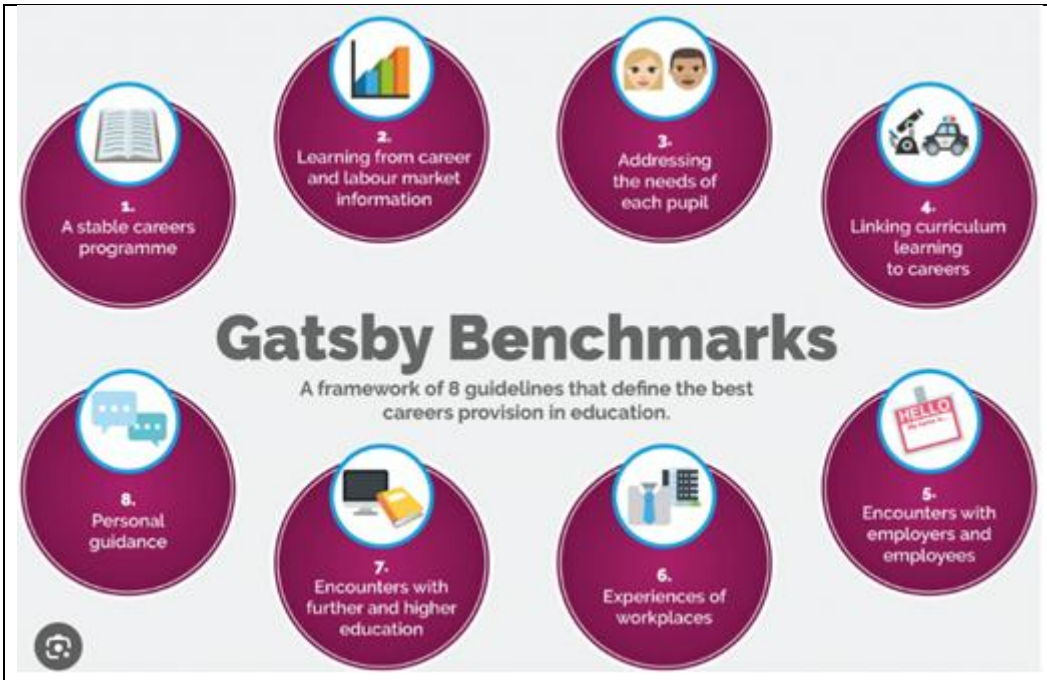
We use the Gatsby Benchmarks as a guiding framework to ensure high-quality careers provision. This includes:

- Gathering pupil voice to inform career preferences and aspirations.
- Providing taster sessions in vocational areas to help students explore potential career paths.
- Facilitating on-site and off-site work experience opportunities tailored to individual learners' interests and needs.
- Ensuring that career-related learning is embedded across the curriculum and supports long-term progression.

This approach ensures that every student has access to a coherent and impactful careers education journey, preparing them for future employment, training, or further education.
Each student has a curriculum pathway to capture learner voice and show progress across key stages to work experience opportunity.







ASDAN Curriculum Implementation Policy

At RSM, the ASDAN programme is embedded across Key Stages 3 to Post-16 as a core component of our curriculum offer. This structured implementation supports the progressive development of key skills aligned with our curriculum map and the individual needs outlined in students' Education, Health and Care Plans (EHCPs).

- Key Stage 3: Students engage with the *New Horizons* modules, with selected learners trialing *Exploring Aspirations*.
- Key Stage 4: Learners transition to the *Towards Independence* programme.
- Key Stage 5: Students participate in *Supporting Aspirations* and the *Life Skills Challenge*.

This staged approach ensures continuity and progression, enabling students to build upon their skills and knowledge as they move through each phase of education. In the current academic year, new ASDAN modules have been embedded to further align with the core skills identified in EHCPs, ensuring that learning remains meaningful and relevant to each student.

ASDAN provides a flexible framework that allows for the personalisation of learning pathways. It challenges students to develop essential personal, social, and independence skills, and is adaptable to meet the diverse needs of learners at RSM. By the end of their placement, students will have acquired a broad range of competencies across the core areas of personal, social, health, independence, and vocational learning. These outcomes support students in achieving their aspirations and becoming lifelong learners.

Active Support

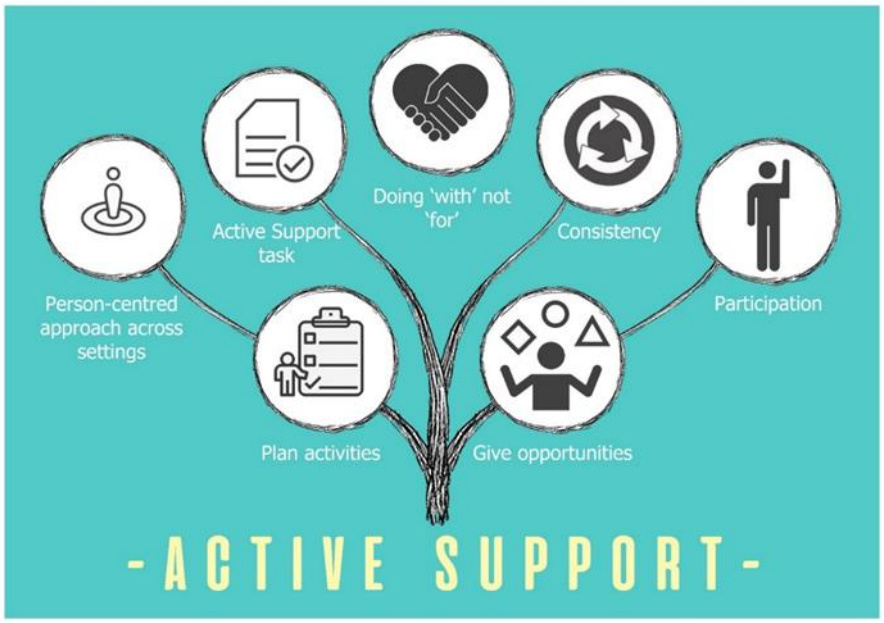
Active Support is a foundational approach within our curriculum that promotes independence, engagement, and lifelong learning for all children and young people. It is defined by the principle of *"doing with, not for"*, ensuring that learners are actively involved in every aspect of their daily lives.

This approach is designed to prepare students for adulthood by embedding skill development into everyday routines and experiences. Through Active Support, learners are given meaningful opportunities to participate, practice, and master essential life skills.

Active Support is implemented in two key formats:

- General Active Support: A holistic, person-centred approach that encourages students to be as independent as possible. Staff are trained to avoid over-assisting, instead providing just enough support to enable success while fostering autonomy.
- Scripted Active Support: A structured method used for specific tasks, such as putting on a coat or preparing a meal. Staff follow a consistent script to ensure uniformity in support, reducing confusion and promoting skill acquisition. Once a student demonstrates independence in a scripted task, they are gradually introduced to new challenges to further their development.

This policy ensures that all staff work collaboratively and consistently, supporting students in a way that is respectful, empowering, and tailored to individual needs. Active Support is not only a teaching strategy—it is a commitment to nurturing confident, capable individuals ready to thrive in adult life.



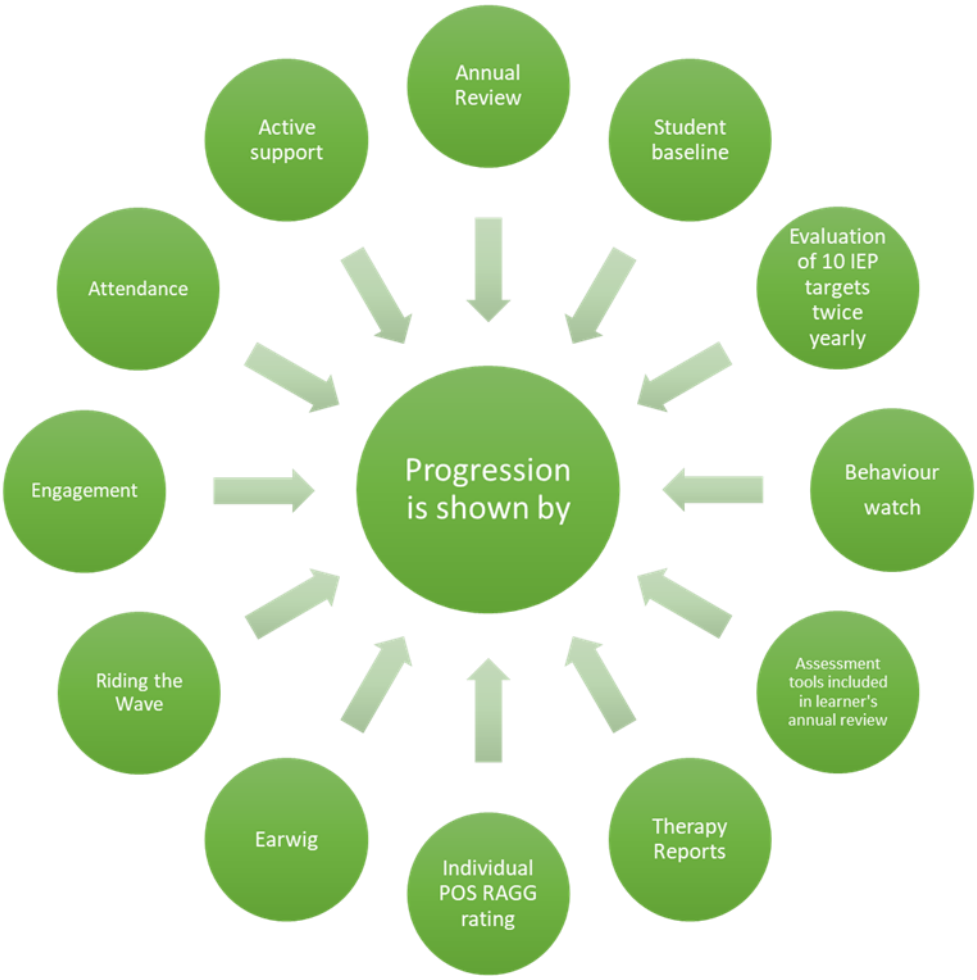
Curriculum Impact

Seashell

The impact of our curriculum means that all of our students are able to demonstrate progression, learning the skills and knowledge outlined in their destination statement and reaching their aspirations as they grow into adulthood. Our curriculum enables our students to gain the appropriate tools required to be effective communicators, developing their self-esteem and confidence to be able to have autonomy over their own world. Most importantly, we hope that the impact of our curriculum enables our learners to feel safe and happy in their chosen pathway beyond RSM.

Assessment

Being able to monitor progress through both summative and formative assessments is integral to understanding the impact of our curriculum, and is reported to school governors. For our learners, understanding the impact of the curriculum on our students requires the use of a diverse assessment process, which does not only account for specific educational reporting, but tools which monitor our students holistically.
The visual below demonstrates the tools we use to understand the levels of progression shown by each student:



Engagement Model and Subject Specific learners

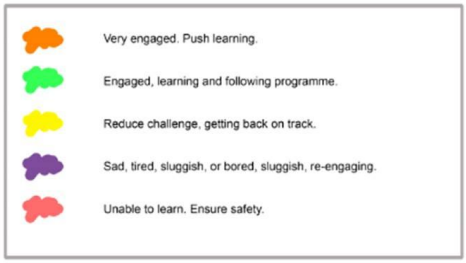
The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence, and initiation.

Our curriculum frameworks encompass the engagement model, Pre-Key stage Standards and subject specific learning outcomes. Students' individual Programmes of Study will include learning outcomes that are relevant to them.
Engagement is assessed through RAGG rating outcomes on the individual Programme of Study and analysis of their Riding the Wave data.

Riding the Wave

The “Riding the Wave” model is a dynamic tool that captures:

- Student engagement
- Emotional regulation
- Curriculum access
- Students' wellbeing
- Preferences and emerging interests

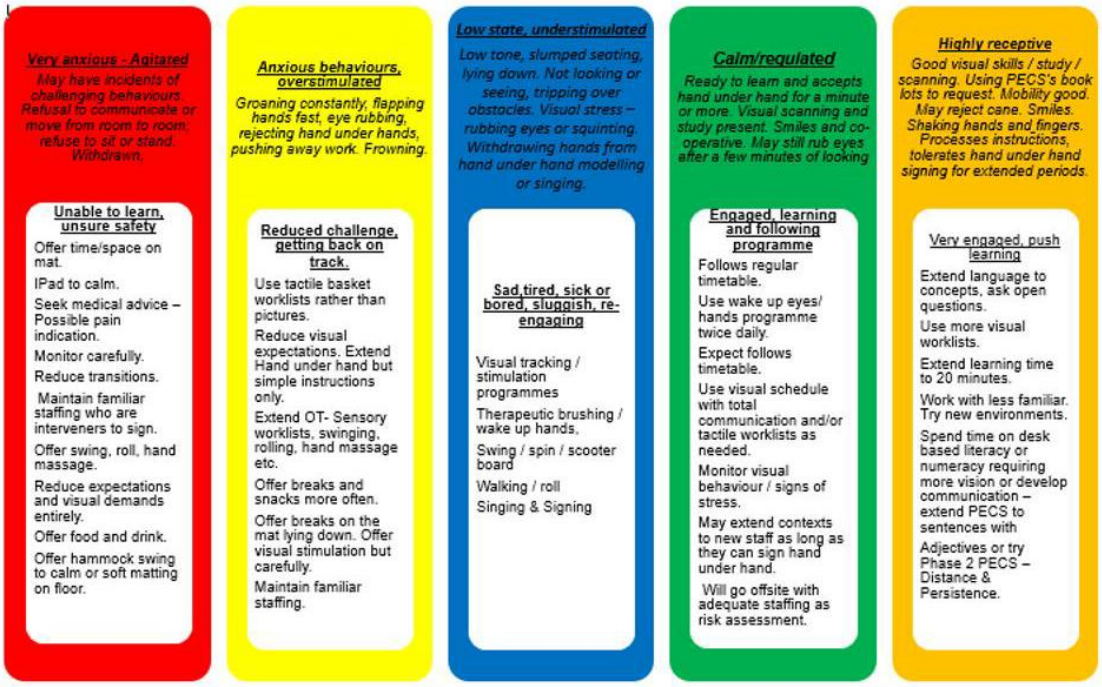


It serves as both a progress indicator and a student voice mechanism, shaping the curriculum around lived experience.

Riding the Wave is a tool that captures the students' voices, empowering them to influence their school experience positively. The 'Individual Wave' document summarises key information from support plans, showing the student's presentation in five states and strategies for each. Our flexible curriculum adapts daily to the student's needs, optimising engagement through person-centred strategies.

By having staff record the student's presenting state every 30 minutes during the school day, Riding The Wave collects quantitative data that demonstrates the student's regulation and engagement. This data is analysed through filters, such as time of day, day of the week, session accessed, and student location. We provide families with data daily and support them to use the information from Individual Wave. This collaboration helps families recognise and appropriately respond to their child's needs, providing a 24-hour insight into how engaged and regulated the student has been.

See visual below for example of an Individual Wave.



Earwig

Earwig is a platform used by RSM to record evidence towards educational progress, such as progress against IEP's and Programmes of Study. Evidence is then used as an assessment tool by teaching staff, and key records shared externally with parents / carers.

Assessment schedule

Each student at RSM has a bespoke assessment schedule that works towards gathering assessment information for their annual review of their EHCP. This ensures that assessment information is current and gives a good reflection of the students' ability to support the review of their EHCP outcomes.

On arriving at RSM, each student has a baseline period. Whilst working on the outcomes suggested in the assessment process, information is collected to support the development of their individual curriculum.

The student's IEP focus on skill development and at the end of the baseline period a set of usually 10 long term goals (set to the end of Key Stage) and a set of 10 medium term goals (set for the next 6 months) are agreed by a multi-disciplinary team. These are reviewed at the end of each assessment period and inform their EHCP review.

Data analysis

Information collected from assessment is used to inform the student's timetable and individual curriculum and has a direct impact on individuals.
Data is also collected on a whole school level (IEP analysis, POS, riding the wave). This data informs staff training, curriculum development, pupil premium spending and influences the school development plan priorities.

Responsibilities

It is the responsibility of the Chief Executive / Principal to:

- Ensure the policy is followed throughout Seashell

It is the responsibility of All members of staff to:

- Familiarise themselves with this policy
- Implement and adhere to this policy

Related Document(s)

Assessment Recording and Reporting / Monitoring and Evaluation Policies.
Safeguarding Policy
Acceptable Use Policy
Employee handbook
Early Years Foundation Stage Policy
Post 16 Policy

Risk Assessment

Failure to follow this policy will result in students not receiving their entitlement.

Monitoring and Evaluation

This policy will be reviewed regularly by staff and the reviewing process enables staff to have a shared understanding of the key issues and approaches for our students.

This Policy was informed with reference to the following curriculum guidance;

Department for Education, Standard & testing Agency (2020) *The Engagement Model – Guidance for maintained schools. Academies (including free schools) and local authorities*
Department for Education and department of Health (2014) *Special educational needs and disability code of practice: 0 – 25 years.*
DCSF (2008) *A commitment from The Children's Plan delivering 14-19 Reforms: Next Steps.* Nottingham: DCSF.

Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
2010 to 2015 government policy: childcare and early education. May 2015
Statutory Framework for the early years foundation stage. Setting the standards for children from birth to five. March 2014.
The Special Needs and Disability Act (2001)
The Equalities Act (2010)
DCSF (2008) *A commitment from The Children's Plan delivering 14-19 Reforms: Next Steps*
The National Curriculum in England Framework Document (2013)
Planning the Curriculum for students with profound and multiple learning difficulties (SCAA1996),
Planning the Curriculum at Key Stages 1 and 2 (SCAA 1995),
Entitlement for All in practice (Manchester University Fellows (1990),
Planning the Curriculum for students with Special Educational Needs (Byers and Rose (1996)
Planning the curriculum for students with Learning Difficulties (QCA 2001)
Pre-key stage 1 standards (2024)
Early years foundation stage statutory framework (2024)