



Curriculum Policy

Harlescott House School

Last updated: 06/08/2026 | Last reviewed: 06/08/2026

Headteacher | Education Director

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Curriculum intent
4. Curriculum implementation
5. Curriculum impact
6. School ethos and aims
7. Organisation and planning
8. Remote learning
9. Subjects covered
10. PSHE
11. Reporting and assessment
12. Equal opportunities
13. Specialist SEND provision for all pupils
14. Extra-curricular activities
15. Monitoring and review

Statement of intent

At Harlescott House School, an independent specialist SEND school in England, we provide a broad, balanced, ambitious and highly personalised curriculum that is accessible to all pupils. Our curriculum is designed to meet pupils' special educational needs and disabilities, Education, Health and Care Plan outcomes, communication profiles, sensory needs, social and emotional development, and individual starting points. It promotes spiritual, moral, social, cultural, mental and physical development, prepares pupils for the opportunities, responsibilities and experiences of later life, and actively promotes fundamental British values.

This policy outlines our commitment to a sequenced, progressive and outcomes-focused curriculum, including the Equals Curriculum, informal, semi-formal and formal pathways, the adapted National Curriculum, 14+ preparation for adulthood, and accredited routes including NCFE Functional Skills in English and Mathematics, ASDAN, AQA Unit Awards where appropriate.

Legal framework

This policy has due regard to all relevant legislation, statutory guidance and regulatory expectations for independent schools and specialist SEND provision in England, including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- The Education (Independent School Standards) Regulations 2014, including Part 1: Quality of Education, Part 2: Spiritual, Moral, Social and Cultural development of pupils, and Part 8: Leadership and Management
- Children and Families Act 2014, including duties relating to Education, Health and Care Plans and preparation for adulthood
- DfE guidance on the national curriculum in England, used as a reference framework and adapted appropriately to pupils' needs, ages, prior attainment and EHCP outcomes
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies

- Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Relationships and Sex and Health Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and responsibilities

The proprietor is responsible for:

- Approving this policy.
- Liaising with the Headteacher, subject leaders, and teachers with regard to pupil progress and attainment.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the proprietor on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the proprietor.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the TAs to ensure those in need receive additional support and a bespoke curriculum.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the Headteacher and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Curriculum leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Collaborating with the Headteacher and Lead Teacher to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Curriculum intent

Pupils' learning, development, wellbeing and preparation for adulthood are at the heart of our curriculum. The curriculum is broad, balanced, ambitious and personalised, while remaining realistic and meaningful for pupils with a wide range of SEND. It is designed to build communication, cognition, independence, emotional regulation, social understanding, functional literacy and numeracy, physical development, creativity, employability and life skills over time.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, and balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents/carers, and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence, and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Our classroom teaching is based on no more than five pupils per class.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

Curriculum implementation

The curriculum is implemented through personalised pathways matched to each pupil's age, stage, EHCP outcomes, prior learning, communication needs and readiness for subject-specific study. Pathways include informal, semi-formal and formal learning, the adapted National Curriculum, the Equals Curriculum, 14+ preparation for adulthood, and accredited learning such as NCFE Functional Skills English and Mathematics where appropriate. Teachers use long-term plans, medium-term sequences and short-term lesson planning to ensure learning is broken into small, progressive steps, revisited regularly and applied in meaningful contexts.

Teaching approaches include structured teaching, sensory learning, communication supports, practical and community-based learning, therapeutic strategies, explicit vocabulary teaching, systematic phonics where necessary, functional reading and writing, problem solving, and real-life numeracy. Staff use assessment information to identify next steps, remove barriers and ensure pupils can revisit, consolidate, generalise and extend knowledge and skills over time.

Curriculum impact

The impact of the curriculum is measured through pupils' progress from individual starting points, including progress towards EHCP outcomes, personal learning targets, subject-specific knowledge, communication, independence, behaviour for learning, social interaction, physical development, emotional resilience, accreditation outcomes and preparation for adulthood. Progress is evidenced through teacher assessment, work scrutiny, observation, pupil voice, engagement data, accreditation results, annual reviews and destination planning.

School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama, design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their spiritual development, and to understand right from wrong.

- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions, and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family, and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy, and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Organisation and planning

The school organises and plans the curriculum to meet the requirements of the Independent School Standards in England, including the requirement to provide a broad, balanced and suitable education for pupils of compulsory school age, adapted to pupils' ages, aptitudes, needs and Education, Health and Care Plan outcomes. As a specialist independent SEND school, curriculum planning is personalised, sequenced and reviewed so that pupils can make progress from their individual starting points.

The curriculum is planned across the school year and delivered through structured routines, predictable timetables and flexible approaches that take account of sensory regulation, communication needs, therapeutic input, medical needs, transitions, attendance patterns and readiness to learn. The school day includes taught sessions, personalised interventions, movement and regulation opportunities, personal development, social communication, care routines where relevant, and planned breaks.

Curriculum planning operates at three connected levels:

- **Long-term planning** – identifies the curriculum pathway, breadth of learning, sequencing of key knowledge and skills, accreditation opportunities, preparation for adulthood outcomes and links to statutory expectations.
- **Medium-term planning** – breaks learning into progressive units or themes, identifies prior learning, vocabulary, communication opportunities, functional literacy and numeracy, personal development, assessment points and planned opportunities for pupils to revisit and apply learning.
- **Short-term planning** – identifies the specific learning intention, individual pupil targets, reasonable adjustments, communication supports, sensory and therapeutic strategies, adult deployment, resources, assessment opportunities and next steps.

Planning is informed by each pupil's EHCP, baseline assessment, prior attainment, communication profile, sensory profile, therapy advice, risk assessments, pupil voice, parent/carer views and ongoing teacher assessment. Teachers plan for small steps of progress so that learning is introduced, practised, revisited, consolidated and generalised across different contexts.

The school uses a pathway model to organise provision. Pupils may access informal, semi-formal or formal learning, the Equals Curriculum, adapted National Curriculum programmes, 14+ preparation for adulthood, and

accredited learning including NCFE Functional Skills in English and Mathematics where appropriate. Pathways are not fixed; they are reviewed regularly and pupils may access different approaches in different areas of learning according to need.

- **Informal pathway** – focuses on engagement, responsiveness, sensory exploration, communication, physical development, emotional security, early cognition and independence.
- **Semi-formal pathway** – focuses on communication, functional learning, personal care, independence, social understanding, physical wellbeing, creativity, outdoor learning and the world around pupils.
- **Formal pathway** – provides more subject-specific learning through an adapted National Curriculum, functional literacy and numeracy, science, humanities, creative subjects, PSHE, physical wellbeing and preparation for future learning.
- **14+ and post-16 pathway** – places increased emphasis on preparation for adulthood, careers education, employability, community participation, independent living, health, personal development, accredited learning and destination planning.

Teachers plan lessons and learning opportunities that are ambitious, accessible and appropriately challenging. Challenge is defined in relation to pupils' individual starting points and may include increased independence, improved communication, deeper understanding, greater fluency, more accurate application, improved regulation, wider generalisation or progression towards accreditation.

Where pupils are working below age-related expectations, the curriculum is adapted without lowering ambition. Staff identify the essential knowledge, skills and experiences pupils need in order to make meaningful progress, access learning safely and successfully, and prepare for their next stage of education, training, employment, community participation or adult life.

English, mathematics, communication, personal development, PSHE, relationships and health education, physical wellbeing, creativity, technology, science and understanding the world are planned across the curriculum. Literacy and numeracy are taught both discretely and functionally, with phonics used where necessary and appropriate to pupils' developmental stage and communication profile.

Planning includes reasonable adjustments and specialist approaches so that pupils can access learning. This may include visual timetables, now-and-next boards, symbols, objects of reference, signing, communication devices, social stories, sensory regulation plans, structured teaching, task boards, adapted resources, assistive technology, movement breaks, low-arousal approaches and therapeutic recommendations.

Teaching assistants and specialist staff are deployed strategically to support access, communication, regulation, independence and safety. Adult support is planned to promote learning and independence rather than dependency, and staff use agreed strategies consistently across lessons, interventions and wider school routines.

Assessment is built into curriculum planning. Teachers identify what progress should look like for each pupil, gather evidence over time and use this information to adapt teaching, set next steps, update targets and report progress to leaders, parents/carers and other professionals as appropriate.

For pupils with EAL, planning takes account of English language development, prior education, cultural context, communication needs and SEND profile. Support is adapted so that EAL needs are not confused with SEND, and pupils are given meaningful opportunities to develop English across the curriculum where necessary.

Preparation for adulthood is planned from the earliest appropriate stage and is explicit from Year 9 annual reviews onwards. Curriculum planning supports pupils to develop skills for employment, further education or training, independent living, good health, relationships, community participation and personal safety.

Learning environments are organised to be safe, accessible, structured and communication-rich. Classrooms and wider learning spaces are arranged to support independence, regulation, engagement, transition, access to resources and positive relationships. Curriculum leaders and senior leaders monitor planning, teaching, assessment and pupil outcomes to ensure that provision remains compliant, coherent and effective.

Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance. Lessons and resources will be shared with parents/carers, so the pupils can have access to education.

Subjects covered

The school has due regard to the national curriculum in England as a reference point for breadth, sequencing and progression, while recognising that independent schools are not required to deliver the national curriculum in full. As an independent specialist SEND school, subjects and areas of learning are adapted to pupils' ages, aptitudes, SEND, EHCP outcomes, developmental stage, communication needs and preparation for adulthood. The curriculum is broad, balanced, accessible and suitable for pupils with a wide range of needs.

The school ensures that pupils have access to a broad range of curriculum areas, either through discrete teaching, cross-curricular learning, personalised interventions, accredited learning or functional real-life contexts. The curriculum includes:

- Communication, language and interaction, including total communication, receptive and expressive language, social communication and, where appropriate, phonics, reading, writing and speaking and listening
- English and functional literacy, including reading for meaning, writing for purpose, vocabulary, comprehension, spelling, handwriting, communication and accreditation where appropriate
- Mathematics and functional numeracy, including number, measure, shape, space, data, money, time, problem solving and real-life application
- Science and understanding the world, including investigation, exploration, cause and effect, environments, living things, materials, health and everyday scientific concepts
- Personal, social, health and economic education, including relationships and health education, safeguarding, online safety, emotional wellbeing, British values, protected characteristics and preparation for adulthood
- Religious education, spiritual, moral, social and cultural development, citizenship and community understanding

Pupils also access a wider curriculum offer, adapted to need and delivered through the appropriate pathway:

- Creative development, including art, design, music, drama, sensory creativity and creative communication
- Physical education and physical wellbeing, including movement, motor skills, sensory regulation, fitness, health, outdoor learning and access to adapted physical activity
- Computing, technology and digital skills, including assistive technology, communication devices, online safety and functional digital skills
- Humanities and cultural understanding, including history, geography, local community, people, places, events and the wider world
- Design and technology, food technology, practical problem solving and everyday making skills
- Careers education, employability, enterprise, work-related learning and preparation for future destinations
- Independence, life skills, daily living skills, community participation, travel training where appropriate and leisure and recreation

The school provides a graduated curriculum offer through the Equals Curriculum, informal, semi-formal and formal pathways, adapted National Curriculum learning, and 14+ preparation for adulthood. Pathway decisions are based on pupils' strengths, needs, communication profile, sensory regulation, cognition, engagement, prior

attainment and EHCP outcomes. Pupils may move between pathways for different subjects or phases of learning, and provision is reviewed regularly to ensure the curriculum remains appropriately ambitious and personalised.

The curriculum is sequenced so that pupils build from engagement, exploration and communication towards increased independence, subject-specific knowledge, functional skills, accreditation and preparation for adulthood. Progression is planned through small steps, repeated practice, retrieval, generalisation across settings and increasing levels of independence.

Sequencing is planned within and across pathways. Pupils may move from sensory engagement and exploration, to structured communication and functional learning, to subject-specific knowledge and accredited outcomes. Progress is shown through increased engagement, communication, independence, fluency, confidence, generalisation, application and preparation for next steps.

Equals, informal, semi-formal and formal curriculum pathways

- **Informal curriculum** – for pupils who require a highly personalised, sensory and engagement-based approach. Learning focuses on communication, interaction, sensory exploration, physical development, emotional security, early cognition, independence and readiness to learn.
- **Semi-formal curriculum** – for pupils who benefit from a practical and functional curriculum organised around areas of learning such as communication, independence, physical wellbeing, outdoor learning, the world around me, creativity and personal development.
- **Formal curriculum** – for pupils who are ready to access more subject-specific learning through an adapted National Curriculum, including English, mathematics, science, humanities, computing, creative subjects, PSHE, PE and preparation for adulthood.
- **Equals Curriculum** – used where appropriate to support pupils working below age-related expectations, providing structured progression in communication, cognition, independence, personal development, physical wellbeing and preparation for life.

14+ adapted National Curriculum and preparation for adulthood

From Year 9 onwards, and earlier where appropriate, the curriculum places increased emphasis on preparation for adulthood. Pupils continue to access English, mathematics, science, PSHE, physical wellbeing, creativity, technology, humanities and community learning through an adapted 14+ National Curriculum offer. Learning is linked to EHCP outcomes, annual review preparation, careers education, employability, independent living, good health, relationships, community participation and destination planning.

As part of the 14+ curriculum, pupils may access the following areas, matched to their pathway and readiness:

- Functional English, communication and literacy
- Functional mathematics and numeracy
- Careers education, information, advice and guidance
- Citizenship, British values and community participation
- PSHE, relationships and health education
- Science, technology and the world of work
- Creativity, arts, design, music and drama
- Humanities, culture, local area and the wider world
- Daily living skills, independence, travel awareness and personal safety
- Leisure, recreation, physical wellbeing and healthy lifestyles
- Work-related learning, enterprise and employability
- Accredited learning where appropriate, including NCFE Functional Skills English and Mathematics, ASDAN, AQA Unit Awards and Arts Award

16+ curriculum and accredited pathways

Post-16 students access a personalised programme that builds on learning from previous key stages and prepares them for further education, training, employment, supported employment, community participation and adult life. Programmes are planned around students' EHCP outcomes, aspirations, prior attainment, communication needs and readiness for accreditation.

- NCFE Functional Skills in English from Entry Level 1 to Level 2, where appropriate
- NCFE Functional Skills in Mathematics from Entry Level 1 to Level 2, where appropriate
- Functional communication, reading, writing, numeracy and digital skills for everyday life
- ASDAN programmes, AQA Unit Awards and Arts Award, matched to pupils' interests and readiness
- PSHE, relationships and health education, British values and protected characteristics
- Personal development, independence, daily living skills and community participation
- Employability, enterprise, work experience or work-related learning where appropriate
- Careers guidance, transition planning and destination preparation
- Physical wellbeing, leisure, recreation and healthy lifestyle choices

Reading and communication interventions are promoted across all curriculum pathways in a way that supports our overall curriculum aims. This includes sensory stories, drama, book handling, symbols, objects of reference, narrative work, simple comprehension, functional reading, environmental print, and structured phonics where necessary. For many pupils, the priority is to become effective communicators through a total communication approach that recognises individual preferred communication methods, including gesture, eye pointing, signing, communication aids, pictures of reference and symbols. Where pupils are ready to develop more formal literacy, phonics is used systematically and adapted to need, with opportunities to practise decoding, blending, segmenting, reading fluency, spelling and meaningful writing.

Communication, phonics, assistive technology and communication devices form part of the curriculum where they support access, independence and progress. Pupils' progress in reading, writing and communication is monitored through personalised targets, observation, evidence of application across the curriculum and formal accreditation where appropriate.

PSHE

Part of our curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The schools will hold four PSHE days per year. Topics covered within these PSHE days are for example:

- Anti-bullying
- How to keep safe
- Online safety
- Healthy Eating

All provisions regarding PSHE lessons will be made in line with the school's PSHE Policy.

Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the Headteacher, pupils, and pupils' parents/carers.

Pupils will also complete national assessments when possible. The results of these assessments will be reported back to the Headteacher, pupils, and their parents/carers.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education, and ability in other languages.

Special measures and bespoke curriculum will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

Equal opportunities

The school will not discriminate against, harass, or victimise any pupil, prospective pupil, or other members of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity, and Inclusion Policy at all times when planning and implementing the curriculum.

Specialist SEND provision for all pupils

Harlescott House School is an independent specialist SEND school. All pupils who attend the school have identified special educational needs and/or disabilities, and many have Education, Health and Care Plans. SEND provision is therefore not an additional or separate offer; it is embedded across the whole curriculum, teaching practice, assessment, environment, pastoral care and preparation for adulthood.

The school provides a specialist, personalised curriculum that is planned around each pupil's EHCP outcomes, individual starting points, communication profile, sensory and physical needs, social, emotional and mental health needs, cognition and learning profile, interests, aspirations and readiness for learning. Provision is designed to remove barriers, promote access, support regulation and enable pupils to make meaningful progress over time.

All pupils receive high-quality specialist teaching and reasonable adjustments as part of everyday practice. This may include total communication approaches, visual supports, symbols, objects of reference, signing, communication devices, assistive technology, sensory regulation plans, structured teaching, adapted resources, therapeutic recommendations, personalised interventions, small-group teaching and individual support where appropriate.

Pupils' progress is monitored by teachers, curriculum leaders and senior leaders through ongoing assessment, observation, evidence of learning, EHCP outcomes, annual reviews, personal targets and accreditation where appropriate. Staff work with parents/carers, placing local authorities and external professionals so that provision remains coordinated, responsive and focused on successful outcomes, including communication, independence, wellbeing, learning, social development and preparation for adulthood.

The school recognises that pupils' needs may change over time. Provision is reviewed regularly so that curriculum pathways, interventions, communication strategies, staffing, resources and support are adapted in response to pupils' progress, wellbeing, levels of independence and next steps.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

Monitoring and review

This policy is reviewed annually by the Headteacher and the Education Director.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is 05/08/2027