



Curriculum Policy

Aspiration and Inspire House School

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Statement of intent

At Aspiration and Inspire House School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence to the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded, robust, and bespoke curriculum, as well as the provisions surrounding its creation.

Legal framework

This policy has due regard to all relevant legislation, statutory guidance and non-statutory guidance, including the Independent School Standards and the Department for Education guidance for independent schools. It is intended to support the proprietor, senior leaders and staff in meeting the school's obligations in relation to the quality of education, pupils' spiritual, moral, social and cultural development, equality, safeguarding, attendance, behaviour and leadership.

- 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 (2022) 'Working together to improve school attendance'
- Education (Independent School Standards) Regulations 2014, including Part 1: Quality of education provided and Part 2: Spiritual, moral, social and cultural development of pupils
- DfE guidance on the Independent School Standards, including the April 2026 update
- Relationships education, relationships and sex education and health education statutory guidance
- Careers guidance and access for education and training providers statutory guidance

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/education director is responsible for:

- Approving this policy.
- Liaising with the Headteacher, SLT, and teachers with regard to pupil progress and attainment.
- Appointing Curriculum Leads that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the school meets the Independent School Standards at all times, including through effective oversight of curriculum quality, SMSC development, statutory information, safeguarding links and leadership arrangements.

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.
- Ensuring curriculum planning, teaching and assessment enable pupils to make good progress from their starting points and prepare them effectively for the next stage of education, training or adult life.
- 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.
- Ensuring curriculum content, teaching materials and wider school activities actively promote fundamental British values and do not undermine democracy, the rule of law, individual liberty, mutual respect or tolerance of those with different faiths and beliefs.

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 adaptive teaching methods 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 class and reporting 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 Deputy Headteacher 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 and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

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 regard to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

The curriculum will be planned and implemented so that pupils acquire knowledge, skills and understanding across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It will be suitable for pupils' ages, aptitudes, abilities and needs, including those with Education, Health and Care Plans, and will be regularly reviewed to ensure pupils make progress and are well prepared for their next steps.

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.

The curriculum will actively promote pupils' spiritual, moral, social and cultural development, including fundamental British values, respect for protected characteristics, responsible citizenship, positive attitudes to learning and an understanding of public institutions and services in England.

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.

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

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.
- Actively promote democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs through curriculum content, assemblies, pastoral support, pupil voice and wider school life.
- 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's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least one break (lunch).

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time when lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learned in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio, and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering, and identifying** key themes within texts, dialogues, and films to help pupils coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- **Structured Teaching** – this involves breaking down complex tasks into smaller, more manageable steps. This approach can help learners with autism understand expectations and complete tasks successfully.

Teachers will plan lessons that are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help with their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist pupils who require additional help but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Leaders will ensure that schemes of work, lesson planning, resources and teaching approaches are reviewed to confirm that they are appropriate for pupils' ages, aptitudes and needs, promote good progress, and do not discriminate against pupils contrary to the Equality Act 2010.

Where pupils are in Key Stage 3, Key Stage 4 or post-16 provision, the curriculum will include impartial careers education, information, advice and guidance that is appropriate to pupils' abilities and aspirations, supports preparation for adulthood, and enables pupils to understand routes into further education, training, employment and independent living.

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 will have due regard to the national curriculum throughout the academic year; however, the curriculum will be **adapted, personalised and differentiated** to ensure it meets the individual needs, abilities and Education, Health and Care Plan (EHCP) outcomes of every pupil. The school is committed to providing a **broad, balanced and ambitious curriculum**, in line with the Independent School Standards, ensuring all pupils are able to make progress according to their starting points.

Core Subjects

All pupils will have access to the following core subjects, delivered through personalised approaches, specialist teaching strategies and, where appropriate, therapeutic interventions:

- **English**, including communication, literacy and functional language development
- **Mathematics, including functional numeracy**
- **Science**
- **Religious Education (RE)**
- **Relationships, Sex and Health Education (RSHE)**, aligned with statutory guidance and adapted for SEND
- **Personal, Social, Health Education (PSHE)**, supporting pupils' social development, emotional regulation and preparation for adulthood

Independent School Standards coverage: The curriculum will ensure access to linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning. Where a pupil's SEND profile requires an adapted pathway, leaders will record how equivalent curriculum breadth, progression and preparation for adulthood are secured through personalised provision.

Foundation Subjects

The school will ensure pupils also have access to a wide range of foundation subjects, designed to promote engagement, creativity and the development of life skills:

- Art and Design
- Information and Communication Technology (ICT), including digital literacy and safety
- Design and Technology
- Languages (from KS2 where appropriate and accessible)
- Geography
- History
- Music
- Physical Education (PE), adapted to individual physical or sensory needs

SEND-Specific Provisions Integrated Across the Curriculum

To meet the expectations of the Independent School Standards and ensure equality of access, the curriculum will also incorporate:

- **Therapeutic input**, such as speech and language therapy, occupational therapy or sensory integration, where required
- **Communication systems**, including AAC, PECS, Makaton or other specialist strategies
- **Structured teaching approaches**, including scaffolding, chunking of learning and personalised timetables
- **Independent living skills** and holistic preparation for adulthood appropriate to age and stage
- **Opportunities for spiritual, moral, social and cultural development**, embedded throughout learning experiences

Our school will also ensure that pupils with complex needs, autism, and those who consistently work on subject-specific learning and who are consistently working, over time, at levels below age-related expectations, will access the Equals Curriculum (Semi-Formal, Formal, Informal, or 14+, depending on pupils' abilities and needs). At Aspiration and Inspire House School, we use the Equals Curriculum. This curriculum is open to personalisation. Pupils will have access to sensory and thematic approaches to learning, including:

Semi-Formal Curriculum

- Communication
- Independence
- Structured and Sensory Free Physical Well-Being
- Outdoor Learning
- The World Around Me
- Creativity and Aesthetics (Drama, Art, Music)

Formal Curriculum

- English
- Independence
- Mathematics
- Outdoor Schooling
- Physical Wellbeing
- Play and Leisure
- The world around us

Informal Curriculum

This curriculum is for pupils and students with complex learning difficulties, who are working consistently to the early reaches of the severe learning difficulties spectrum.

- My Sensory Play
- My Communication
- My Physical Wellbeing
- My Independence
- My Outdoor School

14+ Curriculum

Emphasizing preparation for adulthood and chosen destinations, students develop the knowledge and skills needed to access the next steps. Opportunities to gain certification in Functional Skills, ASDAN, Arts Award, and Equals Programmes are available.

As part of the 14+ national adapted curriculum, the following programs of study are available:

- **Moving On:**
- **Word Studies:** which includes Science, Technology, Foreign Cultures, Creativity, and Humanities.
- **Independent Living:** which includes Personal, Social and Health Education, Citizenship, Leisure and Recreation, and Daily Living Skills
- **Vocational Studies:** which includes Work Related Learning, Careers Education and Guidance/Post School Planning
- Literacy and Numeracy

16+ Curriculum

Our post-16th students have the opportunity to study accredited learning programs as part of their pathways from KS1 to KS4. Students will study a range of subjects, but not limited to :

- Functional Skills in Mathematics and English (EL1 To L2)
- Arts Award (Bronze, Silver, and Golden)
- PSHE (Including British Values and protected characteristics)
- Personal Development
- ASDAN (COPE, AOPE, or Short Courses)
- Moving On
- Employability
- Life Skills
- Career Options
- AQA unit Awards (Entry Level to L2)

Reading interventions are being promoted across our curriculum pathways in a way that supports our overall curriculum aims. This includes sensory stories, drama, book handling, use of symbols, narrative work, and simple comprehension. For the majority of pupils, we will focus on supporting them to become effective communicators through a total communication approach and the acknowledgment of individual preferred communication methods (gestures, eye pointing, signs, pictures of reference, symbols). Progress in more formal literacy skills requires an understanding of abstract concepts and memory. These present challenges for many of our students, but where appropriate opportunities to develop these skills are provided.

Communication, including a range of phonics programs and communication devices, is part of our curriculum.

PSHE

Part of our curriculum includes PSHE lessons were 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.

Assessment information will be used to evaluate whether pupils are making good progress from their starting points across academic, communication, personal development and independence outcomes. Leaders will review assessment evidence to identify barriers, adapt provision and report progress to parents/carers, the proprietor and relevant professionals.

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.

Supporting pupils with SEND

Pupils with SEND will receive the additional support and bespoke curriculum they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups; to work on topics covered in a lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the Headteacher. The Headteacher will work closely with teachers to help them break down any barriers pupils with SEND have to education.

For pupils with Education, Health and Care Plans, curriculum planning will be informed by the outcomes and provision specified in the plan. Staff will use adaptive teaching, reasonable adjustments, specialist resources and therapeutic advice where appropriate to remove barriers to learning and maximise participation.

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 23/08/2027

Annex A: Summary of updates made to align with the Independent School Standards

This annex records the key updates made to strengthen the Curriculum Policy in line with the Independent School Standards and current Department for Education guidance for independent schools.

Area updated	Summary of amendment	Purpose
Legal framework	Added explicit reference to the Education (Independent School Standards) Regulations 2014, Part 1 and Part 2, and DfE independent school guidance.	To make the policy basis clearer and align it with independent school regulatory expectations.
Leadership and accountability	Strengthened proprietor, Headteacher and curriculum leadership responsibilities for ongoing compliance, curriculum quality and fundamental British values.	To evidence effective oversight and leadership of the curriculum.
Curriculum intent and breadth	Added language covering linguistic,	To show the curriculum is broad,

Area updated	Summary of amendment	Purpose
	mathematical, scientific, technological, human and social, physical, aesthetic and creative education.	balanced, suitable and ambitious for pupils' needs.
SMSC and British values	Expanded references to spiritual, moral, social and cultural development and the active promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance.	To show British values are embedded across curriculum and wider school life.
SEND and personalised pathways	Clarified how EHCP outcomes, adaptive teaching, reasonable adjustments, specialist resources and therapeutic advice inform personalised provision.	To evidence inclusive access and progress for pupils with SEND.
Careers and preparation for adulthood	Added expectations for impartial careers education, information, advice and guidance for Key Stage 3, Key Stage 4 and post-16 pupils where relevant.	To strengthen preparation for further education, training, employment, independent living and adult life.
Assessment and monitoring	Added clearer use of assessment information to evaluate progress from starting points and adapt provision.	To demonstrate how leaders monitor impact and support good progress.