

# THE LION WORKS SCHOOL POLICY



## Curriculum Policy

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## 1. Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families. The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and post-16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of **ARC**:

**Ambition**

**Resilience**

**Community**

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

**SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

## 2. Aims

This policy aims to:

- Set out the intent of the school's curriculum and how it is implemented
- Share the guiding principles that shape our curriculum offer

## 3. Legislation and Guidance

As The Lion Works School is an independent school, we do not need to follow the national curriculum, however we endeavour to make best use of these programmes as part of our specialist curriculum. This policy reflects the requirements of:

- [Independent School Standards](#)
- [Independent School Standards guidance \(2019\)](#)
- [National Curriculum programmes of study](#)
- [Special Educational Needs and Disability Code of Practice 2014](#)
- [Equality Act 2010](#).

## 4. Curriculum Intent

Our curriculum aims prepare our students for their future through our core values of **Ambition, Resilience & Community**. At The Lion Works School, we have developed these values into three golden threads that are woven through our entire curriculum.

### **Ambition**

We are ambitious for our students and strive to maintain a strong, academic focus built on the acquisition of skills and knowledge; wherever possible, providing context-based learning which promotes and encourages active engagement. This, in turn leads to recognised GCSE, BTEC and Functional Skills qualifications, maximising outcomes for all in line with their ability.

### **Resilience**

We focus on building resilience to setbacks and creating opportunities to recognise and reward success. We firmly believe that through an effective personal development programme and creating a culture of positive regard and mutual respect we are equipping our students with knowledge and strategies for living independently and keeping themselves physically and mentally healthy.

### **Community**

We also focus on instilling a sense of community inclusion both within and beyond the school. We actively provide that sense of community through our daily programme and students are supported and encouraged to be proud of their school and demonstrate a strong, community ethos through

these values. They are also given opportunities to explore their own community and be included in it. This is achieved through numerous off-site visits that challenge and develop their resilience and build their confidence and self-esteem and enrich their cultural capital.

**The ‘Hidden’ Curriculum**

The hidden curriculum includes the unspoken or implicit academic, social, and cultural messages that are communicated to students across the school day. Most neuro-typical people pick up on the hidden curriculum automatically. People on the autism spectrum generally do not. It is defined as ‘the unwritten rules or guidelines in relation to attitudes, beliefs, terminology, behaviour and social interaction/ situations which are often not directly taught but are considered to be known and universally understood’. (Smith-Myles, B, Trautma, ML and Schelvan, RL 2013).

The goal of teaching this concept is for students to decipher the hidden rules which will help them learn to understand the behavioural expectations for a situation. Without this, the world can be a confusing place and cause people who are not neurologically wired to automatically “get it” feel isolated and “out of it”.

Staff have been trained in the use and benefits of the principles of social cognition practical strategies that can be used to support students to develop their social understanding, such as Social Thinking and Zones of Regulation. These approaches focus on teaching students how to think in social situations, through observing, thinking about and recognising their own and others’ thoughts and feelings, and learning the connection between thoughts, feelings, and behaviours.

**ARC Curriculum**

Our curriculum combines academic core and foundation subjects with other subjects, our ARC Curriculum, that we believe are equally important for our students to learn:

Value	Area	Intent
Ambition	Academic Curricula	At TLWS, students follow an academic curriculum that is adapted to meet their needs. The skills and knowledge needed for KS4 pathways are carefully tracked from Year 7 to ensure progression. We have identified non-negotiable skills and knowledge to ensure that students not sitting GCSEs in core subjects, gain either Functional Skills or BTEC qualifications.
	Equality & Diversity	Students learn to respect the views, needs and rights of others, including people of a different race, gender, age, disability, religion or sexual orientation. Our students will gain a thorough understanding that difference is a positive and that individual characteristics make people unique. This is particularly important for our autistic students.
	SMSC	We provide experiences that develop students’ social, moral, and cultural understanding. Students are prepared for life in modern Britain, gaining the knowledge and cultural capital they need to succeed in life through their learning and a wealth of experiences. Students are able to broaden, extend and challenge their knowledge, values and skills to, with the aim of making them productive and active citizens.

Resilience	Wellbeing	We recognise that it is important that our students know how to care for themselves both mentally and physically, whilst they also develop personal traits that will motivate and guide them to flourish in society with confidence and resilience. We want our students to develop the skills and knowledge to keep themselves mentally and physically healthy as they grow into adults.
	Relationships	Our PSHE & RSE curriculum encourages students to learn more about themselves as growing and changing individuals. In addition to these lessons, we also focus explicitly on relationships and their complexities in order that our students are able empowered to make safe, informed decisions about relationships.
	Preparation for Adulthood	The four key areas of PfA are i) Employment & training, ii) Living independently, iii) Community inclusion and iv) Health & wellbeing. Community inclusion and Health & wellbeing are taught through the community and Wellbeing activities and experiences during ARC lessons. Through our PfA curriculum, our students learn about the world of careers and work and what they can aim for as they prepare for adulthood and post-16 transition pathways. Our students also learn about other work-related aspects including job seeking and financial management.
Community	Community	At TLWS, we believe that the sense of belonging reduces feelings of isolation and stress and contributes to better mental health, overall wellbeing and can also increase educational success. Our Community curriculum supports students to understand and engage with communities around them: the TLWS community, their peer groups, the local community around the school, their local communities and online communities. They learn about belonging, participation, acceptance, respect and inclusion.
	Horizons	Horizons is part of our ARC Curriculum which offers variety and diversity beyond the constraints of the national curriculum. We challenge our young people to be brave and in engage with new and exciting projects that will broaden their horizons.

Our curriculum aims to:

- Create opportunities and learning experiences that are engaging, meaningful and with an element of fun
- Provide a broad and balanced education for all students that is coherently planned and sequenced towards the acquisition of sufficient knowledge for skills, future learning and employment
- Prioritise a strong core of subjects and be supported by therapeutic approaches and interventions, which encourages and empowers students to reach their full academic potential in an emotionally contained safe space
- Support students' spiritual, moral, social and cultural development and understanding
- Support students' physical development and responsibility for their own health, and provide opportunities for them to be active and be aware of the positive impact of physical activity and outdoor learning on their mental health and wellbeing
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support

- Have a high academic/vocational ambition for all students which allows students to gain nationally recognised qualifications
- Equip students with the knowledge and cultural capital they need to succeed in life
- Develop students' independent learning skills and resilience to equip them for further/higher education and employment
- Adopt mindful approaches and mindful classroom practices to enable students to self-regulate and to have positive mental health and wellbeing
- Provide inspirational and aspirational teaching which is supported by intervention and therapeutic support
- Encourage and support students to demonstrate the fundamental British Values and citizenship in their communities

## **5. Academic Curricula - Core Subjects**

The core subjects of English, Maths and Science are the priority within the curriculum and are measures regarding the success of the curriculum over the duration of a student's journey through school.

### **English Language and Literature**

English is fundamental in everything that we say, see, hear, think and do. Mastering the key skills in reading and writing, speaking, and listening will help to prepare our students for their life beyond school, giving them the tools to apply their knowledge and experience to their everyday lives. We aim to equip our students with the ability to overcome any literacy barriers that they may face and instil the confidence to take on new challenges and allow them to move into adulthood and the workplace with confidence. The Lion Works School uses a variety of approaches in supporting the teaching and learning of English. We provide an engaging, multi-sensory approach to promote creative and reflective thinking and develop functional literacy skills encompassing the key aspects of reading, writing, recording, speaking, and listening and wider communication skills. The teaching of explicit reading skills will also enable students to acquire knowledge across the curriculum and in the world at large and to develop a lifelong love of learning.

The study of English Language and Literature will provide our students with opportunities to develop culturally, emotionally, intellectually, and socially. In KS3, students will also study the English Mastery Writing curriculum. This programme of study is taught alongside the broader literature and language combined curriculum.

At Key Stage 4, students will develop their skills and knowledge in order to demonstrate their full potential in formal GCSE or Functional Skills qualifications at the end of Year 11. Where appropriate, students will also have the opportunity to study English Literature leading to GCSE examination.

### **Reading**

At The Lion Works School it is our intent that we enable all our students to foster a love of reading for life and utilise their reading skills to support their everyday lives as they move into adulthood. We

use a range of approaches to ensure that students can achieve the necessary confidence in reading to achieve their future goals. Please refer to our Reading Policy for more information. In order to recognise progress and achievement in reading, this area of learning is celebrated in weekly assemblies through a Headteacher Award for reading.

## **Mathematics**

At the Lion Works School we believe that Mathematics is a tool for everyday life and is taught using a range of methods including contextual based learning. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. Mathematics develops students' abilities to calculate; to reason logically, algebraically and geometrically; to solve problems; and to handle data. Mathematics is important in many other areas of study, particularly Science and Technology. It is also important in everyday living, in many forms of employment and in public decision-making.

As a subject in its own right, Mathematics presents opportunities for creativity and can stimulate moments of pleasure and wonder when a problem is solved for the first time, especially when learners have had to work hard for the solution. It enables students to build a secure framework or mathematical reasoning, which they can use and apply with confidence. The subject transcends cultural boundaries, and its importance is universally recognised. In KS3, students will study the Maths Mastery curriculum, supplemented in some units by White Rose resources. At KS4, students will develop their skills and knowledge in order to demonstrate their full potential in formal GCSE or Functional Skills qualifications at the end of Year 11.

## **Science**

The Science curriculum at TLWS stimulates a love of learning and excites students' curiosity about phenomena and events in the world. Through science, students understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. The course is designed to give students life skills and knowledge of the world around them, helping them become able to discern fact from fiction in their lives after school.

All students are taught science throughout KS3 and KS4 with the aim of leaving school with either a GCSE or BTEC qualification in the subject. Students are encouraged to think independently and draw their own conclusions in lessons. This can be as varied as calculating information from a data set, designing their own experiment to prove or disprove a hypothesis or exploring and evaluating a crime scene using previously acquired skills.

## **6. Academic Curricula – Foundation Subjects**

Although the core subjects are our priority, at The Lion Works School we believe it is also important for students to have the opportunity to study a broad and balanced curriculum in order that they may extend their understanding of the world in which they live and one which effectively prepares them for adulthood.



## Humanities

The KS3 Humanities curriculum has been carefully structured to provide a comprehensive and interdisciplinary educational experience for students. It integrates both history and geography across a range of historical periods and global issues, aiming to foster critical thinking, cultural awareness, and a deep understanding of the human experience over time.

The purpose of the history curriculum is to help students gain coherent knowledge and understanding of Britain's past and that of the wider world through discrete lessons. We want to inspire students' curiosities to know more about the past and learn to ask perceptive questions, think critically, and develop perspective and judgement. We aim to do this by exploring diverse events, people and places with the aim of students not only seeing themselves in our curriculum but encountering knowledge, beliefs, and values, that they would not otherwise encounter.

In Geography, the students will study a wide range of issues, places, and skills, giving students diverse knowledge and secure understanding to take with them into their future paths of study. We teach students to develop a balanced and critical view of how physical and human geography of a range of places, from Bournemouth to Borneo, can be interdependent and interconnected. Students are supported and challenged through each lesson, each unit, and each year so that they not only see success in geography, but they are inspired to know more about the world around them. Students conduct fieldwork which helps to develop students' ability to work independently and as a group. Their experiences in geography give them the opportunity to become informed global citizens.

At KS4 students can study GCSE history via the AQA syllabus and the units offered are:

- Britain: Health and the People (c.1000 to the present day)
- Medieval England and the reign of Edward I (1272-1307)
- Conflict and Tension, WWI (1894-1918)
- Germany (1890-1945) WWII

These carefully chosen units offer a range of historical overviews and the course includes a range of engaging trips and visits to complement the syllabus.

## Physical Education & Outdoor Education

Physical Education occupies an important part of the Curriculum at The Lion Works School. Substantial time is allocated within the timetable to accommodate the various aspects and activities which make up our PE curriculum. The Lion Works School follows the National Curriculum statutory requirements for Physical Education, though there are constraints imposed by virtue of school size, gender ratios, resourcing and specialist facilities. The Lion Works School makes every attempt to surmount difficulties caused by such issues.

Outdoor learning forms a significant part of our curriculum, with all pupils in Key stage 3 attending weekly sessions, engaging in a diverse programme of creative and adventurous activities, including bushcraft and survival. In Key stage 4 pupils have the opportunity for session of outdoor learning each week, to support their preparation for the Duke of Edinburgh Award, with an expedition planned annually.

## **PSHE & RSE**

Personal, Social and Health Education is fundamental for children and young people with SEND in understanding life as well as developing life skills and appropriate behaviour patterns. The aim of PSHE at The Lion Works School is to teach skills that are necessary for independent living, diverse social experiences alongside a healthy and safe lifestyle. It enables students the chance to develop confidence, self-respect and to establish effective relationships with others. It provides them with the opportunity to develop an understanding of what is right or wrong and why. It also allows them to experience and respond to cultural and religious events and encourages students to celebrate differences.

Students are encouraged to apply their PSHE skills across all areas of the school and curriculum. Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010.

RSE addresses the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

## **Art**

The Art curriculum builds a sense of curiosity within the world of art and design to engage and challenge students. Students are introduced to a wide variety of 2D and 3D materials during the first three years of school including cardboard construction, lino printing and mixed media. Students learn to record their ideas and experiences in a working sketchbook where they can develop their own unique style.

Art is delivered to all Key Stage 3 students until Year 9. The Curriculum is designed to build a student's ability to navigate their own creative journey. Projects cover a wide range of topics which encompass key British values such as different cultures/countries, war and poverty, diversity and politics. We explore a variety of artists and makers, historical and contemporary and delve into aspects of art and design history. Each project allows freedom of interpretation for each student to encourage independence and confidence.

In Key Stage 4, students learn how to navigate an art project more independently, working with a shared focus point such as 'Animals' and choosing their own artists and designers to help them make informed decisions about their work. We build skills to develop critical understanding through analytical activities, develop and refine ideas and skills formed from Key Stage 3 and finally, develop creative, imaginative and intuitive capabilities. Students are able to access both GCSE and BTEC based on their individual strengths and preference.

## **Music**

We believe that students should gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and

importance of music and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Our music curriculum will give students a chance to:

- Recognise features of various genres
- Develop the confidence to perform
- Use ideas creatively to compose music in a variety of styles and structures
- Demonstrate tolerance of others' opinions and ideas
- Take ownership of their own creative work
- Work with others to solve problems
- Support and show respect to others when performing
- Use a variety of musical instruments and music software
- Be involved in all aspects of music making

We primarily use the 'Musical Contexts' scheme of work to support our student's music curriculum, however, to ensure our students have an enriched and personalised curriculum, we invite visitors that are experts in their field or visit musicians in concert to provide inspiration and a greater depth of knowledge and understanding.

### **Religious Education**

Religious Education is not taught as a discrete subject but is woven in through assemblies, PHSE and across the curriculum. Students are taught about a range of religions and belief systems to foster mutual respect and tolerance of those with different faiths and beliefs.

### **ICT & Digital Literacy**

The use of technology is continually increasing and developing in every area of society, and this is only going to continue as our students move through the school and into adulthood. We aim to develop student's digital capabilities and ensure that they are given opportunities to develop the knowledge and skills needed for life, learning and work, in our ever-changing technological society.

Our KS3 ICT curriculum ensure comprehensive coverage of the subject. Students are taught skills such as programming, using tools and designing algorithms alongside essential knowledge like safety and security. Being digitally literate means that students will be able to do more than just use technology. They will be able to use their digital skills safely to support and develop their learning throughout the curriculum. These skills are also developed across other subjects using a range of digital tools and applications, developing a set of basic skills which include the use and production of digital media, information processing and retrieval, participation in social networks for creation and sharing of knowledge, and a wide range of professional computing skills.

### **Digital Media**

In KS4, students can choose to study a Digital Media BTEC. This develops students' creativity, technical skills, and understanding of the digital world, preparing them to produce and evaluate media content in various forms. It focuses on empowering students to create engaging visual, audio, and interactive media using industry-standard tools, while also fostering critical thinking about media's role in society.

By integrating theory and practical application, the curriculum nurtures innovation, storytelling, and design skills. It prepares students for further education and careers in digital media, enabling them to confidently navigate and contribute to a dynamic digital landscape.

## **E Sports**

Students in KS4 may also choose to study E Sports. This BTEC programme focuses on blending academic knowledge with practical skills. It involves structured lessons on industry-specific topics like event management, gaming strategies, marketing, and business development. Practical sessions include hands-on experience in game analysis, team management, and the use of relevant technologies.

## **Home Cooking**

Our Home Cooking Skills BTEC for KS4 students will develop their knowledge, understanding and confidence to cook meals at home. It combines theory and practical experiences that teach students essential cooking skills and recipe knowledge alongside how to plan and budget for a menu.

## **Child Development**

This BTEC Award gives our KS4 learners the opportunity to develop applied knowledge and understanding of child development. In a practical learning environment, students have the opportunity to develop applied knowledge the characteristics of children's development from birth up to five years and the importance of play. The importance of play and how it promotes learning and development. Student also learn how to support children to learn and develop physically, intellectually, emotionally and socially. During each lesson they will explore an area, discuss or research further to develop their understanding of the area, then complete activities or tasks to apply the new learning to case studies and real-life situations.

## **Careers Education**

At The Lion Works School we follow the best practice guidance of The Gatsby Benchmarks. Students are currently offered a careers-based programme of study within Tutor time and PHSE to learn more about skill sets, application processes and interview skills, along with labour market information. Our curriculum endeavours to make links to job sectors within our long-term planning and there is available information accessible throughout the school on display boards and in our Careers Hub which is located within our library.

Students are invited to a variety of trips to experience Open Days at local colleges and universities and Volunteer fairs to experience a variety of pathways post-16. We have a work experience programme in for our KS4 students, with an aim that our young learners can experience suitable workplaces for each individual's interests and needs. All our students are offered personal advice and guidance by external careers counsellors (SAMEE project) during the year and each student has their own action plan provided for them. We also provide an exciting annual Careers Day where students are able to experience visiting professionals and inspirational speakers.

As a school we want to support each child with their individual pathways post-16 and aim to build

understanding, confidence and reassurance to each of our students to develop their skills for life as they prepare for adulthood.

## 7. Accreditation

Students will have the opportunity to study GCSEs, Functional Skills and BTECs in the following subjects:

GCSE (Grades 1-9)	Functional Skills	BTEC (Levels 1 & 2)
English Language	English (Entry, Level 1, Level 2)	Applied Science
Mathematics	Maths (Entry, Level 1, Level 2)	Art and Design
History		E Sports
Combined Science		Home Cooking
Art and Design		Digital Media
English Literature		Child Development

## 8. Mental Health and Wellbeing

The Lion Works School will aim to always recognise, acknowledge and promote positive mental health and wellbeing outcomes for all our students and staff. This value will be demonstrated throughout our school's culture, curriculum and ethos. This practice will endeavour to effectively prepare and equip all of our students to be active citizens within their communities and live their lives with meaning and purpose and a strong sense of belonging.

We are all trained and aware that our neurodiverse students are disproportionately vulnerable to mental health and wellbeing concerns. As such, we need to help and support them to build their resilience and emotional wellbeing whilst being provided with a safe, nurturing environment and a range of trusted adults in school with whom to build positive relationships built on unconditional positive regard. The school offers a range of targeted support based on planned and unplanned interventions which support their mental health and wellbeing of our students and equip them with a range of strategies that they can draw on in preparation for adulthood.

## 9. Roles and Responsibilities

### The School Board

The CEO and the School Board are:

- Fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Advised on whole-school targets in order to make informed decisions.

### **Headteacher**

The Headteacher has overall responsibility for the implementation of this policy and overseeing the delivery of the curriculum and leads on curriculum. The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum, but decisions are always made in discussion with key stakeholders alongside providing a strong rationale
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for students with different abilities and needs, including the range of SEN within our specialist setting
- Current practice is informed and developed through the provision of coaching and supervision for teaching staff
- Hold regular meetings to focus on teaching and learning and attend formal subject meetings
- 

### **SLT**

The Senior Leadership Team will:

- Ensure that standards of teaching and learning are monitored in accordance with the assessment policy and staff handbook and reviewed and supported by the SLT to inform staff appraisals.
- Provide appropriate challenge and support through meaningful supervision, coaching and appraisal.
- Promote a commitment to the use of an evidence-based model of collaborative reflective enquiry; being open to new learning and taking informed action.

### **Teaching and Support Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Class teachers and subject leads will:

- Ensure that relevant schemes of work are maintained and reviewed regularly, and that their subject policy is implemented. Copies of up-to-date schemes and policies are stored electronically in the 'Curriculum' folder in the Teacher Shared drive.

- Hold formal subject meetings, where appropriate, submitting minutes to the Headteacher at least once a term.
- Ensure that the subject is appropriately resourced and managed within the allocated budget.
- Design, implement and evaluate annual and three-year subject development plans.
- Keep abreast of the subject and current research regarding strategies for the teaching and delivery of each subject, ensuring that relevant information is disseminated to the subject staff.
- Ensure every relevant party follows the Assessment and Feedback Policy and implements regular and effective assessments including, where necessary, formal assessments.
- Use assessment and attainment data and record centrally to allow for attainment scrutiny, tracking and monitoring.
- Publish the above information in a subject handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on the 'Curriculum' drive.
- Attend curriculum development and review meetings, as required.

While responsibility for these areas lie with the class teachers and subject leads, it should be recognised that good practice requires consultation and collaboration with additional staff, such as our HLTAs and intervention specialists, about all matters that influence their work.

## **10. Removing Barriers to Learning**

We recognise the needs of our students and the barriers to learning which might be presented by their autism and other comorbid conditions. Our learning environment and our curriculum is therefore designed to be inclusive in nature. Learning spaces are designed to be welcoming and support the individual child and effective work with small group learning. Other areas have been created as break out spaces, for example the mindfulness room, which helps students regulate their emotions and therefore re-integrate more quickly / readily back into learning within their classes. These spaces are also used proactively to work with pupils on a 1:1 basis with their mentors and at other times when appropriate.

## **11. Protected Characteristics**

In the 2010 Equality Act, the government set out nine areas in which people can be expected to be protected from discrimination. These are known as the 'Protected Characteristics' and are as follows:

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

- Sexual orientation

It is our intention to develop in our pupils a sense of respect and tolerance towards those who demonstrate a protected characteristic. Our anti-bullying policy identifies a commitment to eliminating bullying in relation to a protected characteristic.

## **12. Fundamental British Values**

We ensure that any curriculum resources used do 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.

## **13. Links to Other Policies**

Assessment Policy

SMSC Policy

Special Educational Needs an Inclusion Policy