



Napier School

Curriculum Policy

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The need for our curriculum to be flexible, adaptable, and robust enough to meet the ever-changing demands of the modern world, and best prepare our children for a life within it, is the cornerstone of this policy.

As a SEN school delivering education to a diverse group of pupils, our curriculum has been adapted and tailored to meet individual needs; we believe all children deserve the right to an education that will support them to become happy and confident individuals with qualifications and achievements that will support them in their future.

Our staff team is dedicated to creating a curriculum that is flexible and ensures it is based around pupils' individual needs.

The Curriculum

At Napier School we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). In accordance with this we undertake to provide a curriculum that meets the needs of each child based on the terms of their Education, Health, and Care Plan. All pupils receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the curriculum is to achieve the best possible outcomes for the children in terms of individual learning, independence, personal growth, and development.

Curriculum Aims

- Help pupils to develop positive feelings of self-worth and confidence.
- Provide a broad and balanced curriculum, including a focus on independence skills that is inclusive and accessible to all
- Help prepare children for the next stages in their life
- Deliver activities that provide suitable learning challenges, giving every child the opportunity to experience success and achieve as much as possible.
- Devise individual approaches and interventions, in response to the curriculum, to match pupils' diverse learning needs, interests and strengths.
- Teach children to have an awareness of their own spiritual development, understand right from wrong and have an appreciation of British Values.
- Provide a curriculum that is free from partisan political views.

The curriculum can be accessed on different levels according to each child's need, previous experience, and level of attainment. Children at Napier School have needs arising from Autistic Spectrum Conditions, Learning Difficulties and Social, Emotional and Mental Health Conditions. They experience barriers to learning related to cognition and learning including memory; communication and interaction; language and concept development; flexibility of thought; sensory processing; social awareness and behaviours associated arising from their conditions. On admission to the school some children have experienced multiple failures and exclusions from previous settings.

The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all pupils will access a curriculum and attend lessons to fulfil their potential.

Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For others it is more appropriate to base approaches on a suitable Personalised Framework.

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each child is enabled to make the very best progress in the development of their knowledge and skills.

Our planning is driven by the pupils' needs and interests, whilst also being informed by the EYFS Development Matters and Equals Curriculums. Other approaches to planning Personalised Learning Intention Maps (PLIMS) are also used to ensure that the curriculum is directly linked to a child's individual EHCP outcomes.

The Senior Leadership Team are responsible for monitoring the planning and delivery of the curriculum utilising a quality assurance framework. This monitoring is organised into an annual timetable of deep dives, alongside short reviews, and audits, which training and development as well as outlining any changes to the curriculum and the planning and provision of resources. This is carried out alongside Subject leads, for them to action plan their subject to improve provision.

To ensure the children are accessing a curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the child, speaking with previous placements regarding current attainment and progress, and reviewing the current EHCP targets. Alongside this, we would discuss their needs with parents and carers to gauge an overview of where they would be best placed within school in terms of age, stage and appropriate peer grouping.

On admission to the school, some children have experienced multiple failures and exclusions from previous settings. As well as this, these children will have most likely have significant gaps in learning and metacognition, due to a multitude of barriers to learning. The curriculum implementation utilises scaffolding and building upon skills and knowledge with the aim of progressively increasing competency, taking into consideration the learner's cognitive load.

It acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individual's certain skills may remain always inaccessible and therefore need to be bypassed or replaced. The curriculum pace is flexible and aims to close learning gaps that are meaningful.

Curriculum Implementation

It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs. Our pupils will be assessed as described below when they get referred to us and using a multi-disciplinary approach.

- All children are visited in their previous setting, or at home where there is no previous setting, to gain an accurate picture of their individual learning needs. Where possible previous assessment data will be transferred to Napier School to support smooth transition.
- Children spend at least half a term settling into their new environment during this time, the child will be assessed by a range of specialists at the school, which will further inform how the child learns, as well as identifying interventions that may need to be in place for them to extend their learning. These professionals include Educational Psychologists, Occupational Therapists and Speech and Language Therapists.
- All children will be baselined using Evidence For Learning Assessment tool to produce the next steps and appropriate learning for the child.
- Personalised Learning Intention Maps (PLIMs) are developed for each child linked to their EHCP targets which informs curriculum planning.

- Each learning intention is assessed and progressed upon using a 4-scale approach of development- specifically Prompting (Physical Prompt (PP), Gestural Prompt (GP), Communicated Help (CH) and Mastered (M)), Fluency, Maintenance and Generalisation.
- Assessment recognises and tracks lateral progression - the development of the same skill or set of skills over time rather than the acquisition of new skills. Progression of independence is a core assessment element, and ensures learning is for lifelong skills. It shows progress as children work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved. It recognises and tracks learning of skills that are not susceptible to task analysis (e.g., sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a Makaton sign). All of these things can be developed through the use of resources, experiences, and responsive teaching strategies but not through the chunking and chaining of a target. Learning intentions are sequential in that they take aim to close the gaps in skill and knowledge and follow a review and re-plan structure.
- Evidence of progress and achievement as described above is collected through the Evidence For Learning platform which is moderated at least half termly with formal reports produced annually in line with the EHCP annual review process.
- Reading and phonics is always a priority for all children as this provides access to the wider curriculum and learning opportunities.

Curriculum Impact

The impact of every child's PLIM is assessed formally at the end of each term through Evidence for Learning against their wider EHCP targets and learning goals. Progress is measured through ongoing formative assessments which are used to inform the next steps and further development points for each child.

A judgement is made on overall progress based on the information provided by both the prompt levels and the summary of progress for each child's PLIM targets, as well as feeding back and providing constructive advice for next steps within the Evidence for Learning. This is to ensure we are making accurate and useful assessment of our pupils, and ensuring we are flagging up gaps or concerns, so we can provide tailored support. A separate Multi-Disciplinary Team (MDT) meeting is held to identify and put in place appropriate early interventions for any child who is not progressing as expected. (see also extended learning below).

Pupils make progress laterally by enhancing their skills and abilities to a greater level of independence and fluency. Maintaining a skill over time is a core element of assessment and aims to ensure that learning is deep and meaningful, showing that they are able to transfer the skill.

Extended Learning

The curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture days, health, ecological or religious/spiritual activities to cover SMSC, Forest School, Out in the community and Therapy sessions. The aim of such events is to broaden pupils' experiences as well as giving them an opportunity to apply their skills in varied situations, exposing them to Cultural Capital.

Our curriculum endeavours to further pupils' personal skills, therefore we run Multi-Disciplinary Team (MDT) meetings with all professionals involved in the child; we develop appropriate targets and strategies based on their EHCP and specific needs. This allows our pupils to work on targets with strategies that can be used across school and home to develop specific skills- these are reviewed on

a termly basis. Additional MDT meetings are organised for any child who is not progressing as expected (see also Curriculum impact above).

SEN

Napier School specialises in providing education to pupils who have severe and complex needs, communication, and interaction difficulties. The Special Needs policy aims to enable all pupils to develop their skills and abilities. It seeks to ensure access to the curriculum subjects through differentiated approaches, therapeutic strategies and personalised programmes that take into account the needs of individual young persons' and their strengths. We continually Ask, Accept and Develop the approach for each child to ensure individuality in how they access their learning.

Staffing and Resources

The education team consists of qualified primary school and EYFS teachers, specialist support staff, as well as experienced Teaching Assistants, Educational Psychologists, Occupational Therapists and Speech, Language and Communication Therapists.

Working with Parents

We encourage parents to participate in their child's educational journey and to attend the annual review meetings. Parents are provided with updates on progress in both the interim and termly reports that comment on all areas of learning and upcoming topics for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between pupils, parents and education staff. In addition, we use an online assessment tool called "Evidence for Learning". This web-based platform is available for parents to access any time via a personal login to see their own child's progress, the assessment decisions and evidence gathered towards their PLIM targets. Parents are also able to contribute to their child's assessments and progress by uploading images and narratives of their child generalising their skills in other settings either at home or out in the community. This provides us with a rounded view of each child's overall personal development and supports parents to actively engage in their child's education.

Review

We will review the curriculum focus topics annually to ensure it meets the needs of all our pupils and we continue to develop a curriculum that is tailor made to each individual based around these topics.

This policy will also be reviewed annually to ensure that it remains fit for purpose and reflective of the learning strategies employed.

Expected Rates of Progress for Pupils at Napier School

Due to the wide-ranging nature of the pupils at Napier School it is not appropriate to use the same assessment method or to have the same expectation of progress for all learners. At Napier School, all learners follow a carefully designed individualised learning programme informed by appropriate assessment and target setting. Assessment methods used and expectations about progress depend on the existing level and skills of the individual learner and are informed by their previous progress. However, within this context there is a recognition that it is important to know whether learners are making good progress in order to celebrate success and to provide challenge when necessary. Often such judgements rely on being able to make comparisons within and between groups of similar learners. However, for pupils at Napier School it is difficult to find published information relating to

learners with complex learning and social, emotional, and mental health needs. The sample group is so small and diverse that it is difficult to achieve enough comparable data to draw firm conclusions.

For this reason, an attempt has been made to define appropriate rates of progress based on the information available within the relevant literature and by considering the abilities and progress to date of the current cohort of learners at Napier School. Within this context it is recognised that there should be high expectations for pupils in terms of their academic progress and progress with learning. Rates of progress are discussed and agreed based on a range of different sources of information including scores from cognitive assessments, the range and nature of the social and emotional difficulties experienced by the child and the impact that this has on their learning, specific issues relating to the learning profile of the pupils (for example, if the learning profile is very uneven), the verbal comprehension and language skills of the child etc. Expectations are agreed in consultation between teachers and the Educational Psychologist who works at Outcomes First Group and discussed with the management team. Teaching methodology is open to reassessment at any time if it seems as though an error of judgement has been made with regards to pupil groupings presenting a significant barrier to academic progress. Decisions about expected rates of progress for individual pupils are always taken within the context of ensuring that there is an appropriate level of academic challenge and that aspirations remain high.