

Curriculum Policy 2025/26

Policy Number	ED/POL/008	Author/Reviewer	Kate Martin
Issue Number	9	Approver	James Madine
Issue Date	01/09/2025	Next Review Date	01/09/2026
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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout the school day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2. Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.

- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education / Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.
- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.
- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.
- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.
- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.
- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.

- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.
- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.
- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.
- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.
- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.
- Provide colleagues with subject expertise, advice, and resources to support teaching.
- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitoring timeline and school development plan.
- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.
- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.
- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.
- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.

- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.
- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.
- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.
- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.
- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.
- Reinforce and model positive learning behaviours and social interaction.
- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.
- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.
- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards, the Education Inspection Framework, and other regulatory statutory requirements.
- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.
- Provide challenge and support to school leaders to ensure continuous improvement.

- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.
- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4. Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).
- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.
- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.
- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.
- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.
- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.
- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.
- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.
- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.

- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.
- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.
- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5. Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to the school in order to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers in order to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support pupils whilst in others pre-teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

6. Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7. Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-

- Pupil progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.

- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carer surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.
- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.
- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.
- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each school should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-school **Curriculum Policy** (this document).
- Subject-specific and/or phase-specific curriculum statements.
- School Development Plan (with curriculum priorities identified).
- Equality and Inclusion Policy (showing curriculum adaptation).
- SEND Policy and Accessibility Plan.
- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-school **curriculum map / long-term plan** clearly showing each phase and pathway.
- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).
- Medium-term schemes of work for all subjects, showing progression.
- Examples of lesson planning that evidence SEND adaptation and SEMH focus.
- Vocational curriculum pathways (KS4/KS5) including accreditation routes.
- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).
- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).
- EHCP outcome tracking documents.
- Progress data reports (termly and annual) showing pupil achievement.
- Examples of moderated work across key subjects and pathways.

- Accreditation
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D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation for SEND.
 - Pupil case studies (to show personalised learning journeys).
 - PSHE/RSE curriculum overviews.
 - Careers programme evidence, including Gatsby Benchmark audit.
 - SMSC mapping document (where SMSC is delivered across the curriculum).
 - Records of enrichment opportunities (cultural, sporting, community-based).
 - Evidence of British Values teaching (schemes of work, displays, pupil voice).
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E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.
 - Work scrutiny/portfolio samples with feedback.
 - Pupil voice evidence (surveys, focus groups, school council minutes).
 - Parent/carers feedback surveys and responses.
 - Curriculum audits (annual review against ISS).
 - Staff CPD logs relating to curriculum and SEMH training.
 - External review reports (peer reviews, consultant audits, Ofsted reports).
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F. Outcomes and Impact

- Attendance and behaviour data analysis.
- Destinations data (post-16 / post-19).
- Case studies showing progress in SEMH development and independence skills.
- Celebrations of achievement (awards, exhibitions, performances, showcases).
- Governor reports/minutes relating to curriculum oversight.
- Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).

Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.
- Each section should be clearly labelled and updated termly.
- A nominated senior leader (e.g., Deputy Headteacher for Curriculum or Assistant Headteacher for Quality of Education) should oversee its upkeep.

Appendix 2

School Level Curriculum Information

Liverpool Progressive School takes account of the significant and complex vulnerabilities of the pupils attending our school. The pupils who attend our school have a wide range of differing needs and starting points. They join us at different points in their academic career. Many of the pupils have had significant periods of time spent away from education. Liverpool Progressive School provides innovative education services to pupils who have complex needs, emotional and behavioural difficulties or who display challenging behaviour.

We will endeavour to make every day extraordinary for the pupils we care for and support, because we believe in every single one of them. Our passion is making a real difference to the life of every child by creating positive experiences every day and making progressive steps, no matter how big or small. By working closely with the pupils to provide a stable, safe and happy environment for them, we are able to nurture their development, enrich their lives and help them to fulfil their potential.

We aim to be outstanding in the way we enhance the curriculum with enrichment activities which for every pupil are based on their individual interests and talents. Every pupil will have an individual curriculum planned so that they will be better prepared for life and the next stage of their education, employment and training. Our curriculum aims to be broader when compared to the national curriculum. The outcomes and destinations for pupils as they leave Liverpool Progressive School is a testimony to our success and we must ensure this continues.

Liverpool Progressive School enhances the curriculum to re-engage pupils in education. The way we expect them to do this is through, for example,

- Carefully planned transition into Liverpool Progressive School focusing on engagement and relationships.
- Making memories, once in a lifetime experiences, such as trips to local venues e.g. Flipout, Restaurants, Indoor sky-diving.
- Taking part in a range of vocational provisions.
- Focusing pupils on re-engaging in learning and building self-confidence and social skills.
- Progression to accredited qualifications.

Across all our pathways, we aim to provide a balance of group and individual work that best supports learning for each pupil. We work closely with a range of different health and social care agencies including; Speech and Language Therapy, PBS, Occupational Therapy, CAMHS (Children and Adults Mental Health Service), our school nurse and linked social workers. Where appropriate, joint working ensures that goals set for individual pupils by other agencies can be embedded into their individualised school curriculum.

The aim of the Sensory Classroom Curriculum is based on the Equal Curriculum where students that can become confident communicators who effectively self-advocate to shape their own lives. Both the formal and sensory curriculum pathways create opportunities for personalised, student-focused learning with meaningful real world applications. We nurture close links with families and involve them in their child's learning journeys, empowering them with support, advice and training and together celebrating every achievement. Each pathway represents careful consideration as to what is important for our pupils to learn and experience during their school career at Liverpool Progressive School.

This model is fundamental to pupils making progress in their learning and is particularly relevant to our pupils who have significant additional challenges. Liverpool Progressive School follows a spiral model in which teaching is structured so that ideas can be revisited, consolidated and built upon through the long term plan, medium term plans, short term plans and continuous provision.

Our curriculum pathways aspire to create:

- pupils who are motivated and inspired towards a lifelong interest in learning.
- a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best.
- a broad and balanced curriculum based on the Equals learning intentions, their IEP's and EHCP.
- the most effective use of every learning opportunity created or encountered, all day, every day.
- an aspiration and preparation for life beyond Liverpool Progressive School and what that may look like for all learners.
- pupils who can access and practise values and broad experiences of life in modern Britain.
- opportunities to work with the community to promote local, national and global awareness.

Through students EHCP's and continuous baselines we adopt and adapt the appropriate curriculum most suited to their needs.

The National Curriculum provides a core framework for our pathways alongside the SEN Code of practice broad areas of need. We make use of the EQUALS informal and semi-formal schemes of work, sensory curriculum, as well as our own curriculum maps. Our curriculum design is engaging, motivating, and provides each student with experiences through which carefully sequenced intentions are used as building blocks to reach EHCP long term outcomes and carefully planned based on the individual student.

The Sensory Classroom Curriculum, developed by Jordan Garrett, is designed to provide a deeply engaging, meaningful, and developmentally appropriate learning experience for students working significantly below age related expectations. Many of these learners are non-verbal and present with complex learning difficulties.

Rationale:

- To meet learners where they are developmentally, using sensory pathways as the foundation for learning, communication, and emotional regulation.
- To enable pupils to build secure routines that support wellbeing and progress.
- To prepare students for the next stages of learning and life by developing essential pre-verbal, social, and cognitive skills.

Curriculum Aims:

- Enhance learners' ability to connect with their environment.
- Support communication development (pre-intentional, intentional, and AAC-based).
- Promote self-awareness, confidence, and emotional regulation.
- Provide a safe, structured, and responsive environment.

Inclusion & Accessibility:

- Designed for students with significant needs across the four areas:
 - Communication and Interaction: Total Communication approaches (speech, Makaton, PECS, AAC).
 - Cognition and Learning: Sensory exploration, cause and effect activities, and experiential learning.
 - Physical Health and Development: Sensory circuits, movement breaks, and fine/gross motor activities.
 - Social, Emotional & Mental Health: Structured calming routines, co-regulation strategies, and secure, predictable environments.

The Sensory Classroom complements the Equals Curriculum and Development Matters framework, ensuring a holistic, child-centred approach.

The Sensory Classroom Curriculum is embedded into daily timetables to ensure consistency and familiarity. Sessions are delivered in sensory-friendly spaces by trained staff who tailor provision to individual sensory profiles.

Teaching Approaches:

- Multisensory teaching (visual, auditory, tactile, proprioceptive, vestibular, and olfactory).
- Structured activities such as sensory circuits, themed engagement sessions, tactile play, and calming routines.
- Responsive adaptations in real time based on sensory needs and engagement.

Planning & Assessment:

- Guided by EHCP outcomes, sensory profiles, and the Development Matters framework.
- Development Matters outcomes ensure assessment is developmental and sequential, allowing learners to progress through carefully structured steps.

- This provides a sequential curriculum offer across all pathways of the school, ensuring coherence and continuity.
- Evidence is captured through video diaries, sensory response charts, and communication logs.

Cross-Curricular Links:

- Supports access to the Equals Curriculum and Development Matters frameworks.
- Develops transferable regulation, communication, and independence skills that underpin learning in all other subjects.
- All subjects run through termly topics, e.g. Autumn is Toys

Use of Resources:

- Sensory tools (weighted blankets, fidget tools, light panels, soundscapes).
- Digital technology for communication and recording progress.
- Collaboration with therapists (SALT, OT, Keys Clinical) to integrate specialist strategies.

The impact of the Sensory Classroom Curriculum is evident in both learner outcomes and the wider school community.

Pupil Progress:

- Increased engagement and participation in activities.
- Improved emotional regulation and reduced anxiety/distress.
- Development of intentional and pre-intentional communication.
- More consistent access to Equals and Development Matters frameworks.

Personal Development:

- Strengthened self-awareness, confidence, and independence.
- Improved social interaction and co-regulation with peers and staff.
- Positive feedback from parents/carers reporting better regulation and wellbeing at home.

Assessment through the Development Matters framework ensures a clear developmental pathway, enabling sequential progress across all school pathways.

Staff Development:

- Staff feel empowered and equipped to deliver personalised learning.
- Regular reflective practice and CPD ensure effective delivery.

Monitoring & Review:

- Annual subject review cycle led by the curriculum lead.
- Evidence gathered from student progress, staff reflections, parental feedback, and learning walks.
- Findings used to refine provision, ensuring it remains inclusive and impactful.

Roles and responsibilities:

- Subject Lead (Sensory Classroom Lead): Oversees curriculum design, planning, and review; supports staff development; reports to SLT.
- Class Teachers and HLTA's: Plan and deliver personalised sensory learning experiences.
- Class Teachers and SENCO: Track progress against EHCP and Development Matters and complete DATA points on MAPP
- Support Staff: Facilitate engagement, provide regulation support, and contribute to feedback and recording evidence.
- Therapists and SENCO: Advise on integration of therapy programmes and resources.
- Senior Leadership Team (SLT): Monitor implementation and impact, ensuring alignment with whole-school priorities.
- Governors: Provide strategic oversight and challenge to ensure effective delivery and impact.

Sensory Classroom Curriculum Overview:

Intent	<p>The Sensory Classroom Curriculum provides a deeply engaging, meaningful, and developmentally appropriate learning experience for pupils with complex needs, many of whom are non-verbal and working significantly below age-related expectations. It aims to:</p> <ul style="list-style-type: none"> • Meet pupils at their developmental stage through sensory pathways. • Build secure routines supporting wellbeing and regulation. • Enhance communication, pre-verbal and cognitive skills. • Complement the Equals Curriculum and Development Matters, ensuring a holistic, inclusive model. • Provide access to National Curriculum subjects in an adapted, sensory-rich way, ensuring inclusivity, skill-building, and wider opportunities.
Implementation	<ul style="list-style-type: none"> • Delivered daily in structured, sensory-friendly environments by trained staff. • Multisensory teaching (visual, auditory, tactile, proprioceptive, vestibular, olfactory). • Activities: sensory circuits, themed sessions, tactile exploration, calming routines. • Planning informed by EHCP outcomes, sensory audits, and Development Matters. • Assessment uses Development Matters

	<p>outcomes, ensuring a sequential curriculum offer across all school pathways.</p> <ul style="list-style-type: none"> • Inclusive access to National Curriculum subjects (English, Maths, Science, Humanities, PE, Art, Music, Drama, PSHE), delivered through adapted sensory approaches, ensures parity of opportunity with peers.
Impact	<ul style="list-style-type: none"> • Increased engagement, attention, and participation. • Improved regulation, reduced anxiety, and stronger wellbeing. • More consistent use of communication (pre-intentional/intentional, AAC). • Sequential progress measured through Development Matters outcomes, ensuring readiness for next stages. • Wider inclusion by accessing adapted National Curriculum subjects builds transferable skills and cultural capital. • Positive feedback from staff and parents about regulation, behaviour, and home-life consistency.
Assessment	<ul style="list-style-type: none"> • Development Matters outcomes drive assessment and ensure sequential progression. • Data gathered using MAPP (from the Equals Curriculum) to track progress in a personalised way. • Evidence for Learning is used to capture raw data, record observations, and share progress. • The DfE’s Engagement Model is completed to continually monitor progress and adapt teaching rapidly. • Evidence gathered through video diaries, sensory response charts, and communication logs. • Progress tracked against EHCP outcomes, with small but significant steps celebrated with parents/carers. • Sequential outcomes ensure curriculum progression across school pathways.

6 Year range journey for sensory development pathways.

Suitability for sensory curriculum[©]

The Learning Objectives come from Development Matters Framework Ranges 1 -6

Range 1 is equivalent to P1(i) or 0-12 months old

Range 2 is equivalent to P1 (ii) or 12-18 months old

Range 3 is equivalent to P2(i) or 18-24 months old

Range 4 is equivalent to P2 (ii) & P3 (i) or 24-36 months old

Range 5 is equivalent to P3 (ii) & P4 or 36-48 months old

Range 6 is equivalent to P5 to p8 or 48 months - 71 months old

This is where our Learning Objectives currently stop, but skills and topics are sequenced through the Key Stage and functional skills pathways at LPS.



Sensory Curriculum © (2024) written by Jordan Garratt of www.sensoryclassroom.org & @sensoryclass

Example planning documents and progression maps

Year A Autumn- Ourselves

sensory curriculum

Purple Group (Range 1-2) SEMH + Sensory & Physical	Red Group (Range 3-5) SEMH + Sensory & Physical AND Science: Animals inc. Humans	Green Group (Range 6) Science: Animals inc. Humans
Listens with enjoyment when vocalising to themselves	Points to main features on a persons face when asked	Gives an animal or human more than one attribute. e.g. a bird has feathers and flies
Requests physical contact with gestures or vocalisations when playing with peers	Names own gender	Identifies human need. e.g. food/drink
Responds to praise with positive facial expressions when successfully completing a task	Points to parts of their body when asked	Names parts of the human body
Demonstrates surprise through expressions and body language when noises shock them	Draws a person with a head	Sequences a series of three pictures showing human life cycle
Categorises smells and tastes as nice or nasty	Recognises main body parts, e.g. leg, arm	Demonstrates how different parts of their body move, e.g. arms can go up, down, around, backwards, forwards...etc.
Communicates strong 'no' to unwanted food	Attends to a member of staff when their name is called	Identifies that different people are different ages
Identifies their mouth by pointing to it when asked by a member of staff	Listens to (or watches) a recording of themselves and friends with interest.	Identifies members of the opposite sex and of their own sex
Shows in and out tongue movements	Asks for help when they are hurt	Identifies that their hair and nails will grow
Watches the aces of other people eating briefly	Demonstrates frustration when they are unable to make themselves understood	Collects pictures from a range of sources that relate to a specific subject.

Year A

sensory curriculum

Topic	Autumn- Ourselves		Spring- Our School		Summer- Weather & Seasons	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Modern Stories	Non Fiction	Modern Rhymes & Poems	Stories from other countries	Trad. Stories & Rhymes	Non Fiction
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Measures- Time	Geometry- 2D shapes	Fractions	Geometry- Exploration	Measures- Capacity	Geometry- 3D shapes
Science	Ourselves Humans	Me & My Interactions Teeth & Eating	Sorting & Using Materials	Local Environment	Living Things Plants	Floating & Sinking
ICT	Information about me Information in the class & school		Introduction to ICT Let me have a go!		Handling Pictures & Sounds What's Happening?	
Art	Tactile exploration & textures		Using Paper		Collage / Strokes	
DT/ Food Tech	FT: Taste & Texture DT: Photo Frames		DT: Sensory Properties of Wrappers School Playground & Parks		FT: Sweet & Savoury	
Humanities	Geography: People around the world Me & My Routines- People & Families		Geography: Positions & Locations School Environment		Geography: Weather Conditions Weather	
PSHE	All about me		My School & Me Group Work		Choices	
RE	Myself- Who am I? Why am I Unique? Christian Way of Life		Special People & Places People who work in places of worship		What does it mean to belong?	
Music	Sounds Interesting- exploring sounds Instruments- Beat & Tempo		Sounds & Skills all around us		Showing Enjoyment	
Drama	Exploring Space & Movement Our Bodies		Relationships		Sensory Seasons Woodland Soundscape	
PE	Games		Dance / Gymnastics		Athletics / Ball Skills	

The curriculum is supported by specialist schemes of work as well as areas of learning specific to different areas of the English National Curriculum, dependent on the level and needs of our pupils. These schemes take into account the characteristics of severe and moderate and complex learning difficulties. For pupils with severe learning difficulties this includes 'difficulties with communication, understanding abstract concepts, concentration and moving things from the short-term memory to the long.' Pupils with profound and multiple learning difficulties are 'likely to be pre-intentional communicators, have extreme difficulties conceptualising abstract concepts, have difficulty learning through imitation, be physically reliant on others and have a limited understanding of cause and effect.' (Imray and Hinchcliffe 2014). Our pathways are not defined by age but by stage of development. Each pathway covers skills, knowledge and understanding across a range of areas of learning. These are planned to facilitate movement between pathways to ensure the curriculum is flexible and responsive to a child's needs at any point during their time at Liverpool Progressive School.

Overall, there is a focus on promoting and sustaining skills including communication and independence in preparation for adulthood and increased pupil-led opportunities following personal interests. Personalised plans also form a key part of curriculum input and reflect how each pupil learns in their own way and has different strengths and needs. These are linked to key areas outlined in Education Health Care Plans; Communication; Interaction, Cognition & Learning, Personal & Social Development and Physical and Sensory, 'Preparing for Adult Pathway', 'Preparing for Independence' and 'Preparing for Good Health'. Each pupil has a personalised plan which specifies learning intentions or specific focus areas which are a current priority. Progress against these is recorded and used to plan next steps in teaching and learning. We acknowledge that some pupils may benefit from aspects of two different curriculum pathways/ approaches e.g. some pupils working mainly in the informal pathway may benefit from some approaches or content in the PMLD pathway or if requiring extended challenge, the semi-formal pathway.

Liverpool Progressive school has a thematic approach to education making learning tangible and fun. Students have access to interventions that will better prepare them for adulthood such as SaLT, OT Therapist, Sensory Integration room, sensory rooms in each area, a main library and a fully equipped reading corner in each area, an outdoor play area as well as community links with local shops, travel and Friends of Walton Hall Park. Enrichment weeks through a thoroughly planned SMSC calendar allows the curriculum to link and opens more experiences and enrichment in subject areas giving students the opportunity to learn in real time as well as planned environmental activities based on the students own interests.

Subject areas – National curriculum pathways:

Reading:

Reading and early reading skills are 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 must focus on supporting them to become effective communicators through a total communication approach and acknowledgement of individual preferred methods (gesture, eye pointing, sign, symbols or speech). Progress in more formal literacy skills requires understanding of abstract concepts and memory which is a challenge for many (as described in the characteristics of severe learning difficulties above).

The Linguistic Curriculum:

Teaching pupils to be able to communicate in a meaningful way is central to our curriculum. Liverpool Progressive School adapts the curriculum and the pedagogy of the curriculum to suit the needs of pupils. For schools whose pupils have highly complex communication challenges, such as LPS, we will teach them through a range of communication strategies. Through the support of therapeutic professionals, we ensure that the strategy for each pupil focuses on their individual needs. In Liverpool Progressive School oracy is a key skill which permeates all subjects. We will continuously encourage pupils to widen their vocabulary and learn to express themselves with confidence and knowledge.

Teaching pupils to read is a priority. We want every pupil to develop a love of reading and become confident, fluent readers for their ability level. The Liverpool Progressive School environment has a wealth of literature for pupils to read based on interests and curriculum end goals. We match the phonic phase to the needs of pupils so that the strategy and the associated texts match the needs of the pupils at that time. Programmes such as Accelerated Reader promote a culture of reading, expanding pupils reading repertoire and are supported with a comprehensive assessment strategy. A wide range of texts which grow in complexity are used in other subjects to further support the skills and knowledge learned in English lessons.

A carefully and sequentially planned curriculum leads pupils to aspirational end points and goals dependent on need. It is expected that pupils who demonstrate the required level of skill, will gain a qualification in English by the time they leave Liverpool Progressive School. Accredited qualifications range from Functional Skills to GCSE. The skills and knowledge pupils gain in English lessons is seamlessly promoted in other subjects, widening vocabulary and reading skills in food technology.

The Mathematical Curriculum:

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as food technology, where pupils use their growing knowledge to, for example, measure or make calculations. Pupils build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that pupils' understanding becomes embedded. Strategies during lessons should encourage pupils to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Pupils' growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. Liverpool Progressive School uses White Rose Maths as its primary programme. Where appropriate, pupils are expected to gain a mathematical qualification through Functional Maths or Pearson Entry Level 1, 2, 3, before they leave Liverpool Progressive School.

The Scientific curriculum:

In Liverpool Progressive School science is taught explicitly in timetabled lessons, whilst others may embed science within other topics. In line with the aims of the national curriculum we teach pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. However, we teach scientific understanding and knowledge through a range of other subjects such as food technology, physical education and personal, social and health education. Liverpool Progressive School supports pupils in gaining qualifications in the scientific Curriculum.

The Technological curriculum:

A discrete approach within lessons ensures students receive an understanding of the technological curriculum. Computing skills and knowledge are developed through targeted planning within teaching strategies, with appropriate resources available. Computing skills learned are then used to support

learning in other subjects.

Through all subjects taught, pupils use their growing knowledge to create and solve problems in a variety of different contexts. They use their growing expertise, for example in food technology, to create and discover different technological processes.

The Human and Social curriculum:

This is a core aspect of the curriculum taught Liverpool Progressive School. It is essential that pupils are given every opportunity to learn how to have strong British Values. Liverpool Progressive School has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance pupils' growing knowledge and personal development.

Liverpool Progressive School is a member of the PSHE Association. Therefore, as a taught curriculum is it strong and pupils growing knowledge is demonstrated. Liverpool Progressive School embeds this curriculum within other planned subjects such as citizenship, religious education and humanities. It is essential that a pupil's cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities, for example, cultural theme days, careers programmes, assemblies and enrichment opportunities.

Liverpool Progressive School ensures that pupils' emotional needs are met through the delivery of this curriculum area and that links are made to their individual behavioural plans and education, health and care plans. We work closely with other professionals to adapt this curriculum as and when required. For example, we work closely with the Healthy Heads team as and when needed.

The Physical Education curriculum:

Liverpool Progressive School covers the physical curriculum through targeted physical education (PE) lessons and through a diverse range of enrichment activities. PE lessons are planned to give pupils a growing knowledge and confidence in games, gymnastics and sports. Liverpool Progressive School uses external facilities and specialist equipment to support its curriculum, for example, the school hydro pool, the local fitness gym, swimming pool, and sports hall.

This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them.

Aesthetic and Creative curriculum:

Liverpool Progressive School will address this curriculum through its Creative Arts lessons and through a range of other subjects such as English, PSHE and food technology. We also have an extensive range of cross-curricular and enrichment activities that support pupils' growing knowledge and confidence in this curriculum. In art lessons pupils learn about different artists and their techniques and experience the use of different media with growing expertise. In other curriculum subjects such as English and food technology pupils are taught to use their growing knowledge creatively with aesthetically pleasing results. As with other elements of the curriculum, by giving pupils more knowledge and experiences they build a growing confidence in what they can achieve and become in the future.

School will ensure they have a clear overview for each student and their progress and use targeted reviews to consolidate this overview, such as EHCP reviews, PEPs, teacher assessment and assessment weeks. The school has designated progress assessment points throughout the year and pupils are supported to demonstrate their own progress journey.

Through the schools’ MER (Moderate, Evaluate and Review) process, the senior and middle leader team monitor all progress and use daily progress and assessment weeks to review the school curriculum and will use progress made to plan changes or enhancements to each curriculum on a continual basis.

School planning documents can and are adapted to suit all students and their own journey. The school curriculum is clearly planned using yearly plans and schemes of work to ensure that each taught curriculum has coherent and sequential plans that lead to appropriately aspirational end points for every individual student.

Planning templates:-

Medium-term plan:

		TERM 1		TERM 2		TERM 3	
Pathway	No. of weeks	8	7	6	5	6	7
	Curriculum intent						
	Topic title						
	Learning intention - knowledge <i>“Pupils should know...”</i>						
	Learning intention – skills <i>“Pupils should be able to do...”</i>						
	Recall & recap <i>“Pupils should be able to remember...from previous learning”</i>						

Short-term plan:

Pathway:	Subject:	Term:
Prior Knowledge	Curriculum learning intentions	Rationale – including feedback from student voice / interest links
Safeguarding or behavioural considerations for this sequence	Holistic progress markers	How will progress be evidenced – reference to assessment frameworks
Culture capital (What kinds of experiences? How do they link to life skills?) / Cross-curricular links	Curriculum adaptation Strategies – Reference for EHCP outcomes / sensory regulation needs	Key terminology

Lesson	Learning objective / Success milestones	Lesson outline – including opportunities for recall/overlearning	Assessment strategies	Evaluation/Review of lesson:
1				

Appendix 3

Example planning document:

Subject:

Year/Teaching Group:

Term:

Unit:

Unit Overview What will pupils know, understand and be able to do at the end of this unit?	Knowledge	Skills	Understanding			
The BIG Question/s? What are pupils trying to find out? How will you inspire curiosity?						
Key Assessment Opportunities						
Key Learning Statements: (Knowledge and Skills)	Measure of Success: What will pupils be able to do after learning this? (Higher Tier content in bold)	Sequencing and Links: Why are we teaching this here?		Literacy, Numeracy Links	CEAIG	British Values
		Inter-Subjects Links	Cross-Curricular Links			
Week One	•	-				
Week Two	•					
Week Three	•					
Week Four	•					
Week Five	•					
Week Six	•					