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1. Supporting Documents

- PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022) and Accessibility Plan
- Behaviour Policy (EDU.POL.027) and Anti-Bullying Policy (EDU.POL.007)
- Safeguarding Policy (EDE.POL.002) and Online Safety Policy (EDU.POL.009)
- Alternative Provision Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Sunny Hill School we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

Keys

This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others all shape the same young person.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Sunny Hill School. It aims to:

- set out the intent, content and delivery of our broad and balanced curriculum
- explain how we support pupils' spiritual, moral, social and cultural development across the school day
- show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them
- make clear how we meet the Independent School Standards on the curriculum and on the development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain

4. Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tolerance here means tolerance of those with different faiths and beliefs, not a general idea of respect.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles. Broad, balanced and ambitious. We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs. Adapted, not reduced. We adapt content, pace and support so pupils can access learning, rather than removing learning from them. Relational and trauma-informed. We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model. Active promotion, not generalised values. We promote each fundamental British value by name, not a vague set of core values. Evidenced through pupil work. We

Keys

treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has landed. Preparation for adulthood. Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

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 and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At Sunny Hill School we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

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, economic education, 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 at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Keys

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 needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- delivers core knowledge and skills, with appropriate adaptation for pupils with SEND
- provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026
- promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values
- builds independence, life skills and cultural capital, with emotional wellbeing at the centre
- prepares pupils for the next stage of their lives, further education, training, employment and adult life

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 progression in learning areas while allowing time for enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEND.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, 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:-

Keys

- 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.

Spiritual, moral, social and cultural development

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We do not rely on a general set of values. We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is taught, how it is promoted across school life, and what pupil work shows that pupils have understood it.

Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative

conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice. Tolerance here is specifically tolerance of those with different faiths and beliefs, not a general idea of respect.

At Sunny Hill School we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we keep a triangulation pack that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

Evidence and triangulation

We keep a curriculum and SMSC evidence pack so we can show intent, implementation and impact at any time. This includes curriculum maps and schemes of work, the fundamental British values mapping, pupil work, pupil voice, assembly and enrichment records, and destinations data. Pupil work is our primary evidence and pupil voice supports it.

5.3 Recording, Monitoring and Reporting

Pupil progress and curriculum delivery are recorded on Evidence For Learning and Arbor, alongside curriculum maps, schemes of work and the evidence pack. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the Proprietor and Governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

At Sunny Hill School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning,

Keys

resources and teaching to remove barriers, and we monitor curriculum access and outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

6. Responsibilities

6.1 Pupils

engage with their learning, contribute to discussion, and treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff

plan and deliver ambitious, adapted lessons that meet pupils' needs and follow the agreed schemes of work model the fundamental British values and SMSC through everyday relationships and language record pupil progress and keep the evidence that shows what pupils have learned and understood

6.3 Leadership and the curriculum and SMSC lead

Leadership at Sunny Hill School sets the curriculum vision, makes sure the timetable gives statutory coverage, and quality-assures teaching through learning walks, observations and work scrutiny. The curriculum and SMSC lead oversees curriculum planning, SMSC provision and the active promotion of fundamental British values, and keeps the evidence pack current.

Leaders will review curriculum access, participation and outcomes for pupils in alternative provision on the same basis as pupils educated on-site.

6.4 Governance

The Proprietor and Governors at Sunny Hill School hold the school to account for the quality and impact of the curriculum and for compliance with the Independent School Standards. They monitor through reports, visits and scrutiny of evidence, and provide challenge and support.

6.5 Parents and carers

are kept informed about what their child is learning and are consulted where the standards require it, including on relationships and sex education, and support their child's learning, attendance and engagement with the wider life of the school.

6.6 Named leads

The named lead for the curriculum, SMSC and fundamental British values at Sunny Hill is Jessica Hocknull

7. Training Requirements

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Curriculum, SMSC and fundamental British values are covered in staff induction at Sunny Hill and refreshed at least annually. Subject and curriculum leads receive ongoing development so they remain expert in their areas and can support colleagues teaching outside their first specialism.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 2 on the quality of education provided through the curriculum, and Standard 5 on the spiritual, moral, social and cultural development of pupils
 - Independent School Standards: guidance for independent schools (DfE, April 2026), in particular paragraphs 1.6 to 1.7, 1.52 to 1.53 and 2.3 to 2.10, including paragraph 2.7 on actively promoting each fundamental British value
 - Promoting fundamental British values as part of SMSC in schools (DfE, 2014)
 - Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025, statutory from 1 September 2026)
 - Section 78 of the Education Act 2002, which requires a balanced and broadly based curriculum
 - The Equality Act 2010
 - The Children and Families Act 2014 and the SEND Code of Practice (2015)
- 10.** The schools we work with sit across different inspectorates. This policy is grounded in the underlying standards, which are common across them. Where the inspecting body needs to be named, our school is inspected by Ofsted.

This document can also be found in the following locations and should be amended in the following (ie. Circle, Nourish, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Sunny Hill is the headteacher.

11. Appendix 1: SMSC and Fundamental British Values in Practice at Sunny Hill School

Our Approach

At Sunny Hill School, Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of Fundamental British Values are embedded throughout everyday school life. We recognise that many pupils require explicit teaching, modelling and repeated opportunities to develop social understanding, self-awareness, communication skills and an understanding of the world around them.

Our curriculum is designed to ensure that pupils develop:

- confidence and self-esteem
- positive relationships
- independence and self-advocacy
- an understanding of right and wrong
- respect for themselves and others
- appreciation of diversity and difference
- the skills required to participate positively in modern Britain
- the knowledge and experiences needed for successful adulthood

Through our curriculum, enrichment opportunities and daily interactions, pupils are supported to become active, respectful and valued members of their communities.

The BRITE Values

Our BRITE Values provide the foundation for personal development, SMSC and British Values education across the school.

B - Belonging

Pupils are supported to develop a sense of identity, safety and inclusion within the school community.

This is promoted through:

- personalised learning pathways
- pupil voice opportunities
- celebration of achievement
- School Council
- inclusion in school events and activities
- positive relationships with trusted adults

Pupils learn that everyone has a place within the school community and that every voice matters.

R - Respect

Respect is explicitly taught and modelled throughout school life.

Pupils learn to:

Keys

- respect themselves and others
- value differences
- use appropriate language
- care for the environment and resources
- understand personal boundaries
- show consideration for others

Respect forms the foundation of healthy relationships and community participation.

I - Independence

Pupils are encouraged to make choices and develop increasing levels of independence.

Opportunities include:

- making decisions about learning
- developing self-help skills
- self-advocacy opportunities
- Preparing for Adulthood programmes
- careers education
- community learning experiences

Pupils learn that their views and choices are important and that they can influence their own future.

T - Teamwork

Teamwork is actively encouraged throughout school life.

Pupils are taught to:

- collaborate with others
- share ideas and resources
- listen to differing viewpoints
- solve problems together
- celebrate the success of others
- contribute positively to groups

Teamwork is developed through classroom activities, enrichment opportunities, educational visits, sports, outdoor learning and school leadership opportunities.

E - Excellence

Pupils are encouraged to strive towards personal success and achievement.

Excellence is recognised through:

- effort and perseverance

Keys

- resilience
- kindness
- positive attitudes
- personal progress
- academic achievement

We celebrate success in all its forms and encourage pupils to take pride in their achievements.

Spiritual Development

At Sunny Hill School, spiritual development supports pupils to develop self-awareness, curiosity and personal reflection.

Opportunities include:

- experiencing awe and wonder
- exploring beliefs and values
- reflecting on personal experiences
- developing self-confidence and self-esteem
- appreciating nature and the wider world
- engaging in creative and expressive activities
- celebrating personal achievements

Spiritual development takes place through assemblies, outdoor learning, creative arts, religious education, reflection activities and everyday conversations.

Moral Development

We support pupils to understand right from wrong and make positive choices.

Pupils learn:

- the difference between right and wrong
- fairness and honesty
- personal responsibility
- empathy and compassion
- consequences of actions
- restorative approaches to conflict

This learning is embedded through:

- PSHE lessons
- restorative conversations
- behaviour support approaches
- social communication programmes
- daily school routines

Social Development

Social development is central to our curriculum and Preparing for Adulthood pathways.

Pupils are supported to:

- develop friendships
- communicate effectively
- work with others
- resolve disagreements
- understand social expectations
- participate in community activities
- develop confidence in social situations

Learning opportunities include:

- School Council
- group projects
- educational visits
- lunch and break-time social experiences
- community engagement
- work-related learning
- volunteering opportunities

Cultural Development

Pupils are encouraged to develop an understanding and appreciation of cultures, traditions and communities beyond their own experiences.

This includes learning about:

- different faiths and beliefs
- local communities
- national celebrations
- cultural traditions
- diversity and inclusion
- British heritage
- global events and cultures

Pupils experience cultural development through curriculum learning, assemblies, educational visits, visitors, performances and celebrations throughout the year.

Fundamental British Values in Practice

Democracy

Keys

At Sunny Hill School, pupils are taught that everyone has a voice and the right to express their views.

Democracy is promoted through:

- School Council elections
- class voting activities
- pupil voice surveys
- EHCP reviews
- choice-making opportunities
- planning enrichment activities

Evidence may include:

- voting records
- pupil voice documentation
- School Council minutes
- classroom learning

Rule of Law

Pupils are taught why rules and laws exist and how they help keep people safe.

This is promoted through:

- classroom expectations
- school rules
- behaviour support plans
- restorative practice
- visits from community professionals
- PSHE lessons

Pupils learn that rules help protect individuals and communities.

Individual Liberty

Pupils are supported to make informed choices and develop independence.

This is promoted through:

- choice-making opportunities
- self-advocacy
- careers education
- Preparing for Adulthood pathways
- independent living skills
- personal goal setting

Pupils learn about rights, responsibilities and staying safe when exercising choice.

Mutual Respect and Tolerance of Different Faiths and Beliefs

Pupils are taught to understand and respect people whose beliefs, backgrounds and lifestyles may differ from their own.

This is promoted through:

- Religious Education
- PSHE
- assemblies
- cultural celebrations
- visitors from diverse backgrounds
- curriculum themes exploring diversity

Pupils learn that differences should be respected and valued within a diverse society.

SMSC Through the Curriculum

SMSC and British Values are planned across all curriculum areas, including:

- English and Communication
- Mathematics
- Science
- Computing
- Humanities
- PSHE and RSHE
- Religious Education
- Physical Education
- Creative Arts
- Outdoor Learning
- Careers and Preparation for Adulthood

Meaningful SMSC opportunities are identified within curriculum planning and linked to EHCP outcomes where appropriate.

Pupil Voice and Self-Advocacy

At Sunny Hill School, we believe every pupil should have opportunities to influence their education and future.

Pupil voice is supported through:

- School Council
- annual reviews
- EHCP target setting
- pupil questionnaires
- wellbeing check-ins

Keys

- advocacy opportunities
- career planning discussions

Communication is supported through a Total Communication approach, ensuring all pupils can express their views in a way that is meaningful to them.

Preparing for Adulthood

SMSC and Fundamental British Values are closely linked to our Preparing for Adulthood curriculum.

Pupils develop:

- communication skills
- independence
- community participation
- employability skills
- relationship skills
- self-advocacy
- healthy decision-making

These experiences help pupils become active citizens and prepare them for adult life.

Sunny Hill School Commitment

At Sunny Hill School, we believe that SMSC development and the active promotion of Fundamental British Values are essential to preparing pupils for happy, safe and successful futures. Through our BRITE Values, personalised curriculum, positive relationships and Preparing for Adulthood pathways, we support every pupil to develop the confidence, knowledge, skills and understanding needed to participate fully in modern British society and achieve their individual potential.

11.1 Appendix A: School-Specific Annex

- **Appendix A: School-Specific Annex**
- At Sunny Hill School, the following local arrangements support the implementation of the Curriculum, SMSC and Fundamental British Values Policy:
 - Curriculum and SMSC Lead: Jessica Hocknull
 - Curriculum Model: *My Learning My Life* curriculum pathways
 - Fundamental British Values Mapping: A whole-school mapping document identifies where each of the four Fundamental British Values is explicitly taught, how it is promoted across school life and how pupil understanding is evidenced through work, discussion and participation.
 - SMSC Enrichment and Community Opportunities: SMSC development is enhanced through a range of planned experiences, including:
 - visits to places of worship and community venues
 - participation in local community and leisure activities
 - celebration of cultural, religious and awareness events throughout the year
 - educational visits and enrichment opportunities
 - pupil leadership opportunities through the School Council
 - pupil voice activities, surveys and consultation events
 - careers and Preparing for Adulthood activities
 - BRITE Award Assemblies, celebrating the values of Belonging, Respect, Independence, Teamwork and Excellence
 - fundraising and community engagement projects
 - visiting speakers and external agencies that broaden pupils' understanding of society and the wider world

Supporting Every Story to Shine

At Sunny Hill School, we believe that every learner has a story worth telling and a future worth shaping. Every child and young person arrives with their own strengths, interests, experiences and aspirations. Our responsibility is to create an environment where every learner feels safe, valued and empowered to thrive.

Education is about far more than acquiring knowledge alone. It is about developing communication, building relationships, fostering independence and enabling every learner to participate meaningfully in their school, their community and the wider world. We recognise that progress looks different for every learner and that success should be measured not by comparison with others, but by meaningful progress from individual starting points.

Our curriculum is built upon the belief that pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning Disabilities (PMLD), autism and complex learning needs have the same fundamental right to learn as their peers. Educational entitlement is achieved through equity rather than sameness. Whilst learners may access different pathways, specialist approaches and personalised support, every pupil is entitled to an ambitious education that enables them to develop knowledge, skills, confidence and independence appropriate to their individual needs.

This philosophy reflects contemporary research into inclusive education and curriculum design. The work of Lani Florian (Inclusive Pedagogy) reminds us that inclusion is achieved by extending learning opportunities for everyone rather than lowering expectations. Barry Carpenter, Peter Imray, Lila Kossyvaki, Jean Ware, Joanna Grace, and Nind and Hewett have demonstrated that learners with severe and profound learning disabilities achieve their greatest progress when learning is personalised, meaningful, relational and responsive to the way they learn. The Rochford Review (2016) and the Engagement Model (DfE, 2021) further recognise that engagement, communication, participation and independence are valid and important indicators of educational progress.

Our curriculum, My Learning, My Life, is therefore designed not around what makes learners different, but around what enables every learner to flourish.

1. Introduction and Curriculum Intent

Sunny Hill School is an independent special school providing education for children and young people aged **5 to 18 years** with Severe Learning Difficulties (SLD), Profound and Multiple Learning Disabilities (PMLD), autism and associated complex learning needs.

Many pupils have experienced interrupted education, barriers to learning, adverse childhood experiences or significant additional needs before joining Sunny Hill.

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Consequently, our curriculum is relational, responsive and aspirational, recognising that meaningful progress begins with understanding each learner as an individual.

Our curriculum, My Learning, My Life, has been designed to provide a personalised, equitable and ambitious education that enables every learner to develop the knowledge, understanding, skills and personal qualities needed to lead fulfilling and meaningful lives.

Rather than delivering identical experiences for every pupil, we provide equitable access to learning through carefully planned pathways that recognise individual strengths, communication styles, developmental stages and aspirations. This reflects the principles of the SEND Code of Practice (2015), which emphasises high aspirations and outcomes for all learners, and the Education (Independent School Standards) Regulations 2014 (as amended), which require schools to provide a curriculum that enables pupils to acquire new knowledge, make progress according to their ability and prepare effectively for the opportunities, responsibilities and experiences of later life.

Our curriculum encompasses every planned learning experience, including classroom teaching, therapeutic interventions, enrichment activities, educational visits, community participation, personal development and preparation for adulthood. Every member of staff contributes to the curriculum and shares responsibility for creating meaningful learning experiences that enable pupils to flourish.

Our **E.P.I.C. Values—Excellence, Passion, Integrity and Care**—underpin every aspect of curriculum design, implementation and review.

- **Excellence** drives our ambition for every learner, ensuring high expectations and continual improvement.
- **Passion** inspires engaging, creative and meaningful learning experiences that motivate and empower learners.
- **Integrity** ensures honesty, respect and professionalism in every interaction and decision.
- **Care** places relationships, wellbeing and belonging at the heart of everything we do.

These values foster a culture where learners feel safe, respected and encouraged to achieve their full potential.

Aspirational end points are informed by robust baseline assessment, Education, Health and Care Plan (EHCP) outcomes, individual strengths, aspirations and identified needs. Learning is coherently planned and carefully sequenced to enable pupils to acquire new knowledge, develop and apply skills, deepen understanding and make meaningful progress from their individual starting points. Progression is designed to support increasing independence, communication, emotional wellbeing, qualifications where appropriate and successful preparation for adulthood.

Curriculum Intent

At Sunny Hill School, our curriculum is designed to:

- provide every learner with equitable access to an ambitious, personalised and meaningful curriculum;

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- enable pupils to acquire new knowledge, increase understanding and make sustained progress from their individual starting points;
- develop communication as the foundation for learning, relationships, participation and self-advocacy;
- promote speaking, listening, literacy, numeracy and communication using a range of approaches, including Augmentative and Alternative Communication (AAC), where appropriate;
- provide opportunities for pupils to experience linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted to meet individual learning needs, in accordance with the Independent School Standards;
- foster curiosity, creativity, resilience and a lifelong love of learning;
- develop emotional wellbeing, self-awareness, resilience and positive mental health;
- promote spiritual, moral, social and cultural (SMSC) development and an understanding of British Values, encouraging respect for diversity, equality and individual difference;
- prepare pupils effectively for adulthood by developing independence, employability, community participation and the skills needed for successful transitions into further education, supported employment, independent or supported living and lifelong learning;
- work in partnership with families and multi-disciplinary professionals to secure the very best outcomes for every learner.

Success is measured not solely through academic attainment or qualifications, but through growth in communication, engagement, independence, wellbeing, relationships, participation and preparation for adulthood.

2. Curriculum Vision – My Learning, My Life

At Sunny Hill School, we believe education should enable every learner to develop the knowledge, confidence, relationships and independence needed to live a meaningful and fulfilling life.

Our curriculum is designed to recognise that learners develop in different ways and at different rates. Consequently, progression is measured through meaningful growth in knowledge, communication, engagement, independence and participation rather than comparison with age-related expectations alone.

3. Foundations for Learning

At Sunny Hill School, learning begins long before the acquisition of subject knowledge. Research into severe and profound learning disabilities consistently

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highlights that meaningful learning develops through secure relationships, communication, engagement and participation (Carpenter, 2010; Nind & Hewett, 2001; Joanna Grace, 2021).

For many of our learners, these foundations are prerequisites for future learning and remain central throughout their educational journey. Consequently, every aspect of the curriculum is built upon six interconnected Foundations for Learning which underpin curriculum design, teaching, assessment and preparation for adulthood.

Communication

Communication is the foundation of all learning, relationships and participation.

We believe every learner communicates and has the right to be understood. Our curriculum therefore promotes the development of expressive and receptive communication through personalised approaches including speech, signing, symbols, objects of reference, communication technology, Augmentative and Alternative Communication (AAC), Intensive Interaction and Total Communication strategies.

Communication is embedded across every lesson, every interaction and every aspect of school life, enabling learners to express preferences, make choices, build relationships and increasingly advocate for themselves.

Relationships and Belonging

Positive relationships create the conditions in which learning can flourish.

Our curriculum is built upon trust, consistency, emotional security and positive interactions between pupils, staff, families and professionals. We recognise that many pupils have experienced disrupted educational journeys or barriers to learning, making relational practice fundamental to successful engagement.

Every learner is supported to experience belonging within their classroom, the wider school community and beyond. We celebrate diversity, individuality and mutual respect, ensuring every pupil feels valued, listened to and included.

Engagement

Meaningful learning begins through engagement.

The Engagement Model (DfE, 2021) recognises that sustained learning develops through:

- exploration
- realisation
- anticipation
- persistence
- initiation

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These principles underpin teaching across all pathways and are particularly significant for learners working below subject-specific standards.

Teachers create motivating, purposeful and meaningful learning experiences that encourage curiosity, active participation and sustained engagement.

Independence

Preparation for adulthood begins on entry to Sunny Hill.

Independence is developed progressively through everyday experiences that enable pupils to make choices, solve problems, manage personal needs, communicate preferences and increasingly take ownership of their lives.

For some learners, independence may involve making simple choices through eye gaze or switches. For others, it may involve travel training, managing money, work experience or supported employment.

Every step towards greater autonomy is recognised as meaningful progress.

Wellbeing

Emotional well-being is fundamental to learning.

Our curriculum explicitly teaches emotional literacy, self-regulation, resilience and positive mental health through nurturing relationships, therapeutic approaches and personalised support.

Learners are supported to understand themselves, develop confidence and experience success within a safe and emotionally secure environment.

Preparation for Adulthood

Preparation for adulthood is not confined to Key Stage 4 or Post-16.

It begins from a learner's first day at Sunny Hill and develops progressively throughout every stage of education.

Learning is planned to develop:

- communication
- independence
- community participation
- friendships
- health and wellbeing
- employability
- self-advocacy
- lifelong learning

This reflects the aspirations of the SEND Code of Practice (2015) and ensures learners are prepared for fulfilling adult lives.

4. Stages of Learning

Our curriculum is organised into progressive stages that recognise learners' chronological age whilst responding flexibly to their developmental stage, communication profile and individual pathway.

Progression is never determined solely by age but by individual readiness, achievement and aspiration.

Each stage builds upon previous learning, ensuring that knowledge, understanding and skills develop coherently over time.

Early Years Foundation Stage

Explore and Grow

The Explore and Grow curriculum provides children with secure foundations for lifelong learning through communication, play, exploration, sensory experiences and positive relationships.

Learning is informed by the Early Years Foundation Stage Framework and adapted to meet the individual developmental needs of children with PMLD and SLD, recognising that pupils may require highly personalised approaches to access learning and demonstrate progress.

Our curriculum follows a progressive journey that supports children to develop an understanding of themselves, their community and the wider world:

- **Autumn: Me and My Family** – developing a sense of self, belonging, relationships and familiar routines.
- **Spring: Me in My Community** – exploring the school and local community, developing participation, communication and independence within meaningful contexts.
- **Summer: Me in the World** – applying skills in wider contexts through journeys, adventures, outdoor learning, healthy lifestyles, animals, growing and exploration of the natural world.

The curriculum is underpinned by meaningful, real-life experiences that enable children to develop confidence, curiosity and increasing independence. Opportunities for communication, AAC, choice-making, sensory exploration, physical development and play are embedded throughout all areas of learning.

Priority is given to developing:

- communication and interaction
- attachment, wellbeing and emotional security
- AAC and functional communication
- sensory exploration and engagement
- curiosity and exploration
- physical development and access
- early cognition and problem-solving

Keys

- play, creativity and imagination
- self-regulation and emotional development
- independence and life skills
- social interaction and relationships
- participation within school, community and the wider world

Children learn through carefully planned experiences that encourage exploration, investigation, communication and enjoyment while fostering confidence, resilience and engagement. Learning is designed to promote active participation and support pupils to develop the skills needed for lifelong learning and preparation for adulthood.

Assessment draws upon Development Matters, EHCP outcomes and the SHINE Assessment Framework to identify strengths, celebrate progress and inform individual next steps. Assessment is used to ensure learning remains meaningful, personalised and responsive to each child's communication, sensory and developmental needs.

Key Stage One

Beginning and Belonging

Key Stage One builds upon the secure foundations established in the Early Years, continuing to develop communication, relationships, curiosity and confidence through meaningful, engaging and age-appropriate learning experiences. Priority areas include:

- communication
- belonging
- emotional literacy
- play
- engagement
- early literacy
- early numeracy
- curiosity
- physical development
- independence

Learning remains highly practical, sensory and experiential, enabling pupils to develop positive attitudes towards learning and increasing confidence as members of the school community.

Keys

Key Stage Two

My Choices, My Journey

In Key Stage Two, learners begin to recognise themselves as active participants in their own learning.

Teaching focuses upon developing:

- communication
- engagement
- emotional understanding
- curiosity
- relationships
- independence
- early functional learning
- decision making

Pupils are encouraged to make choices, solve problems and develop increasing confidence while building secure foundations for future learning.

Key Stage Three

My Skills, My Independence

Building upon earlier foundations, learners strengthen their independence, communication and understanding of themselves and others.

Learning focuses upon:

- self-regulation
- communication
- functional literacy and numeracy
- personal responsibility
- community awareness
- resilience
- self-advocacy
- teamwork
- independence

Opportunities are increasingly linked to real-life contexts, enabling learners to transfer learning beyond the classroom.

Key Stage Four

My Knowledge, My Future

During Key Stage Four, pupils increasingly apply knowledge and skills within authentic contexts.

Keys

Learning is carefully personalised to support future aspirations and may include qualifications, accredited learning and vocational experiences where appropriate.

Priority areas include:

- employability
- functional communication
- functional literacy and numeracy
- independent living
- travel
- health
- community participation
- work-related learning
- decision making
- preparation for adulthood

The curriculum enables learners to understand their strengths, interests and aspirations while preparing for successful transition beyond school.

Key Stage Five

Moving On

Key Stage Five prepares learners for adult life through increasingly personalised programmes that reflect individual aspirations, strengths and future destinations.

Learning focuses upon:

- self-advocacy
- supported or independent living
- employment pathways
- further education
- lifelong learning
- health and wellbeing
- relationships
- community participation
- independent travel where appropriate
- meaningful occupation

The curriculum supports learners to become active citizens who can participate confidently within their communities and achieve the highest possible quality of life.

5. Curriculum Pathways

Every learner follows a curriculum pathway that reflects their individual strengths, communication profile, cognition, engagement and aspirations.

Movement between pathways is fluid and informed by ongoing assessment, professional judgement, EHCP outcomes and the SHINE Assessment Framework.

Keys

Pathways represent different approaches to learning rather than different levels of aspiration.

Engagement Pathway

Designed for learners working primarily through sensory engagement, interaction and early communication.

Teaching is informed by the **Engagement Model** and prioritises:

- communication
- sensory exploration
- Intensive Interaction
- anticipation
- persistence
- initiation
- relationships
- cause and effect
- early independence

Learning is highly personalised, practical and responsive, enabling pupils to develop secure foundations for lifelong learning.

Curiosity Pathway

Designed for learners developing symbolic understanding and emerging functional skills.

The curriculum combines experiential learning with increasing opportunities to develop:

- communication
- literacy
- numeracy
- enquiry
- problem solving
- creativity
- independence
- social understanding
- preparation for adulthood

Teaching promotes confidence, resilience and the ability to apply learning within everyday contexts.

Discovery Pathway

Designed for learners accessing increasingly subject-specific learning alongside functional and vocational opportunities.

The curriculum enables pupils to develop:

Keys

- real life skills and knowledge
- understanding of themselves, others and their environments
- qualifications where appropriate
- expressive and receptive communication
- employability
- self-advocacy and agency
- independence and autonomy
- community participation
- preparation for adulthood

Learning is ambitious, personalised and carefully sequenced to enable successful transition into adulthood.

6. Curriculum Entitlement

At Sunny Hill School, we believe that every learner has the same fundamental right to access an ambitious and meaningful education, regardless of the complexity of their needs. Educational entitlement is not achieved through identical learning experiences but through **equitable access** to a curriculum that is personalised, relevant and responsive to the individual.

Our curriculum reflects the principles of the **Education (Independent School Standards) Regulations 2014 (as amended)** by providing opportunities for pupils to acquire new knowledge, develop skills, increase understanding and make meaningful progress according to their individual abilities and starting points.

Learning is carefully planned and adapted to ensure pupils experience a broad range of opportunities across the following areas of education. These areas are delivered through personalised pathways, meaningful contexts and specialist teaching approaches that reflect each learner's communication profile, developmental stage and aspirations.

Linguistic Education

Communication is central to every aspect of learning and life at Sunny Hill.

We recognise that every learner communicates, and every learner has the right to be understood.

Pupils are supported to develop expressive and receptive communication through personalised approaches, including:

- speaking and listening
- early communication
- storytelling
- reading
- writing
- phonics/pre-phonics
- musical cues
- symbols

Keys

- Objects of Reference
- Intensive Interaction
- Total Communication – including Makaton
- Augmentative and Alternative Communication (AAC)
- communication technology
- social communication
- self-advocacy

For many learners, progress may be demonstrated through eye gaze, gesture, shared attention, anticipation, choice making or intentional communication. These achievements are recognised as equally significant educational outcomes.

Mathematical Education

Mathematics enables learners to understand patterns, solve problems and become increasingly independent within everyday life.

Learning includes opportunities to develop:

- number awareness
- Anticipation
- counting
- pattern
- shape and space
- measurement
- money
- time
- problem solving
- reasoning
- functional numeracy

Learning is practical, meaningful and embedded within everyday experiences to maximise independence and generalisation.

Scientific Education

Scientific learning encourages curiosity, enquiry and understanding of the world.

Pupils experience science through exploration, investigation and real-life experiences including:

- cause and effect
- observation
- investigation
- materials
- living things
- environmental awareness
- weather
- sustainability
- physical processes

Keys

- technology in everyday life

Scientific understanding is developed through practical, sensory and experiential learning appropriate to each learner's pathway.

Technological Education

Technology provides learners with opportunities to communicate, create, access learning and increase independence.

The curriculum includes:

- computing
- digital literacy
- assistive technology
- communication technology
- internet safety
- programming where appropriate
- Design Technology
- problem solving
- digital creativity

Technology is used to remove barriers to learning and promote independence wherever possible.

Human and Social Education

Learners develop understanding of themselves, other people and the wider world.

Learning includes:

- history
- geography
- religious education
- citizenship
- personal identity
- families
- communities
- diversity
- equality
- democracy
- British Values
- sustainability
- cultural awareness

The curriculum promotes respect, empathy and positive participation within society.

Physical Education

Physical development supports health, independence and wellbeing.

Keys

Learning includes:

- physical education
- movement
- coordination
- mobility
- swimming where appropriate
- outdoor learning
- sensory regulation
- healthy lifestyles
- personal care
- body awareness
- functional movement

For some learners, physical education focuses upon communication through movement, positioning, postural management and participation.

Aesthetic and Creative Education

Creativity enables learners to express themselves, communicate ideas and experience enjoyment.

The curriculum provides opportunities to engage with:

- art
- music
- drama
- dance
- design
- play
- sensory art
- creative technologies

Creative experiences promote confidence, identity, wellbeing and communication.

Personal Development

Personal Development is woven throughout the curriculum and is fundamental to preparing learners for life beyond school.

Pupils develop:

- emotional wellbeing
- resilience
- self-awareness
- relationships
- healthy lifestyles
- online safety
- independence
- self-advocacy

Keys

- SMSC development
- British Values
- Hobbies and Careers

Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic Education (PSHE) are delivered in line with statutory guidance and adapted to meet individual developmental needs.

7. Hobbies, Interests, Careers and Aspirations

At Sunny Hill School, we believe every learner has the right to discover their strengths, develop interests and aspire towards a fulfilling adult life.

Research into **Preparation for Adulthood** highlights that positive adult outcomes are closely linked to opportunities to develop hobbies, friendships, community participation, independence and meaningful occupation.

Our curriculum therefore provides opportunities for learners to:

- discover personal interests
- experience a wide range of enrichment activities
- develop hobbies and leisure skills
- participate in clubs and community activities
- engage in educational visits
- contribute to school life
- develop enterprise skills
- experience volunteering where appropriate
- explore vocational interests
- understand the world of work
- work experience
- develop employability skills
- make informed choices about their future

For learners with profound and multiple learning disabilities, careers education focuses upon developing communication, participation, independence, meaningful occupation and quality of life outcomes.

Success is not measured solely through employment, but through increasing autonomy, participation, wellbeing and belonging.

8. Preparation for Adulthood

Preparation for Adulthood is not a destination reached in Key Stage Four.

It is a continuous journey that begins when a learner joins Sunny Hill and develops throughout every stage of education.

Our curriculum reflects the four nationally recognised Preparation for Adulthood outcomes:

Keys

Independent Living

Developing communication, personal care, travel, decision making, problem solving and everyday living skills.

Employment

Developing confidence, enterprise, work-related learning, vocational skills, responsibility and aspirations appropriate to individual needs.

Community Inclusion

Developing friendships, participation, volunteering, citizenship and access to community opportunities.

Good Health

Developing physical health, emotional wellbeing, healthy lifestyles, resilience and positive relationships.

Preparation for adulthood is planned across every curriculum pathway and informs individual EHCP outcomes and transition planning.

9. Curriculum Implementation

At Sunny Hill School, high-quality teaching is characterised by ambition, consistency, flexibility and strong relationships.

Teachers create learning environments that are engaging, purposeful and responsive to individual need, ensuring that pupils acquire knowledge, develop skills and make meaningful progress from their starting points.

Learning is delivered through:

- personalised curriculum pathways
- adaptive teaching
- evidence-informed practice
- multi-sensory learning
- experiential learning
- structured play
- outdoor learning
- therapeutic approaches
- Intensive Interaction
- Total Communication
- AAC
- assistive technology
- repetition and overlearning where appropriate
- retrieval and reinforcement
- generalisation
- positive behaviour support
- trauma-informed practice

Keys

Learning is carefully sequenced so that pupils revisit and build upon prior learning, enabling acquisition of skills, developing working memory into long term memory to ensure independence over time.

Teachers work collaboratively with families, therapists and external professionals to ensure learning is consistent across different environments and reflects each learner's aspirations.

High expectations are maintained for every learner. Success is celebrated through progress in communication, engagement, participation, independence, knowledge and personal development.

Research-informed Practice

Curriculum implementation is informed by a strong evidence base, including:

- Inclusive Pedagogy (Florian)
- The Complex Learning Difficulties and Disabilities (CLDD) Framework (Barry Carpenter)
- Imray and Hinchcliffe's work on curriculum design for learners with SLD and PMLD
- Kossyvaki's research into meaningful assessment and curriculum
- Nind and Hewett's Intensive Interaction
- Joanna Grace's work on sensory engagement and belonging
- Jean Ware's work on education for learners with profound learning difficulties
- The Engagement Model (DfE, 2021)
- The SEND Code of Practice (2015)

Sunny Hill is committed to continually reviewing and refining its curriculum in response to emerging research, national guidance and the evolving needs of its learners.

10. Assessment, Progress and Measuring Impact

Assessment Philosophy

At Sunny Hill School, assessment is an integral part of teaching and learning. It enables us to understand each learner as an individual, celebrate progress in all its forms and plan meaningful next steps that maximise learning and preparation for adulthood.

We recognise that learners with Severe Learning Difficulties (SLD), Profound and Multiple Learning Disabilities (PMLD) and complex needs may demonstrate progress differently. Assessment therefore extends beyond traditional academic attainment to capture growth in communication, engagement, independence, wellbeing, relationships, participation and personal development.

Keys

Our assessment practice is informed by the **SEND Code of Practice (2015)**, the **Engagement Model (DfE, 2021)**, the **Rochford Review (2016)** and current research into assessment for learners with complex learning needs.

Assessment is continuous, purposeful and personalised, ensuring that every learner is supported to make meaningful progress from their individual starting points.

The SHINE Assessment Framework

Sunny Hill School uses the **SHINE Assessment Framework** as its whole-school approach to assessment. SHINE provides a consistent, holistic and learner-centred framework through which progress is assessed, recorded, monitored and reported across all curriculum pathways.

Assessment at Sunny Hill is continuous, evidence-informed and embedded within everyday teaching and learning. It is designed to recognise meaningful progress from each learner's individual starting point, ensuring assessment supports learning rather than simply measuring attainment.

SHINE reflects our belief that every learner has the potential to grow, succeed and shine. It celebrates progress in all its forms, recognising that for learners with Severe Learning Difficulties (SLD), Profound and Multiple Learning Disabilities (PMLD) and complex needs, progress may be demonstrated through communication, engagement, independence, relationships, wellbeing and participation, as well as the acquisition of knowledge and skills.

Assessment within SHINE informs curriculum planning, identifies next steps, supports progress towards EHCP outcomes and enables every learner to experience success within an ambitious and personalised curriculum.

The framework is built upon five key principles.

S – Strengths

Assessment begins by recognising and celebrating what each learner **can do**.

Teaching builds upon individual strengths, interests, preferred ways of learning and successful learning behaviours to create motivating and meaningful learning experiences. Starting with strengths enables pupils to experience success, develop confidence and engage positively in learning.

H – Holistic Development

Assessment recognises that meaningful progress extends beyond academic attainment.

SHINE captures development across all aspects of learning, including:

- communication
- cognition
- physical development

Keys

- emotional wellbeing
- relationships
- independence
- self-regulation
- participation
- preparation for adulthood

This holistic approach reflects our belief that education should support the whole child and prepare learners for fulfilling lives beyond school.

I – Impact

Impact is measured through the meaningful difference education makes to each learner's life, recognising progress from their individual starting point rather than comparison with others.

Every achievement, whether developing communication, increasing independence, gaining accreditation or participating more confidently in school and the community, demonstrates positive impact.

Assessment focuses on evidencing progress over time and celebrating the knowledge, skills and confidence learners develop for life beyond school.

N – Next Steps

Assessment is integral to high-quality teaching.

Teachers use assessment information to identify meaningful next steps, adapt learning experiences and ensure that every learner continues to be appropriately challenged and supported.

Next steps are informed by ongoing assessment, curriculum progression, EHCP outcomes and learners' aspirations, ensuring that learning remains ambitious, personalised and relevant.

E – Evidence-Informed

Assessment within SHINE is **evidence-informed**, bringing together a wide range of information to build a holistic picture of each learner's progress.

Rather than relying on isolated assessment events, teachers use ongoing observations, professional dialogue and naturally occurring learning opportunities to evaluate meaningful progress and identify future learning priorities.

Evidence is captured through **Evidence for Learning**, which provides a rich record of each learner's achievements, experiences and progress over time. This enables

staff, families and learners to celebrate success, monitor progress and contribute to a shared understanding of each learner's development.

Assessment Evidence and Professional Judgement

The **SHINE Assessment Framework** is the school's **single assessment framework**.

Assessment evidence is recorded through **Evidence for Learning**, which provides an ongoing record of learning, achievement and progress across all curriculum areas. Evidence is gathered naturally through everyday teaching, meaningful experiences and purposeful interactions, ensuring assessment reflects authentic learning rather than isolated testing.

Professional judgement sits at the heart of SHINE. Teachers use a broad range of evidence to evaluate progress and inform future planning.

Evidence may include:

- observations of learning and engagement
- Evidence for Learning observations
- learner voice and preferred methods of communication
- parent and carer contributions
- Education, Health and Care Plan (EHCP) outcomes
- therapeutic advice and recommendations
- teacher assessment and professional dialogue
- examples of independent application of learning
- behaviour, wellbeing and engagement over time
- attendance and participation
- accredited learning and qualifications, where appropriate.

To support professional judgement, teachers may draw upon recognised national guidance and developmental frameworks appropriate to the individual learner. These include:

- the Engagement Model
- Routes for Learning
- Development Matters (EYFS)
- Pre-Key Stage Standards
- National Curriculum programmes of study, where appropriate
- Functional Skills specifications
- accreditation requirements
- Preparation for Adulthood outcomes.

These frameworks **do not operate as separate assessment systems**. Instead, they provide reference points that support teachers in evaluating progress, identifying next steps and planning learning within the SHINE Assessment Framework.

Using Assessment to Improve Learning

Assessment at Sunny Hill is purposeful and directly informs teaching, curriculum planning and school improvement.

Assessment information is used to:

- celebrate individual achievement and recognise meaningful progress;
- monitor progress towards curriculum expectations and EHCP outcomes;
- identify strengths, barriers to learning and appropriate support;
- plan ambitious and personalised next steps;
- adapt teaching and curriculum provision to meet individual needs;
- evaluate the impact of teaching and interventions;
- support effective communication with families and multi-disciplinary professionals; and
- ensure every learner is making meaningful progress from their individual starting point.

Assessment is never used solely to measure attainment. Instead, it is used to understand each learner's development, celebrate their achievements and ensure they are supported to flourish through an ambitious, equitable and personalised curriculum.

Measuring Curriculum Impact

Curriculum impact is evaluated through a range of qualitative and quantitative evidence.

We consider whether pupils:

- acquire new knowledge
- increase understanding
- develop communication
- make meaningful progress
- apply learning across different contexts
- become increasingly independent
- develop positive relationships
- participate confidently within school and the community
- achieve EHCP outcomes
- achieve accreditation where appropriate
- are prepared effectively for adulthood

Additional evidence includes:

- attendance
- engagement
- behaviour
- pupil voice
- parent feedback

Keys

- destination data
- pupil progress reviews
- work scrutiny
- lesson observations
- external and internal moderation
- quality assurance activities
- inspection outcomes

Success is measured by pupils leaving Sunny Hill with increased confidence, communication, independence, wellbeing and life opportunities.

11. Roles and Responsibilities

Delivering an outstanding curriculum is a shared responsibility.

The Proprietor and Governing Body

The Governing Body and Proprietor provide strategic oversight by:

- ensuring compliance with statutory requirements and the Independent School Standards;
- monitoring curriculum quality and effectiveness;
- challenging leaders to maintain high standards;
- ensuring sufficient resources are available to deliver the curriculum.

Director of Education

The Director of Education provides strategic leadership by:

- monitoring curriculum quality across the school;
- ensuring consistency of provision;
- supporting school improvement;
- evaluating curriculum effectiveness.

Headteacher

The Headteacher is responsible for:

- implementing the curriculum;
- maintaining high expectations;
- ensuring curriculum quality;
- monitoring teaching and learning;
- evaluating impact;
- ensuring statutory compliance.

Curriculum Leaders

Curriculum Leaders are responsible for:

Keys

- curriculum development;
- progression;
- sequencing;
- assessment;
- monitoring quality;
- supporting staff development.

Teachers

Teachers are responsible for:

- delivering ambitious teaching;
- adapting learning to individual needs;
- assessing progress;
- maintaining high expectations;
- building connections with all learners
- working collaboratively with families and professionals.

Teaching Assistants

Teaching Assistants play a vital role by:

- supporting communication;
- facilitating independence;
- promoting engagement;
- gathering assessment evidence;
- encouraging participation.

Therapists and External Professionals

Specialist professionals contribute to curriculum planning through collaborative working, ensuring that therapeutic approaches complement educational outcomes.

Parents and Carers

Parents and carers are valued partners.

Their knowledge of each learner contributes significantly to curriculum planning, assessment and preparation for adulthood.

12. Equality, Inclusion and Safeguarding

Sunny Hill School is committed to providing an inclusive curriculum that values diversity, promotes equality and removes barriers to learning.

The curriculum complies with:

- Equality Act 2010
- SEND Code of Practice (2015)
- Independent School Standards
- Human Rights Act
- United Nations Convention on the Rights of Persons with Disabilities (Article 24)

We believe that all learners have the right to:

- high expectations;
- equitable educational opportunities;
- personalised support;
- meaningful participation;
- dignity;
- respect;
- safety;
- belonging.

Safeguarding is embedded throughout the curriculum.

Pupils are taught how to:

- keep themselves safe;
- develop healthy relationships;
- recognise risks;
- understand online safety;
- seek help when needed;
- become confident members of their communities.

Teaching promotes respect for protected characteristics, British Values and positive relationships within a diverse society.

13. Monitoring, Evaluation and Review

Curriculum quality is monitored through a robust cycle of self-evaluation and continuous improvement.

Monitoring activities include:

- lesson observations;
- learning walks;
- work scrutiny;
- assessment reviews;
- curriculum audits;
- pupil voice;
- parent feedback;
- staff feedback;
- moderation;
- governor monitoring;
- external quality assurance.

Keys

Evaluation focuses upon:

- curriculum intent;
- curriculum implementation;
- curriculum impact;
- pupil outcomes;
- preparation for adulthood;
- quality of teaching;
- staff development.

Findings inform school improvement planning and professional development.

The policy is reviewed annually or sooner should statutory guidance change.

Supporting Documents

This policy should be read alongside:

- Assessment Policy
- SHINE Assessment Handbook
- SEND Policy
- Behaviour and Relationships Policy
- Positive Behaviour Support Policy
- Communication and AAC Strategy
- RSHE Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Preparation for Adulthood Framework
- Safeguarding and Policy
- Attendance Policy
- Alternative Provision Policy
- Independent School Standards
- EYFS Statutory Framework

Closing Statement

At Sunny Hill School, we believe every learner deserves the opportunity to learn, communicate, belong and flourish.

Our curriculum is built upon the conviction that educational success is achieved not through sameness, but through equity—recognising that every learner's journey is unique and that meaningful progress takes many forms.

Through My Learning, My Life, we provide a personalised, ambitious and values-led curriculum that enables every learner to acquire knowledge, develop independence, build positive relationships and prepare for a fulfilling adult life.

Guided by our E.P.I.C. values of Excellence, Passion, Integrity and Care, we work in partnership with learners, families and professionals to ensure every child is supported to realise their potential and write their own story.

Supporting Every Story to Shine is more than our vision—it is our commitment to every learner, every family and every future.

Research and Evidence Base

Sunny Hill School's curriculum has been informed by current legislation, national guidance and evidence-informed practice, including:

- Barry Carpenter (Complex Learning Difficulties and Disabilities Framework)
- Lani Florian (Inclusive Pedagogy)
- Peter Imray & Victoria Hinchcliffe (*Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties*)
- Peter Imray, Lila Kossovaki & Maria Sissons (*A Different View of Curriculum and Assessment for Severe, Complex and Profound Learning Disabilities*)
- Lila Kossovaki (curriculum and assessment for learners with complex needs)
- Joanna Grace (sensory engagement and inclusion)
- Nind & Hewett (Intensive Interaction)
- Jean Ware (*Educating Children with Profound and Multiple Learning Difficulties*)
- Department for Education: SEND Code of Practice (2015)
- Department for Education: Engagement Model (2021)
- Rochford Review (2016)
- Education (Independent School Standards) Regulations 2014 (as amended)
- Equality Act 2010
- EYFS Statutory Framework
- United Nations Convention on the Rights of Persons with Disabilities (Article 24)

These sources reinforce Sunny Hill's commitment to a curriculum that is ambitious, equitable, personalised and centred on communication, relationships, participation and preparation for adulthood.

