



Outcomes
First Group



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Curriculum Policy

Parkside House School



Policy No: 005PHS	Date of Last Review: September 2025
Version: 2.0	
Reviewed By: Head Teacher	Date of Next Review: September 2026

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1. Introduction

Parkside House school is a Day School for boys and girls aged 10 to 19 who exhibit a range of complex needs that may include; communication difficulties, social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP).

Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively. Our School is a learning environment at the heart of its wider community. We promote the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century.

The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment. All pupils at Parkside House School will have access to an education that is personalised, engaging and will encompass a purposeful and ambitious curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The curriculum consists of all of the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment

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activities. The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

All pupils who arrive at Parkside House School have experienced disruption to their learning. Many have not attended formal education with consistency or for a considerable time. Pupils often arrive as reluctant readers and writers as well as experiencing emotional barriers to learning. It is essential that pupils are engaged into an ambitious curriculum that inspires them to achieve the best they can. Teaching at Parkside House School is ambitious for all. Staff are aspirational for all pupils. The curriculum encompasses all aspects of the national curriculum.

The overall aims of the curriculum is to enable all the young people at Parkside House School to become Successful Learners, Confident Individuals and Responsible Citizens. At the School we offer a flexible, personalised, engaging skills-based curriculum providing both choice and challenge focused on developing emotional literacy, core subject knowledge and offering a wide range of accredited outcomes. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state of the art learning environment.

The Curriculum will:

- Annually, build upon pupils' prior knowledge and help them to store knowledge in their long term memory so they make progress by knowing more and remembering more;
- Ensure that the right components are embedded in long-term memory to ensure pupils are able to perform more complex tasks;
- Provide pupils with opportunities to 'overlearn' key concepts through repeated recall to secure learning;
- Contribute to achievement of overall subject goals;
- Ensure that all pupils are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

2. Statement of intent

Our ambitious curriculum has four goals and is designed to help our children to;

Maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.

Become emotionally resilient. Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children so they are able to regulate their emotions and behave in a way that allows them to be successful in the

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future. When children leave Parkside House school we want them to understand their emotions and how best to manage them positively.

Become tolerant and respectful individuals who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.

Achieve the best possible outcomes. We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best results. Careful baseline assessment of each child allows us to create differentiated provision with high expectations for every learner – the leadership team are unwavering in trying to help children secure their very best.

Commitment to National Curriculum

Parkside House School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however, be consistent with any Education, Health and Care Plan for any young person which may well prioritise subjects or key areas of learning.

Pupil Entitlement

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning.

Addressing Special Educational Needs


As part of the admissions process and after a place has been confirmed a range of data and information is sought after in order to inform education staff prior to the young person arriving. This information will include as much as possible: education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects. On admission to the school, each young person will complete a full baseline assessment, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive support plans and individual risk assessments.

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Curriculum Implementation

Curriculum Offer	Curriculum Delivery
Academic A breadth of subject offer leading to a wide range of formal qualifications. The National Curriculum will form a part of our whole school curriculum. We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.	Academic Timetable Structured and systematic approach with clearly defined lessons. Can follow a primary or secondary model of delivery. All have access to specialist staff and learning environments. Learner-Initiated and Adult Led Teaching A flexible approach with teaching input delivered in short and diverse sessions. Thematic / Topic Learning Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery.
Vocational Training, development of skills and practical knowledge that may and can relate to occupation and employment	
Therapeutic Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils' health and well-being at all times.	
Creative Imaginative, problem solving and expressive in approach, practice and originality	
Experiences & Talents Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich.	

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National Curriculum	- Core Education, compliance with national expectations and subject coverage, promoting British Values and SMSC.	Progress Steps IEP target tracker	Progress Steps	- Outstanding Expected Progress: 1 Progress Step Per Academic Year - On Target: 60 – 80% - Personalised Targets where needed	There are robust monitoring arrangements for each aspect of the Curriculum which is led by all Curriculum leads, this includes: - Termly Moderation of Curriculum and pupil progress - Termly Moderation with pupils - Termly learning walks - Triangulated professional meetings with teachers' (lesson visits, assessment review and book scrutiny) - Curriculum Reviews submitted to Quality of Education lead.	Curriculum Lead-Tors/subject Leads KS2 KS3 KS4
Enrichment Framework	- Supporting the development of Social, Emotional, Independence and Learning Needs whilst purposefully working towards EHCP objectives. - Linking therapy interventions with curriculum to support personal progress and working towards EHCP objectives.	Daily record sheets IEP tracker SMSC tracker	Ongoing progress against statements within a defined area of need	- Ongoing progress towards statements within a defined area of need		SENCO, Form Tutors, LA funding and PP
AP provisions KS4	- Supporting pupils with key life skills outside of a setting, promoting independence,	Impact statement AP reports-	Ongoing progress against key objectives	- Ongoing progress towards key objectives		AP tutors/providers and School Team

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	communication and team building. - Promoting health & well-being by recognising the importance of learning outside and being outside.	group and individual Teacher Observation				
Functional Skills	- Providing pupils with a vocational education/outcome in a key subject - Qualification	Teacher assessment	% Course Completed within a defined Level	- Outstanding Expected Progress: 1 Level Per Academic Year - Personalised Targets		English Maths ICT
KS4 Qualifications BTEC, GCSE, FSkills	- Providing pupils with tailored outcomes and experience in a subject area of interest, choice, relevant to their individual pathways. - Vocational/Academic qualification	Teacher assessment	%Course Completed within a defined Unit relevant to course	- On Target to meet personalised targets relevant to individual Provision Maps.		BTEC English Maths
Therapy & Therapeutic Learning	- Targeted interventions to support the personal development of all pupils. - Promoting the development of Social and Emotional skills/needs and mindfulness.	Teacher Observation EHC tracker	Ongoing progress against statements/objectives within a defined area (EHCP)	- On Target to meet personalised targets.		Therapy Team, SENCO
Accelerated Reader	- To support the screening of pupil progress within Reading, highlighting start points and necessary interventions.	Accelerated Reader GL assessment Twinkle phonics	GL/ Reading Age and progress in line with age expectations.	- Ongoing progress towards statements within a defined area of		Form Tutors Intervention Team- SENCO/intervention assistant MT

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	<ul style="list-style-type: none"> - Define areas for pupil progress - Promotes and embeds reading across the whole school, supporting reading progress 		Below expectation-Twinkle phonics screening	need		Maths English
GL assessment (Twinkle Phonics)	<ul style="list-style-type: none"> - To support the screening of pupil progress within Spelling. This secures start points and necessary interventions. - Define areas for pupil progress - Promotes and embeds literacy across the whole school, supporting reading progress 	GL assessment Twinkle Phonics	Spelling Age and progress in line with age expectations.	N/A Continued progress, working towards age related.		Intervention, Form Tutors
Options/Wider Curriculum	<ul style="list-style-type: none"> - Breadth of options that pupils can self select or placed based on area of need. Supports individual pathways, with a practical/vocational focus, whilst obtaining certification and credits towards qualifications in most areas. 	EHC – provision mapping/IEP target tracker	Progress Steps %Course Completed	Credit Per Academic Year - Personalised Targets		Deputy Curriculum All KS3- subject Lead Careers Lead
Values Map	Wider curriculum: <ul style="list-style-type: none"> - Safeguarding - BV/SMSC - Values 	PSHE (jigsaw) Right and Responsibilities Framework	Progress Steps continued progress	- On Target to meet personalised targets.		All Staff

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Pastoral Intervention	- Targeted interventions to support the personal development of all pupils.	Framework / IBSP review and Tracker	Progress Steps Continued progress SLEUTH Data	- On Target to meet personalised targets.		Tutor/ Pastoral and behaviour
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Delivery of the curriculum is personalised, considering previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum.
- Mathematical: Numeracy, with an emphasis on functional and experiential learning;
- Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;
- Technological: Digital Competence;
- Human and Social: PSHE/Citizenship, Geography, History and RE;
- Physical: P.E and Forest School;
- Aesthetic and Creative: Art, Music club, DT club/ Visits and opportunities (cultural capital)
- Therapeutic: sensory play, Enrichment Opportunities. Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

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Sensory Integration

At Parkside House School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspect of school life in order to meet the pupil's sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The Curriculum at Parkside House School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

Visual / Auditory / Proprioceptive/Vestibular Stimulation

- Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis;
- Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives;
- A range of resources are available to access and record across the curriculum;
- Emphasis is place on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation;
- Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused);
- Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day;
- Break directions down into small steps and allow extra time for pupils to process them if needed; • Regular verbal prompts are to increase alertness and return the pupil attention to task in hand;
- Monitor and limit the time that focused auditory attention is required;
- Consider classroom noise level and use stimulation through music or a visual/auditory clip;
- Use of levelled questioning and instructions to support pupil's ability to access and respond.

At Parkside School each lesson is reasonably adjusted, splitting the lessons that involve a lot of sitting for refocusing and calming. Consideration is taken into account for the need for pupils to constantly move and realise it is stimulus to aid concentration and focus, allowing pupils to stand and walk within a learning period. The staff team at Parkside House School are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in joint collaboration with multi-disciplinary teams including specialist health practitioners. Parkside House School has high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good

working practices. We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that pupils feel comfortable and safe to learn at their best.

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Creative and rich learning environments enhance our Curriculum for each key stage and subject with specialist areas. Safe spaces offer pupils the essential space needed at any given time to support regulation and prevent sensory overloads. We also recognise that although the emphasis is on educational attainment this is not at the expense of the attention to social skills development, including enhanced opportunities for meaningful peer interaction, independence and skills as a preparation for adult life.

Intervention and Catch Up

A priority at Key Stage 2 and 3 will be to address and support misconceptions and gaps in learning to effectively meet the key additional needs of all pupils. Where required, a further priority will be placed on developing numeracy and literacy skills through intervention programmes.

Numeracy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through termly assessment reviews.

This includes teacher assessment and the results from Rising Star Maths. Assessment is used to inform planning, differentiation and personalised intervention with a focus on pupil progress. Formative assessment will be used regularly in the classroom and will include observations, questioning, reviews and responsive feedback.

Literacy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews. This includes teacher assessment and the results from Pearson Rapid Reader intervention.

Personalised targets will be focused on pupil's next steps, and they will follow a tailored literacy intervention programme that may consist of the following elements:

Effective and well-differentiated classroom teaching for all pupils

- Daily 1-1 reading in conjunction with Rapid reading intervention programme
- List of pupils who require reading support to all subject teachers
- Writing frame templates
- Phonics word maps in all classrooms
- Key vocab boards in all classrooms
- Resources for struggling readers available in all classrooms (e.g. colour overlays, transparent rulers)
- Reading corners and books in every classroom, for reading for pleasure time which are age and reading age appropriate.

For pupils who are still experiencing literacy difficulties, despite effective, differentiated teaching. These pupils should have the potential to 'catch-up' with their peers.

- Targeted teaching of reading skills (supported by reading intervention scheme)
- Teaching Assistants will lead on developing pupils reading skills through planned 1:1 reading
- Support sessions
- Set 1-1 reading with reading intervention tutor
- Personalised Writing support 'Booster' sessions.

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- For pupils who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.
- personalised literacy programme, using twinkle phonics and Pearson Rapid Reader intervention
- Assessment of phonics progress through this scheme is undertaken termly.
- If pupils are recognised through this assessment as significantly underachieving and not progressing through each stage, they will be identified for intervention.
- Reading is assessed using GL assessments Pupils will achieve a reading age, if pupils are significantly under-achieving in their reading assessment against chronological age, we are able to identify them for interventions as appropriate.
- Writing At KS2 and 3 writing is formally assessed termly: a body of evidence is collected, and teachers use SOLAR to record progress. Next steps and targets are identified, and personal targets are then set in response to these. Pupils who are significantly under-achieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

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