

Curriculum Policy

Curriculum Context

Old Windebrowe School is a specialist provision with capacity for a maximum of 16 learners, including up to six learners who can access residential accommodation within the children's home located on the school site. Learners accessing the residential provision may be placed by local authorities from across the country, while day learners will typically come from Cumberland and Westmorland and Furness local authority areas.

The school is registered with the Department for Education for learners aged 5 to 18. Learners' primary areas of need are moderate learning difficulties, severe learning difficulties and profound and multiple learning disabilities.

Many learners who join Old Windebrowe may have experienced significant disruption to their education. Some may have been out of education for an extended period, while for others previous school placements may not have successfully met their individual needs. As a result, learners may arrive with very different educational experiences, starting points and levels of engagement with learning.

The school's carefully managed growth has enabled the school's curriculum to develop alongside the needs of its learners. As pupil numbers have increased, the school has continued to review, refine and implement its curriculum, using the experiences of teaching individual learners to evaluate what works well and identify areas for further development. Curriculum development and implementation therefore remain an ongoing process, ensuring that the curriculum continues to meet the individual needs, outcomes and aspirations identified within each learner's Education, Health and Care Plan (EHCP), while evolving appropriately as the school continues to grow.

The curriculum is therefore designed to respond to the individual needs of the learners who attend the school, rather than expecting learners to fit a predetermined model. Learning is highly personalised around each learner's strengths, needs, previous educational experiences and EHCP outcomes, with an initial emphasis, where necessary, on rebuilding positive relationships with education, developing engagement and establishing the foundations for successful learning.

Independent School Standards

The curriculum at Old Windebrowe School is designed and implemented in accordance with Part 1 of the Independent School Standards – Quality of Education. The curriculum provides learners with experience across a broad range of areas while taking account of

their ages, aptitudes, individual needs and EHCPs. Through personalised curriculum pathways, appropriate assessment and carefully planned teaching, all learners are provided with opportunities to learn, make progress and prepare for the opportunities, responsibilities and experiences of adult life.

The curriculum at Old Windebrowe actively promotes learners' spiritual, moral, social and cultural (SMSC) development and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These principles are embedded across the curriculum, school life and experiences within the wider community and are adapted to learners' individual needs and levels of understanding.

The school maintains political impartiality and does not promote partisan political views. Where political issues are explored, learners are supported, at an appropriate level, to understand and consider different viewpoints in a balanced way.

Through personal, social, health and economic education (PSHE) and the wider curriculum, the school encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This is taught at a level matched to each learner's understanding and communication needs.

Relationships Education, Relationships and Sex Education (RSE) and Health Education are taught in line with the Department for Education's statutory guidance. Arrangements, including consultation with parents and carers and the right to request withdrawal from sex education, are set out in the school's RSE Policy.

All secondary-aged learners, on every pathway, receive accurate and up-to-date careers guidance that is presented impartially, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Further detail is given under Learning for Life and Employability.

Curriculum Intent

At Old Windebrowe School, we have high aspirations for every learner. Our curriculum is designed to provide a safe, nurturing, ambitious and highly personalised education that recognises each learner as an individual and enables them to make meaningful progress from their own starting points.

The purpose of our curriculum is to provide learners with the knowledge, understanding, skills and experiences they need to participate successfully in school, their community

and, ultimately, adult life. We recognise that our learners have different starting points, strengths and learning needs and therefore require different approaches to learning.

Our curriculum aims to:

- provide learning that is meaningful, engaging and appropriately challenging, building upon each learner's strengths, interests and individual needs;
- develop the communication, knowledge, skills, independence and confidence learners need for life;
- provide a broad range of academic, functional, therapeutic, social and community-based learning experiences;
- prepare learners for their next stage of education, training, employment and adulthood, with the greatest possible level of independence and choice;
- ensure every learner experiences success, belonging and high expectations, regardless of their starting point or level of need.

Curriculum Pathways

To achieve this, the curriculum at Old Windebrowe is organised through three curriculum pathways: the Adapted National Curriculum, the Sensory and Skills for Life Curriculum and a Blended Curriculum that combines the two. These enable us to provide an education that reflects each learner's individual needs, developmental level, strengths and potential. A learner's pathway is determined by their individual learning profile and how they learn most effectively, rather than simply by chronological age.

Determining the Appropriate Curriculum Pathway

Identifying the most appropriate curriculum pathway for each learner begins during the school's referral and assessment process. School leaders review the young person's EHCP and supporting documentation to determine whether Old Windebrowe can meet their identified needs. Wherever possible, a member of the leadership team will also visit the young person in their current educational setting or at home where they are not currently attending a provision. If the school is confident that it can meet the learner's educational and wider needs, an offer of a place may be made.

Following acceptance of a place, the young person begins a carefully planned transition into Old Windebrowe. During their first six weeks, this may include a staggered start, providing time to become familiar with the school environment, establish routines and build positive relationships with staff and other learners.

Any reduced timetable during transition is time-limited, agreed in advance with the learner's parents or carers and the placing local authority, reviewed at least fortnightly and recorded in line with the school's Attendance Policy. The aim is for every learner to access full-time education as soon as their needs allow.

During this period, staff complete baseline assessments through teaching, observation and engagement with the learner. The learner will initially access the curriculum pathway considered most appropriate based on the information available, with assessment used to confirm their starting points and identify any areas where they may benefit from accessing learning from a different pathway. The school's Speech and Language Therapist (SaLT) and Occupational Therapist (OT) also complete individual communication and sensory profiles, which inform how the learner is supported to access teaching and learning.

A learner's curriculum pathway is not fixed. Each learner's curriculum provision is reviewed termly, considering their progress, emerging strengths, changing needs and EHCP outcomes. This ensures that the curriculum continues to provide the right level of support, challenge and opportunity for each individual learner.

Pathway 1 – Adapted National Curriculum

Year 1-Year 9

This pathway is for learners who may be working significantly below age-related expectations but are able to access National Curriculum subject content at an appropriately adapted level. Learning is carefully sequenced and adapted to each learner's starting point, enabling them to develop subject-specific knowledge and skills while making meaningful progress at their own level.

Year 10+

From Year 10, learners work towards qualifications in English and mathematics, as set out under Adapted National Curriculum Qualifications, and select ASDAN short courses in areas that will support them in later life. All Year 10 and 11 learners continue to study science, physical education, PSHE (including RSE) and careers education, so that the curriculum stays broad as qualifications are added.

Pathway 2 – Sensory and Skills for Life Curriculum

Year 1-Year 9

This pathway is designed for learners with complex learning needs who are likely to require ongoing support into adulthood. The curriculum places greater emphasis on communication, sensory learning, functional skills, independence, self-care, relationships, wellbeing, travel, employability and preparation for adult life. Learning is

practical, meaningful and highly personalised, with opportunities for learners to practise and generalise their skills across school, home and community contexts.

Year 10+: ASDAN Towards Independence

From September 2026, learners in Year 10 and above on this pathway follow the ASDAN Towards Independence programme. Units are chosen with each learner and their family or carers to best support their move towards adulthood, and can be mapped into, or replace, units of work in the school's curriculum.

Pathway 3 – Blended Curriculum

We recognise that learners do not always fit neatly within a single curriculum pathway. A learner who predominantly follows the Sensory and Skills for Life Curriculum may demonstrate a particular strength, talent or level of attainment within an individual subject. Where appropriate, they can access the Adapted National Curriculum pathway for that specific subject, while continuing to follow the Sensory and Skills for Life Curriculum for the remainder of their learning.

This flexible approach ensures that individual strengths are recognised, appropriate challenge is maintained and no learner's potential is limited by their overall level of need.

Curriculum Visual Year 1-9



Curriculum Implementation

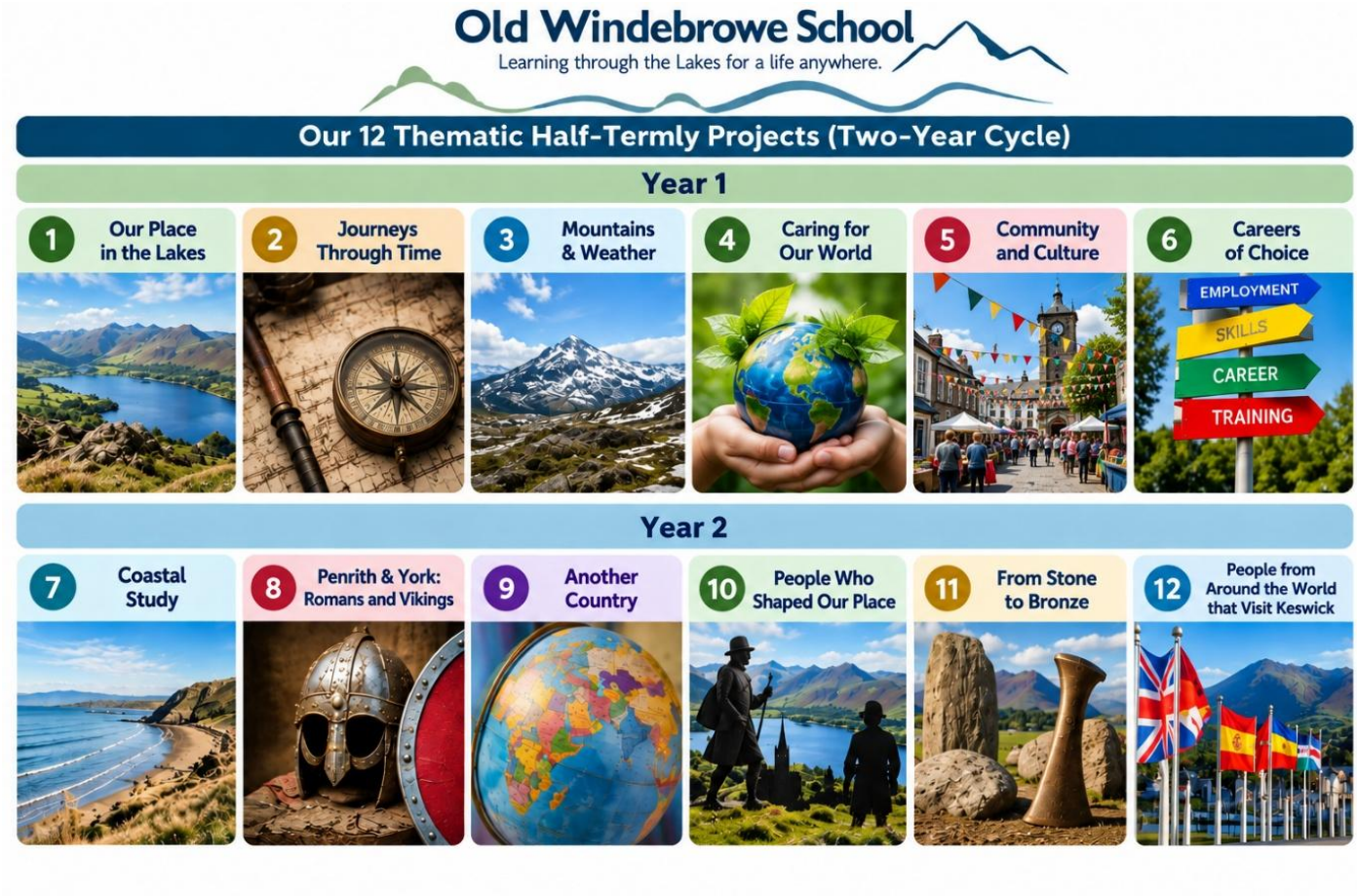
A Shared Thematic Curriculum

Regardless of the curriculum pathway a learner follows, all learners at Old Windebrowe study the same whole-school theme. This creates a shared learning experience across the school while allowing the knowledge, skills, experiences and outcomes within each theme to be adapted to the individual learner and their curriculum pathway. Students 14+ who are working towards qualifications will link into the thematic work as much as possible.

Each theme lasts for one half-term, with the curriculum organised through a carefully planned two-year cycle of 12 whole-school themes. Across these 12 themes, key learning has been mapped from the National Curriculum from Key Stage 1-4 ensuring breadth, progression and opportunities for learners to revisit and build upon important knowledge and skills over time. The themes are intentionally broad, allowing the focus and content within each programme of study to be adapted when the two-year cycle is repeated. This

ensures that learning remains fresh, relevant and engaging, while continuing to build upon learners' prior knowledge, skills and experiences and providing appropriate progression and challenge.

The long-term plan sets out what is taught in each subject within each theme, and how the content and expectations differ each time a learner returns to a theme.



For learners following the Adapted National Curriculum Pathway, the themes provide meaningful contexts through which subject-specific knowledge and skills are taught at the learner's appropriate developmental level. For learners following the Sensory and Skills for Life Curriculum, the same themes provide meaningful contexts through which functional, sensory, communication and independence skills can be developed and applied.

Importantly, having a shared whole-school theme brings learners from different curriculum pathways together. While learners may have different learning intentions and outcomes, they can participate in shared experiences, visits, activities, projects and celebrations. This promotes belonging, communication, friendships, collaboration and inclusion, ensuring that curriculum pathways support individualisation without creating separation between learners.

Each theme is driven by a meaningful enquiry or 'big question' and provides opportunities for learning to extend beyond the classroom. Themes culminate in a purposeful outcome,

product, experience or celebration, giving learners from across the school opportunities to come together to apply, share and celebrate their learning**.**

Learning Beyond the Classroom and Enrichment

At Old Windebrowe School, we believe that some of the most meaningful learning takes place beyond the classroom. Our enrichment offer is an integral part of the curriculum and provides learners with a broad range of experiences that broaden horizons, develop confidence and essential skills, strengthen a sense of belonging and support preparation for adult life. Learners regularly access opportunities including horse riding, cycling and adapted biking, swimming, outdoor and adventure learning, arts and cultural experiences, community-based activities and opportunities to practise Skills for Life within the local community. These experiences provide opportunities for sport and physical activity, nature and outdoor learning, arts and culture, community participation and wider life skills, reflecting the breadth of enrichment promoted by the DfE. Enrichment is carefully adapted to each learner's age, aptitude, individual needs and EHCP outcomes and is not viewed as separate from the curriculum. Through accessing local facilities, services, businesses and community spaces, learners apply and generalise their learning in real-life contexts, broaden their experiences and develop the confidence, independence, communication and practical skills they need to participate in their community and prepare for adult life.

Personalised Learning and Therapeutic Support

Each learner's curriculum is shaped by their EHCP, Individual Education Plan (IEP), identified needs, strengths and personal outcomes. This is further informed by assessment and advice from Old Windebrowe's Speech and Language Therapist (SaLT) and Occupational Therapist (OT), including individual communication and sensory profiles. This information informs both what learners need to learn and how they are best supported to learn, ensuring that appropriate communication strategies, sensory approaches, environmental adaptations and therapeutic recommendations are embedded within everyday teaching and learning rather than delivered in isolation.

For learners who live in the children's home on the school site, school and care staff share each learner's current learning targets, so that communication, independence and self-care skills taught in school are practised in the evenings and at weekends. Where a learner is looked after, the school works with the Virtual School and the learner's Personal Education Plan (PEP) targets are reflected in their curriculum.

Curriculum Responsibilities

The effective implementation of the curriculum is a shared responsibility across the school, with clear accountability for its quality, delivery and impact.

- **Headteacher** – has overall responsibility for the development, implementation, monitoring and review of the curriculum and Curriculum Policy. The Headteacher ensures that the curriculum remains ambitious, appropriate to the needs of learners and compliant with the Independent School Standards.
- **SENCO** – ensures that learners' EHCP outcomes, identified needs, assessment information and professional advice inform curriculum planning and provision. The SENCO works with teachers and therapists to review learners' progress and ensures that curriculum provision continues to reflect individual needs.
- **Teachers** – are responsible for planning, teaching, assessing and adapting the curriculum so that learning builds from each learner's individual starting point. Teachers identify appropriate next steps, maintain high expectations and provide opportunities for learners to practise and generalise their learning across different contexts.
- **Teaching and Support Staff** – support the effective delivery of the curriculum by implementing agreed approaches and adaptations, promoting communication, independence and engagement, and contributing observations and evidence to the assessment of learner progress.
- **Speech and Language Therapist and Occupational Therapist** provide specialist assessment and advice, including the development of communication and sensory profiles. They work with staff to ensure that appropriate communication strategies, sensory approaches and therapeutic recommendations are embedded within everyday teaching and learning.
- **Curriculum and Subject Leads, where designated** – (will be assigned as the school grows) – support the development and quality of their curriculum areas, including appropriate sequencing, resources, assessment and progression. They support colleagues to develop their curriculum and subject knowledge and contribute to evaluating the quality and impact of provision.
- **New Reflexions Director of Education** – provides professional support, challenge and quality assurance, working with the Headteacher to review curriculum development, implementation and impact and identify priorities for further improvement.
- **Proprietor and Governance Board** – provide strategic oversight and hold school leaders to account for the quality, breadth and effectiveness of the curriculum, learner outcomes and compliance with the Independent School Standards. The Board receives information about curriculum development and impact through school visits, scrutiny and Headteacher reports

Curriculum Assessment for adapted National Curriculum Pathway

B Squared Progression Steps (students on the adapted National Curriculum Pathway)

B Squared Progression Steps is the school's principal assessment framework for tracking the progress of learners working below or significantly below age-related expectations. It provides a detailed sequence of learning steps across curriculum areas, enabling teachers to identify a learner's individual starting point and recognise the small but important steps of progress that may not be captured effectively through age-related assessment.

Teachers use Progression Steps to assess what learners can currently understand, know and do, identify appropriate next steps and inform teaching and curriculum planning. Assessment is based on evidence gathered through teaching, observation, practical activities, recorded work and learning in different contexts, rather than relying solely on formal testing.

Progression Steps enables the school to:

- establish clear baseline and starting-point assessments;
- identify appropriate next steps in learning and support personalised planning;
- measure and celebrate small steps of progress over time;
- identify areas where learning may need to be revisited, consolidated or further challenged;
- track progress across individual learners, curriculum areas and over time; and
- provide clear evidence of progress to learners, parents/carers, staff, governors and other professionals.

Curriculum Assessment for the Sensory and Skills for Life Pathway

For learners following the Sensory and Skills for Life Pathway, we use two B Squared assessment frameworks to recognise progress across both developmental learning and preparation for adulthood.

B Squared Engagement Steps

Engagement Steps is used for learners who are not yet engaged in subject-specific learning and for whom conventional subject-based assessment would not accurately capture their development. It supports the use of the Engagement Model and enables

staff to identify and record small but significant changes in a learner's engagement, responses and development.

Assessment considers progress across five developmental areas: Communication, Functional Movement, Making Connections, Self and Emotions, and Sensory. This enables staff to establish meaningful starting points, recognise progress and identify appropriate next steps for learners with profound or complex learning needs.

B Squared Steps 4 Life

All learners following the Sensory and Skills for Life Pathway are also assessed using B Squared Steps 4 Life. This framework is used to assess and track the development of the functional, practical and employability skills required for greater independence and preparation for adulthood.

Steps 4 Life enables the school to recognise and evidence progress across **English,** Mathematics, Digital Skills, Personal and Social Development, Preparing Food, Self-Care, Independence, Travel and Employability. Assessment considers not only whether a learner has acquired a skill, but also their developing ability to apply and generalise that skill across different situations and real-life contexts.

Although Steps 4 Life is typically associated with learners from Key Stage 4 onwards, at Old Windebrowe we use the framework with all learners following the Sensory and Skills for Life Pathway, where appropriate. This provides a consistent assessment framework from an earlier stage, gives clarity about each learner's starting point and next steps across key areas of life skills, and enables us to demonstrate progress over time towards greater independence, community participation, further education, employment and adult life.

Adapted National Curriculum Pathway-Subjects Taught

Communication and English

English and communication are taught daily in school and consist of reading, writing, and speaking and listening.

Reading

Learners who have gaps in their phonic knowledge receive daily phonics teaching, using the Little Wandle programme where appropriate. Older learners with identified gaps in their phonics knowledge access Little Wandle Rapid Catch-up, enabling teaching to focus specifically on closing gaps in decoding and reading fluency.

More fluent readers have dedicated reading time every day, with access to a wide range of books through the school library and regular opportunities to visit the local library in Keswick, helping to develop reading for both learning and enjoyment. Reading comprehension is explicitly taught through daily lessons, developing learners' ability to understand, retrieve, interpret and discuss what they have read.

Learners complete a standardised reading assessment three times each academic year, in October, February and July. This provides an age-related score and enables the school to measure progress across the year and validate our internal assessment.

Writing

Learners write using both traditional and digital methods, including laptops, developing handwriting and digital literacy skills. Where independent writing is not possible, appropriate communication aids and alternative recording methods are used. Each half-term, learners complete two independent extended writing tasks, with one moderated and retained as evidence of progress. A planned range of writing genres is mapped across the two-year curriculum cycle, ensuring breadth, progression, and opportunities to write for different purposes and audiences.

Speaking and Listening:

Our Communication and English curriculum provides regular opportunities for learners to develop spoken language skills. Learners take part in discussions, work collaboratively with adults and peers, present to audiences, and express, justify, and respond to opinions. They are encouraged to ask questions and engage in age- and ability-appropriate discussion and debate, building confidence and communication skills for learning, relationships, and adult life.

Assessment

- Progression Steps (weekly assessment against objectives)
- Standardised reading test (each October, and summer term for learners who are behind)
- Little Wandle half-termly phonics assessments (learners receiving phonics)
- Half-termly moderated extended writing using guidance from the NCA writing framework
- Moderation across other similar schools.

Supporting Materials and Scheme of Work

- Phonics Little Wandle
- Year 1 – 9 English mapped across thematic projects
- Scheme of Work Functional Skills and L1 and L2 qualifications

Mathematical Understanding

Maths is taught daily at Old Windebrowe School. Learners following the Adapted National Curriculum Pathway experience structured, carefully sequenced and practical mathematics lessons that develop their mathematical knowledge, understanding and problem-solving skills.

The school uses the White Rose Maths scheme of learning and associated resources to support the planning and teaching of mathematics. Learners will often be working below the National Curriculum expectations for their chronological age, so teaching is adapted to each learner's individual starting point and level of understanding, ensuring appropriate challenge and progression.

Where meaningful, mathematics is linked to the half-termly theme, providing opportunities for learners to apply their mathematical knowledge within relevant and engaging contexts. Particular emphasis is placed on applying mathematics to practical and real-life situations, supporting learners to develop the functional mathematical skills they need for greater independence and adult life.

Assessment

- Progression Steps (weekly assessment against objectives)
- End of Term Assessments: These assessments are designed to evaluate students' understanding of the White Rose Maths curriculum. They are available in high volumes and can be customized to fit the needs of individual schools

Supporting Materials and Scheme of Work

- White Rose Primary and Secondary Maths resources

Scientific Understanding

Science is taught regularly at Old Windebrowe School as part of the Adapted National Curriculum Pathway. Learning is carefully sequenced and adapted from the National Curriculum to reflect each learner's individual starting point, with learners often working below the expectations for their chronological age.

Wherever possible, science is linked meaningfully to the half-termly theme, with scientific knowledge and skills mapped across the 12 themes within the two-year curriculum cycle to ensure appropriate breadth and progression.

Teaching has a strong practical and investigative focus, giving learners opportunities to explore, observe, question, predict, investigate and draw conclusions. Learners are encouraged to connect scientific ideas to their everyday lives, the natural environment and the world around them, helping them develop curiosity, scientific understanding and the confidence to apply their learning in real-life contexts.

Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials and Scheme of Work

- White Rose Primary and Secondary Science resources

Growing Independence & Wellbeing (PSHE, RSE, Wellbeing)

Growing Independence & Wellbeing is an important part of the Adapted National Curriculum Pathway and is taught both through planned lessons and through opportunities across the wider curriculum. Learning is adapted to each learner's age, developmental level, individual needs and EHCP outcomes, with the aim of developing the knowledge and skills needed to become increasingly confident, independent and able to make informed choices.

Teaching includes personal, social, health and economic education (PSHE), relationships and sex education (RSE), emotional wellbeing, healthy lifestyles, personal safety and developing independence. Learners are supported to understand themselves and others, recognise and manage emotions, develop positive relationships and build resilience.

Where appropriate, learning is linked to the half-termly theme and reinforced through practical experiences within school and the wider community. This provides opportunities for learners to practise and generalise skills in real-life situations, supporting their preparation for adulthood and increasing independence.

Assessment

- Progression Steps (

Supporting Materials and Scheme of Work

- Units can be personalised and selected from PSHE Association Programme of Study

Physical Development, Fitness & Teamwork

Physical Development, Fitness & Teamwork is an important part of the Adapted National Curriculum Pathway, supporting learners to develop their physical skills, confidence, wellbeing and ability to participate successfully with others. PE is adapted to each learner's physical ability, individual needs and starting point, ensuring that all learners can participate, experience success and make progress.

Learners experience a broad range of physical activities including PE lessons, swimming and hydrotherapy, horse riding, fitness activities, hiking and outdoor activities within the local area. The Lake District provides a valuable environment for learners to experience physical activity beyond the school site, try new activities and develop confidence in outdoor settings.

Alongside physical development, there is a strong emphasis on teamwork, cooperation and social development. Through games, sporting activities and shared challenges,

learners develop skills such as turn-taking, communication, following rules, supporting others, managing success and disappointment, and working towards a shared goal. These experiences support learners to develop positive attitudes towards physical activity and healthy, active lifestyles.

Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials, Scheme of Work

- Specialist coaches and instructors are used for some activities, including horse riding
- The school uses Swim England Resources and training materials

Understanding Community & the Wider World

Understanding Community & the Wider World supports learners to develop their knowledge and understanding of people, places, communities, history, geography, culture and beliefs. Learning is adapted from relevant areas of the National Curriculum and is carefully matched to each learner's starting point and level of understanding.

Learning is strongly connected to the half-termly themes, with key knowledge and skills mapped across the 12 themes within the two-year curriculum cycle. Learners explore their immediate surroundings in Keswick and the Lake District alongside learning about the UK and the wider world, helping them understand how places, people and communities are connected and how they have changed over time.

Wherever possible, learning is brought to life through visits, fieldwork and experiences within the local community, including local landmarks, museums, places of worship, natural environments and community organisations. Learners also explore different religions, cultures, beliefs and ways of life, supporting their understanding of diversity, respect and their place within modern Britain and the wider world.

Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials, Scheme of Work

- Mapped across thematic projects

Creative Arts, Design & Music

Creative Arts, Design & Music provides learners with opportunities to explore their creativity, develop practical skills and express their ideas in different ways. Learning is

adapted from relevant areas of the National Curriculum and matched to each learner's individual starting point, interests and abilities.

Art and Design learning is linked, where appropriate, to the half-termly themes, with learners exploring a range of materials, techniques, artists and design processes. Learners are encouraged to experiment, make choices, develop their own ideas and create individual and collaborative pieces of work.

Music forms part of every half-term theme, giving learners regular opportunities to listen, perform, create and respond to music. Learners experience singing, instruments, rhythm and performance, with opportunities to develop confidence and perform individually and alongside others.

Across the 12 themes, learners are given opportunities to create, design, make and perform, with their work contributing to displays, projects, performances and whole-school celebrations. This enables learners to develop creativity, confidence, communication and pride in their achievements.

Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials, Scheme of Work

- Mapped across thematic projects
- Sound Waves musicians delivering some units of work

Computing & Technology

Computing & Technology supports learners to develop the digital knowledge, skills and confidence needed to participate safely and successfully in an increasingly digital world. Teaching is adapted to each learner's starting point and provides opportunities to use a range of computers, tablets, software and digital technologies for learning, communication and everyday life.

The school uses the Purple Mash Computing Scheme of Work to provide a structured and progressive approach to the teaching of computing. The scheme is adapted to meet individual learners' needs and, where appropriate, learning is connected to the half-termly theme, enabling learners to apply their digital skills across different areas of the curriculum.

A strong emphasis is placed on safe, responsible and increasingly independent use of technology. Learners develop skills in areas such as creating and presenting information, communication, coding and computational thinking, alongside learning about online safety and responsible digital behaviour. As learners progress, they are supported to understand how technology can be used practically for learning, independence, communication, future employment and adult life.

Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials, Scheme of Work

- Purple Mash Scheme of Work and Resources

Learning for Life

Learning for Life supports learners to develop the practical knowledge, skills and confidence they need for greater independence and adulthood. Learning is personalised to each learner's age, ability, aspirations and individual needs, with an emphasis on developing skills that can be applied in real-life situations.

Learners develop their understanding of careers, employability, money, enterprise, travel and community participation. As they progress through the school, they are provided with increasingly meaningful opportunities to explore different jobs, understand the world of work, develop workplace skills and consider their own interests, strengths and aspirations for the future.

Learning extends beyond the classroom, with learners using local shops, businesses, services and public spaces to practise skills such as shopping, managing money, travelling safely and communicating with people in the wider community. Older learners have opportunities to participate in work-related learning and work experience, where appropriate.

Through Learning for Life, we aim to ensure that learners leave Old Windebrowe with the greatest possible independence, confidence and choice, and are well prepared for their next stage of education, training, employment and adult life.

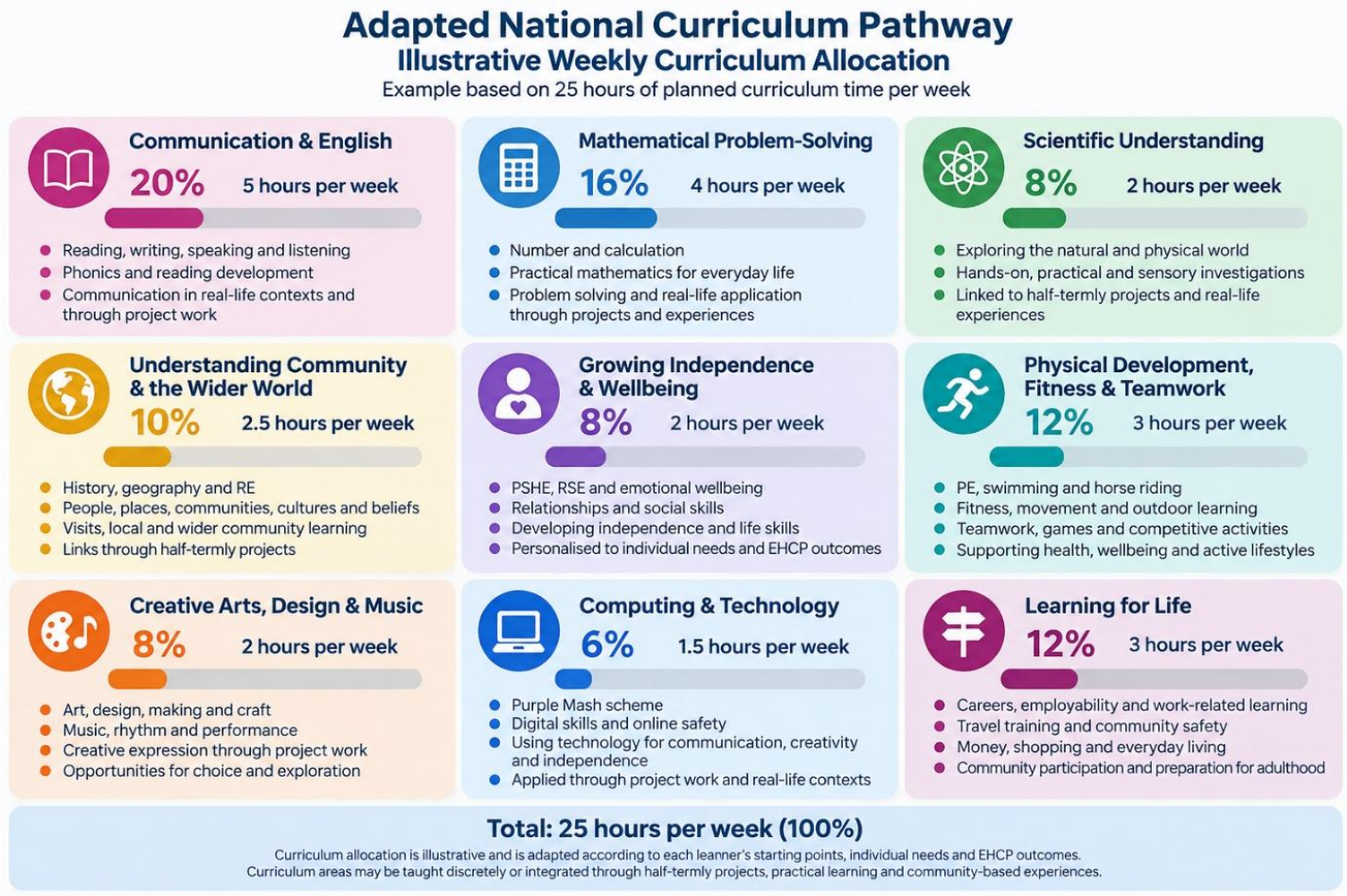
Assessment

- Progression Steps (weekly assessment against objectives)

Supporting Materials, Scheme of Work

- Inspira Career Support

Subject Time Allocations Timetables can be adapted each week to meet the needs of students but the graphic below is a guide to time allocations for subjects on the Adapted National Curriculum Pathway.



Independent School Standards Curriculum Coverage

Pathway 1: Adapted National Curriculum

ISS Curriculum Area	How the Adapted National Curriculum Pathway Meets the Standard
Linguistic	Communication & English is taught daily and includes reading, writing, speaking and listening. Learners requiring phonics receive daily teaching through the Little Wandle phonics scheme. Learners have access to a range of books within school and make regular visits to the local library in Keswick, supporting reading for both learning and enjoyment.
Mathematical	Mathematical Understanding is taught daily using the White Rose Maths scheme of learning, adapted to each learner's individual starting point. Teaching develops number, calculation, mathematical reasoning and the practical application of mathematics within real-life situations.
Scientific	Scientific Understanding is taught through practical and investigative learning, adapted from the National Curriculum. Scientific knowledge and skills are mapped across the 12 half-termly themes, with opportunities to investigate science through practical activities, the local environment and everyday experiences.
Technological	Computing & Technology is taught using the Purple Mash Computing Scheme of Work and resources, adapted to each learner's individual starting point and needs. Learners develop skills in using digital devices, creating and presenting information, communication, coding and computational thinking, alongside a strong emphasis on online safety and responsible use of technology.
Human & Social	Understanding Community & the Wider World, Growing Independence & Wellbeing and Learning for Life provide opportunities to study people, places, history, geography, cultures, beliefs and communities. Learning makes extensive use of Keswick, the Lake District and the wider community, alongside PSHE, RSE, careers and preparation for adulthood.
Physical	Physical Development, Fitness & Teamwork provides a broad range of physical experiences including PE, swimming, hydrotherapy, horse riding, fitness, hiking and outdoor learning. Activities are adapted to each learner's individual physical abilities, starting points and needs.
Aesthetic & Creative	Creative Arts, Design & Music provides opportunities for learners to explore art, design, making, music and performance. Music forms part of every half-term theme, with learners given opportunities to create, perform and contribute to projects, displays and whole-school celebrations.

<u>Adapted National Curriculum Qualifications</u>

GCSE courses are not part of the school's standard offer. Where a learner is working at GCSE level in a subject, the school arranges for them to sit the GCSE examination as an external candidate at a local school or college that accepts external candidates.

Students on the Adapted National Curriculum Pathway will be given the opportunity to gain the qualifications that best support their next steps. The qualifications offered are reviewed each year according to the needs of each learner. Qualifications currently available are:

Functional Skills

The school is Functional Skills qualifications in English, maths, and sometimes digital skills, designed to develop practical abilities for everyday life, work, and further study. They are structured as follows:

- **Entry Levels 1–3**: These are foundational levels for learners who are just beginning to develop core skills.

- **Entry Level 1**: Very basic literacy and numeracy skills for everyday tasks. Roughly Equivalent to early primary expectations.
- **Entry Level 2**: Builds on Entry 1 with slightly more developed skills required. Broadly similar to mid primary
- **Entry Level 3**: Competence below formal GCSE standard. Similar in level to the latter stages of Primary school (KS2) expectations.
- **Level 1**: Equivalent to GCSE grades 1–3 (formerly D–E), suitable for learners who can apply basic skills in practical contexts
- **Level 2**: Equivalent to a good GCSE pass (grade 4/C), widely accepted by employers, apprenticeship providers, and colleges as meeting standard English and maths requirements Level 2 demonstrates the ability to apply skills effectively in real-life situations.

ASDAN Short Courses

Students mid-way through year 9 and in year 10 and 11 can select subject specific short courses. Each course is 60 hours of study.

Core Subjects	Vocational Tasters	Work Related
• Science Short Course • Geography Short Course • Languages Short Course • History Short Course	• Computing Vocational Taster • Construction Vocational Taster • Hair and Beauty Vocational Taster • Hospitality Vocational Taster • Land-based Sector Vocational Taster • Manufacturing Vocational Taster • Uniformed Services Vocational Taster	• Careers and Experiencing Work Short Course • Enterprise Short Course • Leadership Short Course • Volunteering Short Course

Personal and Social Development	Sports and Activities	Informal
• PSHE Short Course • Citizenship Short Course • Beliefs and Values Short Course • Peer Mentoring Short Course • Personal Finance Short Course	• Activities and Peer Tutoring Short Courses • Sports and Fitness Short Course • Adventure and Residential Short Course • Football Short Course	• Animal Care Short Course • Environmental Short Course • Expressive Arts Short Course • FoodWise Short Course • Gardening Short Course • Living Independently Short Course • RoadWise Short Course

Other Qualifications

- Arts Award

- British Horse Riding – Changing Lives Qualification
- Duke of Edinburgh's Award

Pathway 2: Sensory and Skills for Life Pathway

For students on the Sensory and Skills for Life Pathway learning is broken down into the following areas

English

Years 1 to 9

Within the Sensory and Skills for Life Pathway, English is organised across Reading, Speaking, Listening and Communication, and Spelling. Learning is highly personalised and carefully sequenced from the earliest sensory responses and emerging communication through to increasingly independent and functional use of English.

Learners may begin by developing awareness of other people, sounds, symbols and communication. For example, within communication, an early learning step may involve a learner who "glances at people within 2 metres when they are moving." As learners progress, they develop increasingly purposeful and independent communication, with higher-level learning including being able to "adjust the way they communicate to different audiences and purposes." Where appropriate, this progression can ultimately support learners to work towards Functional Skills English.

English is taught every day and is practised across the wider curriculum. Learning frequently takes place beyond the classroom, with Keswick, the local community and the Lake District providing meaningful opportunities for learners to read, communicate and interact with others in real-life situations. This ensures that the English skills learners develop in school are used, practised and applied in everyday life.

Mathematics

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Mathematics is organised across three areas: Using the Number System; Using Common Measures, Shape and Space; and Handling Data. Learning is highly personalised and progresses from the earliest awareness of number, quantity, shape and measure through to increasingly independent and functional mathematical skills.

Mathematics is taught every day and wherever possible is practised through practical, real-life experiences. This may include using money in local shops, measuring ingredients when preparing food, recognising numbers and shapes in the environment, understanding time and using simple information and data.

Learning frequently extends beyond the classroom, with Keswick, the local community and the Lake District providing meaningful opportunities for learners to practise and apply their mathematical skills in everyday situations.

Digital Skills

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Digital Skills is organised across five areas: Being Safe and Responsible Online, Communicating, Creating and Editing, Transacting, and Using Devices and Handling Information. Learning progresses from supported interaction with digital devices through to increasingly safe, confident and independent use of technology.

Digital skills are taught through practical, everyday experiences, helping learners understand how technology can support communication, learning, independence and daily life. Teachers use the Purple Mash Computing resources and schemes of work to support the delivery of these skills, providing learners with opportunities to learn and practise within a safe and appropriately supported digital environment.

Personal and Social Development

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Personal and Social Development is organised across three areas: Citizenship, Physical Health and Mental Wellbeing, and Relationships and Sex Education (RSE). Learning is highly personalised and matched to each learner's age, developmental level and individual needs.

Learning focuses on helping learners to understand themselves and others, develop positive relationships, make choices, stay safe and look after their physical and emotional wellbeing. These skills are taught through planned learning and reinforced throughout the school day, within the wider curriculum and through real-life experiences in the local community.

Independence

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Independence is organised across four areas: Chores, Routines and Maintenance; Entertainment, Leisure and Recreation; Managing Money; and News and Current Affairs. Learning is highly personalised and focuses on developing the practical skills learners need to become increasingly independent in their everyday lives.

Learners are given regular opportunities to practise these skills through meaningful, real-life activities in school, at home where appropriate, and within the local community. This includes taking responsibility for everyday routines, developing leisure interests, using and

managing money, and developing an awareness of what is happening in their community and the wider world.

Preparing Food

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Preparing Food is organised across four areas: Health, Hygiene and Safety; Preparing Meals, Snacks and Drinks; Nutrition; and Using Utensils and Appliances. Learning is highly personalised and develops the practical skills learners need to become increasingly safe and independent when preparing food and drinks.

Learners are given regular opportunities to develop these skills through practical, hands-on experiences, from making simple snacks and drinks through to preparing meals with increasing independence. Learning also develops understanding of healthy choices, food hygiene, kitchen safety and the safe use of utensils and appliances, supporting learners to apply these important skills in everyday life.

Self-Care

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Self-Care is organised across four areas: Managing Toileting Needs; Managing and Monitoring Health; Managing Clothing Needs; and Washing and Bathing. Learning is highly personalised and focuses on developing the skills learners need to become increasingly independent in managing their own personal care.

Learners are supported to develop these skills at a level appropriate to their individual needs, from participating in and recognising familiar self-care routines through to completing tasks with increasing independence. Learning takes place naturally throughout the school day, helping learners develop dignity, confidence, personal safety and greater independence in everyday life**.**

Travel

Years 1 to 9

Within the Sensory and Skills for Life Pathway, Travel is organised across three areas: Moving Around, Planning a Journey, and Undertaking a Journey. Learning is highly personalised and focuses on developing the skills learners need to move around safely and become increasingly confident and independent when travelling.

Learners develop these skills through practical, real-life experiences, progressing from moving safely around familiar environments to planning and completing journeys with increasing independence. Keswick and the wider local community provide regular

opportunities to practise travel skills, including following routes, recognising landmarks, using transport where appropriate and developing an understanding of personal and road safety.

Employability

Within the Sensory and Skills for Life Pathway, Employability is organised across four areas: Choosing a Job, Getting a Job, Knowing Your Rights and Workplace Skills. Learning is personalised and supports learners to develop an understanding of the world of work and their own interests, strengths, aspirations and potential.

Learners are given opportunities to explore a broad range of careers and future pathways, develop practical workplace skills and, where appropriate, participate in work-related learning and meaningful experiences of the workplace. Careers learning is adapted to each learner's age, communication needs, level of understanding and aspirations, ensuring that all learners can participate meaningfully in considering their future.

The school works with Inspira to provide learners with impartial, accurate and up-to-date careers information, advice and guidance. Learners are supported to explore a broad range of education, training and employment opportunities and to make informed choices about their next steps. Careers guidance does not favour a particular institution, course or employment route and seeks to broaden learners' aspirations and enable them to fulfil their individual potential. This reflects the requirements of the Independent School Standards for careers guidance.

The school's approach to careers education and guidance is also informed by the eight Gatsby Benchmarks, including linking curriculum learning to careers, encounters with employers, experiences of workplaces, encounters with further and higher education, and access to personal guidance. Particular attention is given to ensuring that careers experiences and guidance are personalised and accessible for learners with SEND.

ASDAN Towards Independence

14+

From Year 10, learners on the Sensory and Skills for Life Pathway move onto the ASDAN Towards Independence programme. This builds on the learning they have completed on the pathway as we begin to plan their transition to adulthood.

Units are chosen with each learner and their family or carers and are mapped to the four Preparing for Adulthood outcomes: employment; independent living; friends, relationships and community inclusion; and good health. Digital skills continue to be taught through the Digital Skills strand and Purple Mash, so that technological education remains part of every learner's curriculum.

Independent School Standards Curriculum Coverage

Pathway 2: Sensory and Skills for Life Pathway

ISS Curriculum Area	How the Sensory and Skills for Life Pathway Meets the Standard
Linguistic	English and Communication is developed daily through reading, speaking, listening, communication and spelling. Learners access the Little Wandle phonics scheme where appropriate and have regular access to books within school and through visits to the local library in Keswick. Communication and literacy are also developed through sensory activities, everyday routines and practical learning within the community.
Mathematical	Mathematics is taught daily, with learning covering using the number system; common measures, shape and space; and handling data. Learners develop mathematical understanding through Maths-focused sensory activities, practical tasks and real-life experiences, including money, shopping, preparing food, time and travel.
Scientific	Learners explore scientific understanding through each half-termly project, with the focus of the project used to build meaningful links and experiences. Practical, sensory and real-life activities enable learners to explore areas such as the natural environment, weather, materials, food, nutrition, health and the human body at a level appropriate to their individual needs.
Technological	Digital Skills develops learners' ability to use technology safely and increasingly independently. Learning includes being safe and responsible online, communicating, creating and editing, transacting, and using devices and handling information. Teachers use the Purple Mash Computing Scheme of Work and resources, adapted to individual learners.
Human & Social	Learners explore human and social understanding through each half-termly project, with the project focus providing meaningful links to people, places, communities, cultures and beliefs. This is supported by Personal and Social Development, Independence, Travel and Employability, with regular experiences in Keswick, the Lake District and the wider community helping learners apply their learning in real-life contexts.
Physical	Learners have regular opportunities to participate in Physical Education, exercise and physical activity, adapted to their individual physical abilities, needs and starting points. This includes swimming, hydrotherapy, horse riding, fitness and exercise, adapted cycling, outdoor physical activities and movement-based learning. Activities are carefully adapted to promote physical development, coordination, strength, mobility, fitness and wellbeing, while enabling every learner to participate and experience success.
Aesthetic & Creative	Learners explore aesthetic and creative learning through each half-termly project, with the project focus used to build meaningful creative links and experiences. Learners have opportunities to experience art, music, materials, sound, movement, design and making, adapted to their sensory, communication and physical needs and providing opportunities for choice, participation and creative expression.

Sensory and Skills for Life Qualifications

Students on the Sensory and Skills for Life Pathway will be given the opportunity to gain the qualifications that best support their next steps. The qualifications offered are reviewed each year according to the needs of each learner. Qualifications currently available are:

- Arts Award
- British Horse Riding – Changing Lives Qualification
- ASDAN Towards Independence (certificated units)

Functional Skills

Learners on this pathway who are working at the required level in English or mathematics have the opportunity to take Functional Skills in Year 11 in:

- English
- Maths

Post-16 Provision

Old Windebrowe School recognises the importance of ensuring that every learner leaves school with the knowledge, skills, confidence, independence and appropriate qualifications or accreditation needed to support a successful transition into adult life. This may include further education, training, employment or supported employment, independent or supported living, and meaningful participation within the community.

For some learners, particularly those with complex learning, communication, sensory or additional needs, these outcomes may not have been fully achieved by the end of Year 11. Moving to another setting at this stage may therefore not represent the most appropriate next step in their education or preparation for adulthood.

Where assessment and transition planning indicate that remaining at Old Windebrowe beyond Year 11 would enable a learner to make further meaningful progress towards their identified outcomes, Post-16 provision may be considered. Decisions will be made collaboratively with the learner, parents/carers, local authority and relevant professionals, taking account of the learner's EHCP, aspirations, progress, individual needs and intended adult destination.

Post-16 provision is not simply an extension of Key Stage 4. It provides a purposeful and increasingly individualised programme in which learners consolidate and apply previous learning while developing the knowledge and skills required for their next stage of life.

Learners continue to follow either the Adapted National Curriculum Pathway or the Sensory and Skills for Life Pathway, with a blended approach used where appropriate. As learners progress through Post-16, their curriculum becomes increasingly destination-led, with greater emphasis on Preparation for Adulthood, independence, community participation, careers, employability and real-life application of learning.

Curriculum Impact

Leaders use the following systems to check the quality and impact of the curriculum.

Curriculum Monitoring and Quality Assurance

- The **Headteacher and SENCO** regularly monitor the quality and impact of the curriculum through observations, planning, assessment, learner progress, work scrutiny and other curriculum evidence.
- The **New Reflexions Director of Education** visits the school regularly to provide advice, challenge and quality assurance of the curriculum.
- **Headteachers from other schools within New Reflexions** undertake visits and reviews to evaluate curriculum implementation and its impact on learners.
- The **Chair of the Governance/Proprietors Board** visits the school at least **four times each year** as part of the quality assurance process.
- The **Headteacher reports to the Executive Board termly** on curriculum development, implementation, learner progress and priorities for further improvement.

Student Achievement and the Impact of the Curriculum

Alongside the school's quality assurance processes, Old Windebrowe closely monitors the impact of the curriculum on each individual learner. Given the different starting points, needs and previous educational experiences of our learners, curriculum impact is considered through a range of evidence rather than through attainment data alone.

Progress and Attainment
We consider the progress learners make following their transition into Old Windebrowe and from their individual starting points. This includes progress towards EHCP and PEP outcomes, where applicable, alongside the small steps of progress identified through each learner's appropriate B Squared assessment framework. Progress is reviewed regularly to ensure that learners are developing the knowledge, skills and independence intended through their curriculum pathway.

Quality of Learning
The quality and impact of learning are evaluated through work scrutiny, lesson observations, assessment evidence, photographs and records within the school learning journal. This enables leaders to consider the quality of learners' work, the progress they are making over time and their ability to apply and generalise their learning in different contexts.

Learner Engagement and Experience
The success of the curriculum is also measured through the engagement and experiences of learners. We consider whether learners are increasingly engaged in learning, developing positive attitudes towards school, broadening their experiences and participating successfully in activities within school and the wider community.

This is particularly important as some learners may have experienced disrupted education or previous placements that have not successfully met their needs. Developing a positive relationship with education can therefore represent significant progress in itself.

Parent and Carer Feedback
Parents and carers provide an important perspective on the impact of the curriculum. Their feedback helps the school understand whether changes in a learner's communication, confidence, independence, behaviour, relationships and practical skills are also evident beyond school. This provides valuable evidence of whether learners are able to transfer and generalise their learning into home and everyday life.

Destinations
For learners in Year 11 and above, the school records each learner's next step, whether education, training, employment or supported living, and whether it is sustained. This shows how well the curriculum has prepared learners for adult life.

Together, these measures enable the school to build a holistic picture of each learner's achievement and evaluate whether the curriculum is making a meaningful difference to their learning, wellbeing, independence and preparation for adult life.

Related Policies

This policy should be read alongside the following additional school policies:

1. RSE Policy
2. SEND Policy
3. Assessment Policy
4. Careers Policy
5. Accessibility Plan
6. Attendance Policy
7. Behaviour Policy
8. Online Safety Policy.