

Local Procedure Title	Curriculum Policy
Site	Sedgemoor Manor School
ECS Policy number and title	ACS 31 Curriculum
Local Procedure template reference	ACS LP 31
Local Procedure date	12/02/25
Local Procedure review date	12/02/26
Local Procedure Author(s)	Rebecca Sheppard
Local Procedure Ratification	Checked and Approved by: Emily Bott

1. Introduction	
1.1	This local procedure explains how the Curriculum policy is applied and put into practice at Sedgemoor Manor School
1.2	This local procedure should be used in conjunction with the related policies listed above where applicable.
1.3	Sedgemoor Manor School offers a personalised curriculum so that all children and young people (CYP) benefit from individualised learning underpinned by the National Curriculum. Teachers' planning ensures that CYP take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all children and young people to maximise their progress. The purpose of this document is to provide a comprehensive overview to share with staff, Governors, other professionals, families and other interested stakeholders. This document incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the CYP at Sedgemoor Manor.
2. Aims	
2.1	<p>At Sedgemoor Manor School the curriculum underpins the ethos of the school and strives to provide the context within which children and young people with autism and associated difficulties are given the opportunity to achieve high standards. We offer a curriculum that ensures all children and young people (CYP) benefit from teaching and learning underpinned by the National Curriculum. We encourage children and young people (CYP) to follow their passions, and we avoid placing limitations on what they can achieve. We are committed to providing our children and young people with a safe, happy, nurturing and motivating environment for them to enjoy their learning again and reach their full potential. Our curriculum considers the needs of a 21st Century learner and is ambitious in providing our CYP with the knowledge, skills and learning behaviours required to become successful life-long learners. In line with the National Curriculum aims, we would like all children and young people who attend Sedgemoor Manor School to be INSPIRED. By this we mean that we aim for them to be:</p> <ul style="list-style-type: none"> • Independent • Neighbourly • Self Managers • Passionate • Independent • Reflective • Empathetic • Determined

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2.2 We provide a broad and balanced curriculum that is accessible for all students and considers their ability ranges and individual needs, in line with the ISS standards. The curriculum aims to provide relevant learning experiences and build resilience in order to prepare children and young people for the next stage in their life. We place great importance on a curriculum which develops the whole child. We work holistically with each student, guiding them to develop socially, morally, spiritually and culturally, by providing them with the tools and strategies to address the challenges that their individual needs can present. Our aim is that they achieve the academic qualifications for the next step of their life journey, while building the confidence and resilience to pursue their ambitions. We firmly believe that everyone is entitled to an ambitious curriculum, and our curriculum design is accessible for all. It ensures students' knowledge is developed to support their emotional, moral, cultural and spiritual awareness to promote diversity and fundamental British Values. It supports students to make a meaningful contribution to society, equipping them with the knowledge and cultural capital they need to succeed in life and become respectful citizens. The curriculum encourages respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and nature of the school, and in preparation for life in a diverse society.

2.3 N/A (Scotland's Curriculum of Excellence)

2.4 Our curriculum is detailed below

Subjects	KS2	KS3	KS4	KS5
	50 min	50 min	50 min	50 min
English	5	4	4	5
Maths	5	4	4	5
Science	2	3	6	x
ICT	1	1	1	2
Food	2	2	2	2
PE	2	2	2	2
PSHE	1	1	1	2
Personal Development	1	2	1	
Enrichment	2	2	2	2
Humanities	3	3		
Outdoor Learning	2	2		
DT				
Animal Care				
Art	1	1		
Drama	1	1		
Music	1	1		
Social Thinking	1	1	1	
PSD				4
Options			6	6
Total	30	30	30	30

2.5 N/A (Specialist colleges- Holistic curriculum)

2.6 The curriculum supports high aspirations and expectations building clear progression pathways. A curriculum that provides equal opportunities for all students, with high

expectations for every learner ensuring appropriate levels of support and challenge in order for them to reach their full potential. Teachers' curriculum planning ensures that children and young people take part in activities which are meaningful and interesting for them and through which address relevant and challenging learning outcomes. This enables all children and young people to maximise their progress and supports all of our children and young people to realise their full potential, whilst developing their social and emotional resilience.

- 2.7 We offer recognised qualifications and CYP will be encouraged to take externally-accredited courses leading to recognised qualifications commensurate with their academic ability and attainment. Our CYP can choose from a selection of subjects at the end of Year 9 to follow as accreditation courses.
- 2.8 Relationships and sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet CYPs' needs and ages (see policy ES35). We have a detailed procedure and schemes of work setting out how PSHE is taught to meet the particular needs of CYPs. Citizenship and religious education is taught in line with statutory requirements and detailed schemes of work are written.
- 2.9 Opportunities for work-related learning are provided as appropriate. Careers education and independent careers guidance is provided in line with the Independent School Standards and current DfE guidance. We ensure that we implement the GATSBY statements.
- 2.10 At post-16, the curriculum focuses on preparation for adult life and includes individual programmes designed to enable CYPs to continue academic study in line with their abilities and prior attainment, as well opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training or employment.
- 2.11 Reading instruction is taught to CYP through direct instruction. CYP are provided with the skills and knowledge they need to read and spell by direct instruction, progressing systematically with carefully structured, small steps. They are provided with materials that limit distraction. Materials are clear, linear and easy to follow. We provide opportunities for work on vocabulary, fluency and reading comprehension. We provide multiple opportunities for over learning.

3. Roles, Responsibilities and Implementation

- 3.1 We have taken responsibility to design our own curriculum and local procedures to meet the needs of our children and young people.
- 3.2 All aspects and subjects within the curriculum are carefully planned. For all subjects we have long term plans that give an overview of topics taught. Medium Term Plans/ Schemes of Learning are adapted by class/ subject teachers to meet the needs of their learners. The Schemes of Learning are used to support teachers to structure their teaching, learning and assessment of each subject in a logical and progressive way over several sessions. It includes things like the sequence of lessons, what weighting will be given to each topic (in terms of teaching hours), assessments and safety. We aim to have evidence of well-planned lessons that engage, stimulate and lead to better outcomes for all.

Children's Services: Local Procedure Template

3.3	We undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.
3.4	We review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people's needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting.
3.5	Subject co-ordinators have responsibility within their schools and colleges to monitor and evaluate the teaching and CYPs' outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.
3.6	The governors ensure that the curriculum policy is implemented, reviewed and monitored effectively.
3.7	Leaders will ensure that teachers have undertaken training, so that they understand the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.
4. References	
Please also see Sedgemoor Manor School Curriculum Statement Sedgemoor Manor School's Accreditation Lists	

Contents Checklist (Local Sites may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact	✓	Opportunities for work related learning, independent CIAG and reference to the Gatsby standards	✓
Reference the ISS	✓	Post-16 as a separate section if this is applicable	✓
Reference qualifications and outcomes supported by the curriculum	✓	The role of subject coordinators if this is applicable and how the curriculum is monitored	✓
Reference relationships and sex education and how this is taught	✓	Reference to the process of how the curriculum is and will be reviewed	✓

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
12.02.25	Rebecca Sheppard	Updated curriculum aims 2.1 Re-wrote 2.2 Re-wrote 2.6 Added reading 2.11 Edited 2.4 Added info about careers. Info about Gatsby standards added 2.9 Re-wrote 3.2

Children's Services: Local Procedure Template

		Added word reading and spelling training 3.7