

***'Be Safe, Belong, Be Inspired'***

<b>School:</b>	<b>Haywards Farm School &amp; Northcroft School</b>		
<b>Policy:</b>	<b>Curriculum Policy</b>		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DofE guidelines and changes.</p> <p style="text-align: center;"><b>Document Control:</b></p>			
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<b>Owner:</b>	Haywards Farm School	<b>Approval:</b>	Proprietors

**Change History**

Version	Date	Description	Change ID
1	January 2023	Created and implemented	LP
2	September 2024	Proprietor Approval	RR/GC
3	November 2024	Reviewed	AW
4	July 2025	Yearly Review	AW

**Rationale**

Haywards FarmSchool/Northcroft School aims to offer a well-structured learning environment where each student's individual strengths, talents and aptitudes are nurtured and developed. Inclusion is secured through adaptive practice that actively removes barriers to learning, ensuring all students can

access, sustain engagement, and make meaningful progress over time, resulting in increased participation, confidence, and a strong sense of belonging.

The curriculum comprises all the planned activities that we organise to promote learning, personal growth, and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences of the students. It is the aim of Haywards Farm School and Northcroft School to provide a broad academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission and underpinning the fundamental aims of the school's pedagogy.

The curriculum forms the major component of a student's education, which, together with the pastoral care and the extra-curricular enrichment offered, help students to develop a wide range of key and transferable skills so that they leave the school equipped to become a positive and valuable member of society. To affect this, our planned curriculum activities are organised to promote both learning and personal growth and development; providing a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

### **Inclusion and Curriculum Access**

The curriculum is designed to be inclusive by implementation, ensuring that all students, particularly those with SEND and SEMH needs, are able to access, engage with, and make progress within learning from their individual starting points.

The school recognises that barriers to learning are often linked to social, emotional and developmental need. As such, curriculum access is not determined solely by age, but by a student's developmental readiness, regulation, and capacity to engage.

Through a therapeutic and relational approach, the curriculum is adapted in real time to remove barriers, enabling all students to participate meaningfully in learning and school life.

delivered within a nurturing and supportive environment, provides all students inclusive of those with Special Educational Needs and Disabilities (SEND), those with an Education, Health, and Care (EHC) Plan, and those with English as an Additional Language (EAL), with the opportunity to self-regulate, learn, and make progress.

Our school ensures that all areas of experience expected by the Department for Education and Independent Schools Inspectorate are comprehensively provided for. The teaching throughout the school will allow students to develop their speaking, listening, literacy and numeracy skills throughout their education at Haywards Farm School through the delivery of our curriculum and the encouragement of inquisitive and diverse learning opportunities.

### **Aims and Objectives**

Haywards Farm School/Northcroft School are experts in pastoral care and inspiring education. We enable students at a formative stage in their development to experience joy and excitement of learning in an environment which celebrates individual strengths and talents and allows students to develop the confidence, motivation, and ambition that are the hallmarks of our school. Our school curriculum is underpinned by our school values.

Through our aims and values, we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

## **Be Healthy, make a Positive Contribution, Stay Safe, Enjoy and Achieve, Achieve Economic Wellbeing.**

Haywards Farm School/Northcroft School are committed to providing an educational environment that challenges and nurtures, excites and involves every single student in the school. Through our teaching we aim to:

- Enable students to become confident, resourceful, enquiring, and independent learners.
- Ensure that all students, regardless of need or starting point, are able to **access, engage with, and succeed within the curriculum through adaptive, inclusive practice** Cater for the needs of individual students, offering opportunities to enthuse, motivate and encourage a love of learning.
- Enabling achievement and provide challenge appropriate to the ability, interests and needs of each student.  
Foster students' self-esteem and help them build positive relationships with others.
- Develop students' self-respect and encourage students to respect the ideas, attitudes, values, and feelings of others.  
Show respect for all cultures and, in so doing, to promote positive attitudes towards others.
- Enable students to understand their community and help them feel valued as part of this community.  
Help students develop their personal and social values, preparing them to become reliable, independent, and positive citizens who are ready for life in British society and the world at large.
- Be flexible enough to respond to change and incorporate innovation as appropriate.
- Help students to develop the tools and confidence to be the best versions of themselves.
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### **Therapeutic and Inclusive Approach (Thrive)**

- The school adopts the Thrive Approach as a whole-school framework to support inclusion, emotional wellbeing, and readiness to learn.
- This approach enables staff to:
  - Understand students' developmental and emotional needs
  - Align expectations to individual profiles
  - Support students to regulate, engage, and sustain participation in learning
- The school recognises that development is non-linear. Students may experience periods of dysregulation or regression; the curriculum is therefore designed to be flexible and responsive, enabling re-engagement without exclusion or penalty.
- This ensures that wellbeing is not separate from the curriculum, but a precondition for access, engagement, and progress.
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## **WholeSchool Enrichment opportunities**

Enrichment opportunities are threaded through everything we do at Haywards Farm School/Northcroft School, it is a way in which we motivate learners and engage them into areas of the curriculum which at first, they may feel they are not interested in. With this ethos across our curriculum and led by all subject leads, it enables teachers to teach the breadth of the curriculum which on pre-unit assessment, may have been believed was unachievable.

## **To actively promote Fundamental British Values at Haywards Farm School**

Haywards Farm School/Northcroft School understands its responsibility in ensuring that we actively promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Establishing a strong school ethos supported by effective relationships throughout the school and providing relevant activities within the curriculum and through our enrichment beyond the classroom are ways we ensure Students' SMSC development. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos, curriculum and teaching support the rule of English civil and criminal law.

## **Personal, Social, Health, Economic Education (PSHEE)**

Personal, Social, Health, Economic Education (PSHEE) is committed to providing a comprehensive programme of PSHEE for all its students, which is appropriate to their age and needs and has an individual curriculum policy which lays out how this subject is embedded throughout our school. Each child's personal, social and health education informs all aspects of the school day. The form this takes ranges from the way we treat each other to learning about an individual's cultural heritage to our sessions that allow students to explore emotions; ways to express emotions; and strategies to cope with emotions; as well as promoting an awareness of the emotions of others and how our behaviour affects others. We plan our personal, social and health education through weekly lessons, and reflective time/emotional support to help students acquire values and skills to enable them to develop independence and choose their path in life. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school, local and wider communities. Student voice is central to this provision. Students are supported to share their views through daily interactions, reflective discussions, and structured opportunities such as school council and reviews. Feedback from students informs curriculum adaptation, support strategies, and wider school experiences.

This ensures that students feel listened to, valued, and actively included in shaping their education.

## **Relationship and Sex Education**

At Haywards Farm School/Northcroft School, we provide relationship and sex education within both the Science curriculum and the RSE curriculum, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. This is taught in line with our RSE and PHSE policies; Spiritual, Moral, Social and Cultural Development (SMSC). In our school we plan and provide effectively in order to develop Students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and as a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school recognises trends in behaviour and offers one to one support when needed.

## **Subject Leads**

Subject Leads are responsible for championing their subjects; overseeing schemes of work and progression planning; and monitoring standards in their curriculum areas. Curriculum Subject Leads, Deputy Head Teacher, and Head Teacher liaise with class teachers to ensure that the content of lessons is appropriate and offers adaptations in accordance with the aptitudes of students. This forms part of the subject monitoring process and feeds into yearly action plans. Each Subject Lead has their own subject policy which supports the implementation of the subject across the school.

## **Curriculum Monitoring and Review**

Planning is monitored by the Head Teacher to ensure it is current and used as a working document and a tool for constant refinement and improvement to build upon students' previous knowledge. Scrutiny of work programmes are also carried out to ensure clear progression is evident, clear learning intentions are identified in plans and that students receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks and teacher lesson observations throughout the year to ensure there is a broad and balanced curriculum being delivered to the students. SLT and subject leaders' feedback to teachers about their monitoring so that strengths can be shared, and development points acted upon. Head Teacher and the subject leads use the information gained from this monitoring process to help identify common development points, which can be addressed in the school's training programme for continuing professional development. When evaluating the quality of the curriculum, we consider:

- The impact of the curriculum on students' academic and personal development and in preparing them for the opportunities, choices, responsibilities, and experiences of adult life.
- The contribution of the curriculum to the school's particular ethos and aims and the impact on students' academic and personal development and well-being.
- How well curriculum planning is supported by appropriate schemes of work, builds systematically upon students' prior experience, and plans for progression.
- The extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our students.

- The views of our students, parents/carers, and staff.

## **Evaluation and Assessment**

Our staff take time to reflect on their teaching, routinely evaluating lessons, provision and planning to effectively enable progression; ensuring that all students enjoy learning and progress at an appropriate pace. Students are tracked throughout their learning journey, through formative and summative assessment. Students are assessed discreetly and calmly in all subjects on a half-termly basis if this is possible. Assessment results are used to inform future planning and are moderated to inform and aid individual progress. Class teachers are responsible to ensure that data for their subject has been recorded onto the school's tracking system by the end of each half term. Attention is paid to skills in speaking and listening, English literacy and mathematics and science.

Teachers make cross-curriculum links in lessons and all students are encouraged to take part in speaking during each lesson and listen to their peers we use *Stable Futures* as an additional resource to enrich our children's vocabulary and build on skills in listening and responding to others, English Literacy underpins all subjects. The progress of students is tracked on a central excel spreadsheet.

Further details of our assessment and reporting procedures can be found in subject policies and the school's assessment policy.

## **Career Planning**

Our aim as a school is to provide an inclusive, effective, and stable careers strategy which raises our students' aspirations throughout the entirety of their school career, by discovering their potential, enjoying their success and preparing them for life. This is important to ensure that students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this, we strive to address the needs of each student by providing them with enriching career and educational related guidance and experiences. By adapting the program to the needs and abilities of each student we ensure they are fully equipped with the knowledge, they are entitled to, which will enable them to make informed decisions about important life choices.

## **Special Educational Needs and Disabilities (SEND)**

Our curriculum is designed to provide access and opportunity for all students who attend Haywards Farm School and Northcroft School. It is adapted to meet individual needs, ensuring that all students can engage with and make progress from their starting points.

Students have access to an age-appropriate curriculum; however, the breadth and delivery are tailored in response to individual need, as identified through our assessment and monitoring processes. This ensures that provision is both responsive and inclusive, enabling meaningful participation in learning.

For students with Special Educational Needs and Disabilities (SEND), the school meets all statutory requirements and best practice guidance, ensuring that needs are identified early and supported effectively. Where a need is not yet formally identified, teachers work alongside the Director of Education to assess and implement appropriate support within the classroom. Where needs are more complex, the school works collaboratively with external agencies to ensure the right level of provision is in place.

All students' outcomes and learning plans are regularly reviewed and monitored, ensuring that provision remains appropriate, effective, and responsive over time.

Provision is designed not only to support students, but to ensure they are able to participate fully alongside their peers. Adaptations are made through:

- Responsive teaching approaches
- Relational and therapeutic support
- Flexible curriculum pathways

This ensures that all students experience a strong sense of belonging, success, and inclusion within school life, and are supported to sustain engagement and progress over time.

### **Interventions**

Interventions are carefully planned to remove barriers to learning without reducing access to the wider curriculum, ensuring students remain included within their peer group and school community. A dedicated person has been appointed to ensure that suitable interventions, both academic and therapeutic, are offered during student's week within school. Weekly timetables hold space for these to be accessed. Our careful, thoughtful formula which is implemented ensures that no child misses any learning away from their peers and ensures that students do not feel anything other than always supported and part of their cohort of classmates.

### **English as an Additional Language (EAL)**

Haywards Farm School/Northcroft School are committed to providing students with the necessary support and teaching who identify with English as an additional language. Where this is required, an appropriate programme will be implemented.

### **Impact of the Curriculum**

The impact of the curriculum is reflected in the extent to which all students are able to access, engage with, and benefit from learning over time, regardless of their starting points.

This is demonstrated through students' ability to:

- Sustain engagement in learning, including those with previously disrupted educational experiences
- Develop confidence, self-regulation, and independence
- Build and maintain positive relationships with peers and adults
- Make measurable progress from their individual starting points, including against EHCP outcomes
- Be prepared for their next stage of education, employment, or adulthood

Inclusion is evidenced through students' lived experience of school, including their participation, sense of belonging, and ability to engage meaningfully in both learning and wider school life over time.

Leaders evaluate this impact through ongoing assessment, curriculum monitoring, attendance and behaviour data, and student voice, ensuring that inclusion is not assumed, but consistently implemented, reviewed, and strengthened in practice.