



# HOPEBRIGHT

S C H O O L

## Curriculum Policy

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“Education is not the filling of a pail, but the lighting of a fire.”

— W. B. Yeats

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## **1. Curriculum Rationale**

### **Curriculum Intent**

Hopebright School is a specialist secondary SEND school in Bolton providing education for pupils with a range of needs including Autism Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) needs, Speech, Language and Communication Needs (SLCN), moderate learning difficulties, and associated complex profiles.

Our curriculum is explicitly designed to respond to pupils' individual starting points, EHCP outcomes, barriers to learning, and lived educational experiences. Many of our pupils have experienced disruption, exclusion, anxiety, or disengagement from education, and therefore require a curriculum that is carefully structured, highly accessible, and consistently responsive to need.

In line with our educational ethos, we recognise that learning is most effective when pupils are actively engaged in its construction. As W.B. Yeats observed, *"Education is not the filling of a pail, but the lighting of a fire."* This principle informs our approach: knowledge is not simply delivered to pupils, but made meaningful through carefully sequenced teaching, adaptive practice, and supportive relationships that enable learners to develop curiosity, confidence, and independence over time.

### **The curriculum at Hopebright School is therefore designed to ensure that every pupil:**

- accesses a safe, stable, predictable and trauma-informed learning environment (ISS Part 3)
- experiences a broad, balanced and ambitious curriculum appropriate to need and stage (ISS Parts 1–2)
- receives a highly individualised learning pathway informed by EHCP targets
- develops communication, emotional regulation, resilience, and independence
- is supported to achieve recognised qualifications and meaningful outcomes
- is prepared for successful transition into post-16 education, training or employment
- is safeguarded effectively and consistently (ISS Part 3)

## **Curriculum Principles**

**The curriculum is underpinned by the following principles:**

- **High expectations with appropriate scaffolding**, ensuring all pupils experience success and challenge
- **Personalisation without lowering ambition**, maintaining academic and developmental integrity
- **Repetition and retrieval to secure long-term learning**, supporting cognitive development and retention
- **Therapeutic-informed practice embedded across all learning**, enabling regulation and engagement
- **Reading as a fundamental access skill**, prioritised across all subjects and pathways
- **Preparation for adulthood embedded from entry**, ensuring progressive development of independence and employability skills

## **Core Curriculum Components**

**The curriculum is structured around four interdependent pillars:**

1. High-quality teaching across all subject areas (Core Curriculum)
2. Systematic development of reading and literacy
3. Adaptive, therapeutic and experiential learning pathways
4. Preparation for adulthood and next-stage transition

## **1.1 Core Curriculum Design**

### **1. High-quality teaching**

The curriculum follows National Curriculum expectations where appropriate, adapted to meet SEND needs. Pupils access:

- GCSE, Functional Skills, Entry Level and BTEC qualifications
- Structured knowledge-rich curriculum sequences
- Small-step learning with explicit teaching and modelling
- Pre-teaching, scaffolding and structured review

### **2. Reading and literacy as a priority**

Reading is prioritised as the gateway to all learning. We ensure:

- systematic assessment on entry (e.g. STAR Reading)
- phonics intervention (e.g. Read Write Inc or equivalent DfE validated system)
- guided reading and reading for pleasure
- vocabulary development embedded across all subjects
- targeted literacy intervention for pupils below expected levels

### **3. Adaptive and therapeutic curriculum**

The curriculum is personalised through:

- EHCP-informed planning
- adaptive teaching strategies
- sensory-aware and regulation-sensitive approaches
- integration of therapeutic input into classroom practice
- flexible pathways responding to need, readiness and progress

### **4. Preparation for adulthood**

Preparation for life beyond school is embedded through:

- PSHE, citizenship and life skills curriculum
- financial literacy, travel training, cooking and independent living skills
- careers education (CEIAG) from KS3 onwards
- employer engagement, visits and work-related learning
- structured transition planning at KS4



### **Hopebright School Values**

At Hopebright School, our values are not aspirational statements in isolation; they are explicitly taught, consistently modelled by staff, and systematically reinforced through curriculum design, behaviour systems, relationships, and wider school culture. They provide a clear framework for developing pupils' personal development, character, and readiness for adulthood, particularly for learners with ASC, SEMH, SLCN, and associated complex needs.

These values are embedded across all aspects of school life, including classroom practice, therapeutic support, enrichment, and pastoral systems. They are reinforced through structured routines, positive reinforcement, restorative approaches, and explicit teaching of social understanding and emotional regulation.

### **Teamwork**

Teamwork is developed through structured opportunities for collaboration, shared problem-solving, and guided peer interaction. Pupils are explicitly taught how to work effectively with others, including how to listen, take turns, negotiate roles, and manage disagreement appropriately. In a SEND context, teamwork is carefully scaffolded to support communication and emotional regulation, ensuring pupils can participate successfully at an appropriate level. This value underpins group learning, project-based tasks, enrichment activities, and therapeutic group work.

### **High Aspirations**

High aspirations are embedded through a consistent culture of ambition, expectation, and belief in progress for all pupils, regardless of starting point. Staff actively promote the message that barriers to learning do not define future outcomes. This value is reinforced through targeted goal setting, EHCP-aligned outcomes, careers education (CEIAG), and exposure to real-world pathways. Pupils are supported to recognise their achievements, reflect on progress, and develop motivation to succeed academically, socially, and personally.

### **Acceptance**

Acceptance is central to the school's inclusive ethos. Pupils are supported to understand and value difference, including neurodiversity, cultural diversity, and individual identity. This value is explicitly taught through PSHE, SMSC, and whole-school practice. Staff model acceptance through respectful

communication, consistent relational approaches, and trauma-informed interaction. The aim is to create a safe and predictable environment in which all pupils feel a strong sense of belonging.

### **Respect**

Respect is expected in all interactions and is actively taught as a learned behaviour rather than an assumed disposition. Pupils are supported to develop respect for themselves, for others, for staff authority, and for the learning environment. This includes explicit teaching of boundaries, emotional regulation strategies, and appropriate social communication. Respect is reinforced through consistent routines, restorative approaches, and clear behaviour expectations that prioritise safety, dignity, and positive relationships.

### **Creativity**

Creativity is actively encouraged as a means of expression, problem-solving, and engagement. Pupils are provided with opportunities to explore ideas, take appropriate risks in learning, and demonstrate understanding in varied and accessible ways. Within SEND provision, creativity also supports communication, emotional expression, and engagement with learning where traditional written or abstract tasks may present barriers. Creative approaches are embedded across the curriculum, including arts, practical learning, outdoor education, and project-based activities.

## **2. Roles and Responsibilities**

The curriculum at Hopebright School is delivered through a clearly defined, multi-layered accountability structure. This ensures compliance with the Independent School Standards (ISS Parts 1–8), robust oversight of curriculum quality, and consistent delivery of a personalised, trauma-informed approach for all learners.

### **Governance / Proprietor Oversight**

The Proprietor holds ultimate accountability for ensuring that the curriculum is compliant, ambitious, and effectively implemented across the school. Oversight is exercised through structured monitoring, quality assurance reporting, and termly strategic review.

#### **The Proprietor ensures:**

- full compliance of the curriculum with the Independent School Standards (ISS Parts 1–8), particularly:
  - Part 1 (Quality of Education)
  - Part 2 (Spiritual, Moral, Social and Cultural Development)
  - Part 3 (Welfare, Health and Safety)
  - Part 4 (Suitability of Staff)
  - Part 5 (Premises and Accommodation)
  - Part 8 (Leadership and Management)
- curriculum intent is ambitious, coherent, sequenced and inclusive for all learners, including those with complex SEND profiles
- safeguarding is explicitly embedded within curriculum design, delivery and enrichment activity (ISS Part 3)
- leadership demonstrates clear accountability for curriculum implementation, quality and impact (ISS Part 8)
- appropriate staffing structures, specialist expertise, and curriculum resources are in place to deliver all intended provision (ISS Parts 4–5)
- regular scrutiny of curriculum impact is undertaken through:
  - performance data analysis
  - quality assurance reports
  - safeguarding and behaviour trend reviews

- external and internal audit activity
- school leaders are appropriately challenged and supported to secure continuous improvement in teaching, learning and outcomes

### **School Leadership Team (Strategic and Operational Leadership)**

The Headteacher and Senior Leadership Team are responsible for ensuring that curriculum intent is consistently translated into high-quality practice across all key stages and subject areas.

#### **School leaders ensure:**

- curriculum intent is clearly communicated, understood and consistently implemented across all staff
- curriculum sequencing is coherent across Key Stage 3 and Key Stage 4, ensuring progression in knowledge, skills and independence
- teaching quality is consistently high across all subjects, including vocational and therapeutic elements of the curriculum
- assessment systems are used effectively to inform teaching, intervention and curriculum adaptation
- pupil progress data is systematically analysed to identify gaps, remove barriers and accelerate outcomes
- curriculum planning is responsive to EHCP outcomes, individual starting points and identified learning needs
- staff are supported through structured CPD, coaching, and subject leadership development
- literacy, numeracy and communication are embedded across all curriculum areas
- parents and carers receive timely, accurate and meaningful communication regarding progress, attainment and next steps
- therapeutic and clinical input is fully integrated into curriculum planning and delivery where appropriate
- curriculum impact is evaluated through regular monitoring cycles, including learning walks, work scrutiny and pupil voice

### **Teaching Staff**

Teachers are responsible for the direct implementation of the curriculum in the classroom and for ensuring that all pupils are able to access learning effectively and make sustained progress over time.

#### **Teachers are responsible for:**

- delivering well-sequenced, clearly structured and adaptive curriculum content aligned to school schemes of learning
- ensuring all lessons are appropriately differentiated and accessible to learners with ASC, SEMH, SLCN and complex needs
- using high-quality formative and summative assessment to identify gaps in learning and plan next steps
- embedding literacy, numeracy and communication development across all subject teaching
- ensuring EHCP outcomes are explicitly reflected in planning, delivery and assessment
- promoting independence, engagement, resilience and pupil voice within learning experiences
- providing structured, consistent and meaningful feedback to pupils to support progress
- communicating effectively with parents and carers regarding learning, progress and outcomes
- contributing to a positive, predictable and trauma-informed classroom environment
- maintaining accurate records of pupil progress, attainment and intervention impact
- supporting whole-school approaches to behaviour, safeguarding and inclusion

### **Clinical and Therapeutic Staff**

Clinical and therapeutic staff play a central role in ensuring that pupils are emotionally regulated, ready to learn, and supported in achieving both educational and wellbeing outcomes.

#### **Clinical staff:**

- support the identification, assessment and ongoing review of SEMH, sensory and communication needs
- deliver targeted and specialist interventions aligned to EHCP outcomes and therapeutic goals
- advise teaching staff on strategies to support emotional regulation, engagement and access to learning
- contribute to multidisciplinary curriculum planning and review processes

- support the development and implementation of consistent behaviour, regulation and wellbeing strategies in classrooms
- work collaboratively with teachers to ensure therapeutic approaches are embedded within daily teaching practice
- contribute to risk reduction planning and proactive support strategies for vulnerable learners
- evaluate the impact of interventions and contribute to whole-school improvement planning

### **All Staff**

All staff, regardless of role, contribute to the implementation and success of the curriculum and are expected to uphold the school's values, safeguarding culture and inclusive ethos.

### **All staff are expected to:**

- maintain consistently high expectations for behaviour, engagement and learning
- model respectful language, professional conduct and positive relationships at all times
- actively contribute to safeguarding and promote pupil welfare in line with statutory requirements (ISS Part 3)
- support the development of a trauma-informed, predictable and inclusive school culture
- reinforce literacy, communication, independence and life skills development in all interactions
- recognise and celebrate pupil achievement, progress and effort
- contribute to the development of pupil confidence, self-esteem and emotional resilience
- work collaboratively as part of a multidisciplinary team to support pupil outcomes
- uphold the school's commitment to equality, inclusion and respect for diversity
- ensure consistency in applying school systems, policies and routines across all settings

### **3. Impact, Assessment, Monitoring and Evaluation**

The effectiveness of the curriculum at Hopebright School is evaluated through a structured, evidence-led framework that captures academic achievement, personal development, therapeutic progress, and preparedness for adulthood. Impact evaluation is explicitly linked to curriculum intent and informed by EHCP outcomes, ensuring that all pupils—irrespective of starting point—are supported to make meaningful and sustained progress.

#### **Curriculum Impact**

Curriculum impact is defined as the measurable difference the school makes to pupils' knowledge, skills, behaviours, and long-term life chances. Impact is reviewed through a combination of quantitative data, qualitative evidence, and professional judgement.

#### **The curriculum is considered effective when pupils:**

- make secure and measurable academic progress relative to individual starting points and EHCP baselines
- develop and retain functional literacy and numeracy skills that enable access to wider learning and daily life
- achieve appropriate accredited outcomes, including Entry Level, Functional Skills, GCSEs, BTEC and vocational qualifications
- demonstrate sustained improvement in emotional regulation, self-management and resilience
- show increasing independence in learning behaviours, reducing reliance on adult prompting and support over time
- develop clear aspirations for post-16 pathways, including education, employment or training routes (EET)
- demonstrate improved engagement with learning, evidenced through participation, task completion and attitude to learning
- show improved attendance, punctuality and readiness to learn over time
- evidence positive development in communication, social interaction and relationship-building skills
- demonstrate increased confidence, self-esteem and readiness for adult life

In addition, impact is assessed through wider indicators of personal development, including behaviour trends, safeguarding outcomes, participation in enrichment, and engagement in therapeutic support.

### **Assessment Framework**

Assessment is continuous, structured and multi-dimensional, ensuring a comprehensive understanding of pupil progress across academic, developmental and therapeutic domains.

#### **The assessment framework includes:**

- **Baseline assessment on entry**
  - literacy and numeracy screening
  - communication and interaction profiling
  - SEMH and regulation profiling
  - identification of barriers to learning and engagement
- **Formative assessment (ongoing)**
  - daily assessment for learning embedded within lessons
  - live feedback and responsive teaching adjustments
  - observation of engagement, participation and independence
  - continuous teacher assessment of knowledge retention and skill acquisition
- **Summative assessment (three times per year)**
  - standardised tracking via Arbor
  - subject-specific assessments aligned to curriculum pathways
  - comparison against predicted progress trajectories and EHCP targets
- **EHCP target tracking**
  - structured review of individual EHCP outcomes
  - integration of educational, therapeutic and developmental targets
  - contribution to annual review cycles and multi-agency reporting
- **Reading assessment**
  - STAR Reading or equivalent standardised reading assessments
  - phonics screening and decoding assessments where appropriate
  - ongoing tracking of reading age, fluency and comprehension
- **Personal development tracking**
  - SMSC, British Values and protected characteristics monitoring

- recorded through SMSC system
- enrichment, participation and wider curriculum engagement tracking

**Assessment information is used systematically by teachers and leaders to:**

- identify gaps in knowledge, skills and understanding
- adapt curriculum planning and sequencing to meet emerging needs
- inform targeted intervention and support strategies
- set and refine next-step learning targets for individuals and groups
- evaluate the effectiveness and accessibility of curriculum design and delivery
- contribute to whole-school improvement planning and quality assurance processes

**Monitoring and Evaluation**

Curriculum quality and impact are monitored through a rigorous, cyclical quality assurance model designed to ensure consistency, high standards, and continuous improvement across all subjects and key stages.

**Monitoring activities include:**

- **Lesson observations and learning walks**
  - conducted by SLT and subject leaders
  - focus on curriculum intent, implementation and impact
  - evaluation of engagement, differentiation and pupil progress
- **Work scrutiny and curriculum sampling**
  - systematic review of pupil work across subjects and pathways
  - analysis of progress over time and curriculum coverage
  - review of feedback quality and pupil response to feedback
- **Data analysis**
  - termly analysis of academic progress and attainment data
  - identification of underperformance and emerging gaps
  - cohort, group and individual progress tracking
- **EHCP review and impact analysis**
  - monitoring of progress against EHCP outcomes
  - alignment between educational provision and therapeutic needs
  - contribution to annual review documentation

- **Subject leadership monitoring**
  - review of curriculum sequencing and subject intent implementation
  - evaluation of consistency across key stages and teaching groups
  - identification of CPD needs and curriculum development priorities
- **Termly curriculum review cycles**
  - formal review of curriculum effectiveness at whole-school level
  - evaluation of outcomes against curriculum intent statements
  - adjustment of curriculum planning based on evidence and outcomes

**All monitoring activity feeds into a structured improvement cycle. Actions are:**

- clearly recorded
- assigned to accountable leaders or staff
- time-bound with defined completion dates
- tracked through to completion and impact evaluation

This ensures that curriculum quality is not only measured, but actively improved over time, with clear accountability at every level of the organisation.

#### **4. Professional Development (CPD)**

Professional development at Hopebright School is a strategic, planned and continuously reviewed system designed to ensure high-quality teaching, strong curriculum fidelity, and consistently effective outcomes for pupils with complex SEND profiles. CPD is explicitly linked to school improvement priorities, curriculum intent, and the requirements of the Independent School Standards (particularly Parts 1, 3 and 8). The school recognises that sustained improvement in pupil outcomes is directly dependent on high-quality teaching, specialist understanding of SEND needs, and consistent implementation of agreed pedagogical approaches across all staff.

#### **CPD Framework and Intent**

**CPD at Hopebright School is designed to:**

- secure consistently high-quality teaching and learning across all subjects and pathways
- ensure full curriculum fidelity and consistent implementation of curriculum intent
- strengthen staff expertise in supporting pupils with ASC, SEMH, SLCN and complex needs
- embed trauma-informed, relational and regulation-focused practice across all classrooms
- develop strong subject knowledge, pedagogical confidence and adaptive teaching skills
- ensure all staff understand and effectively implement EHCP-informed practice
- improve outcomes in literacy, numeracy, communication and independence
- support leadership development and succession planning within the organisation

CPD is delivered through a blended model of internal development, external expertise, coaching, and structured professional collaboration.

#### **Core CPD Provision**

CPD provision is structured and targeted to ensure both consistency and specialist development across the workforce.

#### **Subject-Specific CPD**

Targeted CPD is provided for core and foundation curriculum areas, including:

- English (including reading, writing, comprehension and literacy across the curriculum)
- Mathematics (including numeracy development and functional maths approaches)
- Science (practical, enquiry-based and accessible curriculum design)
- PSHE / RSE / Citizenship (including personal development, SMSC and British Values)

This ensures that subject intent is consistently translated into high-quality classroom practice and appropriate differentiation for all learners.

### **Phonics and Early Literacy Development**

#### **Where appropriate, staff receive training in:**

- DfE-validated systematic synthetic phonics programmes
- structured reading intervention approaches (including decoding, fluency and comprehension strategies)
- early literacy intervention strategies tailored to SEND learners
- assessment and tracking of reading progress (including STAR Reading and equivalent systems)

This ensures reading is consistently prioritised as a fundamental access skill across the curriculum.

### **SEND-Specific Pedagogy**

Given the specialist nature of the school, a significant proportion of CPD is dedicated to SEND pedagogy, including:

- Autism Spectrum Condition (ASC)-informed teaching strategies
- SEMH-informed approaches to engagement, motivation and regulation
- Speech, Language and Communication Needs (SLCN) strategies embedded in teaching
- cognitive load reduction and scaffolding for complex learners
- adaptive teaching strategies for mixed attainment and variable regulation states
- sensory-aware classroom practice and environmental adjustments
- trauma-informed approaches to learning, relationships and behaviour

This ensures teaching practice is highly responsive to pupil need and consistently inclusive.

### **Behaviour, Regulation and Trauma-Informed Practice**

CPD ensures a consistent whole-school approach to behaviour and emotional regulation, including:

- positive behaviour support (PBS) principles
- trauma-informed and attachment-aware approaches
- de-escalation and co-regulation strategies
- relational practice and restorative approaches
- understanding behaviour as communication
- safe use of reasonable adjustments and risk reduction strategies

This training ensures staff are able to support pupils with complex emotional and behavioural profiles in a consistent, safe and effective way.

### **External Training and Specialist Partnerships**

The school engages with external providers to ensure staff benefit from current best practice and specialist expertise. This includes:

- accredited SEND training providers
- specialist behaviour and SEMH consultancy
- therapeutic input training linked to clinical approaches
- curriculum development partnerships with specialist educators
- safeguarding and child protection training updates aligned to statutory guidance

External training is carefully selected to align with school priorities and curriculum intent.

### **Internal Professional Development Structures**

Alongside external provision, the school operates a structured internal CPD system, including:

National College Access

Staff have access to structured online CPD modules via the National College platform, supporting:

- safeguarding updates
- pedagogy development
- SEND best practice
- leadership development pathways

### **Coaching and Mentoring**

**A formal coaching and mentoring model is in place to support professional growth, including:**

- instructional coaching for teachers
- mentoring for early career and new staff
- targeted support for areas identified through quality assurance processes
- peer observation and reflective practice cycles

### **Subject Leadership Development**

**Subject leaders participate in structured development activities, including:**

- curriculum design and sequencing development
- moderation and standardisation of assessment
- data analysis and progress evaluation
- monitoring teaching quality within subject areas
- leading subject-specific CPD sessions for staff

### **Cross-School Collaboration (SEND Specialist Practice)**

Staff engage in collaborative practice across SEND contexts to strengthen professional expertise, including:

- sharing of effective practice in specialist pedagogy
- moderation of curriculum expectations across settings
- joint training initiatives and network meetings
- development of consistent approaches to complex learner needs

This ensures staff benefit from wider specialist expertise and consistent national best practice in SEND education.

### **Impact of CPD**

The effectiveness of professional development is evaluated through:

- improved consistency and quality of teaching across all subjects
- increased staff confidence in adapting learning for SEND needs
- improved pupil engagement, progress and outcomes
- reduced variation in curriculum implementation
- stronger behaviour and regulation outcomes across cohorts
- improved accuracy of assessment and use of data to inform teaching
- enhanced leadership capacity and curriculum oversight

CPD is therefore not a standalone activity but a core mechanism for driving school improvement, ensuring curriculum intent is consistently realised in practice, and securing strong outcomes for all learners.



## **5. Policy Review**

### **This policy is reviewed:**

- annually as a minimum
- following inspection outcomes or significant change
- in response to curriculum reform or SEND updates

### **Review is informed by:**

- pupil progress data
- stakeholder feedback (pupils, parents, staff, LAs)
- governance scrutiny
- external quality assurance visits
- safeguarding and behaviour analysis

## **6. Links to Other Policies**

**This policy should be read in conjunction with:**

- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- Reading and Literacy Policy
- PSHE and RSE Policy
- SMSC and British Values Policy
- Behaviour for Learning Policy
- Careers Education (CEIAG) Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Governance Policy

## **APPENDIX 1 – Curriculum Intent and Design Principles**

### **The curriculum is designed to ensure:**

- progression from individual starting points
- clear sequencing of knowledge and skills
- access to qualifications at appropriate levels
- development of cultural capital and life skills
- integration of therapeutic support where required
- preparation for adulthood embedded across all phases

### **Curriculum pathways include:**

- Academic Pathway (GCSE / Functional Skills)
- Vocational Pathway (BTEC / Entry Level / Applied learning)
- Personalised SEND Pathway (life skills + functional learning)

## **APPENDIX 2 – CURRICULUM OUTLINE**

### **Key Stage 3**

- Core: English, Maths, Science
- Foundation: Humanities, Computing, PE, Art, DT, MFL (where appropriate)
- PSHE, Citizenship and Life Skills (core entitlement)
- Reading intervention and literacy support
- Therapeutic integration across learning

#### **Focus:**

- rebuilding learning behaviours
- closing literacy gaps
- emotional regulation and engagement
- foundational knowledge and skills acquisition

### **Key Stage 4**

- Core: English (GCSE/FS), Maths (GCSE/FS), Science (GCSE/Applied)
- Options: BTEC, Entry Level, vocational qualifications
- Careers education and work-related learning
- PSHE/RSE statutory curriculum
- structured transition planning

#### **Focus:**

- accreditation and outcomes
- employability skills
- independence and adulthood preparation
- post-16 progression routes

### **Enrichment and Wider Curriculum**

- educational visits and community learning
- outdoor education and physical development
- therapeutic enrichment (where required)
- cultural capital experiences (arts, sport, civic engagement)
- structured careers encounters and employer engagement