



CURRICULUM POLICY

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Section A – Intent

A.1 Curriculum Rationale

Meadows View School is a day school for boys and girls aged 4 to 11 with a diagnosis of autism, and who have a range of complex learning needs, communication and sensory difficulties. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

All our pupils have experienced significant barriers to learning, due to either their developmental profile, negative life experiences, or both. Before joining our school, many have been unable to access a school-based curriculum effectively, and many have experienced multiple placement breakdowns. As a result, pupils start their time at Meadows View with significant gaps in their learning, and all pupils are working below age-related expectations, many are working significantly below.

At Meadows View, the curriculum is every planned learning experience the pupils have as a member of the school, this can be both formally within the context of a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth, and development. Teachers, support staff, therapists and instructors plan and structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils. Our curriculum also incorporates the opportunistic learning experiences that occur throughout the day, and which staff pro-actively seek out and capitalise on in line with the autism specific elements of our curriculum framework.

Vision

Together at Meadows View School, we **ASPIRE** to be the best versions of ourselves that we can be.

Aims

Together we will;

- Ensure that we all achieve outcomes that are to the best of our abilities.
- Ensure we keep one another safe and that everyone feels looked after.
- Maintain unconditional positive regard in everything we do.
- Ensure that everyone feels empowered to be as independent as possible.
- Be kind and respectful to one another and ensure no one feels alone.
- Have as much fun and enjoyment as possible.

Values

A - Achievement

S - Safety

P - Positivity

I - Independence

R - Respectfulness

E - Enjoyment

A.2 Curriculum Aims

Although we admit learners from as young as 4 years old, from day one our focus is on preparing them to be as independent as possible in preparation for adulthood. Regardless of the age at which our pupils join us, our priority from the outset is to ensure they are ready for the next stage of their learning journey.

Our curriculum, therefore, is designed to prepare our pupils for life in modern Britain, and to address any barriers to learning they experience as a result of their autism, additional diagnoses, or past experiences. We understand that, at Meadows View, the learning journey, personal circumstances and educational and personal outcomes for every pupil are entirely unique, and so our curriculum strives to provide pathways that match the capacity and potential of each learner.

Our curriculum is driven by the pupil's needs and interests, whilst also being informed by Development Matters, The EQUALS curriculum and Elements of National Curriculum, PSHE Association Planning Framework for Pupils with SEND and the Autism Education Trust's Pupil Progression Framework. Our curriculum is broad and varied and provides pupils with rich learning experiences that are highly personalized.

We are committed to core British Values, including **democracy, the rule of law, individual liberty, mutual respect for, and tolerance of, those with different faiths and beliefs**, and through our RSHE curriculum we actively promote our pupils' understanding of and respect for a diverse range of people, especially those who belong to groups susceptible to discrimination.

As a school for children with autism, our aim is that pupils make the maximum progress possible in the areas of difficulty typically associated with that diagnosis, including their social communication, emotional regulation, and sensory processing. Our curriculum also aims to ensure pupils can both sustain and generalise the skills they acquire, over time, and across different contexts and circumstances. Above all, our aim as a school is to ensure our pupils leave us with the highest possible levels of independence and autonomy, whether that be through the acquisition of practical and academic skills, regulation of their own sensory and emotional needs, or effective articulation of their own choices and pursuit of their own interests and life goals.

Given the diversity of needs and strengths across our pupil population, we aim to establish and sustain the very highest standards of teaching and learning in order that gaps and specific areas of challenge can be addressed and where possible overcome. There are three key factors within our control that will enable us to do this.

These are:

1. The **Environment**. The physical environment (and the resources within it) must be carefully designed and managed to actively contribute to pupils' learning. We aim to provide a therapeutic, supportive and nurturing environment for everyone. Sensory needs of learners are highly considered within the environment.
2. Our **Expectations**. The level, type and volume of work in any activity or lesson must be specifically tuned to the needs and abilities of individual learners. Expectations placed on pupils must build on their previous experiences and promote the highest possible level of progress from students highly individualised starting points.
3. Pupil **Experience**. Engagement is key to successful learning. Where possible we draw upon research within NAS, Attention autisms and our own strategies of AAD – (Ask, Accept Develop) and TIP (Trauma Informed Practice), our curriculum, therefore, is predicated on the **wellbeing** and **involvement** of all pupils.

A.3 Curriculum Design

Our pupils require us to have an agile reflexive approach to curriculum design. The need for our curriculum to be flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our

pupils for a life within it, is the cornerstone of this policy, and our curriculum will also be shaped by and adapted to the needs of our diverse and changing pupil population.

The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all pupils will access a curriculum which supports them to fulfil their potential. Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For others it is more appropriate to base approaches on a suitable Personalised Framework.

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each pupil is enabled to make the very best progress in the development of their knowledge and skills.

Our planning is driven by the pupil's needs and interests, whilst also being informed by **Development Matters, EQUALs curriculum, Adapted National Curriculum links, PSHE Associations planning Framework for Pupils with SEND** and the **Autism Education Trust's Pupil Progression Framework**.

The Senior Leadership Team are responsible for monitoring the planning and delivery of the curriculum utilising a quality assurance framework (See QA policy). This monitoring is organised into an annual timetable of deep dives, alongside short reviews and audits, training and development as well as outlining any changes to the curriculum and the planning and provision of resources. This is carried out alongside teachers, in order for them to action plan their lessons in order to improve provision.

To ensure that our pupils are accessing a curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the pupil, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge an overview of how they would be best placed within school. On admission to the school, some pupils have experienced multiple failures and exclusions from previous settings. As well as this, these children will have most likely have significant gaps in learning and metacognition, due to a multitude of barriers to learning. The curriculum implementation utilises scaffolding and building upon skills and knowledge with the aim of progressively increasing competency, taking into consideration the learner's cognitive load. The first half term for every learner will focus on establishing baselines in all areas.

The curriculum acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individual's, certain skills may remain always inaccessible and therefore may need to be bypassed or replaced. The curriculum pace is flexible and aims to close learning gaps that are meaningful. Some learners may utilise the personalised framework to develop their metacognition to support them in best access the National Curriculum, as opposed to replacing it. Underpinning all of this is our obligation to meet the specific individual needs outlined in each pupil's Education Health and Care Plan; these objectives are central to the evidence of learning we capture on a daily basis.

Our curriculum is designed on the following 10 principles:

- a) Meeting individual needs is set in the context of a broad, balanced, relevant and differentiated curriculum that helps pupils understand the world in which they live.
- b) The most significant barriers to learning for some pupils stem from negative (or restricted) social and educational experiences in the past. Establishing and sustaining **engagement** in learning is key.
- c) The three priorities in our curriculum design are functional **literacy**, functional **numeracy**, and **personal development** (incorporating our ASC curriculum).
- d) The **wellbeing** of all learners is fundamental to their success in school and beyond.
- e) **Outstanding progress** is possible for every pupil at Meadows View but will look different for every pupil. The curriculum should be sufficiently flexible to enable pupils to achieve and exceed the expectations outlined in their personalised targets and Education, Health and Care Plans.

- f) National tests (Phonics Screening Check, Key stage 2 SATS, GCSEs etc.) will not be appropriate for most pupils, however our curriculum will provide alternative pathways to evidence **academic success**.
- g) Development of **communication, sensory processing** and **emotional regulation** skills are fundamental to the progress our pupils make.
- h) The path towards maximum **independence** and autonomy when leaving us at 11 starts on a pupil's first day at Meadows View .
- i) All pupils are entitled to a curriculum that supports the development of their personal moral values, respect for religious values, and tolerance of other people's backgrounds, beliefs and ways of life.
- j) Our pupils may need to be grouped with reference to their **needs** and cognitive ability, rather than strictly on their chronological age.

Section B – Implementation

B.1 Curriculum Structure

We have segmented our curriculum into 3 separate pathways that encompass all learning journeys for our pupils. Below is a description of each of these pathways and how we teach them across the school. It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs.

Our pupils are assessed when they get referred to us and using a multi-disciplinary approach, we will map out their curriculum on one of the 3 pathways that we outlined below which best suits their needs at the time. This will be reviewed regularly, and the pathways are made fluid so that a pupil can move across / between pathways if needed.

In order to ensure the pupils are accessing the pathway that is appropriate to their needs, we assess them informally around the time of referral by making visits to the child, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge an overview of how they would be best placed within school. Therapeutic and teacher led assessment will inform the curriculum pathway best suited to the child as they move through their time at Meadowsview. Learners will typically be grouped based on the criteria below

Baseline Assessment Area	Informal	Semi-formal	Formal
Developmental stage	Below all pre-key stage standards (1-4)	Meet some pre-key stage standards (1-6) and beyond	Able to access lower NC – EYFS / KS1 / KS2
Level of Attention	Working towards "Focused Attention"	Working towards "Sustained Attention"	Capable of "sustained attention."

Pathways at Meadows View School

Pathway	Curriculum type	Curriculum design	Assessment type	Common threads across all pathways
Pathway A – Bumblebee	Informal	<p>Following the EQUALS informal curriculum this pathway's learning episodes are group into the following areas for development;</p> <ul style="list-style-type: none"> • My communication • My sensory play • My independence • My physical wellbeing • My outdoor learning <ul style="list-style-type: none"> • My art 	<p>EHCP outcomes Development matters criteria AET Pupil Progression Framework Evidence for learning</p>	<p>All pathways have the following common strands;</p> <ul style="list-style-type: none"> • RSE/RSHE – Aligned to the SEN PSHE association framework • Literacy for life – Functional literacy dependent on cognitive ability – phonics, age-appropriate reading books etc. • Numeracy for life – functional numeracy dependent on cognitive ability – Counting, mental maths, money management etc. • Enrichment / school clubs – Student chosen activities linked to meeting specific EHCP targets / goals. <p><u>Therapeutic input</u></p> <p>Linked to individualised EHCP outcomes planned or delivered by our specialised team of;</p> <ul style="list-style-type: none"> • Occupational therapists – focusing on sensory / physical EHCP outcomes. • Speech and language therapists – focusing on communication and interaction outcomes.
Pathway B – Butterfly	Semi-formal	<p>Following the EQUALS semi-formal curriculum this pathway's learning episodes are group into the following areas for development</p> <ul style="list-style-type: none"> • My communication • Understanding the world around me <ul style="list-style-type: none"> • My thinking / problem solving <ul style="list-style-type: none"> • My independence <ul style="list-style-type: none"> • My art • My outdoor school • My physical wellbeing 	<p>EHCP outcomes Development matters criteria AET framework Evidence for learning AQA unit awards</p>	
Pathway C – Dragonfly / Dragonfly+	Formal / Subject specific	<p>Following the EQUALS formal curriculum this pathway's learning episodes are group into the following areas for development</p> <ul style="list-style-type: none"> • English • Maths • The world about us • Independence • Play and leisure • My outdoor school • My physical wellbeing <p>The Dragonfly+ pathway provides subject specific delivery of elements of the national curriculum where cognitive ability allows for this.</p>	<p>EHCP outcomes National curriculum statements AET framework Evidence for learning</p>	

Bumblebee pathway example timetable

Bumblebee example timetable												
Monday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10-12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My sensory play	Playtime	Counting	My physical wellbeing	Lunch	Regulation	My independence	My independence	Sharing books
	Regulation	Reading	EQUALS informal	EQUALS informal		Mental maths	EQUALS informal		Sensory Circuits	EQUALS informal	EQUALS informal	Sensory circuits
	Class assembly	Writing				Money	PE focus			Cooking	Cooking	Regulation
Tuesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10-12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My sensory play	Playtime	Counting	My independence	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS informal	EQUALS informal		Mental maths	EQUALS informal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing				Money	Life skills			Student led	Student led	Regulation
Wednesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10-12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My sensory play	Playtime	Counting	My Art	Lunch	Regulation	My outdoor learning	My outdoor learning	Sharing books
	Regulation	Reading	EQUALS informal	EQUALS informal		Mental maths	EQUALS informal		Sensory Circuits	EQUALS informal	EQUALS informal	Sensory circuits
	Class assembly	Writing				Money	Art focus			Forest school focus	Forest school focus	Regulation
Thursday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10-12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My sensory play	Playtime	Counting	My Art	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS informal	EQUALS informal		Mental maths	EQUALS informal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing				Money	Art focus			Student led	Student led	Regulation
Friday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10-12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My sensory play	Playtime	Counting	PSHE association SEN	Lunch	Regulation	Community access	Community access	Sharing books
	Regulation	Reading	EQUALS informal	EQUALS informal		Mental maths	RSE		Sensory Circuits	Trip out	Trip out	Sensory circuits
	Class assembly	Writing				Money	Linked PSHE			EHCP linked activity	EHCP linked activity	Regulation

Bumblebee Pathway: The informal curriculum pathway is for pupils who have complex and profound learning difficulties; children who are not yet ready to engage in subject specific learning, and where their education needs are best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and sensory processing support. At the heart of the curriculum is learning through supported and initiated play linked to sensory exploration and emotional regulation.

Curriculum area	Focus
My Sensory Play	Solitary play, Parallel play, Shared play, Turn taking play, Co-operative play
My Communication	Imperative communications, Declarative communications , Formal social interaction with familiar People, Peer to peer communications, Alternative and augmentative communications
My Physical Well-being	Sensory integration and sensory circuits, Other play-based activities, Aquatics, Mental Health and Well-being, Relationships and sex education
My Independence	My dressing and undressing, My travel training, My shopping, My cooking
My Outdoor School	Starting out, Orienteering, Shelter building, Using and open fire Cooking outdoors
Literacy for life	Personalised experiences of reading, Focus texts, phonics, age appropriate text / picture books
Numeracy for life	Counting, quantity recognition, coin recognition
Careers / RSHE	Linked to SEN PSHE association framework.
Enrichment / clubs	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.

Butterfly pathway example timetable

Butterfly example timetable												
Monday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	The world around me	Playtime	Counting	My thinking/ problem solving	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS Semi formal	Equals Semi formal		Mental maths	EQUALS Semi formal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing	English/ comms focus	Humanities/ SMSC focus		Money	Science/maths focus			Student led	Student led	Regulation
Tuesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	The world around me	Playtime	Counting	My thinking/ problem solving	Lunch	Regulation	My outdoor learning	My outdoor learning	Sharing books
	Regulation	Reading	EQUALS Semi formal	Equals Semi formal		Mental maths	EQUALS Semi formal		Sensory Circuits	EQUALS Semi formal	EQUALS Semi formal	Sensory circuits
	Class assembly	Writing	English/ comms focus	Humanities/ SMSC focus		Money	Science/maths focus			Forest school focus	Forest school focus	Regulation
Wednesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	The world around me	Playtime	Counting	My thinking/ problem solving	Lunch	Regulation	My independence	My independence	Sharing books
	Regulation	Reading	EQUALS Semi formal	Equals Semi formal		Mental maths	EQUALS Semi formal		Sensory Circuits	EQUALS Semi formal	EQUALS Semi formal	Sensory circuits
	Class assembly	Writing	English/ comms focus	Humanities/ SMSC focus		Money	Science/maths focus			Cooking /life skills	Cooking /life skills	Regulation
Thursday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	The world around me	Playtime	Counting	My thinking/ problem solving	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS Semi formal	Equals Semi formal		Mental maths	EQUALS Semi formal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing	English/ comms focus	Humanities/ SMSC focus		Money	Science/maths focus			Student led	Student led	Regulation
Friday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My communication	My physical wellbeing	Playtime	Counting	PSHE association SEN	Lunch	Regulation	Community access	Community access	Sharing books
	Regulation	Reading	EQUALS Semi formal	EQUALS Semi formal		Mental maths	RSE		Sensory Circuits	Trip out	Trip out	Sensory circuits
	Class assembly	Writing	English/ comms focus	PE focus		Money	Linked PSHE			EHCP linked activity	EHCP linked activity	Regulation

Butterfly Pathway: The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil's needs through a personalised approach delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty but are developing skills that means they are ready to study some aspects of subject specific learning. Like the Informal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support.

Curriculum area	Focus
The World About Me	Water, the weather, the seasons, Recycling, People, Life cycle of plants and animals, Food, Festivals, Digital photography Change, history and the passing of time
My Communication	Imperative communications Following instructions, Declarative communications, Dynamic communications, Narratives, Formal social interactions with familiar and unfamiliar people, Personalised reading and writing, Non-verbal, behaviour, communications, Peer to peer communications, Augmentative and alternative communications
My Independence	My travel training, My shopping, My dressing and undressing, My cooking food / technology
My Outdoor School	Starting out, Playing games, Orienteering, Creativity, Wilderness explorers, Environmental Awareness, Seasonal Awareness, Shelter building, Making a fire, Cooking outdoors
My Play and Leisure / My art	Structured Play, Free Play / collage, drawing, painting, print making, sculpture, digital media, textiles
Literacy for life	Personalised experiences of reading, Focus texts, phonics, age-appropriate texts
Numeracy for life	Counting, quantity recognition, coin recognition.
Careers / RSHE	Linked to SEN PSHE association framework.
Enrichment / clubs	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.

Dragonfly pathway example timetable

Dragonfly example timetable												
Monday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	The world around me	Playtime	Counting	Maths	Lunch	Regulation	My independence	My independence	Sharing books
	Regulation	Reading	EQUALS formal	Equals formal		Mental maths	EQUALS formal		Sensory Circuits	EQUALS formal	EQUALS formal	Sensory circuits
	Class assembly	Writing		Humanities/ SMSC focus		Money				Cooking	Cooking	Regulation
Tuesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	The world around me	Playtime	Counting	Maths	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS formal	Equals formal		Mental maths	EQUALS formal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing		Humanities/ SMSC focus		Money				Student led	Student led	Regulation
Wednesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	The world around me	Playtime	Counting	Maths	Lunch	Regulation	My outdoor learning	My outdoor learning	Sharing books
	Regulation	Reading	EQUALS formal	Equals formal		Mental maths	EQUALS formal		Sensory Circuits	EQUALS formal	EQUALS formal	Sensory circuits
	Class assembly	Writing		Humanities/ SMSC focus		Money				Forest school focus	Forest school focus	Regulation
Thursday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	Communication	The world around me	Playtime	Counting	Maths	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS formal	Equals formal		Mental maths	EQUALS formal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing	C and I focus	Humanities/ SMSC focus		Money	Shopping			Student led	Student led	Regulation
Friday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My art	My physical wellbeing	Playtime	Counting	PSHE association SEN	Lunch	Regulation	Community access	Community access	Sharing books
	Regulation	Reading	EQUALS formal	EQUALS formal		Mental maths	RSE		Sensory Circuits	Trip out	Trip out	Sensory circuits
	Class assembly	Writing	Drama focus	PE focus		Money	Linked PSHE			EHCP linked activity	EHCP linked activity	Regulation

Dragonfly+ pathway example timetable

Dragonfly + example timetable												
Monday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	Humanities	Playtime	Counting	Maths	Lunch	Regulation	My independence	My independence	Sharing books
	Regulation	Reading	NC linked	NC linked		Mental maths	NC linked		Sensory Circuits	EQUALS formal	EQUALS formal	Sensory circuits
	Class assembly	Writing				Money				Cooking	Cooking	Regulation
Tuesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	Humanities	Playtime	Counting	Maths	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	NC linked	NC linked		Mental maths	NC linked		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing				Money				Student led	Student led	Regulation
Wednesday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	English	Humanities	Playtime	Counting	Maths	Lunch	Regulation	My outdoor learning	My outdoor learning	Sharing books
	Regulation	Reading	NC linked	NC linked		Mental maths	NC linked		Sensory Circuits	EQUALS formal	EQUALS formal	Sensory circuits
	Class assembly	Writing				Money				Forest school focus	Forest school focus	Regulation
Thursday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	Communication	Science	Playtime	Counting	My independence	Lunch	Regulation	Enrichment	Enrichment	Sharing books
	Regulation	Reading	EQUALS formal	NC linked		Mental maths	EQUALS formal		Sensory Circuits	EHCP linked activity	EHCP linked activity	Sensory circuits
	Class assembly	Writing	C and I focus			Money	Shopping			Student led	Student led	Regulation
Friday	Reg/breakfast	Literacy	Morning 1	Morning 2	Playtime	Numeracy	Morning 3	Lunch	Reg/regulation	Afternoon 1	Afternoon 2	Transition home
Time	8.45 – 9.10	9.10- 9.40	9.40-10.10	10.10-10.40	10.40-11.10	11.10- 11.40	11.40- 12.10	12.10- 12.50	12.50- 1.10	1.10- 1.40	1.40-2.10	2.10- 2.30
	Breakfast	Phonics	My art	My physical wellbeing	Playtime	Counting	PSHE association SEN	Lunch	Regulation	Community access	Community access	Sharing books
	Regulation	Reading	EQUALS formal	EQUALS formal		Mental maths	RSE		Sensory Circuits	Trip out	Trip out	Sensory circuits
	Class assembly	Writing	Drama focus	PE focus		Money	Linked PSHE			EHCP linked activity	EHCP linked activity	Regulation

Dragonfly / Dragonfly+ Pathways: The formal curriculum has been specifically designed for pupils working consistently and over time below age-related expectations and may have moderate learning difficulties, especially those who struggle with Literacy and Numeracy. A blend of both formal pathways is likely for the majority of learners who fit into this category based on individual student interests in subject areas and their ability to access more cognitively demanding

sessions. Where possible learning will take place drawing from the national curriculum at a level that is cognitively appropriate to each learner. Meadows View provides subject specific learning up to the end of year 6 criteria.

Curriculum area	Focus
The World About us	Water, the weather, the seasons, Recycling, People, Life cycle of plants and animals, Food, Festivals, Digital photography Change, history and the passing of time
English	Interacting and expressing needs, handling information, narratives, systematic teaching of whole word sight vocabulary, sentence structure, alternative and augmentative communication
Maths	Number based activities, counting games, counting songs, estimation through play and every day situations, numerals money, time, thinking and problem solving,
My Independence	My travel training, My shopping – money skills, banking, My cooking – elementary cooking skills, advanced cooking skills
My Outdoor School	Starting out, playing games, Orienteering, Creativity, Wilderness explorers, Environmental Awareness, Seasonal Awareness, Shelter building, Making a fire, Cooking outdoors
My Play and Leisure / My art	Structured Play Free Play / collage, drawing, painting, print making, sculpture, digital media, textiles
Literacy for life	Personalised experiences of reading, Focus texts, phonics, age-appropriate texts
Numeracy for life	Counting, quantity recognition, coin recognition
Careers / RSHE	Linked to SEN PSHE association framework.
Enrichment / clubs	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.
Dragonfly+	Subject specific lessons based linked to NC outcomes at cognitive level.

B.2 Curriculum Delivery

Structure of the School Day

The school opens to pupils at 8:45am, and pupils go home at 2:30pm. The school day is carefully planned in each class, according to the needs of pupils. There are five main learning activities in each class, each day. These are augmented by several carefully planned and structured, shorter activities to support literacy, numeracy and personal development. Each class submits a timetable for approval to the senior team and makes this available to visitors in their class file.

Schemes of Work and Lesson Planning

Curriculum planning will be dependent on which pathways that students are accessing as outlined in the previous section. Each of the 3 pathway are directly aligned to the EQUALS informal, semi-formal and formal pathways. Where possible (mainly in the Dragonfly pathway) subject planning should be linked to the national Curriculum at EYFS KS1/2. Each teacher is required to have long term (current half term) and medium-term planning (most current 2 weeks) for the class group that they are delivering. For subject learning linked to the National curriculum there are full entry to exit sequenced pathways to follow. Due to the play-based nature of the EQUALS curriculum longer term planning is not possible in the same way as subject specific planning and will often be adapted on demand due to the small steps that students will progress at.

This planning will be followed by all teaching staff and their delivery monitored by the senior team. Planning sets out how the content of the pathway is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. (See additional assessment policy).

In order to best meet individual pupil and class needs, teachers have the autonomy to plan individual lessons, or sequences of lessons, in different ways. Through robust monitoring, the senior team ensures that planning is carried out to a high standard, in sufficient detail to ensure that pupils achieve high standards and make optimal progress. Teachers are expected to evaluate their planning on a regular basis for all subjects, and on a weekly basis for English and Mathematics.

Homework

Where it used correctly, homework can be a valuable aid to learning. Used in the wrong circumstances, it can be counter-productive to an individual's progress, and their attitude to school. At Meadows View School, we take an entirely individualised approach and will agree with parents and carers the volume and frequency of homework, in most cases this will not be appropriate due to transition from home to school and vice versa often being a barrier for learners with and ASC diagnosis. However, we encourage all parents and carers to provide opportunities for communication build and reading activities at home, following either the school scheme, or materials in the home. We also know that pupils on the autism spectrum often find it difficult to generalise learning, i.e. transfer newly acquired skills to different settings, and so we also ask parents to not just check their Evidence for learning account for photographs and videos of the learning that has taken place, but to encourage their son/daughter to demonstrate the same skills and knowledge at home or in the community.

B.3 Overcoming Barriers to Learning

Sensory Processing

At Meadows View School there is recognition of the sensory differences, difficulties and challenges many pupils with ASC face daily. There is an understanding of how this can affect learning and behaviour and the focus of the ASC Curriculum is to reasonably adjust all aspects of school life in order to meet the student's sensory needs.

Pupils with ASC often find it difficult to process and organise the different sensory input they receive. This can make it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The ASC Curriculum at Meadows View School places a great deal of emphasis on sensory processing, allowing the student to thrive in an environment that aids learning and supports the student to organise and process sensory input, and to use that input to respond. Each learner's sensory processing system may be hypo or hyper-sensitive to one or all sensory channels, and some experience extremes of both across their sensory profile.

The Learning Environment

The school is aware that a calm, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and play a key role in effective behaviour management. However, given the needs of or pupils, it is important that such displays are limited to the designated boards in each room, and never on the 'front' wall of the classroom. All class teachers and teaching assistants are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and their teams, it is expected that classrooms are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils are encouraged to treat classrooms, workshops and any other learning environments with respect.

Applied Classroom Strategies

The following strategies are suitable for all pupils, particularly those with sensory differences:

- The learning areas are adapted so there is less sensory stimulus so that pupils can work at times without distraction, and they don't distract others.
- There are designated internal and external breakout spaces where pupils can go if they need a sensory break, or time and space to relax. These areas are separate from the classroom and include outdoor spaces.
- As part of the curriculum each sensory difficulty is considered, to provide a carefully planned and reasonably adjusted learning environment.

Visual Processing

- Clearly displayed timetables (visual and interactive), which are changed on a day-to-day basis and referred to throughout the day.
- Keywords/Topic vocabulary clearly labelled areas and resources clearly labelled with expectations and objectives.
- If required, pastel paper and/or coloured overlays are available to reduce visual stress and help organise and track text.
- Fewer displays are used around the classroom to avoid visual over stimulation and so emphasis can be put onto the displays that are used.
- The main 'teaching wall' (typically where the screen and teacher desk are located) does not contain any displays or excess visual distraction.

Auditory processing

- Language is reduced and simplified as far as possible and should always be supported with visuals where appropriate. Idiomatic, sarcastic or metaphorical language is avoided where possible, unless the speaker is also giving an explanation of their choice of words (e.g. explaining humour to a pupil),

- Processing time is given to pupils when information is presented verbally,
- Ear defenders are available for pupils in classrooms and the dining area.
- Sensory breaks are permitted, where it is clear noise is causing, or likely to cause, distress.

Proprioceptive/Vestibular Processing

At Meadows View School, each lesson is reasonably adjusted, including splitting up lessons that otherwise involve a lot of sitting. Some pupils are allowed to (and encouraged to) stand and/or walk within a lesson, if it is felt that this promotes focus, calmness and engagement.

Whenever possible we split lessons to stimulate proprioceptive, vestibular responses and in any lesson, we emphasise a period of focused learning, offering additional time in an alternative learning activity which can involve movement or other educational stimulation. Individual pupils may be supported by an adult to move in or out of the classroom, in agreement with the class teacher.

Whole Class Strategies

Class teams ensure consistent routines, rules and boundaries are assessed and reassessed on a weekly basis. They meet regularly to assess whether interventions are working (and tailor support if necessary) for each individual student and invite support from SLT or the multi-disciplinary team as appropriate.

Specialist Staff

Teaching and support staff at Meadows View School, are continuously trained in both delivery of the individualised Curriculum, and in understanding the specific emotional and social needs of the pupils in a therapeutic nurturing environment. Staff work closely in collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational movement therapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils with autism both educationally and therapeutically.

Meadows View School has high ambitions and aspirations for pupils with autism to reach their full potential and to be included in school and society. The school recognises the importance of working in a multi-disciplinary way to promote pupils' independence both at school and into adult life.

Gifted Pupils

A small number of pupils may display special talents, skills, expertise and understanding areas. These include both high levels of ability in specific areas of the curriculum as well as activities / intense areas of interest beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them.

Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school celebrations, letters of acknowledgement sent to parents and carers and records held in student's records of achievement.

Educational Visits

Planned, structured experiences for learners outside of the classroom and school environment add to everyone's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development, and Educational Visits are a very important area of the whole school curriculum.

Teachers are encouraged to make use of community facilities in the local community and further afield. Access to a range of environments not only supports and enriches subject specific learning, but also promotes the development of cultural capital, and meets many of the requirements of the 'Independence and Community Participation' strand of our ASC curriculum.

B.4 Roles and Responsibilities

The Headteacher/ Curriculum Lead will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- Overall trends in progress and attainment inform strategic school development planning.

Teachers will ensure that:

- Long term planning is in place for all areas. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- There is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular subject area /focus area.
- Where necessary an appropriate combination of unit awards will be offered which best suit the needs of learners.
- Assessment is appropriate to the pathway and the pupils following particular paths. There should be consistency of approach towards assessment.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subject areas that they deliver.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Actively support pupils in their progress through the new curriculum.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support, and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Support learning at home where possible.

Section C – Impact

C.1 Pathway Assessment

Pathways A / B – *Bumblebee / Butterfly Pathways* (Informal/semi formal)

Pupils A

Pupils are assessed on these pathways using a combination of

- Individualised EHCP outcomes – broken down into small achievable steps across each term
- The AET Progression Framework which provides an extensive 'bank' of learning intentions based on an understanding of autism and the challenges that pupil may face within education settings. It is by no means exhaustive and we tailor learning intentions according to each individual's needs.
- Development matter mild stones which evidence developmental goals for students cognitively functioning within the 0-5 age range.
- Outcomes found within the long term intentions of the informal / semi-formal EQUALS curriculum.

Progress against outcomes are grouped into the following categories.

Encountered / experienced	Pupil has been exposed to activities to facilitate progression towards an outcome but there is not yet evidence towards meeting the AET framework criteria / development matters criteria / EQUALS criteria / EHCP outcome.
Gaining skills and understanding	Pupil has shown some evidence towards meeting the AET framework criteria / development matters criteria / EQUALS criteria / EHCP outcomes but this has not yet been frequent enough to full meet the target area.
Secured	There is evidence that the pupil has fully met the AET framework criteria / development matters criteria / EQUALS criteria / EHCP outcome.
Exceeded	Pupil has shown full evidence to meet the AET framework criteria / development matters criteria / EQUALS criteria / EHCP outcome and can independently evidence without prompting.

Pathway C – Dragonfly / Dragonfly + (Formal)

This pathway is assessed formally through Evidence for Learning against EYFS / National curriculum statements; teachers are expected to evidence the targets met for all subjects taught to that pupil. Where appropriate the assessment mechanisms of the informal/semi-formal pathways will also be utilised.

They should make ongoing judgements, which then articulates next steps and further development points. Targets that have been met and evidenced are then peer moderated to ensure the correct judgements have been made; this is done on a termly basis. Progress is categorised as Emerging, Developing, Securing or Mastering; where progress is Securing or Mastering no further work is required. However, where progress is slow, a second moderation takes place whereby a member of SLT will support and action where applicable.

Emerging	Student has not met or demonstrated very limited progress towards the specified learning criteria. Support and prompts still required.
Developing	Evidence of some progress towards the learning criteria, lower level of prompt or support required.
Securing	Has met the learning criteria and can demonstrate understanding independently.
Mastering	Has exceeded the learning criteria and can demonstrate to others / apply in an unfamiliar context.

Some of our pupils on this pathway may work towards elements of a unit award / accreditation in on or more specific subjects

C.2 Quality Assurance

The quality of education provided to pupils at Meadows View is subject to regular and varied assurance activities. These include but are not limited to:

- Lesson Visits
- Learning walks.
- Pupil progress review / termly reporting
- Termly supervisions for all teaching and teaching assistant staff.
- Work scrutiny, including marking and assessment, and 'deep dive' activities.
- Moderation with leaders from other schools within OFG.
- Obtaining of stakeholder voice.

Please refer to Meadows View School quality assurance policy for further details of activities.

C.3 Reporting to Parents

The primary means of reporting on progress to parents is via the Annual Review process, in which detailed feedback is given in relation to the short and long-term objectives identified in Section E of their son or daughter's Education, Health and Care Plan.

However, parents are also kept informed of the breadth, depth and quality of the education to their son or daughter via:

- Termly reporting to parents
- Frequent home-school liaison
- School newsletters
- Regular Class Dojo (or similar) updates and messages
- School website