



Part of
OptionsAutism

CURRICULUM POLICY

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CONTENTS

Section A – Intent

A.1 Curriculum Rationale

A.2 Curriculum Aims

A.3 Curriculum Design

Section B – Implementation

B.1 Curriculum Structure

B.2 Curriculum Delivery

B.3 Overcoming Barriers to Learning (WELLBEING)

B.4 Roles and Responsibilities

Section C – Impact

C.1 Pathway Assessment

C.2 Quality Assurance Schedule

C.3 Reporting to Parents

Section A – Intent

A.1 Curriculum Rationale

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

All our children have experienced significant barriers to learning and, before joining our school, many have been unable to access a school-based curriculum effectively. A number of our children have experienced multiple placement breakdowns and, as a result, children start their time at Meadows View with significant gaps in their learning, and all children are working below age-related expectations, with many working significantly below.

At Meadows View, the curriculum encompasses all the planned learning experiences that children engage in, both inside the classroom and across the school throughout the day. It includes all the planned activities designed to support learning, personal growth, and development. Teachers, support staff, therapists, and instructors work collaboratively to plan and deliver these experiences to maximise children's progress, and personal development. Our curriculum also embraces the spontaneous learning opportunities that arise during the day, which staff actively recognise and build upon in line with the autism-specific principles of our curriculum framework.

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.

Our Values

Be Kind

Be Safe

Be Honest

Be Brave

Grow Together!

A.2 Curriculum Aims

Our integrated therapeutic curriculum blends each child's individual EHCP targets with tailored therapeutic input and structured curriculum planning, ensuring their needs are fully met and they have every opportunity to grow, learn, and thrive.

Our curriculum, is designed to prepare our children 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, 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.

All learning is driven by our pupil's individual needs and interests, and these are supported via our four learning pathways, Bumblebee (Informal), Butterfly (Semi-formal), Dragonfly (Formal) and Grasshoppers (SEMH pathway). Our pathways are designed to be an adaptive curriculum that is built around the pupil's EHCPs, aspects and elements of the EYFS framework/Development Matters/Equals Curriculum and the National Curriculum. These pathways are fluid and children's individual offer may span more than one pathway for different areas of their learning, including the EYFS.

This approach supports children to access a broad and varied curriculum which provides them with rich learning experiences that are highly personalised. We implement the use of nationally recognised schema including Rocket

Phonics, White Rose Maths to inform our curriculum offer and ensure the use of high-quality resources but we may be using them in a different way, to different end points to other schools.

As a school for children with autism, our aim is that children make the maximum progress possible in their areas of difficulty including their social communication, emotional regulation, and sensory processing. Our curriculum also aims to ensure children 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 children 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 children's 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 children must build on their previous experiences and promote the highest possible level of progress from children's 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 children.

British Values

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 children's understanding of and respect for a diverse range of people, especially those who belong to groups susceptible to discrimination.

Equal Opportunities

We promote the needs and interests of all Children's irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the Children's to ensure that all can access the full PSHE provision. We promote social learning and expect our Children's to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multicultural and gender issues and ensuring equal opportunities.

Protected characteristics

The Equality Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Non-partisan views

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our children's to maintain a non-partisan approach at all times during curriculum delivery.

A.3 Curriculum Design

Our children 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 children's 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 children's 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.

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 focused quality assurance including deep dives, short reviews, audits and 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 plan effectively.

To ensure that our children 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 children's 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 inaccessible and therefore may need to be bypassed or replaced. The curriculum pace is flexible and aims to close learning gaps that are meaningful.

Our curriculum is designed on the following 10 principles:

- a) Meeting individual needs is set in the context of a broad, balanced, relevant and adaptive curriculum that helps children understand the world in which they live.
- b) The most significant barriers to learning for some children stem from negative (or restricted) social and educational experiences in the past. Establishing and sustaining **engagement** in learning is key. Our children must start by developing behaviours for learning before moving on to structured and focused learning.
- c) The priorities in our curriculum design are **behaviours for learning, personal development and functional skills**.
- 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 children 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, etc.) will not be appropriate for most children, however our curriculum will provide alternative pathways to evidence **success**.
- g) Development of **communication, sensory processing** and **emotional regulation** skills are fundamental to the progress our children 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 children 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 children will be grouped with reference to their **needs** and cognitive ability, rather than strictly on their chronological age.

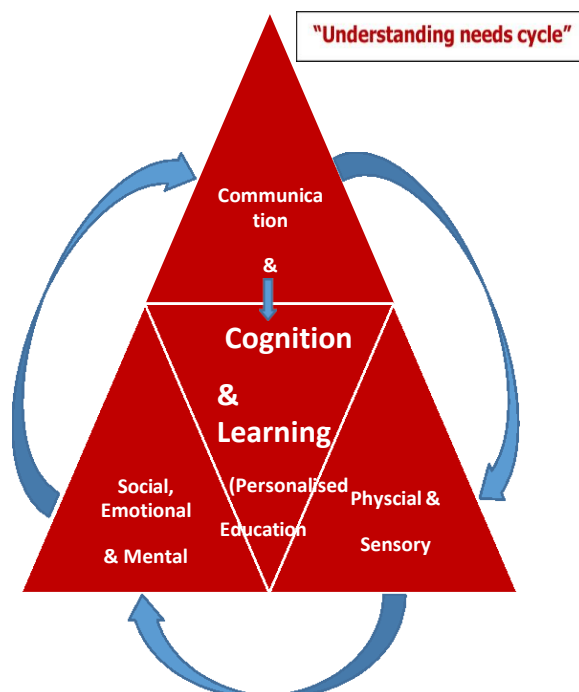
Section B – Implementation

B.1 Curriculum Structure

Each child's EHCP is at the heart of everything we do – it is our 'Golden Thread', this is supported by our curriculum pathway model. As such, each child accesses an adapted curriculum that is developed to best meet their needs and enable them to thrive.

We recognise that all children will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point children can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.

The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education. We have segmented our structured curriculum offer into 4 separate pathways that encompass all learning journeys for our children in Year 1-6, children in Reception access the EYFS framework. 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 children are assessed when they get referred to us and using a multi-disciplinary approach, we will map out their curriculum on one of the 4 pathways, and or EYFS Framework, that are outlined below which best suit their needs at the time. This will be reviewed at least termly, and the pathways are made fluid so that a pupil can move across / between pathways if needed. Children in the reception cohort will access the EYFS Framework with the support of Development Matters.

In order to ensure the children 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 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 Meadows View. Learners will typically be grouped based on the criteria below.

Years1 - 6

Baseline Assessment Area	Bumblebee (informal)	Butterfly (Semi-Formal)	Dragonfly (Formal)	Grasshopper (SEMH pathway)
Development 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	SEMH needs
Level of Attention	Working towards "Focused Attention"	Working towards "Sustained Attention"	Capable of "sustained attention"	Able to access lower NC – EYFS/ KS1/ KS2

Pathways at Meadows View School

Pathway	Curriculum type	Curriculum design	Assessment type	Common threads across all pathways
Pathway A – Bumblebee	Informal	Following an adapted EQUALS informal curriculum and EYFS framework this pathway's learning episodes are group into the following areas for development; • My communication • My sensory play • My independence • My physical wellbeing • My outdoor learning • My Creativity	Against EHCP outcomes Development matters Pathway outcomes via EFL	All pathways have the following common strands; RSE/PSHE – Aligned to the SEN PSHE association framework Enrichment – Student chosen activities linked to meeting specific EHCP targets / goals. EYFS framework and development matters where appropriate Therapeutic input Linked to individualised EHCP outcomes planned or delivered by our specialised team of: • Occupational therapists – focusing on sensory / physical EHCP outcomes. • Speech and language therapists – focusing on communication and interaction outcomes. <u>EHCP targets and outcomes:</u> Personalised to each child
Pathway B – Butterfly	Semi-formal	Following an adapted EQUALS semi-formal curriculum and EYFS framework this pathway's learning episodes are group into the following areas for development • My communication • My independence • My physical wellbeing • My art • Understanding the world around me • My thinking / problem solving • My outdoor school	Against EHCP outcomes Development matters Pathway outcomes via EFL	
Pathway C – Dragonfly	Formal	Following the EQUALS formal curriculum this pathway's learning episodes are group into the following areas for development • English • Maths • The world about us • Independence • Play and leisure • My outdoor school • My physical wellbeing	Against EHCP outcomes National curriculum statements Pathway outcomes via EFL	
Pathway D - Grasshoppers	SEMH linked to appropriate adapted Informal, Semi- Formal or Formal curriculum pathway	The SEMH Pathway (Grasshoppers) provides a safe and supportive setting for pupils who benefit from a nurture-based approach. Through play and positive relationships, pupils build social, emotional, communication, and learning skills. Learning is tailored to each child's needs and development using the appropriate Equals pathway. The pathway helps pupils develop emotional regulation, confidence, independence, and positive relationships so they can achieve their best.	Against EHCP outcomes National curriculum statements Pathway outcomes via EFL	

Bumblebee (Informal) pathway

Bumblebee Pathway: The informal curriculum pathway is for children 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	Personalised experiences of reading, Focus texts, phonics, age-appropriate text / picture books
Numeracy	Counting, quantity recognition, coin recognition
Careers / PSHE	Linked to SEN PSHE association framework.
Enrichment	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.
EYFS	Specific areas linked to individual need.

Butterfly pathway

Butterfly Pathway: The semi-formal curriculum recognises that many of our children 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 children 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, children 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	Personalised experiences of reading, Focus texts, phonics, age-appropriate texts
Numeracy	Counting, quantity recognition, coin recognition.
Careers / PSHE	Linked to SEN PSHE association framework.
Enrichment	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.

Dragonfly pathway

Dragonfly Pathway: The formal curriculum has been specifically designed for children 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 based on NC outcomes
Maths	Number based activities, counting games, counting songs, estimation through play and everyday situations, numerals money, time, thinking and problem solving, based on White Rose Maths
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
Careers / PSHE	Linked to SEN PSHE association framework.
Enrichment	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.
Subject specific areas	Subject specific lessons based linked to NC outcomes at cognitive level.

Grasshopper pathway

Grasshopper Pathway: The SEMH Pathway provides a safe, supportive, and highly personalised learning environment for pupils who require a nurture-focused curriculum. Through a play-based and relationship-led approach, pupils develop the social, emotional, communication, and learning skills needed to engage successfully in school and the wider community. Learning is delivered through informal, semi-formal, or formal Equals curriculum pathways, matched to each child's individual strengths, needs, and stage of development. The pathway prioritises emotional regulation, communication, independence, confidence, and positive relationships to enable pupils to achieve their full potential.

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
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
Careers / PSHE	Linked to SEN PSHE association framework.
Enrichment	Student directed activities linked to areas of interest / preference – mapped against specific EHCP outcomes.
Subject specific areas	Subject specific lessons based linked to NC outcomes at cognitive level where appropriate

Long term planning – topic areas

We have a cycle of topics which allow the staff to plan from the curriculum pathways into cohesive series of learning opportunities. Every class will follow the topic areas outlined below.

Cycle	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Cycle 1	All about me	My Senses	Warm & Cold	Movement & Stillness	Light & Dark	Water
Cycle 2	Dinosaurs	Winter Wonderland	Garden	Transport	Farm	Seaside
Cycle 3	Autumn	Lights & Festivals	New Life	Weather	Space	Holidays

EYFS pathway

The EYFS framework will ensure that children learn and develop well, ensure children are kept healthy and safe and ensure children have the knowledge and skills they need to progress through school. The teacher and class staff work hard to embed positive attitudes towards school and learning. Prime areas of learning and development in reception year are:

- 1) Personal, Social and Emotional Development: Being able to negotiate, consider the ideas and needs of others, empathise and work successfully as part of a team.
- 2) Communication and Language: Being able to process and follow instructions, having the confidence to communicate freely and express themselves as a learner, and being able to listen attentively in a range of situations.
- 3) Physical Development: Developing the control and coordination needed for both small and large movements, using tools effectively, negotiating space and understanding the need for physical exercise, a healthy diet and how to keep yourself healthy and safe.

By the end of their reception year, children should be able to achieve outcomes within several different areas, including;

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Numeracy
- Understanding the world
- Expressive art and design

Phonics is delivered at an appropriate stage using Rocket Phonics which is a recognised SSP.

	Topic	Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Aut1	All about me	Simple stories Naming objects Who/what where Describing home Social phrases	Unfamiliar settings Personal hygiene	Indoor and outdoor apparatus Knife and fork	Individual letters Blending Picture books	Counting concrete – 10 length	Describe my family Describe others and their roles	Listen attentively Recall songs and stories
Aut2	My senses	Rhymes poems and songs Sequencing	Conflict resolution Following rules Stick man	Fine motor skills Scissors Crayons	Onomatopoeia Exception words	Subitise to 5 Recognise shapes	Halloween Christmas Fireworks Remembrance Special places	Sing songs Explore materials and colour
Spr1	Warm and cold	Asking questions	Valentines Expressing feelings Respecting others	Ball skills Handwriting	Simple phrases Story sequences	Composition to 10 Number bonds Spatial reasoning	Mothers day Easter Understanding different beliefs The familiar past	Pretend storylines Play musical instruments
Spr2	Movement and stillness	Hungry caterpillar Sequencing Jack and the Beanstalk	Resilience	Fine motor skills Gross motor skills Chalks	Letter formation	Count beyond 10 Patterns	Draw information seasons	Make use of props Recall stories
Sum1	Light and dark	Language in context Non-fiction	Personal safety Goals Independence	Climbing Balancing Painting	Whole word writing and recognition	Length weight and capacity	Differences in other countries Different environments	Pretend storylines Explore materials
Sum2	Water	Future tense, Make plans Reflect	Instructions Personal safety	Pencil and pen control	Anticipate next steps Fiction vocab	Compare quantities Even/odd Equal distribution	Compare and contrast observe environment	Explore differences in sound

B.2 Curriculum Delivery

Structure of the School Day

The school opens to children at 8:45am, and children go home at 2:30pm. The school day is carefully planned in each class, according to the needs of the children and is flexible.

Schemes of Work and Lesson Planning

Curriculum planning will be dependent on which pathways that children are accessing as outlined in the previous section. Each teacher is required to have long term (current half term) and medium-term weekly plan for the class group that they are delivering.

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 children's 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 children achieve high standards and make optimal progress.

B.3 Overcoming Barriers to Learning

Sensory Processing

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

Children with autism 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 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 children's work, photos of children achieving and thriving, 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 our children's, 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 children can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that children are encouraged to treat classrooms, workshops and any other learning environments with respect.

Applied Classroom Strategies

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

- The learning areas are adapted so there is less sensory stimulus so that children can work at times without distraction, and they don't distract others.
- There are designated internal and external breakout spaces where children 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.
- 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 children when information is presented verbally,
- Ear defenders are available for children.
- Sensory breaks are used effectively.

Proprioceptive/Vestibular Processing

At Meadows View School, each lesson is adapted to the individual child's need, including splitting up lessons that otherwise involve a lot of sitting. Children are able to stand and/or walk within a lesson, if it is felt that this promotes focus, calmness and engagement.

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 children 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 children with autism both educationally and therapeutically.

Meadows View School has high ambitions and aspirations for children 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 children's independence both at school and into adult life.

Gifted Children

A small number of children 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 children, to encourage their interests and to make appropriate provision for them.

Such provision includes planning classroom-based work which genuinely stretches such children, 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 curriculum.

B.4 Roles and Responsibilities

The 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.
- Assessment is appropriate to the pathway and the children's 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 children's.
- 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 children's 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 children in their progress through the new curriculum.

Children 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* (Informal), *Butterfly Pathways* (semi formal) and *Grasshoppers* (SEMH)

Children are assessed on these pathways using a combination of

- Individualised EHCP outcomes – broken down into small achievable steps across each term
- Development matter milestones which evidence developmental goals for children's cognitively functioning within the 0-5 age range.
- Outcomes found within the long-term intentions of the informal / semi-formal/ SEMH adapted EQUALs curriculum.

Progress against outcomes are grouped into the following categories.

Emerging	Pupil has been exposed to activities to facilitate progression towards an outcome but there is not yet evidence towards meeting the development matters criteria /Pathway curriculum/ EHCP outcome.
Developing	Pupil has shown some evidence towards meeting the / development matters criteria / Pathway curriculum / EHCP outcomes, but this has not yet been frequent enough to full meet the target area.
Securing	There is evidence that the pupil has fully met the development matters criteria / pathway curriculum / EHCP outcome.
Mastering	Pupil has shown full evidence to meet the development matters criteria / Pathway curriculum / EHCP outcome and can independently evidence without prompting.

Pathway C and D– *Dragonfly* (Formal) and *Grasshoppers* (SEMH)

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.

C.2 Quality Assurance

The quality of education provided to children 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 child via:

- Termly reporting to parents
- Frequent home-school liaison
- School newsletters
- Regular updates and messages
- School website