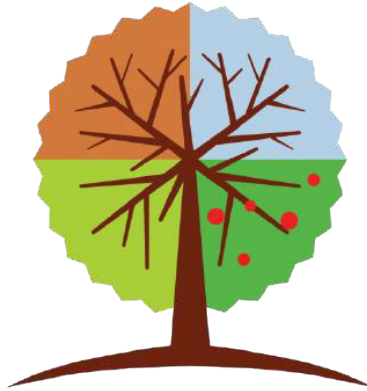


CURRICULUM POLICY



Serenity School

A holistic, ambitious and personalised curriculum for every learner

Policy owner	Director of Education
Policy holder	Headteacher
Review cycle	Annual
Academic year	2026-27
Approval	COO
Publication	Website / Staff Handbook

“Excellence, from Enrolment to Graduation”

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1. Policy status and scope

This policy sets out how Serenity School designs, implements and evaluates its curriculum for pupils aged 11 to 18. It should be read alongside the school's subject and pathway plans, schemes of work, assessment arrangements, SEND provision, PSHE/RSE curriculum, careers programme and Teaching and Learning Policy.

The policy applies to all pupils. The way in which pupils experience the curriculum, demonstrate learning and are assessed will differ according to their individual profile and curriculum pathway. The school does not treat a pupil's pathway as a fixed label; provision is reviewed in response to assessment, progress, EHCP outcomes and changing needs.

Document control	Position
Policy owner	Director of Education
Implementation	Executive Headteacher / Headteacher, supported by Heads of School and Deputy Headteachers
Approval	Proprietor / Chief Executive Officer
Review cycle	At least annually, and sooner where statutory guidance, school provision or curriculum arrangements change

2. Regulatory framework

The curriculum is designed and implemented in accordance with the Education (Independent School Standards) Regulations 2014, as amended, and the Department for Education's Independent School Standards guidance (April 2026). The school ensures that its written curriculum policy, plans and schemes of work take account of pupils' ages, aptitudes and needs, including pupils with an Education, Health and Care Plan (EHCP), and are implemented effectively.

In particular, pupils of compulsory school age are given appropriate experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The school also provides PSHE, including relationships and sex education and health education as applicable, and impartial careers guidance for pupils receiving secondary education. Where pupils are above compulsory school age, their programme is designed around their needs, intended destinations and preparation for adulthood.

The policy also reflects the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, and the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in force from September 2026.

Key principle

Statutory curriculum breadth does not require every pupil to learn in the same way. For pupils on the Nurture pathway, curriculum breadth may be delivered through integrated, play-based and experiential learning rather than through separate conventional subject lessons. The school remains responsible for showing what is being taught, why it is appropriate and how pupils are progressing.

3. Curriculum vision and intent

At Serenity School, we Care, Value and Challenge every pupil. Our curriculum is designed to improve life chances through an unwavering commitment to Inclusion, Independence and Self-Worth.

Our curriculum is ambitious for every learner. Ambition is not defined by requiring all pupils to reach the same outcome; it means identifying the most meaningful next learning from each pupil's starting point and providing the teaching, support and challenge required to move forward.

Across all pathways, the curriculum aims to enable pupils to:

- communicate as effectively and independently as possible, including through AAC, symbols, signing, gesture, eye gaze, behaviour or speech where appropriate;
- develop literacy and numeracy, or the developmental foundations for these, at an appropriate level;
- build knowledge, skills, curiosity and confidence;
- develop emotional and sensory regulation and positive approaches to learning;
- make choices, solve problems and increase independence;
- develop healthy relationships, respect for others and an understanding of themselves;
- participate in their school, local community and wider society;
- develop interests, talents, creativity and physical wellbeing;
- prepare for adulthood, further education, training, employment and/or supported living as appropriate;
- achieve appropriate qualifications and accreditation where these are meaningful and suitably challenging.

4. Our curriculum pathways

Serenity School operates three curriculum pathways. Placement is based on assessment of the pupil's learning profile and needs rather than diagnosis, chronological age or convenience. Pupils may access elements of more than one pathway where this provides the right level of challenge.

Pathway	How learning is organised	Main emphasis
Nurture	For pupils whose learning is predominantly developmental, play-based, sensory, experiential and highly personalised. The process of becoming available for learning is a central part of the curriculum.	Engagement, communication, regulation, play, cognition, independence, generalisation and preparation for adulthood.
Semi-Formal	For pupils who can access increasing amounts of subject-specific learning but require a developmental, highly adapted and thematic curriculum.	Functional and early academic learning, communication, literacy and numeracy, independence, personal development, practical learning and appropriate accreditation.
Formal	For pupils able to access a National Curriculum-informed, subject-specific programme, adapted to individual SEND needs and starting points.	Subject knowledge and skills, literacy and numeracy, qualifications, personal development, careers and preparation for the next stage.

References in this policy to age-related content, written work, reading, formal tests or qualifications apply only where these are appropriate to the pupil's pathway. A lack of conventional written or verbal output is not taken to mean a lack of learning.

5. The Nurture Curriculum

5.1 Learning through play: process as well as product

The Nurture Curriculum is a personalised, developmental, sensory and play-based curriculum for pupils whose learning profile means that an age-related or predominantly subject-led curriculum would not provide the most appropriate route to progress. It is informed by specialist curriculum approaches, including Equals, and is adapted to the individual pupil.

Play is at the heart of learning. Play gives pupils meaningful and motivating opportunities to explore, communicate, practise skills, solve problems, make choices, develop relationships and make sense of the world. Play may be child-led, adult-facilitated or carefully structured around an identified learning intention. It is purposeful teaching, not an absence of teaching.

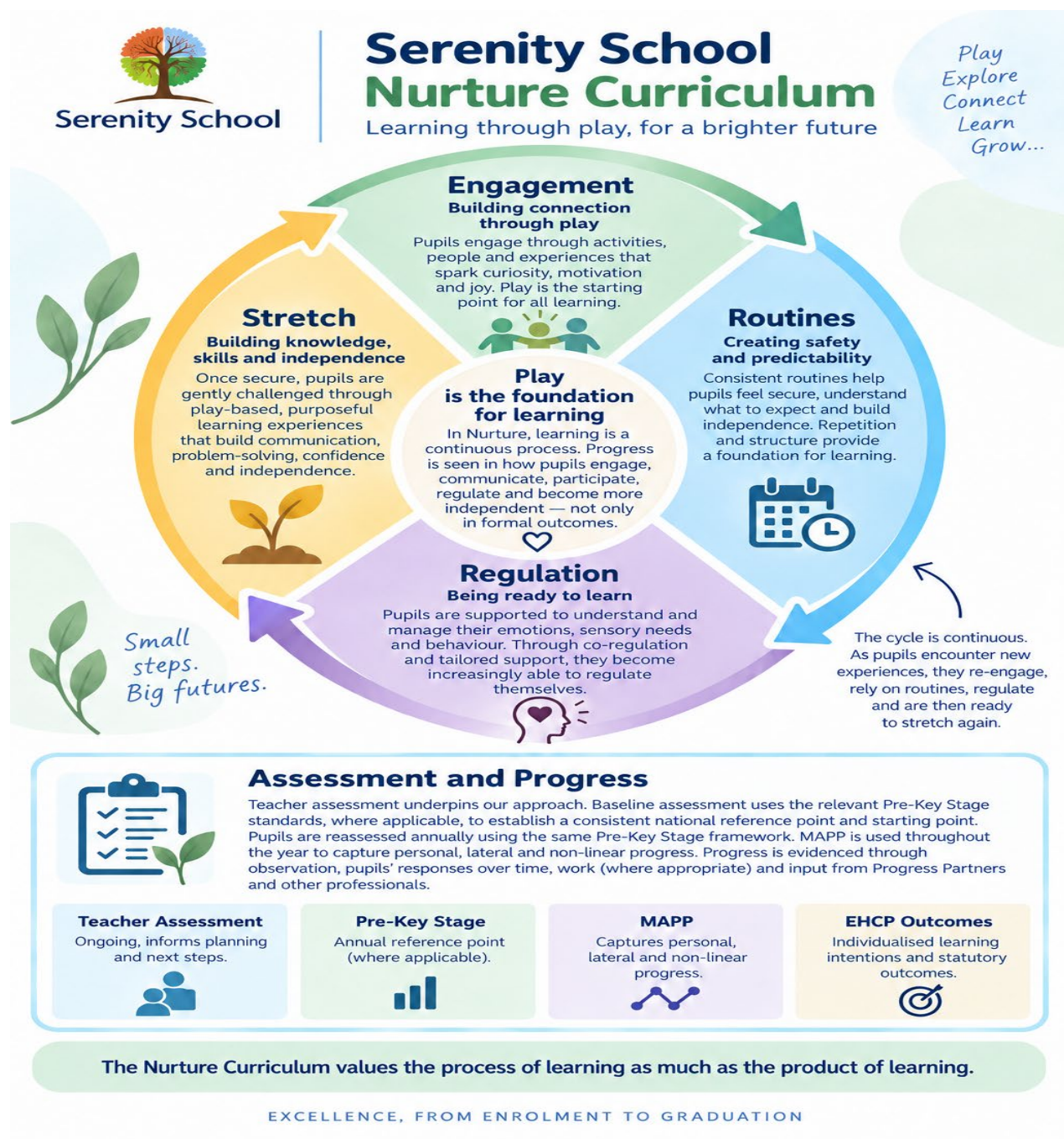
The Nurture Curriculum recognises that meaningful progress may first be seen in how a pupil engages, communicates, anticipates, tolerates, regulates, participates, persists, becomes more independent or uses a skill in a new context. For this reason, we value the process of learning as much as the final product of learning.

The central message for pupils, families and professionals

A pupil may be learning deeply even when there is no worksheet, written outcome or conventional “finished product”. For many Nurture pupils, the educational outcome is the increased ability to engage, participate, communicate, regulate, problem-solve and act more independently.

5.2 The Nurture Learning Cycle

We describe the process of learning through four connected stages: Engagement → Routines → Regulation → Stretch. The cycle is continuous: when pupils encounter new learning, a new person, a new environment or a new demand, they may need to re-engage, rely on familiar routines and regulate before they can be stretched again.



5.3 Engagement

Engagement is the point at which a pupil begins to connect with another person, an experience, an activity or the environment. Teachers and Progress Partners use detailed knowledge of the pupil's motivators, interests, sensory preferences and communication to create meaningful opportunities for attention, curiosity, trust and participation.

Engagement is not simply a warm-up before learning begins. For many pupils, engagement is itself a significant learning outcome and the gateway to all further learning.

5.4 Routines

Predictable structures, repetition and consistency help pupils feel safe, understand what is happening and become increasingly ready to participate. Routines may include visual timetables, now-and-next systems, objects of reference, repeated cues, familiar sequences and consistent communication approaches.

Repetition is purposeful. It supports anticipation, memory, confidence, fluency and independence. The aim is not passive compliance: pupils are supported to understand, participate in and increasingly take ownership of routines.

5.5 Regulation

Pupils are supported to co-regulate and gradually develop emotional, sensory and behavioural regulation so that they can remain available for learning. Staff understand behaviour as communication and seek to identify what a pupil is communicating through changes in behaviour, affect, sensory seeking or avoidance, communication and engagement.

Support may include movement, sensory input, communication strategies, reduced demand, predictable transitions, access to quiet or sensory spaces and approaches recommended by relevant professionals. The purpose is not to require a pupil to be completely calm before learning can take place, but to identify the support that enables meaningful participation.

5.6 Stretch

Stretch means carefully extending learning from the pupil's current point of security and competence. Challenge is matched to the individual pupil and may involve increasing duration, complexity, choice, independence, communication, generalisation, problem-solving or tolerance of change.

Stretch does not mean moving pupils prematurely towards age-related content. It means ensuring that every pupil is challenged to make meaningful progress from their own starting point.

5.7 Curriculum content within Nurture

The Nurture learning cycle describes how pupils learn. It operates across a broad curriculum which may include the following Equals-informed areas:

- My Communication
- My Thinking and Problem Solving
- My Play and Leisure
- My Independence
- My Outdoor School
- My Physical Well-being
- My Art
- My Music
- My Dance
- My Drama
- The World About Me
- Relationships and Sex Education

These areas are often integrated rather than taught as isolated subjects. A single well-planned play experience can develop communication, cognition, early mathematical thinking, physical skills, social interaction, independence and regulation at the same time. Teachers must nevertheless be able to explain the intended learning and how the experience contributes to curriculum breadth.

Continuous provision and sensory exploration are used where appropriate. The learning environment should provide purposeful opportunities to explore, communicate, choose, repeat, practise, initiate and generalise learning throughout the day.

5.8 Assessment and progress in Nurture

Teacher assessment underpins assessment in the Nurture Curriculum. Teachers use professional judgement informed by direct observation, pupils' responses over time, practical evidence, communication, work where appropriate, MAPP, EHCP outcomes, Progress Partner observations and relevant specialist information.

Baseline and annual reference point. Where a pupil is engaged in subject-specific learning, the school uses pathway-appropriate subject assessment and, where meaningful, suitable developmental or standardised reference points to establish attainment and support comparison over time. No single framework is treated as a developmental age or used as the sole measure of progress.

Where a pupil is not yet engaged in subject-specific study, the school does not force an artificial subject-based judgement. Teacher assessment is instead supported by MAPP, engagement evidence, personalised learning intentions and EHCP outcomes, while staff continue to identify whether and when subject-specific assessment becomes appropriate.

MAPP – Mapping and Assessing Personal Progress – is used to capture progress against personalised learning intentions, including lateral and non-linear progress. Particular attention is given to increasing independence, fluency, maintenance and generalisation.

Progress may therefore be linear, lateral, consolidated, generalised or qualitative. Evidence might include a pupil initiating communication, sustaining engagement for longer, tolerating a transition, completing part of a routine with less support, using a skill with a different adult, applying learning in the community or regulating more successfully in a new situation.

Non-linear progress is understood, but it is never used as a reason for low expectations. Where progress is limited, teachers and leaders review the appropriateness of teaching, communication support, sensory provision, regulation strategies, learning intentions, environment, adult support and level of challenge.

5.9 Teaching within Nurture

Nurture teaching is intentional. Although learning may look playful, sensory, practical or experiential, adults must be clear about what the pupil is learning, why it matters, what successful progress could look like, what support is needed and when support should be reduced or changed.

Teachers retain responsibility for planning, teaching and assessment. Progress Partners support delivery and contribute evidence through their close knowledge of pupils, including pupils within their allocated caseloads, but teacher assessment remains the responsibility of the teacher.

Learning takes place throughout the day. Transitions, meals, personal care, play, community access, therapy, social interaction and daily routines can all provide planned opportunities to practise and generalise important knowledge and skills.

5.10 Preparation for adulthood within Nurture

Preparation for adulthood begins from the pupil's earliest starting point. Learning is designed to increase participation and control over the pupil's own life through communication, self-advocacy, choice-making, relationships, personal care, independence, community access, leisure, problem-solving and managing change.

For older pupils, this is extended through meaningful community participation, vocational experiences and destination planning. Accreditation may be used where it is accessible, worthwhile and appropriately challenging, but accreditation does not drive the Nurture Curriculum.

6. The Semi-Formal Curriculum

The Semi-Formal Curriculum is designed for pupils with moderate learning difficulties who can access subject-specific learning but require a more developmental and personalised approach than a conventional age-related curriculum. It provides a bridge between predominantly developmental learning and a more formal subject-based curriculum.

Teaching is carefully sequenced and broken into manageable steps. Learning may be thematic and practical, while maintaining clarity about the knowledge and skills being developed. Routines, communication, regulation, independence and generalisation remain important, but pupils increasingly access subject-specific learning in English, mathematics, science and the wider curriculum.

The Semi-Formal Curriculum includes:

- functional and early literacy and numeracy;
- communication and language;
- scientific, technological, human and social learning;
- physical development and wellbeing;
- creative and aesthetic learning;
- play and leisure;
- independence and community participation;
- PSHE/RSE and personal development;
- careers, vocational learning and preparation for adulthood throughout secondary and post-16 provision, as appropriate.

Assessment combines teacher assessment, pathway-appropriate subject assessment, EHCP outcomes and personalised learning intentions. Pupils work towards qualifications or accreditation where this represents suitable challenge and supports their next stage. The school does not place pupils onto a lower-level course simply because it is available; the level and content must be appropriate to assessed need, prior attainment, intended destination and individual flight path.

7. The Formal Curriculum

The Formal Curriculum is designed for pupils who can access a predominantly subject-specific curriculum informed by the National Curriculum, with appropriate adaptation for SEND, communication, regulation, sensory needs and individual starting points.

Secondary pupils follow a suitably broad programme which becomes increasingly shaped by qualification routes, interests, aspirations and intended destinations. Post-16 provision is personalised around further education, training, employment, independent living and preparation for adulthood.

Formal pathway teaching aims to build secure and connected knowledge over time. Schemes of work identify clear end points and sequence new learning so that it builds on what pupils already know and can do. Teachers adapt teaching without unnecessarily lowering curriculum ambition.

Assessment includes teacher assessment, subject-specific assessment and appropriate standardised or qualification-related assessment. Academic progress is considered alongside EHCP outcomes, communication, personal development and preparation for adulthood.

8. Curriculum breadth across all pathways

The school ensures that pupils receive an appropriately broad curriculum throughout compulsory school age. The form this takes differs by pathway. The table below illustrates how the required areas may be experienced; it is not intended to replace detailed pathway plans or schemes of work.

Area	Nurture	Semi-Formal	Formal
Linguistic	Communication through play, AAC, interaction, stories, symbols and meaningful exchanges.	English/communication, reading and writing at developmental level, functional literacy.	English language, literature and literacy across subjects; qualifications where appropriate.
Mathematical	Cause and effect, matching, sorting, quantity, pattern, sequence, space and functional number through play and routines.	Early and functional number, measure, shape, money and problem-solving.	Mathematics curriculum and appropriate qualifications.
Scientific	Exploration of materials, cause and effect, living things, environment, senses and change through practical experiences.	Practical and thematic science building concepts and vocabulary.	Subject-specific science curriculum and qualifications where appropriate.
Technological	Cause and effect technology, switches, AAC, everyday digital tools and safe interaction with technology.	Functional digital skills, design/problem-solving and technology in everyday life.	Computing/digital literacy, design technology and vocational application as appropriate.
Human & social	Self, family, familiar people, place, community and the world through experiences, stories and routines.	The World Around Us, history/geography concepts, RE/beliefs, community and citizenship.	History, geography, RE/beliefs, citizenship and social sciences as appropriate.
Physical	Movement, body awareness, sensory-motor development, outdoor play and physical wellbeing.	PE, movement, outdoor learning and health.	PE, sport and physical wellbeing.
Aesthetic & creative	Art, music, dance, drama, sensory exploration and creative play.	Creative arts and performance, integrated and discrete.	Art, music, drama/design and enrichment as appropriate.
PSHE/RSE	Relationships, consent/choice, personal care, emotions, safety, bodies and communication taught developmentally.	Relationships, health, safety, identity, community and protected characteristics at an appropriate level.	PSHE/RSE, health, citizenship and protected characteristics, adapted to need and maturity.
Careers & adulthood	Early choice-making, independence, community participation and awareness of roles.	Careers awareness, independence, enterprise, vocational tasters and work-related learning.	Impartial careers guidance, work experience, vocational learning, applications and destination planning.

9. Literacy, reading, communication and numeracy

Communication is fundamental across all pathways. The school recognises spoken language as only one form of communication. Pupils who are non-speaking or minimally speaking are supported through appropriate AAC, symbols, signing, objects of reference, gesture, eye gaze and other individual communication systems.

Reading is taught at the level appropriate to the pupil. For some pupils this will include phonics, decoding, comprehension and reading for pleasure. For others, the foundations of literacy may include shared attention, intentional communication, symbol recognition, environmental print, listening, sequencing, anticipation and engagement with stories. The school avoids presenting a conventional reading programme as the only valid route to literacy development.

Numeracy is similarly personalised. Pupils may work from early concepts of cause and effect, matching, sorting, quantity and pattern through to functional numeracy, formal mathematics and accredited outcomes. Teachers plan opportunities to apply mathematical thinking in practical contexts such as time, money, cooking, travel, shopping and community participation.

10. PSHE, RSE, health, SMSC and British values

PSHE is provided for all pupils and is adapted to age, learning profile, communication and developmental need. It reflects the school's ethos and encourages respect for others, with particular regard to the protected characteristics in the Equality Act 2010.

Relationships and sex education and health education are taught in accordance with the statutory guidance in force from September 2026. Content is made accessible through concrete experiences, visual support, repetition, social narratives, role play, play-based learning and personalised communication where required.

The curriculum supports pupils' spiritual, moral, social and cultural development and does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

11. Careers, vocational learning and preparation for adulthood

Pupils receiving secondary education have access to accurate, up-to-date and impartial careers guidance which supports informed choices and encourages them to fulfil their potential. Careers education is personalised for SEND and is linked to each pupil's communication, independence, interests, strengths, support needs and intended destination.

Preparation for adulthood is embedded across the curriculum rather than confined to a careers lesson. It includes community access, travel, independent living, self-advocacy, money, health, relationships, further education, vocational learning, work experience and employment where appropriate.

Qualification and vocational routes are reviewed against the pupil's current attainment, EHCP, needs and flight path. The school seeks the strongest suitable progression route and avoids placing pupils on courses below an appropriate level merely for ease of delivery or accreditation.

12. Therapeutic and multidisciplinary provision

Therapeutic and specialist provision supports access to education; it is integrated with teaching rather than treated as an unrelated add-on. Where identified through the EHCP, assessment or professional advice, strategies from speech and language therapy, occupational therapy, psychology and other specialist services are embedded into classroom practice and daily routines.

Teachers remain responsible for the educational curriculum. Specialist advice informs how pupils access and demonstrate learning, while curriculum intent remains clear. Therapy time is planned so that it supports, rather than inadvertently displaces, a pupil's entitlement to education.

13. Assessment, progress and reporting

Assessment is a continuous process which informs teaching. It is used to identify starting points, check what pupils know and can do, decide next steps, adapt teaching and evaluate the impact of the curriculum.

Assessment is proportionate to pathway and may include:

- teacher assessment and observation;
- pathway-appropriate developmental or subject-specific reference points where appropriate;
- MAPP and personalised learning intentions;
- engagement evidence for pupils not yet engaged in subject-specific study;
- subject-specific formative and summative assessment;
- standardised assessments where valid and accessible;
- qualification and examination outcomes;
- EHCP outcomes and progress towards preparation for adulthood;
- evidence from practical learning, community learning, communication and independence.

Teachers use assessment information to plan the next learning. Data is not considered in isolation; leaders look at the quality of evidence, the pupil's starting point, the appropriateness of provision and whether learning is being maintained and generalised.

Progress is reviewed at least termly through the school's assessment and review processes, with annual statutory or reference-point assessments completed where applicable. Parents and carers receive clear information about what their child is learning, the progress being made and the next priorities.

14. Planning, sequencing and implementation

The curriculum policy is supported by pathway plans, subject plans, medium-term planning and schemes of work. These documents show what is to be taught, how learning builds over time and how the curriculum is adapted to pupils' needs.

Teachers plan from assessed starting points. They identify the intended knowledge, skill, communication or developmental outcome; select teaching approaches suited to the pupil; provide appropriate practice and challenge; and use assessment to determine what should happen next.

For Nurture pupils, planning may be organised around experiences, play, routines and personalised learning intentions rather than conventional subject lessons. This does not reduce expectations for planning: adults must be able to identify the learning purpose and evidence progress.

15. Inclusion, accessibility and adaptation

Curriculum access is planned around each pupil's EHCP and individual profile. Adaptation may include AAC, visual support, sensory adjustments, modified resources, assistive technology, reduced language load, additional processing time, alternative methods of recording, movement, co-regulation and changes to the environment.

Adaptation should improve access without unnecessarily narrowing the curriculum. Where a pupil cannot access a conventional method, teachers consider an alternative route to the same or a more appropriate underlying learning intention.

16. Roles and responsibilities

Role	Core curriculum responsibility
Proprietor / CEO	Ensures the school meets the Independent School Standards and that the curriculum policy, plans and schemes of work are in place and effectively implemented.
Director of Education	Sets curriculum direction; assures pathway coherence, assessment expectations, curriculum quality and alignment with current guidance; supports and challenges school leaders.
Executive Headteacher / Headteacher	Is accountable for effective implementation at school level, including staffing, timetabling, curriculum breadth, assessment and quality assurance.
Heads of School / Deputy Headteachers	Lead teaching, learning and curriculum implementation within their phase; check planning, teaching, assessment and pupil progress; act promptly where provision is not secure.
SENCO / SEND leadership	Ensures EHCP outcomes and identified needs are reflected in curriculum access, adaptations, specialist strategies and review.
Teachers	Plan, teach and assess the curriculum; maintain high expectations; use assessment to identify next steps; ensure learning is appropriately adapted and ambitious.
Progress Partners	Implement agreed strategies consistently, develop detailed knowledge of allocated pupils/caseloads, contribute observations and evidence, support communication and independence, and work under teacher direction. They do not replace the teacher's responsibility for assessment.

Role	Core curriculum responsibility
Therapists / specialist professionals	Provide assessment, advice and targeted intervention where relevant and support staff to integrate agreed strategies into the pupil's educational day.

17. Quality assurance and curriculum review

Leaders evaluate both curriculum design and its implementation. Quality assurance is evidence-based and considers whether pupils are receiving the intended curriculum, whether teaching is appropriate to pathway, whether assessment is accurate and whether pupils are making meaningful progress from their starting points.

Quality assurance may include scrutiny of planning and assessment, lesson observations, weekly drop-ins, pupil case sampling, learning walks, pupil and parent voice, review of work and practical evidence, moderation, destination information and review of EHCP outcomes.

Curriculum review follows a continuous cycle: Standard → Evidence → Review → Action → Follow-up → Impact. Where leaders identify inconsistency, insufficient challenge or weak implementation, actions are assigned with clear ownership and reviewed for impact.

18. Working with pupils, parents and external professionals

The school communicates the curriculum in language that is understandable to pupils, families, local authorities and external professionals. For the Nurture pathway in particular, staff explain that progress may be demonstrated through the learning process rather than through a conventional product.

Parents and carers are involved in identifying meaningful priorities and understanding progress. Pupil voice is gathered in a manner accessible to the individual pupil, including through communication systems, observation of preference and choice, and supported discussion where appropriate.

19. Curriculum documents that sit alongside this policy

- pathway curriculum frameworks and long-term plans;
- subject schemes of work and medium-term plans;
- PSHE/RSE curriculum and policy;
- careers programme and provider information;
- assessment framework and moderation arrangements;
- accreditation and qualification map, reviewed annually;
- Teaching and Learning Policy and associated SOP;
- SEND information and EHCP implementation arrangements;
- Personal Development programme;
- school accessibility plan and relevant therapeutic/specialist guidance.

Detailed qualification lists are maintained in the school's current accreditation map rather than fixed within this policy, so that routes can be updated when specifications, awarding bodies, pupil cohorts or progression needs change.

20. Key references

- Education (Independent School Standards) Regulations 2014, as amended.
- Department for Education: The Independent School Standards – Guidance for Independent Schools, April 2026.
- Equality Act 2010.
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, in force from 1 September 2026.

- Relevant assessment and engagement guidance, where used as reference tools by the school.
- Equals curriculum and MAPP materials, where used by the school.