



**Strawberry Lane
School**

Whole School Curriculum Policy

Approved by:

Adam Price

Issue Date: March 2025

Last reviewed on:

March 2025

Next review due by:

March 2026

Contents

School Context	3
Purpose of the Policy	3
Roles and Responsibilities	4
Curriculum aims	
Intent	6
Implementation	6
Impact	8
Curriculum Pathways	
Key Stage Three and Four	
Aspire (Formal)	9
Endeavour (Formal EQUALS)	9
Flourish (Semi-formal)	10
Post 16	
Academic and Career Ready Pathway	10
Skills and Vocational Development Pathway	11
Assessment and Progress	11
Therapeutic input	12
Employability Curriculum	13
Enrichment - Preparation for Adulthood	13
Staffing and Resources	14
Working with Parents	14

1. School Context

Strawberry Lane School

Strawberry Lane School is a specialist school providing education for children between the ages of 11 and 19 with a diagnosis of autism and other additional needs. Many of our young people have experienced significant childhood trauma, which often has resulted in long periods of absence from school, breaks in formal education, multiple placement breakdowns and gaps in attainment.

In addition, this means that some young people have significant difficulties in developing positive relationships and present barriers to learning and additional learning needs.

All students have Education Health Care Plans (EHCP), and all students have experienced difficulties which has had an impact upon their learning. For the majority, this is the first formal education they have attended in a considerable time. The majority, therefore, arrive below age related academic expectations and anticipate that students will follow formal or semi-formal curriculum pathways. We work closely with our placing authorities and parents/carers to agree and facilitate appropriate transitional learning plans and agreed starting points.

We are ambitious for all students. Many students have not experienced success, and it is important that we create a safe learning environment where students are able to flourish and achieve more than they believed to be possible. Learning opportunities are personalised, recognising the vastly differing needs and starting points of our students.

2. Purpose of the Policy

This curriculum policy outlines the framework for high quality teaching and learning at Strawberry Lane School, providing the necessary skills for learners aged 11-19 with autism spectrum condition (ASC) and other special education needs.

The policy is designed to deliver a coherent, broad, and balanced curriculum that prepares students for adulthood, independent living, and employment. It sets out the roles and responsibilities of key staff in implementing and monitoring the curriculum and highlights the school's commitment to meeting the individual needs of each learner through personalised learning plans.

3. Roles and Responsibilities

School Governing Board

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Strawberry Lane School is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for Students to cover the requirements of the funding agreement.
- Proper provision is made for Students with different abilities and needs.
- All courses provided for students can lead to qualifications, such as GCSE and other qualifications, and ensuring these are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
- The governing body will ratify this policy annually.

Headteacher

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Requests to withdraw children from curriculum subjects are reviewed and managed appropriately.
- Ensure all staff are embedding best practice from TIP and AAD approaches into their work.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for Students with different abilities and needs as all children have an EHCP

Deputy Headteacher and Assistant Headteacher (SENCo)

- Responsible for the development, implementation, and evaluation of the curriculum.
- Ensures the curriculum is coherently sequenced, allowing students to build knowledge and skills over time.
- Monitors the quality of teaching through observations and learning walks linked to the Further Education Teachers' Standards and Educational Health Care Plan (EHCP) targets.
- Supports teachers with planning and provides opportunities for continued professional development (CPD).
- Ensure all Teacher and TAs are embedding best practice from TIP and AAD approaches into their work.

- Manages the administration of exams and ensures compliance with Joint Council for Qualifications (JCQ) regulations regarding Access Arrangements.
- Coordinates with the SENCO and Access Arrangements Assessor to ensure students receive appropriate adjustments, such as extra time or the use of technology during assessments.
- Works with the Access Arrangements Assessor and teachers to ensure that each student's access arrangements are tailored to their needs, following JCQ regulations.
- Supports the creation of bespoke pathways for learners and ensures that therapeutic input is aligned with EHCP goals.

Teachers

- Plan and deliver a differentiated and personalised curriculum tailored to the needs of each student.
- Ensuring the embedding of best practice from TIP and AAD approaches into their work.
- Ensure regular assessment and reporting of progress through baseline assessments and half-termly updates on internal tracking systems.
- Collaborate with therapists and support staff to ensure the curriculum is accessible to all learners, including those with additional therapeutic needs.
- A learning culture exists within their classroom with expectations for behaviour and lesson content understood by students.
- Provide a stimulating environment for learning with student work displayed as examples of achievement.
- Their subject knowledge is current and teaching practice is in line with any current developments.
- Have high expectations for all students relative to individual ability, based on knowledge of Boxall, CAT4 and baseline testing.
- Give regular feedback to students both written and verbally, in line with assessment policy that is designed to inspire and motivate, whilst maintaining validity. Provide opportunities for students to reflect upon, learn from and improve upon their performance.
- Provide differentiated targets / outcomes, matched to individual student ability.
- Direct support staff in an efficient manner, showing knowledge of individual student needs.
- Promote independent learning where possible by task setting and behaviour management.
- Frequently record assessment on school system, currently Evidence for Learning and Rising Stars.

Therapists

- Provide clinical and therapeutic support to help students develop self-regulation skills, improve communication, and overcome barriers to learning.
- Work closely with teaching staff to embed therapeutic approaches into daily classroom activities and ensure alignment with EHCP outcomes.

4. Curriculum Aims

Curriculum Intent

Strawberry Lane School is an Options Autism educational setting and fully develops the organisation's vision, mission and promise. Within this framework, Strawberry Lane School's curriculum intent and core purpose is defined below:

“to empower every learner and embrace every strength through the provision of a nurturing educational environment, allowing them to prepare for fulfilling futures.”

Therefore, our curriculum intent is constructed to meet students' personalised learning and social development needs. We are committed to develop students' individual strengths and talents. Our curriculum is mindful that our students need to be fully involved in preparing for their next steps towards independent living, employability and community inclusion. At Strawberry Lane we ensure our curriculum embeds our intent aims to ensure a continuous golden thread running through from 11 – 19. These aims are:

- To prepare students for life beyond school, focusing on the skills and experiences necessary for adulthood. This includes work-related learning, community participation, and developing independence in daily life activities.
- To teach practical, functional life skills that promote independence. This includes personal care, communication, social interaction, and other skills students need to navigate everyday life successfully.
- To promote academic achievement at levels appropriate for each student, offering pathways that include formal qualifications and vocational courses. These pathways are designed to prepare students for further education, supported employment, or independent living.
- To build confidence, manage students' emotions, and develop positive relationships, helping them thrive personally and socially.
- To empower students to be the central voice in their future so that all students have the opportunity to dream big and reach their goals.

Curriculum Implementation

At Strawberry Lane School, we ensure students experience a broad and rich curriculum appropriate to their age, ability and stage of development. Our segmented curriculum pathways allow for students to engage and make progress at their most appropriate stage rather than based on their chronological age.

Admission and “Setting” Students *(to be read in conjunction with Admissions policy)*

To ensure the young people are accessing the pathway that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, 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. Educational psychologist assessments, and teacher led assessment will inform the curriculum pathway best suited to the young person. Some learners may utilise the personalised framework where aspects of their learning intentions are according to each individual's needs to develop their metacognition to support them in how best to access the national curriculum, as opposed to replacing it.

An integral feature of this assessment window will be to evaluate students' confidence and proficiency with reading. Students assessed as requiring a systematic synthetic phonics teaching programme will engage with Rocket Phonics. This process typically takes a half term to complete due to the student settling into a new environment. Any consideration or change to a pathway would be shared with staff, students, and families.

Students in Key Stage three and four will follow one of the following routes through the curriculum:

Pathway	Learning delivery	Curriculum	Assessment	Possible Accreditations
Aspire	Formal	National curriculum (NC)	Rising Stars / Subject specific assessments	GCSE – Entry 3
Endeavour	Hybrid (Formal/Semi formal)	National curriculum / EHCP	NC / MAPP	Entry 1 – Entry 3
Flourish	Semi-Formal	EQUALS Semi Formal / EHCP	MAPP / AET Progression	Open Award Units -Entry 1

Key: MAPP: Mapping and Assessing Personal Progress. AET: Autism Education Trust progression

Students in Post 16 will follow one of the following routes through the curriculum:

Pathway	Learning delivery	Curriculum	Assessment	Potential Accreditations
Academic and Career Ready	Formal	Nationally recognised accreditation	Subject specific assessments	GCSE – Entry 3
Skills and Vocational Development Pathway	Semi-Formal	EQUALS Semi Formal	MAPP / AET	Open Award Units -Entry 2

Key: MAPP: Mapping and Assessing Personal Progress. AET: Autism Education Trust progression

Movement between the pathways

Strawberry Lane School is ambitious for all its students and the appropriateness of an agreed route will be regularly reviewed with the student, family, teacher and other professionals. Students will make progress towards their personalised targets through our curriculum.

Some students, when in a different learning environment, can make progress at an accelerated rate. This is often due to the higher staffing ratios, increased specialist teaching, bespoke pathways or their needs being met. Therefore, it is vital that students can transition from one pathway to another, if appropriate, to ensure they continue to make progress and are stretched and challenged within their learning.

As already stated, any consideration or change to a pathway would be shared with staff, students, and families before a move to ensure the decision being made is in the best interests of all involved.

Strawberry Lane School Curriculum Impact

At Strawberry Lane School, staff use an online platform called EFL (Evidence for Learning) to record student attainment and assessments across all subjects taught at the school. This enables us to monitor the impact of the curriculum in place. Each student also has individual targets, linked to both curriculum areas and their EHCP outcomes, which are updated termly, or more often if required to show progress and identify next steps in learning. Individual targets are closely linked to each student's EHCP outcomes to ensure that the curriculum in place is meeting each student's core learning needs.

These targets are reviewed regularly, every half term, to support monitoring individual progress. We recognise that 'progress' and 'success' will look different for each of our students. We maintain high expectations for each student based on an accurate assessment of their needs and challenges.

Students are able to gain external accreditation for their learning. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Furthermore, upon transitioning from Strawberry Lane School into employment or independent living, students are equipped with the confidence and skills necessary to engage effectively in social settings, supporting their personal and social development.

Students will have acquired essential life skills, enabling them to thrive in independent living settings while maintaining the personal care needed to support sustainable employment and self-sufficiency. Through our tailored curriculum, students across all pathways will achieve nationally recognised qualifications, providing a robust foundation for future employment opportunities.

Students will have improved their skills to live independently. Students will develop resilience to adapt to change and adversity, cultivating strategies to maintain professionalism in various contexts.

5. Curriculum Pathways

Key Stage Three and Four Pathways

Aspire Pathway

Students in this pathway are working on a national curriculum working towards formal qualifications according to their ability. This pathway is for students who are working at age related expectations or no more than 4 years below age related expectations. This pathway is designed to support students in academic success, providing them with the grounding for career readiness, and future educational or employment opportunities.

Teachers plan from a wider curriculum map and are expected to have medium term planning for the classes they teach, which clearly outlines adapted teaching for the needs of the students. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the National Curriculum framework (Evidence for Learning) with evidence of achieved targets. Students will also demonstrate progress through their PLGs curriculum that is bespoke to each student.

By the end of KS4, students on this pathway would typically, access a range of qualifications from Entry 3 to Level 1/2s and GCSEs. This will allow them to access colleges or remain at Strawberry Lane and explore our Academic and career ready post 16 offer.

Endeavour Pathway

Students in this pathway are supported to access aspects of the national curriculum and/or qualifications at the appropriate stage using a highly personalised approach so that our young people can achieve their learning potential and meets the needs identified within their EHCP outcomes. Teachers deliver English, Maths and Science as discrete subjects however the wider curriculum is delivered linked to a "Big Question".

This pathway is for students who are working below age related expectations by four to six years. This pathway is designed to support students in appropriate academic success, preparing for supported internships and further education with a practical approach. This pathway is also for students who need a much more bespoke level of adult support to engage with their curriculum and learning. Students following this pathway have typically experienced significant challenges within their educational journey so far therefore a significant focus on this pathway is to build confidence with learning along with a students learning skills.

Teachers will be expected to have medium term planning for the classes they teach, which clearly outlines adapted teaching for the needs of the students. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the National Curriculum

framework (Evidence for Learning) with evidence of achieved targets. Students will also have elements of the EQUALS curriculum that will have been completed that will need further assessment and evidence being uploaded. Students will also demonstrate progress through their PLGs curriculum that is bespoke to each student.

By the end of KS4 students on this pathway would typically, access a range of qualifications from open awards to Entry Level 1/2. This will allow them to access colleges or remain at Strawberry Lane and explore either our Academic and career ready pathway or skills and development post 16 offer.

Flourish Pathway

Students in this pathway are supported to access a semi formal curriculum developed using the EQUALS curriculum. Students will be developing personal learning goals (PLGs) and their pathway to independence. This pathway is for students who are working below age related expectations by more than six years. This pathway is designed to support students as it focuses on life skills, independence, and personal growth.

Teachers plan from a wider curriculum map and are expected to have medium term planning for the classes they teach, which clearly outlines adapted teaching for the needs of the students. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the EQUALS framework (Evidence for Learning) with evidence of achieved targets. Students will also demonstrate progress through their PLGs curriculum that is bespoke to each student.

By the end of KS4 students will typically access a range of experiences that will enrich their education with the focus being on EHCP and PLGs. This will allow them to access further development-based education or remain at Strawberry Lane and explore our skills and development post 16 offer.

Post 16 Pathways

Academic and Career Ready

Students following this pathway are given personalised options at the end of each academic year to choose their subjects for the following year. These options are based on their progress, year level (Year 1, 2, or 3), and whether they have completed courses from the previous academic year. While some students may need to select two subject blocks, others may only need one.

Key aspects of the curriculum include:

- **Personalised Course Selection:** Students are given personalised options to ensure they are placed in the most appropriate subjects based on their academic progress.

- **Work Experience Integration:** Every student's timetable includes a dedicated block for work experience, coordinated closely with the careers lead, ensuring students gain practical employment skills.
- **Therapeutic Support:** There is a dedicated block for therapeutic input to support the holistic development of students.
- **Assessment and Baseline:** All students are assessed in September to establish their baseline performance and placed in the correct level of qualification.
- **Daily Timetable:** Students have four daily lessons. They are interactive, with access to IT devices and assistive technologies, such as reading pens, for students with special access arrangements.
- **Qualifications:** The range of qualifications offered on this pathway spans from Entry Level Certificates (ELC) to A-Levels, ensuring students have access to a broad spectrum of academic opportunities based on their abilities and progress.

Skills and Vocational Development

For students following this pathway, the curriculum is more structured around their progress, and no options are provided. Instead, timetables are created based on the student's ongoing development and the completion of their current courses. A student will only be enrolled in a new course after completing their previous one.

Key aspects of the curriculum include:

- **Fixed Timetable:** Unlike Academic and Career ready, where students have choices, the timetable is created based on progress, and students do not select options.
- **Daily Timetable:** The school day begins at 9 a.m. and concludes at 3 p.m.
- **Qualifications:** Students following this pathway work towards ASDAN qualifications and Entry Level Certificates, focusing on life skills and vocational development.

Assessment and Progress

Aspire and Endeavour curriculum

This pathway is assessed formally through Evidence for Learning against National Curriculum targets; teachers are expected to evidence the targets met for all subjects taught to that student. 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 No Progress, Developing, Expected or Exceptional; where progress is expected, or exceptional no further work is required. However, where there is no or developing progress, a second moderation takes place whereby a subject lead and a member of SLT will support and action where applicable. This would explore the next steps and support for both the student and the teacher. The students that follow this pathway would be working towards formal certification and accreditation; this could be in the form of Entry levels / Level 1/2 / GCSE's / or Functional Skills.

Semi-formal curriculum

The Progression Framework provides an extensive 'bank' of learning intentions based on an understanding of autism and the challenges that student may face within education settings. It is by no means exhaustive, and we tailor learning intentions according to each individual's needs.

This is assessed using the progression framework where a student's learning intentions are activated and baselined at the beginning of their journey using the progress scale (see below). It is recommended that 5-6 intentions are worked on over a period of time, i.e. a term however this will differ for individuals. Learning intentions are reviewed termly however, if we believe a student is generalising an intention before this review period, a discussion with all relevant professionals to identify an appropriate intention to further challenge and progress the child will be had.

Progress Scale

Not yet developed (NYD)	Not present or only beginning to emerge. High level of prompt or support.
Developing (D)	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
Established (E)	Is used frequently and maintained over time. Mostly independent / spontaneous, only occasional reminders.
Generalised (G)	Consistently used and applied within range of settings/contexts and with a range of people. Independent and unprompted.

Therapeutic input

Upon admission, initial assessment from Occupational Therapy, Speech and Language Therapist, and Psychotherapeutic services is conducted if necessary and clinical teams will review existing clinical information to establish need. The recommendations from these assessments inform the therapeutic input provided to the students on an individualised or group basis. This may include access to the universal clinical provision at Strawberry Lane School, the Enhanced provision where programs are overseen and designed by clinicians or Specialist provision where students' timetables include direct 1:1 or group input from one of the therapeutic professionals. Individual therapeutic

curriculums are regularly reviewed by clinicians to promote progress towards individualised therapeutic targets and EHCP outcomes. The therapeutic support can also be used as evidence towards a student's Evidence for Learning platform, enabling progress to be recorded and monitored carefully.

Employability Curriculum

Careers and employability will be delivered across Strawberry Lane School's PSHE and Careers curriculum. Related content will be identified as cross-curricular links on subject documentation. Students will be able to participate in a range of enterprise and community projects across all key stages. Strawberry Lane School is committed to provide all students with relevant and appropriate work-related experiences and access to impartial careers-based education and guidance through an appropriately trained professional.

Year Group	Possible Curriculum Content
7	All about me – Who I am and what do I aspire to be?
8	The world about me
9	Developing understanding of careers
10	Awareness of job opportunities and the recruitment process
11	Understanding and gaining experience of further education opportunities and work-related activities.
12, 13, 14	Personal development and employability skills.

Enrichment - Preparation for Adulthood

An important aspect of our curriculum is to deliver a depth and breadth of experience for each student. Therefore, we are passionate about students participating in the following enrichment opportunities:

- Forest School
- Horticulture
- Design Technology
- Science, Technology, Engineering, Maths (STEM)
- Community engagement
- Local trips and visits
- Sport and Leisure

Our enrichment activities will be designed and delivered around the personal interests, skills and talents of each student. Students take part in activities in the local community, acting as consumers within shopping and café experiences and accessing local transport.

Links with local businesses are established to support work experiences when applicable. We work closely with colleagues within other schools to share good practice and discuss curriculum issues. In addition, we liaise with local schools and/or authorities to develop networks and to facilitate inclusion.

Furthermore, the curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture immersion days, health, ecological or religious/spiritual activities. The aim of such events is to broaden students' experiences as well as giving them an opportunity to apply their skills in varied situations. Our curriculum endeavours to further students' personal skills, therefore we run collaborative learning intention meetings with therapists and carers/ parents; we develop appropriate targets and strategies based on their EHCP and specific needs. This allows our students to work on targets on a 24-hour curriculum approach with strategies that can be used across school and home in order to develop specific skills.

Staffing and Resources

At Strawberry Lane School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. The education team consists of primary teachers, specialist teachers, as well as experienced teaching assistants, Educational Psychologists, Occupational Therapist and Speech Language and Communication Therapists. A variety of specialist resources are provided to meet the diverse needs of our students.

Working with Parents

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in the termly report that comments on all areas of the curriculum. We also hold Parents Evenings to give an opportunity for dialogue between students, parents, and education staff.