



Esland North Limited - Exec

ED0020DON - Curriculum

Vision

To be a school where every individual feels they **belong**, **believes** in themselves and **builds** a brighter future, today and tomorrow.

Mission

To create the conditions for every child to **thrive in life**, academically, socially and personally.

Introduction

Esland Doncaster School provides a nurturing, ambitious and personalised education for children and young people with an Education, Health and Care Plan (EHCP), aged 7–18 with ASC, ADHD, EBSA and associated Social, Emotional and Mental Health (SEMH) needs who have experienced barriers to learning.

We believe that education should be transformative, therapeutic and tailored. Our approach is rooted in the understanding that our learners require more than access to knowledge; they need connection, consistency and compassion. Every aspect of school life is underpinned by Esland's core values of **Fun, Bold, Curious and Kind**.

These values shape our culture, relationships and curriculum, enabling every child to feel they belong, believe in themselves and build a brighter future.

The curriculum is designed to provide pupils with a broad, balanced and ambitious education that prepares them for the next stage of learning, employment and adulthood.

Curriculum Intent

Our academic curriculum is based on the National Curriculum but is flexibly adapted to ensure accessibility, relevance, and engagement for every learner.

Our curriculum is designed to:

- Provide a broad, balanced and ambitious education.
- Meet the individual needs of all learners.
- Develop knowledge, skills and understanding across all areas of learning.
- Support pupils to achieve positive academic outcomes.
- Promote emotional wellbeing and resilience.
- Develop independence and preparation for adulthood.
- Support personal development and positive relationships.
- Promote British Values and SMSC development.
- Reflect our core values in every subject and interaction.
- Promote equality, diversity and respect for people with protected characteristics.
- Prepare pupils for life in modern Britain.

Through the curriculum, pupils are supported to:

- Feel a sense of belonging.
- Develop confidence and self-belief.
- Build aspirations for their future.
- Thrive in life academically, socially and personally.

Curriculum Structure by Key Stage

Key Stage 2 (Years 3-6)

The curriculum focuses on establishing strong foundations for learning, emotional wellbeing and positive engagement.

Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- PHSCE inc. RSE
- PE
- Technology: Cooking
- Technology: Design
- Art and Design
- RE
- Humanities: History and Geography
- Computing
- Enrichment
- Forest School

Additional Provision

- Reading interventions
- Emotional literacy
- Communication development
- Outdoor learning
- Therapeutic support

Key Stage 3 (Years 7-9)

The curriculum broadens pupils' experiences, develops independence and secures progression in core knowledge and skills.

Core Subjects

- English
- Mathematics
- Science

Wider Curriculum

- PHSE
- PE
- Citizenship
- Technology: Cooking
- Computing

- Enterprise
- Financial Management
- Humanities
- iDEA
- Independence
- Enrichment
- Forest School

Additional Priorities

- Emotional regulation
- Resilience
- Self-advocacy
- Social communication
- Preparation for accreditation

Key Stage 4 (Years 10-11)

The curriculum is personalised through identified pathways and balances academic achievement, personal development and preparation for adulthood.

Core Areas

- English
- Mathematics
- Science
- PSHE
- Careers Education

Wider Curriculum

- PE
- Citizenship
- Technology: Cooking
- Computing
- Vocational and Work Skills
- Work Experience
- Independence
- iDEA
- Enrichment

Qualifications

Pupils may access:

- GCSE qualifications
- Functional Skills
- Entry Level Qualifications
- BTEC Qualifications
- iDEA Awards
- Vocational learning opportunities

Preparation for Adulthood

- Employability skills
- Independent living
- Financial capability
- Community participation
- Enterprise projects

Post-16 (Years 12-13)

Programmes are personalised to support transition into adulthood.

Academic Pathways

- GCSE English
- GCSE Mathematics
- Functional Skills
- Digital qualifications

Vocational Pathways

- BTEC qualifications
- Work-related learning
- Community engagement
- Employability programmes

Independence Curriculum

- Budgeting
- Cooking
- Health and Wellbeing
- Independent Travel
- Housing and Community Living
- Personal Safety
- Relationships

Curriculum Pathways

Pathway 1

A highly personalised curriculum focusing on Functional Skills, Entry Level qualifications, emotional regulation, communication, independence and preparation for adulthood.

Pathway 2

A blended curriculum combining vocational learning, personal development and accredited learning.

Pathway 3

An academically ambitious curriculum leading predominantly to GCSE qualifications and progression to further education.

Curriculum Implementation

Teaching and learning are designed to ensure that pupils experience success, engagement and challenge.

Teachers:

- Maintain high aspirations for all learners.
- Adapt learning to meet individual needs.
- Use assessment to inform teaching.
- Promote communication and literacy across the curriculum.
- Embed opportunities for personal development.
- Foster positive relationships and learning behaviours.
- Create engaging and meaningful learning experiences.

Reading, vocabulary development, communication and preparation for adulthood are promoted across all curriculum areas.

Areas of Learning

Our curriculum provides full-time supervised education appropriate to each pupil's age, aptitude, and individual needs and covers all areas of learning in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic

and creative education. These areas are delivered through a broad, balanced and ambitious curriculum tailored to meet the needs of our learners and prepare them for successful adulthood.

Linguistic Education

Linguistic education is delivered through English, reading, communication and literacy across the curriculum. Pupils develop speaking, listening, reading and writing skills through differentiated learning pathways, targeted interventions and accredited courses including Functional Skills and GCSE English. Reading is prioritised across all key stages to develop fluency, comprehension, vocabulary and independence, enabling pupils to access the wider curriculum and thrive in life. Reading forms part of our whole-school approach to literacy and is promoted across all curriculum areas. Reading ages are assessed regularly to identify strengths and areas for development. Assessment information is used to inform targeted interventions and personalised support, ensuring that pupils develop the reading skills required to access the wider curriculum, promote independence and achieve positive outcomes.

Mathematical Education

Mathematical education is delivered through mathematics lessons, Functional Skills, financial management, and real-life learning opportunities. Pupils develop numeracy, reasoning, problem-solving and financial literacy through a structured curriculum based on the White Rose Maths framework and the Barclays Lifeskills programme. Learning is designed to help pupils apply mathematical understanding confidently in everyday situations and future employment.

Scientific Education

Scientific education is delivered through practical and engaging science lessons, outdoor learning and environmental exploration. Pupils develop scientific knowledge, investigation skills and critical thinking through the study of biology, chemistry and physics. Accreditation opportunities include AQA Entry Level Science and vocational science qualifications, supporting progression into further education and employment.

Technological Education

Technological education is delivered through computing, digital literacy and iDEA programmes. Pupils learn to use technology safely, responsibly and effectively while developing skills in research, communication, coding and digital problem-solving. Learning promotes online safety, digital citizenship and preparation for an increasingly technological world.

Human and Social Education

Human and social education is delivered through PSHE, Relationships and Sex Education (RSE), citizenship, humanities, Forest School and the Independence Plus curriculum. Pupils develop self-awareness, emotional literacy, social understanding and knowledge of their rights and responsibilities. This area of learning promotes British Values, equality, diversity and preparation for life in modern Britain.

Physical Education

Physical education is delivered through PE, outdoor learning and physical enrichment activities. Pupils develop physical competence, teamwork, resilience and healthy lifestyle habits. The curriculum supports physical wellbeing, emotional regulation and positive participation in physical activity as part of lifelong health.

Aesthetic and Creative Education

Aesthetic and creative education is delivered through art, design technology, cooking, literacy, enterprise and creative projects across the curriculum. Pupils are encouraged to express themselves, develop creativity and build practical skills. These experiences promote confidence, problem-solving, emotional wellbeing and preparation for adulthood.

Key Stage 4 and Post-16 Pathways

At Key Stage 4 and Post-16, learning is organised through personalised pathways that reflect pupils' individual strengths, aspirations and next steps. Pathways balance academic achievement, vocational learning, personal development and preparation for adulthood, ensuring all learners can access appropriate qualifications and develop the knowledge, skills and confidence needed for future success.

Curriculum planning is informed, where appropriate, by therapeutic recommendations and multi-disciplinary working. Educational, pastoral and therapeutic teams work collaboratively to ensure that provision reflects pupils' developmental, emotional and learning needs. This integrated approach supports engagement, wellbeing and progress, enabling pupils to access the curriculum successfully and work towards their individual aspirations and EHCP outcomes.

Educational and Welfare Provision for Pupils with EHCPs and Pupils with English as an Additional Language (EAL)

The school provides a personalised programme of educational, therapeutic and pastoral support for pupils with Education, Health and Care Plans.

Teaching, curriculum content, assessment approaches and interventions are adapted to meet individual needs and EHCP outcomes.

Welfare provision includes:

- Pastoral support
- Emotional wellbeing provision
- Therapeutic interventions
- Safeguarding support
- Attendance support
- Multi-agency working

Progress towards EHCP outcomes is reviewed regularly through annual reviews, multidisciplinary meetings and ongoing collaboration with families and external professionals.

For pupils with English as an Additional Language, appropriate support is provided to develop English language proficiency whilst ensuring full access to the curriculum, enrichment opportunities and wider school life.

Assessment

Assessment is used to identify starting points, monitor progress and inform future planning.

Assessment includes:

- Baseline assessments on entry
- Reading and numeracy assessments
- Ongoing formative assessment
- Summative assessment
- EHCP outcome tracking
- Qualification outcomes
- Personal development measures
- Attendance and engagement monitoring

Assessment information is used to identify strengths, remove barriers and ensure pupils make appropriate progress from their starting points.

Assessment information is reviewed termly by teachers and leaders to evaluate the effectiveness of the curriculum, identify emerging needs and inform school improvement priorities. This ensures teaching remains ambitious, responsive and appropriately matched to pupils' starting points and next steps.

Personal Development

Personal development is central to the school's mission and is embedded throughout the curriculum and wider school experience.

Pupils are supported to develop:

- Confidence
- Resilience
- Independence

- Leadership
- Emotional literacy
- Healthy relationships
- Communication skills
- Physical and mental wellbeing
- Aspirations for the future

Opportunities are provided through enrichment activities, educational visits, pupil leadership, enterprise projects, community participation and work-related learning.

Curriculum Impact

We measure impact through:

- Academic progress and accreditation outcomes
- Improvements in emotional wellbeing and behaviour
- Evidence of personal development and social skills
- Pupil voice, attendance, and engagement
- Readiness for next steps: college, employment, supported living
- Progress against EHCP targets and therapeutic goals

Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC development is embedded across the curriculum and wider life of the school.

Spiritual Development

Pupils are encouraged to:

- Reflect on their beliefs, values and experiences.
- Develop self-awareness and confidence.
- Appreciate creativity and the wider world.

Moral Development

Pupils learn to:

- Understand right and wrong.
- Take responsibility for their actions.
- Respect rules and boundaries.

Social Development

Pupils are supported to:

- Build positive relationships.
- Work collaboratively.
- Contribute positively to their communities.

Cultural Development

Pupils learn to:

- Appreciate diversity.
- Respect different beliefs and cultures.
- Understand local, national and global communities.

British Values

The school actively promotes:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

These values are taught through the curriculum, assemblies, PSHE, pupil voice activities, community engagement and daily interactions.

British Values support pupils to become responsible, respectful and active citizens who are prepared for life in modern Britain.

Careers and Preparation for Adulthood

Pupils from Year 7 onwards receive independent and impartial careers guidance that supports informed decision-making regarding further education, employment and training opportunities. Careers education is presented in a balanced manner, promotes equality of opportunity and enables pupils to explore a broad range of pathways regardless of background, ability or protected characteristic. Learning opportunities include employer encounters, workplace experiences, enterprise activities and transition planning.

The school works with external providers, employers, training organisations and further education settings to ensure pupils have access to accurate, up-to-date information and meaningful encounters which support successful transition into adulthood.

Curriculum Impact

The curriculum is successful when pupils:

- Feel safe, valued and included.
- Attend regularly.
- Engage positively in learning.
- Make progress from their starting points.
- Achieve relevant qualifications.
- Develop confidence and independence.
- Improve social and emotional wellbeing.
- Prepare successfully for adulthood.
- Thrive in life academically, socially and personally.

Leaders evaluate curriculum impact through a combination of academic outcomes, EHCP progress, personal development measures and preparation for adulthood outcomes.

Safeguarding & Inclusion

Safeguarding is everyone's responsibility and underpins all aspects of the curriculum.

The curriculum contributes to safeguarding by helping pupils understand:

- Healthy relationships
- Personal safety
- Online safety
- Consent

- Exploitation risks
- Mental health and wellbeing
- How to seek help and support

The school is committed to ensuring all pupils have equitable access to learning and wider opportunities regardless of need, background or circumstance.

Roles and Responsibilities

Headteacher

The Headteacher with the support of SLT is responsible for:

- Strategic oversight of the curriculum.
- Monitoring implementation and impact.
- Ensuring compliance with the Independent School Standards.

Teachers

Teachers are responsible for:

- Delivering high-quality teaching.
- Adapting learning to meet individual needs.
- Assessing progress.
- Promoting personal development.

Governors/Proprietor

The Proprietor and Governors hold leaders accountable for ensuring the curriculum remains ambitious, inclusive and effective.

Monitoring & Review

Findings from monitoring activities are used to evaluate curriculum effectiveness, identify areas for development and ensure continuous improvement in outcomes for pupils.

The curriculum is reviewed regularly through:

- Lesson visits
- Work scrutiny
- Assessment reviews
- Pupil voice
- Attendance analysis
- Behaviour and wellbeing monitoring
- Destination data
- Quality assurance activities

Curriculum effectiveness is evaluated through pupil outcomes, attendance, engagement, behaviour, destination data and stakeholder feedback.

Stakeholder feedback, including pupil voice and parental feedback, contributes to curriculum evaluation.

Linked Policies & Documentation

- Teaching & Learning Policy
- Behaviour, Relationships and Engagement Policy
- SEND Policy

- Safeguarding & Child Protection Policy
- Assessment Policy
- Careers Education Policy
- Equality & Diversity Policy
- PSHE & RSE Policy