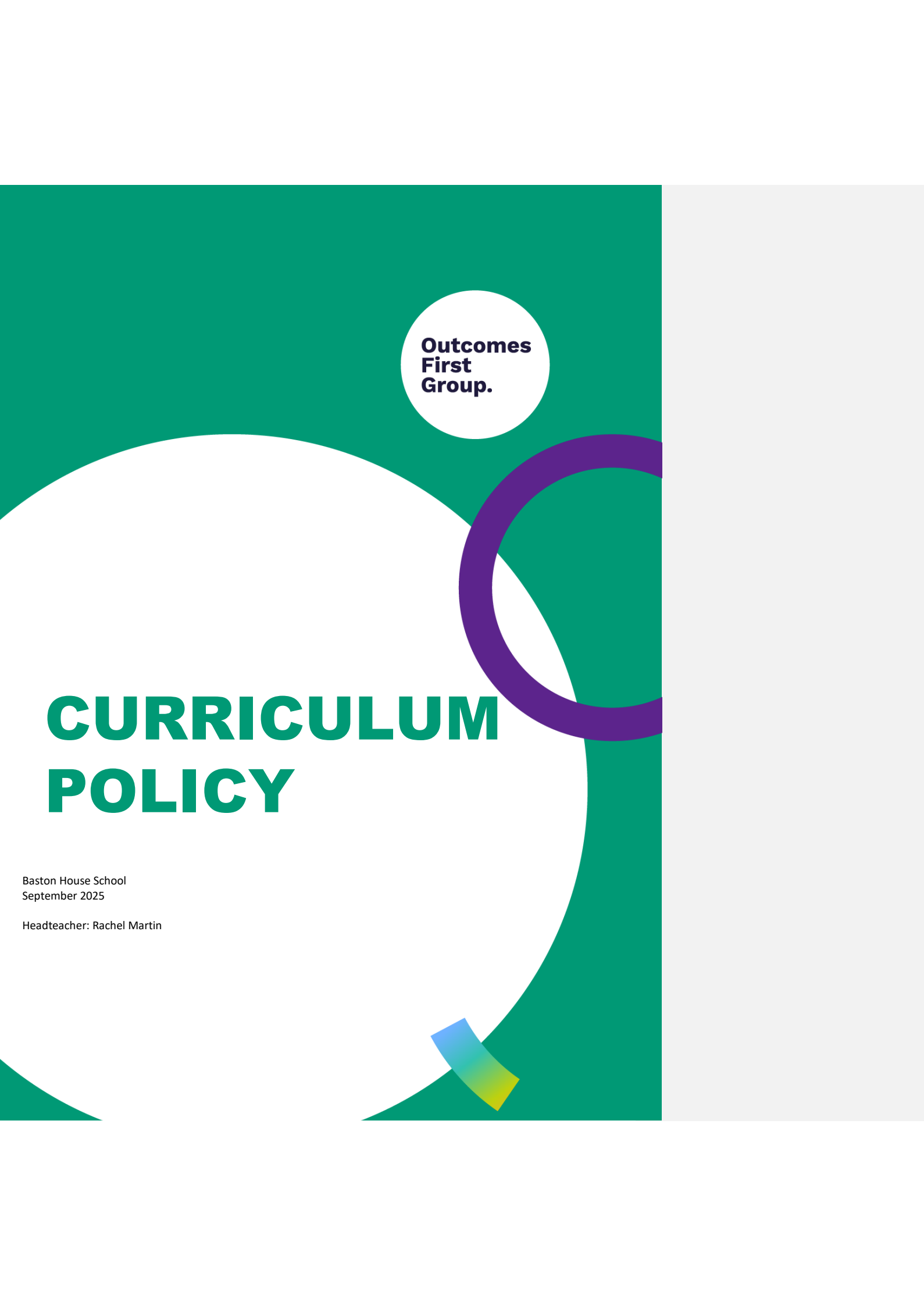


The cover features a teal background with a large white circle on the left and a purple ring on the right. A white circle in the top right contains the text 'Outcomes First Group.'. At the bottom right, there is a small, curved, multi-colored graphic element transitioning from blue to green to yellow.

**Outcomes
First
Group.**

CURRICULUM POLICY

Baston House School
September 2025

Headteacher: Rachel Martin



CONTENTS	Page
1.0 CURRICULUM INTENT	2
2.0 CURRICULUM IMPLEMENTATION	2
3.0 CURRICULUM IMPACT	4
4.0 TEACHING & LEARNING	4
5.0 CURRICULUM PLANNING	4
6.0 EDUCATION – KEY STAGES	7
7.0 GENERAL	11

1.0 CURRICULUM INTENT

At Baston House School, the curriculum underpins the ethos of the school and strives to provide the context within which autistic pupils are given the opportunity to achieve high standards.

In line with the National Curriculum we aim to help pupils do the following:

- Use English and Augmentative and Alternative Communication (AAC) methods to express themselves clearly and confidently, and to understand others with equal clarity and confidence
- understand mathematical ideas and apply numerical skills
- understand basic scientific ideas and concepts
- gain a basic understanding of historical and geographical skills and knowledge
- acquire control of tools, computers and digital technology
- appreciate the joys and benefits of physical education and experience a range of sporting activities
- use music, drama and arts and craft forms as a means of creative expression
- to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
- develop self-help skills to foster independence and be aware of the rewards and dangers of society in preparation for adult life
- access meaningful work experience and non-biased careers advice
- Develop self-awareness and regulatory skills to enable them to successfully participate In society

Implementation of this policy: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 CURRICULUM IMPLEMENTATION

Baston House School provides a broad and balanced curriculum over time, with learning broken into small steps and frequent opportunities to repeat and practice skills before becoming independent. We use evidence-based practice to identify the unique strengths, needs, and learning skills of each pupil, then provide personalised learning experiences that:



- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for pupils to be involved in making choices and decisions
- have a cross-curricular focus on developing functional skills, knowledge and understanding
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible.

The delivery of the curriculum at Baston House School is personalised to meet the individual needs of our pupils. It has an emphasis on experiential and sensory learning across the curriculum, while providing access to a highly adapted National Curriculum and range of accreditations. The curriculum places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their timetable, designed to promote social communication, language, literacy, problem-solving and co and self - regulation of behaviour and emotions.

Teachers develop and adapt the curriculum through the use of the following working documents:

- The National Curriculum – with adapted objectives to suit the individual needs of each pupil
- The Engagement model, EQUALS semi formal and formal curriculums for students who are unable to access the National Curriculum
- Curriculum Maestro
- Twinkle Phonics
- White Rose Maths
- PSHE Association Framework- PSHE, RSE
- NCFE Employability and Incredible Futures Careers
- Duke of Edinburgh and Horticulture
- Autism Progression Framework
- Outdoor Learning made Easy
- Exam board subject specifications (GCSE, ELC, Functional Skills, BTEC, NCFE, Trinity Rock & Pop, Unit Award Schemes)

Commented [YG1]: Do we still use this?

We ensure effective and consistent planning and delivery of a personally engaging curriculum that maximises the ability of our autistic pupils with complex needs to enjoy learning and achieve their individual potential.

We support staff in making personalised professional responses to meet the profile and learning need of each pupil through recognised approaches based upon best practice in Autism and Complex Learning Needs. Our curriculum policy sets out the roles and responsibilities of different staff within the school, promoting curriculum access and achievement.

We provide a broad and balanced curriculum that introduces new ideas and experience to all. We teach respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school. These skills prepare pupils for life in a diverse society, promoting and supporting the development and understanding of fundamental British Values.

Document Name: Curriculum Policy
Document Type: Policy
Policy Owner: Headteacher
Date First Issued: September 2017

Version Number: 4.0
Last Review Date: September 2025
Next Review Date: Annually



We also aim to offer:

- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education, which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education, which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to teaching and learning
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child.

3.0 CURRICULUM IMPACT

We hope and aim that our curriculum will lead to qualifications that hold currency for employers and for entry to further education while fulfilling statutory requirements. We prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond, ensuring continuity and progression within the school and between phases of education, further education, careers and beyond.

We hope that our pupils will develop an enquiring mind with the confidence to explore through trial and error, communicating effectively in verbal, AAC and written form, as well as teaching them to acquire information from various sources and to record findings in various ways including the use of digital technology to make informed decisions about their education and life in general.

The opportunities provided during work experience placements support pupils in exploring job opportunities they may not have considered and make an informed decision about further studies they would benefit from attending once they leave BHS.

In line with the National Curriculum aims, we would like all pupils who attend Baston House School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

4.0 TEACHING & LEARNING

Teaching at Baston House School is the practice carried out by all staff to ensure all pupils acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centred and connective. Learning is the process through which the pupils can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all autistic pupils to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each pupil with the acquisition of knowledge, skill and understanding, enabling students to succeed. This design makes meaningful connections for pupils, which maximises their potential for success, access and independence.

5.0 CURRICULUM PLANNING

As identified above in our curriculum implementation, Teachers develop and adapt the curriculum through the use of the following working documents:

- The National Curriculum- adapted objectives to suit the individual needs of each learner

Document Name: Curriculum Policy
Document Type: Policy
Policy Owner: Headteacher
Date First Issued: September 2017

Version Number: 4.0
Last Review Date: September 2025
Next Review Date: Annually



- The Engagement model
- EQUALS Semi Formal and Formal curriculums
- White Rose Maths
- Curriculum Maestro
- Twinkl Phonics
- PSHE Association Framework- PSHE, RSE
- NCFE Employability and Incredible Futures Careers
- Duke of Edinburgh and Horticulture
- Autism Progression Framework
- Outdoor Learning made Easy
- Exam board subject specifications (GCSE, ELC, Functional Skills, BTEC, NCFE, Trinity Rock & Pop, Unit Award Schemes)

Learning Prompts

Where appropriate, classes should use a 'learning board/wall' in order to support the pupils to identify the sequence, focus and intended learning objectives within each lesson. This enables the pupils to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

Planning

Teachers develop their curriculum by looking at established route planners, subject curriculum mapping from KS1-5, schemes of work and exam specifications. They adapt these planning documents into half-termly medium-term planners, in line individual pupil assessment data.

Personal Learning Goals – PLGs

By using the online platform *Evidence for Learning* teachers will set short-term targets for the the significant aspects of a pupil's development based on the Autism Progression Framework that are in line with the pupils EHCPs for the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory, physical and motor skills
- Community and independence

Parents are regularly informed of their child's targets (learning intentions) and progress is discussed at Parent's Evenings and at a pupil's Annual Review of their EHCP. Targets are reviewed on a termly basis and progress baselined regularly to identify further areas for development.



Resources

The school recognises that quality education requires quality resources and there is a commitment to provide a breadth of exciting, suitable and up to date resources in all subjects.

Across the different key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences, which will improve progression and achievement for all autistic children. Subject teaching and cross-curricular studies are considered to be complementary and act together to benefit pupils' learning. Some of the most effective learning occurs when connections are made between subjects. While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All pupils work at their own level through individualised teaching strategies and adapted lessons, based on the expectations of the National Curriculum and accredited courses.

The Semi Formal and Formal Curriculum

The semi formal and formal curriculums provide an integrated curriculum supporting the development of relationships and engagement.

The Semi Formal Curriculum

The EQUALS Semi Formal Curriculum is developmental in nature and open to personalisation. It is not key stage specific nor related to the National Curriculum. This curriculum is planned around individual interests and abilities.

The key areas of the Semi Formal curriculum are:

- **My Communication**
- **My Thinking and Problem Solving**
- **My Independence**
- **My Music**
- **My Dance**
- **My Art**
- **My Drama**
- **The World About Me**
- **Relationship and Sex education**
- **My Outdoor School**
- **My Physical Wellbeing**

The Formal Curriculum

This curriculum is specifically designed for pupils working consistently and over time below age related expectations



Outcomes
First
Group.

The key areas of the Formal Curriculum are:

- Maths
- English
- Independence
- The World About Us
- Outdoor School
- Physical Wellbeing
- Play and Leisure

6.0 EDUCATION – KEY STAGES

Key Stage 1 and 2

Access to the National Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.

CORE CURRICULUM

- **English/Literacy:** with an emphasis on social communication and functional skills. The objectives will be dependent on the age and stage of each student. Younger students will focus on the acquisition of phonics through the Twinkl Phonics program which the school has adopted, reading and handwriting.
- **Mathematics/Numeracy:** including direct teaching of problem-solving and reasoning skills
- **ICT**
- **Science**

WIDER CURRICULUM

- **PSHE**, including relationship education
- **RE**
- **Physical Education**
- **Outdoor Learning**
- **The World Around Me** Topic based learning using planning from Curriculum Maestro including aspects of the curriculum below:
 - History
 - Geography
 - Art
 - Design and Technology
 - Food Technology
- **Form Time / Morning Rota:** Social skills and other personalised interventions.



- **Enrichment:** Teachers plan opportunities for extended learning of the pupils' curriculum to take place 'outside of the classroom'. Teachers use the 'Outdoor Learning made Easy' model to do this.

Key Stage 3

CORE CURRICULUM

- **English:** with an emphasis on social communication and functional skills
- **Mathematics:** including direct teaching of problem-solving and reasoning skills
- **Science**
- **ICT**

WIDER CURRICULUM

- **PSHE, including Relationship and Sex Education**
- **Physical Education**
- **History**
- **Geography**
- **Music**
- **Art**
- **Outdoor Learning**
- **Independent Living**
- **Careers**
- **Technology:** Pupils at KS3 will rotate Food Technology and DT

Key Stage 4

CORE CURRICULUM

- **English:** Entry Level, Functional Skills and GCSE
- **Mathematics:** Entry Level, Functional Skills and GCSE
- **Science:** Entry Level and Combined Science Trilogy
- **ICT**

WIDER CURRICULUM

- **PSHE, including Relationship and Sex Education**
- **Physical Education**
- **Independent Living**
- **Travel Training**
- **Careers**



OPTIONS

At KS4 each pupil will have the opportunity to choose and study a range of specialist subjects. There is a wide range of specialist subjects available, spanning a variety of exam board subject specifications (GCSE, ELC, Functional Skills, BTEC, NCFE, Trinity Rock & Pop & UAS). Examples include:

BTEC Art & Design Level 2

BTEC First in ICT

BTEC First in Sport

BTEC Home Cooking Skills

BTEC Music Technology

Trinity Rock & Pop

RHS Horticulture

BTEC Performing Arts

UAS: Design Technology

UAS: Food Technology

UAS: Sport

UAS Carousels:

- Trade
- Outdoor living
- Modeling
- Textiles
- The film industry
- Humanities
- Introduction to Business
- Digital Technology & Media

KS4 option selection process:

Each academic year, the KS4 option curriculum booklet with subject snapshots of the current offer at Baston House School is shared with pupils and parents. Our pupils will follow a broad and balanced curriculum, which prepares them for future study, careers and skills for independent living. During our options evening, pupils and parents have the opportunity to meet with the subject teacher and ask any questions. Following this, pupils are given the option sheets to select from three option pathways, which will be reviewed by the subject specialist teacher to ensure pupils are entered and achieve the accredited qualifications relevant to their academic ability.



Outcomes
First
Group.

Key Stage 5

CORE CURRICULUM

- **English-** Continuation or resits of Entry Level, Functional Skills and GCSE
- **Mathematics-** Continuation or resits of Entry Level, Functional Skills and GCSE

WIDER CURRICULUM

- **PSHE, including Relationship and Sex Education**
- **Physical Education**
- **Independent Living**
- **Travel Training**
- **Careers**

OPTIONS

At KS5 each pupil will have the opportunity to choose and study a range of specialist subjects. There is a wide range of specialist subjects available, spanning a variety of exam board subject specifications (GCSE, ELC, Functional Skills, BTEC, NCFE, Trinity Rock & Pop & UAS). Examples include:

BTEC Art & Design Level 2

BTEC First in ICT

BTEC First in Sport

BTEC Home Cooking Skills

BTEC Music Technology

Trinity Rock & Pop

RHS Horticulture

BTEC Performing Arts

UAS: Design Technology

UAS: Food Technology

UAS: Sport

UAS Carousels:

- **Trade**
- **Outdoor living**
- **Modeling**
- **Textiles**
- **The film industry**

Document Name: Curriculum Policy

Document Type: Policy

Policy Owner: Headteacher

Date First Issued: September 2017

Version Number: 4.0

Last Review Date: September 2025

Next Review Date: Annually



- **Humanities**
- **Introduction to Business**
- **Digital Technology & Media**

KS5 option selection process:

Each academic year, the KS5 option curriculum booklet with subject snapshots of the current offer at Baston House School is shared with pupils and parents. Our pupils will follow a broad and balanced curriculum, which prepares them for future study, careers and skills for independent living. During our options evening, pupils and parents have the opportunity to meet with the subject teacher and ask any questions. Following this, pupils are given the option sheets to select from four option pathways, which will be reviewed by the subject specialist teacher to ensure pupils are entered and achieve the accredited qualifications relevant to their academic ability.

7.0 GENERAL

Equal Opportunities

We actively promote through our teaching, both discretely and in direct ways, the rights of all individuals to receive the optimum opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our pupils.

Social, Moral, Spiritual and Cultural Values

Spiritual Development:

The specific spiritual needs of autistic young people are as diverse as their academic profiles. At Baston House School, spiritual development enables our young people to look within themselves, at their human relationships and at the wider world. The spiritual development of all our children is addressed through the ethos of the school and explicitly through the curriculum.

We are committed to:

- Celebrate the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Foster common human values and build spiritual capacities to promote self-worth
- Help our pupils to come to an understanding of themselves as individuals and encourage them to reflect on ultimate questions
- Develop our pupils' curiosity, imagination, and creativity and promote a sense of awe and wonder.

Moral Development

Moral development is the ability to know what is right and wrong and to act on it accordingly. We are committed to encourage pupils to:

- Be truthful and honest

Document Name: Curriculum Policy
Document Type: Policy
Policy Owner: Headteacher
Date First Issued: September 2017

Version Number: 4.0
Last Review Date: September 2025
Next Review Date: Annually



- Respect the rights and property of others, their opinions and customs, even when they are different from their own
- Help others
- Solve differences of opinion in non-violent ways
- Reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

Social Development

Social development is at the very core of our educational ethos in that social communication is a core deficit that accompanies a diagnosis of Autism. We are committed to:

- Develop a social skills curriculum that is tailored to the individual needs of pupils in order for them to be able to access the wider world outside of school
- Provide an environment where pupils can take responsibility for themselves and others in school and the wider society
- Develop the life skills required to socialise appropriately and independently

Cultural development

We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole.

We aim for our pupils to become aware of differing cultures, be tolerant of other viewpoints and heritages, and be able to join and share the delights of our diverse population from an informed position.

Citizenship

We believe that Baston House School has a role to play in developing responsible attitudes by our pupils towards society. We actively promote the common tenets of good citizenship through assemblies, PSHE and whenever the opportunity arises throughout our daily activities. The ethos and practices of the school combine to establish this as a feature of daily interaction between pupils, staff and friends of the school. We aim for our pupils to be motivated to join in with positive citizenship practices.

Careers Education / Environmental and Economic Understanding

The approach to these strands is essentially cross-curricular in the primary phase, they can be taught discreetly or explicitly, in a classroom setting. The aim of these themes is to give our pupils a rounded sense of life's opportunities and expectations at this early stage.

From Key Stage 3, these skills are embedded through timetabled careers, access to an external careers adviser, independent living and PSHE lessons. In Key Stage 4 and 5, pupils have access to work experience placements in school and external placements, a careers and work experience coordinator, access to the community with travel training and a holistic approach throughout the curriculum to prepare for the future after Baston House School.

Role of Parents & Wider Community

Parents and the wider community are welcome into the school. Parents are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents may have their own expertise, which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.



Monitoring

Leadership and management of the school monitor the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to pupils.

Themed weeks

Anti-bullying week, black history month, LGBTQ+, road safety week, safer internet week, mental health week, careers and enterprise week, science week, math's week, book week and more themed weeks are all regular features of the curriculum.

Physical Education (PE)

At Baston House School, we base our curriculum on the National Curriculum programme for PE. We are privileged to have use of outdoor grounds, a Multi-Use Games Area (MUGA) and links with local sports centres.

Swimming

All pupils at KS1, 2 and 3 have the opportunity to access swimming lessons.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

**Outcomes
First
Group.**

**Acorn Education And Care
National Fostering Group
Options Autism**

Document Name: Curriculum Policy
Document Type: Policy
Policy Owner: Headteacher
Date First Issued: September 2017

Version Number: 4.0
Last Review Date: September
2025
Next Review Date: Annually