

POLICY – Curriculum

Education

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local Site Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Scope

This policy applies across all our sites. It includes:

- All Learners, including those under and over 18
- All Teachers, tutors and education staff
- The wider staff team
- The multi-agency team supporting curriculum delivery
- Headteachers/Principals
- All associated leaders responsible for curriculum oversight

The policy applies equally to schools and colleges, referred to collectively as sites.

3. Legal and Regulatory Context

We work within the statutory duties, safeguarding requirements and inspection arrangements of the nation in which each site operates. The universal standards in this policy are applied in line with the correct national frameworks set out in **Appendix A**, which summarises the legal, regulatory and inspection requirements for England.

4. Policy Statement

Across our organisation, the curriculum is the shared thread that connects every site, every classroom, every conversation and every aspiration. It is more than a sequence of subjects or qualifications. It is the way we tell Learners: *you matter, you can achieve, and your future belongs to you.*

We work with Learners whose educational experiences have often been characterised by interruption, exclusion, transitions, health needs, anxiety or trauma. Many come to us holding both potential and pain. We approach this with respect and humility. A curriculum that is ambitious, well-sequenced and trauma-responsive is a powerful act of restoration: it rebuilds trust where trust has been fractured, rekindles curiosity where

learning became unsafe, and creates the conditions where Learners can experience consistency, dignity and belonging.

This universal policy provides the framework within which each of our sites shapes its own curriculum narrative. It ensures that while each site adapts to local context, national frameworks and Learner profiles, the overarching principles remain coherent across our education settings. Inspectors, partners and families should be able to recognise shared threads in ambition, design, pedagogy and practice, even as each local curriculum has its own personality and nuance.

The tone, values and commitments in this policy represent who we are as an educational provider and reflect our belief that education must meet learners where they are, lift them to where they can be, and walk with them at a pace that honours their experiences and strengths.

5. Our Curriculum Vision

Our vision is rooted in three convictions:

1. Every Learner is capable of growth, excellence and joy.

We do not define learners by their previous experiences or barriers. We define them by their possibility. Our curriculum amplifies strengths, nurtures curiosity, and opens the door to new interests and identities.

2. Learning must be emotionally and physically safe before it can be academically ambitious.

Trauma-responsive practice is not an add-on. It is the foundation. Without safety, there is no risk-taking in learning. Without relationships, there is no resilience.

3. Education is not just preparation for adulthood — it is part of adulthood.

For Learners over and under 18, we aim to equip them with the knowledge, character, habits and skills that support independence, employability, wellbeing and community participation.

Our curriculum vision extends beyond outcomes. It shapes the culture and character of our sites. It sets the standard for how we talk, plan, teach, reflect and improve.

Linton School

At Linton School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all, where children feel safe to try new things.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: enrichment activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law, this encompasses our specialism in Outdoor Education. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

6. Curriculum Principles

Our curriculum is grounded in a set of universal principles that guide strategic design, daily decision-making and long-term review.

Ambitious for every Learner

We do not reduce expectations; we design learning that is accessible, supported, and aspirational. Ambition includes academic, social, emotional and independence goals.

Trauma-responsive and attachment-aware

Learning is delivered through relationships that honour each Learner's story. Predictability, attunement and emotional safety are foundational.

Coherently sequenced

Learning builds cumulatively and intentionally. We prioritise depth of understanding, retention and mastery, rather than coverage alone.

Personalised but not restrictive

Learner needs shape pathways, but personalisation never becomes a narrowing of opportunity.

Holistic and integrated

We recognise that communication, wellbeing, emotional literacy, executive functioning and community understanding are as vital as subject knowledge.

Authentic and connected to life

Learners experience learning that feels real: projects, community engagement, practical tasks, opportunities for voice and choice.

Reflective and evidence-informed

Staff use professional judgement, research, lived experience and data to adapt curriculum delivery where necessary.

Linton School curriculum follows our Key Values:

<i>'Building our future together'</i>			
Respect	Curiosity	Individuality	Resilience
Our intention for each of our school values is detailed below:			
Mutual respect and effective relationships are used to ensure every learner feels safe and is nurtured through their educational journey at Linton School.	Every pupil has the opportunity to be curious through Quality First Teaching and those curiosities will be built into the learning that takes place.	Each individuals' strengths, interest and likes will be developed whilst at Linton School and careers programmes will enable them real-life experiences in these chosen fields.	Students will be given numerous opportunities across the curriculum to develop resilience within their education which allows them to recover from setbacks and stay on track to achieve their potential.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' Spiritual, Moral, Social and Cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide a broad curriculum prioritising a strong academic core of subjects
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

7. Curriculum Structure

Curriculum design and content

Our curriculum is carefully sequenced starting with curriculum maps, moving through to learning journeys, yearly overviews and then medium-term plans. Each area of study has long-term plans in place with details of what will be taught and when; taking into consideration the need to develop upon prior knowledge, recap previously

learning and create opportunities for new learning to take place in a safe and stimulating environment.

At Linton School we have a creative and bespoke way of delivering and organising our curriculum which considers the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of the pupils as well as giving pupils experience in English, Mathematics, Science, Technology, Human and Social, Physical, Aesthetic and Creative education. We also have an extensive outdoor and enrichment curriculum at Linton School which provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values and SMSC.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject specific targets are used to close the gaps in their learning and provide the young people with a basis on which they can make progression.

The teachers at Linton School teach their specialist subjects and staff are provided with training to help support the teaching of these. Where a teacher is not teaching their specialist subject then additional training and support is offered by both internal and external providers to develop their knowledge and understanding as well as regular feedback and monitoring from the Senior Leadership Team within the School.

Teaching assistants support the young people and they are the consistent figures within the classroom. As the lessons change throughout the day, the teachers will visit classrooms, meaning that the students remain in a space that is familiar to them.

Classes at Linton School are organised in a variety of ways, considering the Social, Emotional and Mental Health (SEMH) needs of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the currently cohort / class groups. Children may not be with peers in the same year group and maybe with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

English, Mathematics, ICT and Science

English, Mathematics, ICT and Science are taught discreetly and consciously reinforced through all aspects of the curriculum and the school environment. Where children and young people have significant gaps in their knowledge and understanding within these subjects we have trained staff available to provide interventions tailored to the needs of each pupil. These interventions allow the pupils to make accelerated progress in the area focused upon and can support them to be more independent with their learning by developing confidence and resilience.

English and Mathematics are taught four times a week and form part of the pupils' routine. How English and Mathematics are taught varies across the year groups and for each young person. Teacher will follow the National Curriculum as much as possible during Key Stage 2 and 3 but children will also be taught topics to close the gaps in their learning if required. Once children progress to Key Stage 4 they will be following one of three routes:

1. ASDAN short courses
2. AQA entry level certificate
3. AQA functional skills
4. GCSE's

Which route each young person takes will be established by Year 9 and the staff team at Linton School will discuss this with the parents / carers and other significant adults.

Pupils reading schemes are developed by the use of a variety of methods, for example phonics and sight reading schemes, which provide a structured, age, appropriate and engaging scheme to support reading and comprehension skills. Linton School uses the Rising Stars and Bedrock Learning reading schemes during guided reading to which more information can be found using the link below:

[Reading Planet - Reading scheme for home and school \(risingstars-uk.com\)](https://www.risingstars-uk.com/)

[Bedrock Learning](https://www.bedrocklearning.co.uk/)

With our more accomplished readers we are ever increasing our library with texts of interest to the pupils to develop their love of reading and development in their vocabulary, pupils have opportunities daily to read independently as well as hearing teachers read back to them.

Science and ICT can also be taught in a variety of ways. Like with English and Mathematics, Science and ICT will follow the National Curriculum as much as possible whilst children are in Key Stage 2 and 3 however, exceptions may be made. At Key Stage 4 there are different routes for the students:

Science

1. ASDAN short courses e.g Land Based Sector, Computing Vocational Taster
2. AQA Unit Awards
3. AQA Entry Level (Science only)
4. BTech Award and/or Certificate
5. GCSE

All ICT lessons will begin with the basics of Online Safety. For information about the schools' commitment to Online Safety please see the Online Safety policy on the school website or you can request a copy from your class teacher.

Enrichment, Outdoor Learning and Outdoor Education

Enrichment opportunities are planned across the timetable and completed weekly by each class. These could be done during outdoor learning or outdoor education lessons, through PHSE or bespoke to that young person. Linton School also has an extensive Enrichment calendar which is planned across the year involving cross-circular teaching and drop-down days etc. We welcome visiting speakers during these sessions as well as take trips to the local community, do volunteering works and enterprise activities.

Linton School offers a range of outdoor learning such as; Equestrian, Horticulture, Outdoor Education, Forest School, Animal Husbandry and Animal Care. These lessons provide opportunities for the children and young people to experience, develop and master life skills. All pupils can gain qualifications and work experience that will provide them with a platform to find a career once they leave Linton school. Our extensive outdoor curriculum can also be used to support a child's therapeutic needs.

Outdoor Education is available to young people at Linton School and all will get an opportunity to access this provision. This programme is taught discretely and integrated with other topics such as humanities, SMSC and British Vales. Children will do a range of activities such as outdoor pursuits taught by Linton School staff and external providers and attend a range of educational visits. During these session children will be working towards recognized qualifications through AQA Units awards or the Duke of Edinburgh qualification. Within the outdoor learning programme children will complete volunteer work, carry out visits locally and further afield, visit places of outstanding natural beauty, learn new skills, participate in outdoor adventurous activities and visit places of historical or religious significance etc.

Equestrian and small animal care subjects are taught at Linton School discretely by trained and qualified professionals with over 10 years' experience in the field. Equestrian and small animal care helps to develop children's self-esteem, confidence and resilience whilst teaching them about animal welfare and horse riding. The students at Linton School work through a progressive and challenging curriculum making full use of the facilities that we have on-site.

Physical Education

Physical Education at Linton School is taught in a variety of ways. We will ensure that each child or young person has the opportunity to participate in a range of sports as stated in the National Curriculum however, we will also provide opportunities for additional learning such as Equestrian. Children will get the opportunity to play sport in larger groups when possible and children may attend other local educational settings to participate in activities with peers of a similar age.

Learning outcomes are accredited by AQA unit awards, ASDAN short courses, and GCSE's.

Arts

Linton School believes that all students should be allowed to express themselves creatively. We have skilled and trained staff offering a wide range of activities following the Arts Award scheme of work, for more information please click on the following link: [Arts Award](#)

The principles of the Arts Award are:

- to offer learning and qualifications which support individual creative development in any setting
- to place young people at the heart of the Arts Award process
- to increase young people's experience and understanding of arts practitioners and cultural organisations
- to embrace new art forms and technologies
- to reach the widest possible range of young people

The programme develops creativity, leadership and communication skills. Through Arts Award young people learn to work independently, helping them to prepare for further education and employment. Young people can achieve an award through any arts, media or cultural activity, such as music, literature, film-making or drama, and through technical and support roles such as arts marketing, stage lighting and web design.

Arts Award is open to anyone aged up to 25, and embraces all interests and backgrounds. Arts Award has four levels, 3 of which are on the Regulated Qualifications Framework (RQF):

1. Discover & Explore
2. Bronze
3. Silver
4. Gold

For pupils with the required skills to further their learning can also achieve the Art GCSE (Fine Art) which starts in Year 10 through the portfolio of work.

PHSE, SMSC, Religious Education and Collective Worship

PHSE is a timetabled session enabling all pupils to develop their self-knowledge, self-esteem and self-confidence. An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons

on important cultural and religious festivals and commemorative days. Through PSHE we aim to ensure pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

The PSHE and SMSC curriculum strongly encourages respect for other people, and promotes the fundamental British values– Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance, particularly for those people with protected characteristics. This would include for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. As part of the Linton School offer we also hold ten ‘enrichment days’ where children and young people have the opportunity to do educational visits, spend time with key speakers, and create local community links and/or work within larger groups.

Sex and Relationships Education is taught in the PHSE lessons at a level appropriate to the level of understanding of the young people. We liaise closely with partner organisations and the School Nurse for specialist individual input and support. Parents may request that their child is excused from Sex Education.

Religious Education themes and topics are covered through assemblies, PHSE and designated enrichment days throughout the year. Children of any faith, and those of no faith, are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all those within Linton School’s community and aims:

- To show interest in and concern for members of Linton Schools’ community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and the wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon the dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful

Learning outcomes are accredited by AQA unit awards.

Humanities

Humanities are taught across all key stages at Linton School and children get a broad and balanced curriculum of History and Geography topics. Where possible teachers will follow the National Curriculum and adapt the learning content to meet the needs of the young people. Children and young people should be completing age appropriate topics where possible. As part of the humanities curriculum students may go on a range of educational visits and outdoor education days will be linked to the topics being covered.

Learning outcomes are accredited by AQA unit awards and where appropriate entry level qualifications e.g. Functional Skills, ASDAN, and GCSE’s.

Career guidance, Employability and Life Skills

At Linton School we offer a range of programmes tailored to meet the pupils' needs that are designed to help prepare them for adult life and the world of work. From the day that children start at Linton School they are offered a range of careers information and we ensure that all the career guidance that pupils receive:

- a) is presented in an impartial manner;
- b) enables them to make informed choices about a broad range of career options and;
- c) helps to encourage them to fulfil their potential.

The school will hold careers weeks, attend careers fairs and ensure that the children have access to a wide range of information regarding careers. One way in which Linton School achieves this is by the use of Xello. Xello is an engaging online programme which prepares students for post-secondary success in academics, careers and life. With Xello, Linton School can support the students to develop their skills and knowledge in order to create actionable plans for the future, regardless of their chosen pathway.

The Employability qualifications provide a framework for developing and recognising general employability skills at Entry 2 to Level 1. At Key Stages 3 and 4, Linton School will use the qualifications to accredit preparation for employment training, career education, enterprise education, work-related learning and work experience. Employability is a nationally recognised qualification, fully approved by Ofqual in England. The Entry 2, Entry 3 and Level 1 qualifications are intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale.

The Living Independently short course, is offered as an option and is aimed at young people of all abilities, mainly aged between 13 and 18. The Living Independently Short Course contains nine modules:

- Earning and spending money
- Keeping track of your money
- Making financial choices
- A place of your own
- Health and wellbeing
- Cooking on a budget
- Practical cooking skills
- Career management
- Preparing for the world of work

Each learner will need their own copy of the Short Course student book or an e-portfolio login – this contains the challenge content and recording documents.

In addition, skills such as basic cooking are taught and, where appropriate, work experience will be arranged within ROC Northwest or external employers for all young people in Key Stage 4 where appropriate. For any children or young people

not able to attend work experience externally then internal opportunities will be provided.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with Additional Learning Needs (ALN)
- Pupils who have a social worker
- Pupils who have been previously, or are, looked-after

Teachers will plan lessons so that ALL pupils can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our Additional Learning Needs (ALN) policy and information report.

Post-16 Provision

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a Living Independently and Employability focus in the timetable which gives pupils the opportunity to prepare for adult life.

Please see the separate policy for Post-16 Educational Provision.

8. Trauma-Responsive Curriculum Design

Trauma-responsive practice is central to curriculum planning. We recognise that neurological load, emotional triggers and sensory profiles influence engagement.

Our trauma-responsive curriculum:

- Builds predictability through routines and transparent expectations
- Creates opportunities for co-regulation, quiet spaces and recovery
- Uses relational communication to repair ruptures and support re-engagement
- Avoids punitive approaches that undermine safety
- Embeds strength-based feedback and choice
- Recognises sensory needs and environmental stressors
- Allows for flexible pacing

Sal's Café – In the mornings and at lunchtimes, the library/intervention room becomes 'Sal's Café'. Run by staff, the YP can access this area first thing in the morning, receive a drink and something to eat and get themselves ready for the lessons ahead. Pastoral staff are on hand to discuss any issues or troubles the YP may have with the aim being view that the YP attend their first lesson of the morning and afternoon happy and in the right mindset.

Access to animals on site – All YP have hands on access to the animals on site, such as goats, sheep, rabbits. The YP are encouraged to care for these animals and involve themselves with day to day tasks that promote and ensure the animals wellbeing.

The school aims to provide areas inside and out, that promote wellbeing and offers places to reflect and calm such as the wellbeing garden, pond area, library and other spaces away from the school and classroom environment.

Linton School has a large Horticulture and gardening section in which children can grow their own fruits and vegetables for cooking lessons or plant and nurture a range of flowers, shrubs and trees. Some examples of topics that are covered are:

- Planting in the garden
- Growing food on the allotment
- Working under cover
- Wildlife in the garden
- Using your produce in the kitchen
- Construction in the garden
- Art in the garden
- Careers in gardening

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop Socially, Emotionally, Spiritually, Physically and Intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience.

Learning outcomes are accredited by AQA unit awards.

9. Teaching and Learning

High-quality teaching is a professional craft that requires intentionality, reflection, planning and emotional intelligence.

Across sites, teaching reflects:

Clarity of instruction - Learning objectives, steps, purposes and success criteria are communicated explicitly.

Adaptive practice - Teachers use ongoing assessment to adjust instruction, scaffolding and pacing.

Modelling and demonstration - Staff show cognitive processes, break down tasks, and encourage learners to think aloud.

Responsive relationships - Teachers remain attuned to Learner signals, adjusting demands with dignity.

Opportunities for retrieval, practice and mastery - We use revisiting, spaced repetition and structured practice to deepen learning.

Feedback that builds identity as a learner - Feedback strengthens confidence, self-belief and agency.

Collaboration with wider staff and specialists - Multi-agency insight enriches planning and ensures holistic support.

Teacher aims:

Quality First Teaching at Linton School, means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

Teachers will:

- Have high expectations of themselves and all of the children
- Impart knowledge accurately and with enthusiasm
- Consider prior knowledge and experiences and to build upon this in a systematic way
- Have highly focused lesson design with clear objectives
- Have high demands of child engagement with their learning
- Have high levels of interaction with all children and young people
- Use of questioning, modelling and explaining
- Emphasis on learning through dialogue
- Have an expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regularly use encouragement and praise to motivate children

10. Assessment

Assessment is a shared language across our organisation. It informs planning, celebrates progress and shapes personalised pathways.

Assessment is:

- **Holistic** — academic, communication, social, emotional, independence
- **Proportionate** — avoiding unnecessary administrative burden
- **Authentic** — showing learning through varied methods
- **Developmental** — supporting learners to understand progress
- **Multi-disciplinary** — drawing on insight from specialists

At Linton School, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on reports.

Linton School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data
- Attendance data
- Incidents and behaviour data
- Stakeholder questionnaires
- Pupil Voice
- Progress towards EHCP and PEP targets
- Future destinations data

11. Personalisation

Personalisation strengthens engagement, progress and self-esteem and reflects:

- Strengths, interests and motivations
- Learning profiles and sensory needs
- Emotional regulation strategies
- Aspirations and career goals
- Preparation for adulthood
- Specialist reports and professional insight
- Family voice and learner voice

At Linton School we have a creative and bespoke way of delivering and organising our curriculum which considers the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject specific targets are used to close the gaps in

their learning and provide the young people with a basis on which they can make progression.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

Every YP has an EHCP and these are considered when planning and creating and adapting curriculums and planning for the YP.

Every YP has a Maths, English and Individual target which are included in all curriculum planning across all subjects and are promoted across the school timetable.

All YP have a one-page profile.

All YP have a 'Pupil Passport'. This passport details targets, areas of need and strategies to manage teaching and behaviours for each YP.

All YP have a provision map which details bespoke activities and learning opportunities such as interventions.

12. Roles and Responsibilities

Senior leaders hold strategic responsibility for the vision, coherence and continuous improvement of the curriculum across all sites. Their leadership provides the organisational anchor that ensures every site works within a shared framework while retaining the ability to adapt to the needs of its local community.

They:

- set the overarching curriculum vision for the organisation
- develop and champion trauma-responsive, inclusive principles across all sites
- ensure leaders at every level are supported, coached and equipped to deliver high-quality education
- oversee quality assurance processes and ensure they promote learning, not compliance for its own sake
- create professional development structures that strengthen curriculum expertise and consistency
- support Headteachers/Principals to adapt curriculum models meaningfully to local Learner profiles
- ensure resources, staffing and specialist support align with curriculum ambition
- nurture a culture of reflective practice, innovation and shared learning across the organisation

Headteacher

The Headteacher holds the strategic lead for curriculum design and implementation.

They ensure the curriculum:

- reflects organisational values and ambition

- remains trauma-responsive, inclusive and appropriately challenging
- is sequenced coherently and adapted to the Learner profile
- is delivered consistently through high-quality teaching
- is reviewed regularly through robust quality assurance

They create the conditions in which staff can plan, teach, reflect and develop professionally. Their leadership shapes the culture that allows the curriculum to thrive.

Education Team (Teachers, Tutors and Curriculum Leads)

The education team brings the curriculum to life.

They:

- plan learning that is ambitious, engaging and well-sequenced
- deliver teaching that is adaptive, relational and grounded in professional judgement
- use assessment to shape next steps and monitor progress
- collaborate with colleagues and specialists to enrich Learner experience
- contribute to curriculum development, review and innovation

Their daily practice is where intent becomes reality. They help Learners rediscover belief in themselves as learners.

Wider Staff Team

The wider staff team plays a vital role in making the curriculum accessible, meaningful and safe.

They:

- build the relational foundations upon which learning rests
- support regulation, transitions and emotional safety
- reinforce learning themes across the day through consistent language and routines
- observe, notice and communicate Learner needs that inform planning
- contribute professional insight to personalised support

Their presence and attunement are crucial: they help create the conditions where learning can genuinely happen.

Multi-Agency Partners

Our multi-agency partners strengthen the curriculum by bringing specialist skills, insight and perspectives.

They:

- contribute expertise that shapes personalised learning
- support assessment, planning and review
- offer professional advice on communication, sensory needs, emotional wellbeing and therapeutic approaches

- collaborate with staff teams to ensure the curriculum is holistic and responsive

They help ensure each Learner's curriculum is grounded in a deep understanding of who they are and what they need to flourish.

Learners

Learners are not passive recipients of curriculum; they are active contributors to it.

They:

- share their views, interests and aspirations
- participate in shaping their personalised pathways
- reflect on their progress and set goals
- contribute feedback that helps improve curriculum quality

Their voice is essential. A curriculum becomes meaningful when it reflects who Learners are and the futures they seek.

13. Quality Assurance and Continuous Improvement

Curriculum quality is reviewed through:

- Learning walks, observations and work scrutiny
- Moderation and professional dialogue
- Assessment data and qualitative insight
- Learner, family and staff voice
- Destination data
- Annual strategic curriculum reviews
- Supervision, coaching and professional learning
- Pupil progress meetings held termly between teachers and Headteacher

14. Staff Learning and Development

High-quality curriculum delivery depends on confident, supported, well-developed staff.

Our organisation invests in:

- Trauma-responsive practice
- Specialist pedagogies
- Curriculum planning and sequencing
- Assessment and moderated judgements
- Multi-agency collaboration
- Leadership development
- Safeguarding, inclusion and equality
- Ongoing training via the 'My Hippo' app.

Through our Training and Monitoring calendar it sequences the training on offer to the staff each week on our Friday training days as well as the 'Your Hippo' programme to ensure compliance and development is met.

15. Safeguarding and Wellbeing in the Curriculum

Safeguarding is not a standalone process in our organisation — it is woven through every aspect of curriculum design, teaching and Learner experience. Our curriculum consciously develops the knowledge, confidence and competence Learners need to stay safe, make informed choices, and understand their rights. This is particularly important given that many of our Learners have lived experiences that may make them more vulnerable to harm, exploitation or unsafe relationships.

We recognise that safeguarding in the curriculum is not simply about delivering content. It is also about the conditions in which learning happens. A trauma-responsive and relational curriculum helps Learners feel seen, heard and secure — all of which are protective factors in their development.

Our curriculum supports safeguarding by:

1. Embedding protective learning

The curriculum gives Learners age-appropriate opportunities to learn about:

- understanding risk and managing unsafe situations
- consent, respect and healthy relationships
- boundaries, privacy and bodily autonomy
- recognising unsafe online behaviours
- digital literacy and critical thinking
- emotional literacy, coping strategies and self-regulation
- recognising trusted adults and how to seek help
- understanding exploitation, grooming and coercion in accessible ways

2. Building self-advocacy and voice

We teach Learners to:

- express their needs
- describe their feelings safely
- recognise when something does not feel right
- ask for help confidently
- participate in decisions about their learning and support

Voice is a safeguarding mechanism; therefore, it is intentionally strengthened across the curriculum.

3. Creating safe, predictable learning environments

A trauma-responsive curriculum supports safeguarding by ensuring:



- emotional and relational safety
- predictable routines
- trust-building interactions
- attuned responses to distress
- safe spaces for regulation
- non-shaming approaches to behaviour

Consistency is protective. Our curriculum is built to offer that consistency every day.

4. Recognising vulnerabilities linked to past experiences

We remain alert to the ways in which:

- trauma histories
- social isolation
- learning differences
- communication needs
- neurodiversity
- sensory profiles
- transitions, moves or placement changes can increase vulnerability

The curriculum responds by building resilience, competence and personal agency.

5. Integrating safeguarding themes across subjects and experiences

Protective education is planned, sequenced and revisited. It is not confined to personal development sessions — it appears in:

- PSHE / wellbeing learning
- digital learning
- vocational learning (including safety in workplaces)
- community-based learning
- enrichment programmes
- outdoor education
- discussions about media, choices and relationships

6. Working in partnership

Safeguarding within the curriculum is strengthened by collaboration with:

- parents and carers
- therapeutic teams
- multi-agency partners
- health and social care
- specialist services

Where appropriate, planning reflects insights from those supporting the Learner outside the classroom.

Local safeguarding contacts

Sean Di Sora – Designated Safeguarding Lead – sean.disora@lintonschool.co.uk

Andy Cavill – Deputy Safeguarding Lead – andy.cavill@lintonschool.co.uk

Steph White – Deputy Safeguard Lead – steph.white@lintonschool.co.uk

- reporting routes for concerns
- how safeguarding and curriculum leaders work together
- local processes for planning and sequencing protective education
- any local adaptations for the Learner profile or specialist provision

16. Inclusion, Equality and Diversity

Our curriculum:

- Represents diverse identities and life experiences
- Actively removes barriers to access
- Promotes belonging and participation
- Challenges discrimination and stereotypes
- Celebrates identity, culture and voice

The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of pupils' abilities and their additional needs. All pupils will be valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion. We will provide a broad and balanced curriculum for all pupils building on pupils' strengths and needs which will be broad and diverse. Strategies will be employed to take account of each individual pupils' style and pace of learning. All pupils will participate effectively in learning and assessment activities by the removal of barriers to learning.

The objectives of our provision for our pupils, all of whom have SEND are:

- to ensure that all pupils, receive appropriate educational provision, therapeutic input and pastoral support to achieve outstanding outcomes and make outstanding progress
- to provide for the learning, physical, social and care needs of all pupils in a supportive environment
- to encourage pupils to develop independence and seek to avoid an over-reliance on adults to ensure that they have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs and allows them to have access to the same opportunities as all
- to ensure that reasonable adjustments are made to curriculum delivery, equipment and premises to make them generally more accessible to disabled pupils
- to ensure ongoing, effective monitoring and assessment procedures are implemented, in conjunction with other agencies and organisations where appropriate
- to ensure that resources available to the school are allocated and used efficiently, effectively, and equitably (including teaching and support staff, within and outside the school)

- to work actively in partnership with school staff, children, parents/carers and other agencies.

17. Related Policies

- Teaching & Observation Policy
- Assessment Policy
- Positive Behaviour Support Policy
- Safeguarding / Child Protection Policy
- Careers Policy
- SEND Policy
- Equality, Diversity & Inclusion Policy
- Attendance Policy
- Learning and Development Policy
- Health and Mental Well-Being Policy
- Governance, Leadership and Management Policy

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in July 2027.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A

The legal and regulatory frameworks and guidance underpinning Curriculum in England.

1. The Education (Independent School Standards) Regulations 2014

- **Means:** Statutory standards independent schools must meet (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Robust curriculum, safeguarding, behaviour, SEND, premises and leadership arrangements.
- **Our stance:** Curriculum, safeguarding, complaints, leadership, SEND and QA map to Parts 1, 2, 3, 5, 6, 7 and 8.
- **Implementation example:** Local compliance matrix aligned to ISSR standards.
- **Link:** <https://www.legislation.gov.uk/ukSI/2014/3283>

2. Independent School Standards Guidance (DfE) 2019

- **Means:** Non-statutory but authoritative inspection guidance for interpreting the ISSR.
- **Requires:** Clear curriculum intent, SMSC, safeguarding, complaints procedures and leadership capacity.
- **Our stance:** Universal curriculum model and safeguarding framework reflect this guidance.
- **Implementation example:** Internal evidence handbook aligned to each Standard.
- **Link:** https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

3. Ofsted Non-Association Independent School Inspection Framework (2026)

- **Means:** Inspection toolkit and operating guides for independent schools.
- **Requires:** Secure curriculum intent/implementation/impact; strong safeguarding; effective leadership.
- **Our stance:** Our QA cycle aligns with the Ofsted inspection model.
- **Link:** <https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

4. Keeping Children Safe in Education (KCSIE)

- **Means:** Core statutory safeguarding guidance for schools and FE.



- **Requires:** Safe recruitment, DSL structure, training, referral processes, online safety.
- **Our stance:** Safeguarding curriculum themes and staff responsibilities align to KCSIE.
- **Link:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

5. SEND Code of Practice (0–25)

- **Means:** Statutory guidance for SEND identification, support and multi-agency planning.
- **Requires:** Graduated approach, EHC processes, co-production and high-quality teaching.
- **Our stance:** Personalisation framework aligns to the graduated approach (assess–plan–do–review).
- **Link:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>