



**Longcause Community
Special School**

CURRICULUM POLICY

Signature of Head:	Anne Hutchinson
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Date	Changes
March 2024	Adopted new curriculum policy.

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‘Learning for Life through RESPECT, DETERMINATION and FRIENDSHIP’

1. School Vision and Ethos

‘Learning for Life through RESPECT, DETERMINATION and FRIENDSHIP’

At Longcause Community Special School, we are committed to providing a high-quality education for children with communication and interaction needs and associated cognition and learning difficulties. Our curriculum is ambitious, broad, and designed to enhance our pupils' life skills, well-being, and aspirations.

2. Curriculum Intent and Design

Our curriculum is designed to:

- Promote progression from EYFS through to post-16 transition.
- Be well-sequenced, structured, and coherent.
- Based on the National Curriculum and adapted to meet our pupils' needs, particularly their communication, interaction, and moderate learning cognition needs.
- Cover all compulsory subjects, including RE and RSHE, as well as teach British Values.
- Build cultural capital and real-life application of learning.
- Provide accreditations as appropriate for all pathways to meet individual pupil needs.

We structure our curriculum into the following pathways:

- EYFS: Focus on play-based learning, communication, and social engagement.
- Explorers: Emphasis on communication, engagement, and sensory integration.
- Adventurers: Subject-specific learning adapted from the National Curriculum.

- Pioneers: Preparation for higher-level accreditations, increased independence, and post-16 transition.

Our curriculum includes:

- Core subjects: English, Maths, Science.
- Foundation subjects: Computing & Online Safety, History, Geography, Art, Design Technology, Expressive Arts, and Modern Foreign Languages.
- Life skills and personal development (Longcause Learning for Life - LLfL): RSHE, PE, Expressive Arts, Catering, weekly virtual visit.
- Social, emotional, and mental health development, including the Longcause Personal Relationships curriculum.
- Vocational and careers learning and preparation for employment.
- Accreditations across all pathways to meet pupils' individual learning needs.

Our curriculum is adapted by teachers to meet each pupil at their current level of need, ensuring personalised learning pathways. This policy should be read in conjunction with specific subject intent statements, which detail how each subject is taught.

3. Teaching and Learning Approach

To be read in conjunction with the teaching and learning policy.

We ensure high-quality teaching through:

- A structured approach to planning, with clear learning outcomes, scaffolding, and adaptation.
- Creating an environment suited to communication and interaction needs with structured routines.
- Using visual supports, communication tools, and sensory regulation strategies.
- Encouraging independent learning and self-regulation.
- Embedding British Values and cultural diversity in all aspects of learning.

Assessment and Progress Tracking

We use a range of assessments to track progress, including:

- Formative assessments (observations, quizzes, teacher feedback).
- Summative assessments (subject-specific trackers, progress statements).
- EHCP-linked targets and Personal Development Plans (PDPs).
- The Autism Education Trust framework and Longcause Big 10 indicators.

Quality Assurance and CPD

- Subject leaders monitor curriculum implementation and impact.
- Regular lesson observations, book looks, and pupil voice evaluations.
- Professional development in SEND-specific teaching, RSHE, and safeguarding.

4. Post-16 Transition and Preparation for Adulthood

Our curriculum prepares pupils for their next steps by:

- Supporting independent living and employability skills.
- Providing access to appropriate qualifications and accreditations across all pathways.
- Facilitating work experience, experience of workplaces, and vocational learning opportunities.

- Collaborating with post-16 education providers to ensure smooth transitions.

5. Roles and Responsibilities

The Governing Board

- Monitors the effectiveness of curriculum implementation.
- Ensures the curriculum aligns with statutory requirements.

The Headteacher and Senior Leaders

- Ensure a high-quality, inclusive curriculum that meets pupils' needs.
- Provide ongoing CPD for teachers and staff.

Subject Leaders and Teachers

- Plan and deliver a well-structured, progressive curriculum.
- Monitor and evaluate pupil progress in their subject areas.
- Adapt learning to meet pupils where they are in their learning journey.

6. Links with Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- RSHE and Online Safety Policy
- SEND Policy
- Equality Policy
- Specific Subject Intent Statements

7. Review and Evaluation

- Reviewed bi-annually to reflect curriculum developments and pupil needs.
- Feedback from staff, pupils, and families informs ongoing improvements.