

## CURRICULUM POLICY

**This policy applies to the whole school**

*The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office*

*The Policy is available to the school staff on the 'Staff Share'*

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.**

**Scope and Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from the school site, and is inclusive of all staff (teaching, support and agency staff), pupils on work placement, contractors, the Proprietor and volunteers working in the school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.**

**Legal Status:** This policy complies with Regulatory Requirements, of the Education (Independent College Standards) (England) Regulations (ISSR) and the NMS for RSS (DfE: currently in force).

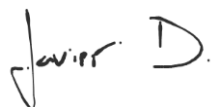
### Related Documents:

- Special Educational Needs and Disability (SEND) and Inclusion, English as an Additional Language (EAL)
- Able, Gifted and Talented,
- Assessment, Recording and Reporting, Marking, Work Scrutiny, Pupils' Voice
- Learning Outside the Classroom (LOtC) Educational Visits and Off-Site Activities,
- Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) Development,
- Preventing Extremism and Radicalisation,
- Subject Policies, Schemes of Work: Key Stages (1 & 2)

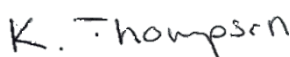
**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been discharged. It is also updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either in writing or electronically.

Policy Agreed: May 2025  
Date Published: May 2025  
Next Review: May 2026

Signed



Mr Javier de la Fuente  
Headteacher



Ms Katie Thompson  
Proprietor's agent

**Introduction:** Welcome to a curriculum designed with the utmost care and consideration for the unique needs of our pupils at Landon School. Landon School provides education for children in KS1&2 with global learning needs (GLD), including Severe Learning Difficulties (SLD) and Autism Spectrum Condition (ASC).

**Rationale:** Our curriculum is set in the context of Equals multi-tiered curriculum approach (Equals 2021), recognising that differentiation from England's National Curriculum is not sufficient to meet the needs of children with profound, complex, severe or global learning difficulties. For these pupils, who are all working consistently and over time below or very near the start of their national curriculum, curricula needs to be *different rather than differentiated*, because the way such pupils learn is different and often very different from neuro-typical, conventional developing learners for whom the national curriculum was designed (Imray, 2021).

We are ambitious for all our pupils to achieve the best they can. We believe that children with profound, complex or severe learning disabilities can properly flourish only within *curricula which recognize their unique learning needs* (Sissons, 2024).

**A Holistic Approach:** Our curriculum is holistic. We take this to mean that the whole curriculum is more than the sum of the individual schemes of work (SoW) and that every element of every SoW works together to form the strength of the whole curriculum.

In education especially, there is a considerable amount of compartmentalisation, both via the subjects and within each separate subject, so that, for example, Mathematics is taught discretely by a specialist as a separate subject and is sub-divided into the various sections, which in themselves are taught separately. The key teaching skill lies in the ability to impart knowledge and established facts, which can then be applied to a set of established norms (Equals 2021).

Our curriculum seeks to break away from established norms of behaviour, of learning, of what should be valued, of how we should all live our lives, of teacher/pupil understandings of power and control (Equals 2021).

Each individual learner must be enabled to maximise their potential (to be the best they can be and to do the best they can do, irrespective of ability or disability) in order to achieve:

1. Voice. Each individual learner gets to know what they like and is able to positively communicate a desire for more (or the start) of it; they also get to know what they don't like and are able to positively communicate a desire for less (or none) of it.
2. Agency. Each individual learner expects that such communications will be enacted by those who have control over the resources/time/space.
3. Freedom. Each individual learner understands that they are free to engage with any activities or people or stay in a particular space (with due regard to health and safety) if they choose not to do so.
4. Self-regulation. Each individual learner understands that whilst life inevitably deals everyone times of stress and anxiety, routine solutions are always available should the learner choose to take them.
5. Capability. Each individual learner understands their potential to make the most of all of the actions and approaches to living that they individually value.

**The Curriculum Pathways:** To ensure that we are able to meet each child's holistic needs as specifically as possible, Landon's curriculum is arranged into three pathways. These are the Explore Pathway, the Semi-formal Pathway, and the Formal Pathway. Each pathway has a unique overarching pedagogical (teaching and learning) approach designed to address the collective needs of the pupils within that pathway. This approach is further personalized to a greater extent to cater to the specific needs of individual students.

Explore Pathway	Semi-Formal Pathway	Formal Pathway	National Curriculum
Complex SLD /ASC	SLD/ASC	MLD/ASC	Age related learning level
Working consistently and over time within P4-P5 <sup>1</sup>	Working consistently and over time within P4 to the early reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations

Table 1. Multi-tiered curriculum pathway approach (Equals 2021)

Each educational pathway is designed to have a defined approach in terms of its provision that extends to the curriculum areas taught, class sizes, staff-to-pupil ratios, pedagogical principles, and recommended developmental frameworks. Each pathway works towards specific but broad outcomes that underpin and form the foundation of the learners individualised needs (J. Waller 2023).

Each pathway has defined curriculum areas that are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

These are coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and independence builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships and Relationships.

**1. Explore Pathway:** The Explore Pathway at Landon School has been designed to effectively meet the needs of pupils with Complex Learning Disabilities (CLD). These pupils will have very complex communication and interaction needs coinciding with their severe cognition and learning disabilities. The pupils within this pathway will not engage and explore their environment well and will have difficulties with flexibility in thinking, leading to an inability to cross-contextualise skills.

Landon School aims to develop independence and agency among learners in this pathway. We utilise a low-demand informal curriculum approach supported by a research-based range of recognised communication, regulation and teaching strategies to develop the ability of pupils in this pathway to self-initiate, communicate, tolerate others and tolerate uncertainty.

This pathway is sub-divided into *Explore: Emerging* and *Explore: Road to Semi-formal*.

The *Emerging Explore* approach mirrors the one set out in Equals' Informal Curriculum. Pupils in this sub-division of the Explore pathway have a lack of ability to tolerate uncertainty and do not tolerate others well and therefore the desired outcomes will focus on tolerating others, low level demands and ability to *persist* (Standards & Testing Agency 2020).

Learners following the *Road to Semi-formal Explore* sub-division of this pathway, have similarly complex needs and do not cross-contextualise or tolerate uncertainty well. They will, however, tolerate others and begin to develop an interest in social play.

**2. Semi-formal Pathway:** The Semi-Formal Pathway at Landon School has been designed to meet the needs of pupils with Severe Learning Disabilities (SLD) who are autonomous across a range of contexts, have a more developed ability to engage with their environment effectively but are still continuing to develop their 'realisation' (Standards & Testing Agency 2020), as well as their ability to apply their learning to varying contexts and functional situations.

The teaching approach in this pathway is aimed at developing creativity and thinking critically through an active learning approach based in play and exploration. In the Semi-formal Play Pathway children will be beginning to develop some subject specific skills such as number, spatial reasoning, reading and writing. Pupils progressing along our Semi-formal Play Pathway will be taught to apply these to a range of contexts.

<sup>1</sup> Landon School supports the Rochford Review's (2016) decision to abandon using the P Scales as a (statutory) comparative assessment tool in England. Landon School regards the P Scales as an important common language among professionals to have an understanding of the broad developmental level being worked within by individual pupils.

*Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

**3. Formal Pathway:** The Formal Pathway has been developed to meet the needs of pupils with Severe Learning Disabilities (SLD) who are still developing the ability to apply their learning to varying contexts and functional situations but are developmentally secure enough in early subject specific and semi-formal learning that they can access pre-national curriculum learning at an almost year 1 level or above. This pathway is sub-divided into *Formal: Road to National Curriculum* and *Formal: National Curriculum*.

Learners in the *Formal: Road to National Curriculum* pathway engage in subject specific learning in English, Maths & Science (World Around Me) supported by other areas of the Equals Formal Curriculum. Learners continue to apply knowledge and skills to a range of contexts with subject specific learning in English, Maths & Science (World around me) supported by other areas of the formal curriculum

Learners following the *Formal: National Curriculum* pathway, have access to sequential learning of National Curriculum Content in Maths, English and Science as well as the formal areas of the Route to National Curriculum areas.

Learners in all pathways receive tailored Therapeutic input to support their holistic development. Pupils at Landon School receive individualized therapeutic input including Speech and Language Therapy and Occupational Therapy.

**The power of Play:** Play is one of the most important ways in which young children gain essential knowledge and skills. Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. (Imray, Kossyvakaki and Sissons 2024)

Drawing from our own professional experiences and inspired by the success stories of other OFSTED *Outstanding* SEN schools such as Sunningdale School in Sunderland and St. Ann's in London, Landon School embraces a play-based learning approach to support teaching and learning across all key stages.

Play is a key approach in developing agency, enabling children to take on an active role and ownership in their experiences, as well as helping them to be capable, autonomous, and agents of their own learning. If we are aiming to develop agency we need to put the child in an exploratory environment. An over-adherence to structure, routines and regulation in the pursuance of compliance and conformity can lead to and reinforce an inflexibility of thought. (J. Waller 2023)

Sherratt & Peter, (2002) describe both the cognitive levels and the social dimensions of play. The five levels of play are:

- Sensorimotor Play –primarily exploratory, where the properties of objects are felt, squeezed, shaken, smelled and mouthed etc. These are very early cognitive functioning explorations.
- Relational Play – the exploration of the object reveals its properties, so that we discover that it bounces, or makes a noise when squeezed, or fits nicely into this big box.
- Functional Play – where specific toys are used as designed, for a specified purpose. These might be cars, dollies, tea sets etc.
- Symbolic Play – where pretence comes into play in terms of the object, which comes to stand for something else, such as a stick becoming a sword.
- Socio-dramatic Play – which now involves acting situations out with roles. Even here however, it should be noted that other play participants, either children or adults, are not necessarily required.

The five social dimensions of play:

- Solitary – play which involves only one person. For those with complex learning difficulties, and especially for those with complex learning difficulties and autism, this may be the only play engaged with. As such, there can be a tendency towards such play being limited, repetitive, stereotypical and obsessive.
- Parallel – not necessarily playing with but playing alongside, and there may be no acknowledgment or even recognition of the others' presence.
- Shared – in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others' presence it is fleeting rather than sustained.

- Turn-taking – represents the first stirrings of co-operative play in the clear acknowledgment of the others' involvement in the activity.
- Co-operative – where the learner(s) directly engages with others in the direction the play might take.

Parten (1932, in Waller 2023) also defines different social stages of Play. These are:

- Solitary – Playing alone and independently, with no attempt to get close to other children.
- Onlooker – watching others play without participating oneself
- Parallel – Playing alongside other children and with similar materials but with no real interaction or cooperation.
- Associative – Playing with other children in some common activity but without division of labour or subordination to some overall group goal
- Cooperative – Playing in a group that is organised for the purpose of carrying out activity or attaining some goal, with coordination of individual member's behaviour in pursuit of the common goal.

<b>Co-operative Play</b>						
<b>Associative Play</b>						
<b>Parallel Play</b>						
<b>Onlooker Play</b>						
<b>Solitary Play</b>						
<b>Unoccupied</b>						
	<b>Sensory - Motor Play</b>	<b>Relational Play</b>	<b>Functional Play</b>	<b>Symbolic Play</b>	<b>Socio dramatic Play</b>	<b>Games with rules</b>

*Table 2. Cognitive levels and social dimensions of play. Based on (Sherratt and Peter 2002) and (J. Waller 2023).*

Landon School utilises a blend of both models, Sherratt & Peter (2002) and Parten (1932), to describe pupils' social organisation of their play. In our school, Play constitutes the underlying pedagogy for all pathways, although to a lesser extent via timetabling in the Formal Pathway. The way it is adapted and applied across each of the pathways, however, is different.

*‘recognising that learners with different learning needs demand and deserve a different approach to teaching’*  
(Imray, Kossyvakis and Sissons 2024)

### Pathway Characteristics: Defining Learner Characteristics<sup>2</sup>

Learner Characteristics					
Pathway	Communication Stage <sup>3</sup>	Characteristics of Learner	Play Stage (Cognitive / Social)	Ability to Engage	Developmental Level/s
Explore	Emerging	Social Partner  SLD/ASC Complex attention & interaction needs. Inability to tolerate uncertainty  Unable to tolerate others or demands	Cognitive: Sensory-Motor Relational  Social: Unoccupied Solitary Onlooker	Fleeting engagement or lack of meaningful engagement where persistence is good.  Low levels of anticipation, exploration, realization	RFL <sup>4</sup> Step 26+  EYFS <sup>5</sup> 8-20 / 16-26  P Scale 4-6  Engagement Step 1-3
	Road to Semi-Formal	Social partner / Language Partner  SLD/ASC Complex attention & interaction needs. Inability to tolerate uncertainty Tolerates demand  Possibly some early subject specific learning in literacy and numeracy	Cognitive: Sensory-Motor Relational  Social: Solitary Onlooker	Fleeting engagement or lack of meaningful engagement where persistence is good.  Low levels of anticipation, exploration, realisation	Above RFL  PKS <sup>6</sup> 1-3  EYFS 8-20 / 16-26 / 22-36  P Scale 4-8  Engagement Step 4-6 Progression step 1-2
Semi - Formal		Language Partner / Conversational Partner  SLD/ASC Independently initiates meaningful engagement across a range of contexts and environments.  Early subject specific learning in literacy and numeracy	Cognitive: Symbolic Play Pretend Play  Social: Parallel Associative	Good self-initiated persistence at play activities	PKS 1-3  EYFS 8-20 / 16-26 / 22-36  P Scale 4-8  Engagement Step 4-6 Progression step 1-2
Formal	Road to National Curriculum	Conversational Partner  SLD/ASC Accessing subject specific learning in most areas	Cognitive: Rule based games  Social: Co-operative	Good persistence at learning activities. Ability to cross-contextualize	PKS 4-6  EYFS 30-50/ 40-60/ ELG  P Scale 4-8  Engagement Step 4-6 Progression step 1-2
	National Curriculum	Conversational Partner  SLD/ASC Accessing subject specific learning in most areas	Able to play at any cognitive/social stage across any context, thus supporting the cross contextual application of skills and knowledge to the real world	Excellent persistence at learning activities	PKS4 by the end of Year 4

Table 3. Learner Characteristics Overview (Waller, J. 2024)

<sup>2</sup> Waller, J. (2024)

<sup>3</sup> Prizant, Wetherby, Rubin, & Laurent (2014)

<sup>4</sup> Welsh Government (2006)

<sup>5</sup> The British Association for Early Childhood Education (2012)

<sup>6</sup> Standards & Testing Agency (2020)

## Pathway Provision Overview at Landon Harmondsworth School

Pathway Provision							
Pathway		Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Expected Outcomes
Explore	Emerging	Sensory Regulation Communication & Interaction Engagement Model: Anticipation Tolerating uncertainty Tolerating others: Parallel play	'Low' demand Play based facilitated by motivating environment	<p>Engagement Motivators</p> <p>based on learners' individual engagement profiles</p> <p>Areas: Activities, Resources/Objects, Times of the day/Events, Support/Interaction, Rooms/Environment</p>	Engagement Model <sup>7</sup> all areas: Persistence Anticipation Initiation Exploration Realization	My <sup>8</sup> : <i>Communication</i> <i>Sensory Play</i> <i>Physical Well-Being</i> <i>Independence</i> <i>Outdoor School</i> <i>Relationships</i>	Autonomy  Tolerating others: Parallel Play  Tolerating low demands  Starting to tolerate uncertainty  Ability to persist/engage with learning outcomes
	Road to Semi-Formal	Sensory Regulation Communication & Interaction Engagement Model: All areas Shared attention Associative Play	Play based approach facilitated by motivating environment		Engagement Model all areas: Persistence Anticipation Initiation Exploration Realization	My: <i>Communication</i> <i>Sensory Stories &amp; Narratives</i> <i>Social Play &amp; Leisure</i> <i>Physical Well-Being</i> <i>Independence</i> <i>Outdoor School</i> <i>Thinking, P. Solving &amp; Maths</i> <i>Expressive Arts</i> <i>Relationships</i>	Engagement  Tolerate uncertainty  Shared attention: associative play  Tolerate demands  Self-initiation at motivating activities
Semi - Formal		Thinking and P. Solving  Engagement Model areas: Initiation Exploration Realisation developing into cross-contextualization of learning  Social, Collaborative Play and Shared attention	Play based approach facilitated by motivating environment  Specific teaching of relevant reading strategies  Functional play & learning		Engagement Model all areas: Persistence Anticipation Initiation Exploration Realization  Realization developed to cross-contextualization of understanding across activities, resources, social understanding and environments	My: <i>Communication &amp; Language</i> <i>Stories &amp; Narratives</i> <i>Social Play &amp; Leisure</i> <i>Physical Well-Being</i> <i>Independence</i> <i>Outdoor School</i> <i>Thinking, P. Solving &amp; Maths</i> <i>The World Around Me</i> <i>Expressive Arts</i> <i>Relationships</i>	Navigating uncertainty <i>(Knowing what to do when you don't know what to do, Waller, J. 2024)</i>  Cross-contextualization of understanding across activities, resources, social understanding and environments  Ability to functionally apply communication, literacy and numeracy (PKS1-3)
Formal	Road to National Curriculum (NC)	Continuing to apply knowledge and skills to a range of contexts  Subject specific learning in English, Maths & Science supported by other areas of the formal curriculum	Semi play based approach facilitated by motivating environment with some timetabled focused teaching of subject specific areas		Engagement Model areas: Persistence Self-initiation Cross-contextualisation (developed realisation)	My: <i>English</i> <i>Maths</i> <i>Science</i>  <i>Play &amp; Leisure</i> <i>Physical Well Being &amp; PE</i> <i>Independence</i> <i>Outdoor Schooling</i> <i>Expressive Arts</i> <i>Relationships</i>	Functional Learning  Ability to functionally apply communication, literacy and numeracy (PKS4-6)
	National Curriculum	Sequential Learning National Curriculum Content in Maths, English and Science as well as all areas from the <i>Route to National Curriculum</i> pathway	Timetabled focused teaching of subject specific areas		Persistence at adult led and self-initiated learning	<i>English NC</i> <i>Maths NC</i> <i>Science NC</i>  <i>Play &amp; Leisure</i> <i>Physical Well Being &amp; PE</i> <i>Independence</i> <i>Outdoor Schooling</i> <i>Expressive Arts</i> <i>Relationships</i>	Continued ability to functionally apply communication, literacy and numeracy (PKS4-6) developing into functional application of broader understanding and academic progress

Table 4. Pathway Provision (J. Waller 2024)

<sup>7</sup> (Standards & Testing Agency 2020)

<sup>8</sup> All areas are preceded by **My** because the Learning Intentions (LI) set, are entirely tailored to the child's developmental moment and needs on each area



*‘we must not only answer the question of WHAT learning should take place, but crucially, we must also pay the closest attention to the questions of HOW it should happen and, even more importantly, WHY it should happen’*

(Imray, Kossyvaki and Sissons 2024)

**Curriculum Planning: What, How, Why.** At Landon School, we believe that *what matters to the learner* (Sissons 2018), must be fundamental when planning for our learners. The individual learning needs of each pupil and the implementation of strategies to meet their specific learning difficulties are essential in enabling progress over time in order that each pupil makes progress and reaches their maximum potential.

Our curriculum is based on a deep understanding of what the individual learner needs are. Within the context of an underlying approach, all pupils are planned for and taught at Landon School in a highly personalised way, using developmental Personalised Learning Plans (PLPs) facilitated through an environmental context established by individual engagement profiles (*see PLPs and Engagement Profile sections*).

It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated. We believe in engendering in young people a love of lifelong learning. This ensures that the curriculum gives all pupils experience in the different areas of the curriculum.

### Curriculum Planning Overview

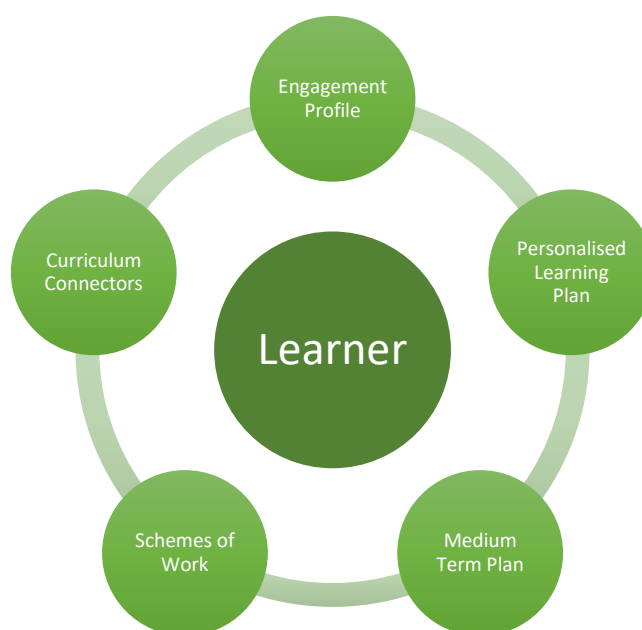







Figure 1 Curriculum Planning Key Elements

Our curriculum planning incorporates five essential elements to ensure that each learner's school journey is fully personalized:

Engagement Profile	Personalised Learning Plan	Schemes of Work	Medium Term Plan	Curriculum Connectors
				
<i>Pupil Specific</i>	<i>Pupil Specific</i>	<i>Pathway Specific</i>	<i>Class Specific</i>	<i>Key Stage Specific</i>
Resources, physical environment, approach, interaction, activities	Outcomes: Skills and Knowledge in each area of need (incorporates EHCP long term outcomes)	Long term sequential planning. Content and Knowledge for each curriculum area	Activity ideas to deliver the curriculum (informed by Engagement Profile, SoW and Curriculum Connectors)	School-wide connecting themes and experiences



*“Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress”*  
(B. Carpenter 2010).

**Engagement:** We believe that the learner is central to his/her own education. Each learner attending Landon School, has an *Engagement Profile* that aims to provide comfort, security, stimulation and motivation in any situation (Imray, Kossvaki and Sissons 2024). This document offers a live picture of a learner’s engagement and motivators, serving as the first step towards a genuinely individualized planning process.

Qualitative recordings of pupil’s engagement in all areas of the Engagement Model (Standards & Testing Agency 2020) are made regularly on the Engagement Profiles and used to build up a picture of how developed each of these are for each pupil. Alongside this, we also record pupil’s motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual pupils.

**Classrooms and Learning Environments:** Each of our teachers makes a special effort to use the engagement profiles to create attractive and engaging environments for the pupils. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, and we treat them fairly and give them equal opportunity to take part in class activities.

All our teachers follow the school’s policy with regard to discipline and classroom management. All of our school learning environments have been appropriately risk assessed to ensure that they are as hygienic as possible, whilst remaining engaging and meeting the needs our pupils. We continually review our classroom facilities and resources to ensure that they are of suitable quality, accessible to all and appropriate to support pupils’ learning. We also regularly review resources to ensure that they do not discriminate against the protected characteristics set out in the Equality Act 2010, or suggest bias towards a particular gender.

**Personalised Learning Plans:** The pupils that attend Landon School are unique individuals. Each child that attends the school may be here for a variety of reasons related to their Cognition and Learning; Communication and Interaction; Physical and Sensory needs or Social, Emotional and Mental Health needs.

No two children that attend Landon School have difficulties that manifest and impact on their development in an identical way. As such pupils are planned for and taught at Landon School in a highly personalised way, using developmental Personalised Learning Plans that cross reference and interact with a variety of educational, therapeutic and curriculum documentation and approaches. PLPs directly link back to their Education, Health and Care plan (EHCP), demonstrating the golden thread that runs through each individual pupils’ education right back to their aspirations.

**Curriculum Connectors:** Classroom teaching is delivered via child-centered planning based on the breadth and targeted content of the child’s Personalised Learning Plan (PLP).

Content and activities are presented under the ‘umbrella’ of broad Curriculum Connectors (themes) that are able to be adapted and differentiated to the needs and interests of all learners. They are broad, open to multiple interpretations and are quasi-abstract. Connectors are used across Key Stages and are changed half termly. These connectors do not repeat specifically although they do overlap and build on one another throughout the school; reinforcing, broadening and extending learning and experiences.

Medium term plans are tailored to the needs of the specific class, adapting the learning areas and opportunities to their interests, needs and level of learning.

Weekly and daily planning is not expected in a specific format but can be used by teachers to support the point of learning of individual pupils and is very adaptable to changes in pupil’s needs, their interests and changing experiences.

**Spiritual, Moral, Social and Cultural Development (SMSC):** SMSC is integral to all aspects of our curriculum. Alongside achieving their maximum potential, pupils are led towards developing their spiritual, moral, social and cultural awareness. While encouraged in all subjects, these themes are given a specific focus through Personal Development and RE.

At Landon School, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. We promote work and interactions which respect individuals and differences between them and we ensure that pupils become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways and encourage pupils to have a wide range of experiences. For more details please see our *Safeguarding and Pupil Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.

Children are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In doing so we positively promote the British core values. In addition, our school:

- leads children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables children to gain insights into the origins and practices of their own culture and heritage, and into those of the wider community;
- takes steps to ensure the children appreciate racial and cultural diversity and avoid and resist racism, and
- ensures that children are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables children to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in school and through taking vocational examinations, as well as taking part in performances of Music, Dance and Drama, both in-house, in local theatres and competitions;
- encourages children to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides children with a broad general knowledge of public institutions and services in England;
- assists children to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourages children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

**Pupils gain:**

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies (eg: police, army) can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting unfair or illegal discrimination
- An understanding of why democracy is perceived within the UK as the fairest form of political organization
- An understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than alternatives

**At Landon School this is achieved through activities such as:**

- Sharing developmental age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government

- Discussions with the school council ensures that all pupils within Landon School have a voice that is listened to, and which promotes democratic processes
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view
- enabling pupils to encounter people of different faith backgrounds
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of co-curricular activity in promoting the fundamental British values
- running group activities where possible that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community
- educational visits which enhance pupils' understanding of public services
- Enabling pupils to gain knowledge and respect for their own culture and faith, to prepare pupils to interact positively with people of different cultures and faiths

Staff at Landon School understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

- superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy
- the use of data which is misleading or contains misrepresentations and half-truths
- deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is
- the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives
- a particular view being advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow
- actions are taken either directly or indirectly to further the interests of a particular political party
- actions are taken either directly or indirectly to procure changes to the laws of this or another country
- actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country

We promote work and interactions within Landon School, which respects individuals and differences between them, and we ensure that pupils become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways (Celebration assemblies, certificates, parents being informed of achievement) and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things which prevent them developing into confident adults.

**Prevent At Landon School Harmondsworth: Promoting Fundamental British Values:** The DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and reiterated these in 2014. At Landon School these values are reinforced regularly and in the following ways. We keep an up to date audit of all such teaching and learning opportunities through annual curriculum reviews. Please refer to our British Value policy for further information.

**Pupil Wellbeing:** Concern for pupil wellbeing is at the heart of the approach to the curriculum at Landon School, and our teachers ensure that wellbeing is evident in all aspects of school life. This is achieved through consistent monitoring of the school's performance in this area, and actively promoting pupil wellbeing. Wellbeing is defined by section 10(2) of the Children Act 2004 as relating to:

- Pupils' physical and mental health and emotional wellbeing social and economic wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society.

This policy draws in parts upon the following guidance documents and other policies:

- [Independent School Standards 2019](#)
- [National Curriculum](#)
- [Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)
- [Relationships, Sex and Health Education \(RSE\) \(2021\)](#)
- [Promoting fundamental British values through SMSC \(2014\)](#)
- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)

**Essential Skills:** Our school provides a curriculum which ensures that all pupils acquire and develop skills appropriate to their abilities in the following areas:

- **Literacy & Communication:** Literacy and Communication at Landon School aims to foster a love for learning through literacy, empower learners to become effective communicators and functional readers, and prepare them for future opportunities in education and beyond. Engagement, spontaneous and functional communication, emotional expression, and secure and trusting relationships with peers and adults developed through books and stories. We seek to provide an inclusive and enriching literacy education that supports their overall development and future independence
- **Mathematical and Problem Solving:** The aim is to provide a comprehensive and engaging curriculum that equips pupils with essential mathematical knowledge, skills, and understanding. Our primary goal is to foster a strong foundation in numeracy, arithmetic, and problem-solving abilities, enabling pupils to confidently apply mathematical concepts in various real-life situations. We strive to develop critical thinking, logical reasoning, and analytical skills through interactive and practical learning experiences. Moreover, we aim to cultivate a positive attitude towards mathematics, encouraging pupils to embrace challenges and persist in problem-solving.
- **Scientific / Understanding the world:** It is our goal to cultivate curiosity, critical thinking, and a deep understanding of the natural world. The primary goal is to spark pupils' interest in scientific inquiry and exploration by engaging them in hands-on and interactive learning experiences. Through the study of various scientific concepts, such as life processes, forces or materials, the curriculum aims to nurture pupils' appreciation for the diversity and complexity of the universe. Additionally, science education emphasizes the development of essential skills, including observation, prediction, and investigation, enabling pupils to conduct simple experiments and draw meaningful conclusions.
- **Personal and Social:** We aim to provide a comprehensive and bespoke curriculum that fosters the holistic development of our learners. This area is concerned to equip young learners with essential life skills, including emotional intelligence, social awareness, and decision-making abilities; to promote positive mental and physical health, build self-confidence, and encourage responsible citizenship. Additionally, we aim to empower pupils to understand and navigate relationships, respect individual differences, and make informed choices in a rapidly changing world. Moreover, self-care skills, independent living, relationships education and community are also part of this area. By fostering these skills, we seek to prepare pupils for the next phase of their lives, helping them lead fulfilling and independent lives, make responsible choices, develop healthy relationships, and be active members of their communities.
- **Technological:** Our primary goal is to empower pupils with computational thinking and creativity, supporting them to engage actively in the digital realm. We place great emphasis on ensuring that our pupils grasp the utilization of ever-evolving technology as a medium for self-expression, learning, and propelling their generation into the future.
- **Physical:** Providing opportunities for pupils to become physically confident in a way that supports their health and fitness. Our aims are to develop competence to excel in a broad range of physical activities so pupils are physically active for sustained periods of time, engage in competitive sports and activities (where applicable), live healthy and active lives and expose our learners to a variety of experiences that will lead to long-term leisure alternatives.

- **Emotional:** Promoting emotional well-being, fostering social connections, managing anxiety, and enhancing overall adaptive functioning in our pupils. Guided by the SCERTS framework, we aim to equip our pupils with the ability to maintain a well-regulated emotional state to cope with everyday stress and enable learning. This approach is integrated into every aspect of the curriculum and serves as the foundation for all learning activities at school.
- **Creative:** It emerges as children begin to engage with the world and other people, showing interest, curiosity, exploring, practising, consolidating and creating outputs, at first perhaps by accident and discovery and then intentionally. We have adopted a framework that moves through a three-stage process (encountering, controlling and refining) that characterises all engagement with art forms, regardless of ability level -and applies just as much to adults as to young people with severe learning disabilities. We work through these stages to maximise engagement and bring creativity to our learners.

**Note on Religious education:** Religious Education is incorporated into distinct lessons available to all pupils. All religions are taught, so that pupils have a broader understanding of the diverse world that they are living in and so that pupils of all faiths feel represented in this area of the curriculum.

**Equality Act 2010:** Landon School ensures that pupils are not discriminated against at any point as a result of their engagement with the school curriculum, or at any other point. Particular regard is paid to the protective characteristics set out in the Equality Act 2010 and reasonable adjustments are proactively considered for pupils with disabilities.

**Parental Support:** Parents can support their child's learning by:

- participating in discussions concerning their child's progress and attainment;
- ensuring transparent and regular communication with the school
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school.

**Auditing our Curriculum, Teaching and Learning:** We will ask ourselves the following questions when auditing our current performance:

- Are the children progressing?
- What more should we aim to achieve?
- What must we do to make it happen?

We also consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, and;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including the views of our pupils, parents/guardian/carers and staff.

**Attendance** (Please also refer to our Attendance Policies): A very high level of attendance is central to all successful teaching and learning outcomes. This is monitored and supported by the Headteacher and the Attendance Champion.

**Roles and Responsibilities:** Learning and teaching is a shared responsibility and all members of the community have an important part to play. We place pupil progress and welfare at the centre and build a supportive staff network around each pupil, depending on their need. The Deputy Headteacher and Headteacher have responsibility for the overview and delivery of the curriculum. Their main responsibilities are to:

- prepare and devise the curriculum of the school under the guidance of the Headteacher, ensuring the curriculum policy is maintained in line with school provision;
- organise and maintain a system for recording and tracking progress;
- be responsible for maintaining the school assessment policy;
- maintain oversight of reports to parents that are well-presented, accurate and published in a timely manner;

- monitor and oversee all syllabuses and agreed schemes of work taking into consideration those requirements that represent agreed benchmarks and produce the school's annual academic report in conjunction with the Headteacher;
- liaise with the teaching staff in the discharge of those duties identified above ensure accountabilities are maintained;
- contribute to and participate in the recruitment of new teaching staff as required by the Headteacher;
- contribute to the induction, mentoring and development of teaching staff in relation to the delivery of the curriculum;
- chair regular academic meetings to a schedule determined by the Headteacher and arrange for appropriate continuing professional development (CPD) along with In-service education and training (INSET) as required;
- ensure appropriate resources are available for the delivery of the curriculum and to make recommendations to the Headteacher for additional resources as required;;

*Quality Assurance processes will involve:*

- consistent use of subject policies; programmes of study; pupils' prior performance data;
- classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work;
- school evaluation procedures, development and action plans.

*Pathway Leaders/ co-ordinators) should:*

- ensure that schemes of work that challenge and stimulate pupils to achieve their best, are in place;
- stay up to date with recent developments and best practice in their pathway and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- monitor planning, teaching and marking in their pathway;
- regularly quality assure departmental processes and feedback to the Headteacher and Deputy Head;
- ensure that resources are available and accessible to support learning in their pathway.

Teachers are responsible for day-to-day monitoring of pupil welfare, in relation to their learning and their pastoral care. Teachers will endeavour to:

- provide challenging and stimulating lessons designed to encourage all pupils to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual pupil according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised, and keep up-to-date with best practice;
- provide clear information on procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

**Effective learning:** We ensure the best possible environment for learning by developing a positive atmosphere in which all pupils feel safe and feel they belong, in which they can access appropriate resources, and in which they enjoy learning because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities and progress.

**Teacher Preparation for Effective Learning:** Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance and incorporate opportunities for appropriate differentiation. Teachers are responsible for producing lessons according to the scheme of work.

**Impact:** Our curriculum's influence goes beyond the confines of the classroom, equipping pupils at Landon School for a future that honours and leverages their diverse abilities to the fullest extent. Tangible evidence of this impact will be observable through the following indicators:

- Pupils possess versatile abilities applicable at school, in their homes, and within the community.
- Positive and trusting relationships between pupils, school and families.
- Pupils employ effective strategies to actively engage in their learning.
- Notable improvements and accomplishments are evident through various measures, including PLP targets and EHCP outcomes.
- Pupils are equipped with a diverse set of skills that aid in emotional regulation, beneficial for their lifelong journey
- Confident communicators with an established communication method.
- Pupils proficiently utilize their skills and knowledge to transition successfully into Secondary.

*Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

This policy draws in parts upon the following guidance documents and other policies:

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- [National Curriculum](#)
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- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)



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