



## CURRICULUM POLICY

FOR

EAGLE PARK INDEPENDENT SCHOOL

Approved by:	Alison Ramsay & Margaret Carey
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## Curriculum at Eagle Park School

### Intent

All students who attend our school have a learning disability and/or Autism and as such our unique curriculum must be both adaptive and responsive to these needs whilst preparing them for experiences in later life. Our curriculum must be able to teach explicitly the knowledge and skills required to facilitate meaningful participation in society with as much independence as possible.

### Curriculum Aims

- To match the curriculum offer to the cognitive ability and individual strengths of all students
- To prepare students for adult life after school through a cross-curricular programme.
- To embed a therapy perspective (SLT, OT) throughout our curriculum offer to ensure we meet the complex learning and behavioural needs of our students through evidenced based multi-agency differentiation.
- To provide a well-planned and sequenced curriculum throughout the key stages
- To develop a clear accreditation pathway (ASDAN, Entry Levels, Functional Skills 1 and 2, BTEC and GCSE) for students that underpins their learning and acknowledges the progress that has been made throughout their secondary education.
- The curriculum is designed around a strand based model with core subject areas which complements the individualised outcomes in students' EHCPs and ensures we meet our statutory obligations as laid out in the Code of Practice.
- Social and Emotional independent regulation (e.g. feelings, behaviour, interaction)
- Cognition and Learning (e.g. Functional skills – English, Maths, Science, ICT)
- Communication and Interaction (e.g. expressive communication - short sentences, single words, non-verbal (use of Body Language/facial expression/signing/pictures or symbols/objects)
- Sensory and Physical (e.g. Health needs/Engagement in physical activities/Sensory processing/Special diets/Puberty)
- Independence (e.g. Community access/travel training/Work placements/Personal Care)



## Strands

Independence	Communication	Social and emotional	Sensory and Physical	Cognition (Includes Functional skills)
Personal care Making choices Expressing preferences Assertiveness skills Taking responsibility for self and belongings Asking for help Behaviour Transitions Private/public Community access Travel training Carrying out jobs in class and wider school environment Taking the lead in lessons Work experience	Language/symbols, makaton/augmentative communication systems or devices Motivation to communicate Expressive/receptive language Ways to communicate needs/wants/preferences Play behaviour and communicating with others Conversation skills (intensive interaction to verbal conversation) Inclusion Forming and developing relationships with staff and students	Self-awareness Self esteem Showing a preference - likes/dislikes Appropriate behaviour Social communication Social understanding Playing alone and with others Structured/unstructured play Positive Thinking Resilience Problem Solving Turn taking Winning/losing Sharing adults/space with others Self-control Self-regulation Making positive choices Empathy Facial expression/body language Relationships Positive social interaction with others	Gross motor skills Fine motor skills Personal care Feeding and eating Sensory diet Accessing a range of physical activities Body autonomy Health needs and puberty	Functional skills Literacy and numeracy ICT Understanding and using cause and effect Sequencing Looking Listening Concentrating Problem solving Ownership/responsibility To be able to respond appropriately to changing environment/plans/people Investigate and be curious Generalising skills across a range of contexts Create through different creative mediums



## Implementation

- We implement the curriculum through contextual learning experiences, supporting students to generalise their skills across a range of settings.
- The curriculum is further split into 6 areas of learning. Teaching and learning in each discrete subject area will vary according to the needs of the pupils for each of the curricula, but these headings are used for timetable purposes to ensure a common language throughout the school:
- Functional Skills: Literacy, Maths
- Creative Development: Music, Art, Drama,
- Physical Development: PE, swimming, sports activities
- Independent Living Skills: PSHE, RSE, Food Technology, Personal Care, Careers,
- My community Awareness: travel training, community visits, environment, forest school
- Science and Technology, ICT

Eagle Park School	Ongoing across all topics and taught each term	Key Stage 1 from Age 6	Key stage 2	Key stage 3 & 4
<b>Literacy</b> Communication Language Functional skills Phonics	<p>Across the key stages our students are allocated literacy bands according to their needs and ability. We develop personalized reading programs for students, teach story-telling, sensory stories, symbol recognition, word banks, phonics, whole word recognition, shared reading, guided reading &amp; handwriting/developing fine motor skills which is guided by SaLT and OT. We ensure that all students have the opportunity to familiarize themselves with different genres including: Stories and novels, Poetry, Biography and Autobiography, Drama, Journalism and Recount</p> <p>All students have access to phonics and learn using Twinkl Phonics. Those students who cannot access phonics due to their learning needs move onto a CVC and sight word learning approach</p> <p>At KS3 and 4 students have access to accreditation – ASDAN, Entry Levels, Functional Skills 1 and 2, GCSE, Arts Awards and BTECs</p>			
	Band1: Independent readers	<p>Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day Be offered a range of chapter books, poetry, audio books, graphic novels, newspapers and comics</p> <p>Follow and write written instructions to complete tasks in lessons e.g. using a recipe book in food tech, following a set of directions /using a shopping list in community</p> <p>Access books and internet sites to research topics e.g. history, science</p> <p>Regularly being read to by an adult or independently. Discuss what has been read and ask questions about the text encouraging them to identify likes, dislikes, make predictions, cross-check</p>		
	Band 2: Emerging readers	<p>Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day A reading book at their own level, changed regularly</p> <p>An engaging book above their reading level that they can enjoy having read to them/social sight vocabulary</p> <p>Follow and write instructions to complete tasks in lessons e.g. written recipes in cooking, lists of jobs Engage in group stories with props and role play – lots of repetition</p> <p>Respond and contribute to questioning and discussion following stories to develop comprehension Participating in call and response sessions</p>		



		Regularly being read to by an adult		
	Band 3: Early Readers	<p>Experience and engage with a variety of fiction / non-fiction texts, regular opportunities to read throughout the day A reading book at their own level, changed weekly</p> <p>Word banks of high frequency and familiar words concerning their everyday lives</p> <p>Recognising social sight vocabulary; reading signs, notices, instructions; finding out specific information passing on information both verbal and with the use of symbols</p> <p>Following instructions presented in words and some symbols</p> <p>Engaging with group stories with props and role play - lots of repetition</p> <p>Responding to questioning and discussion following stories to develop comprehension</p> <p>Call and response</p> <p>Regularly being read to by an adult</p>		
	Band 4: Pre-readers	<p>Recognising familiar symbols</p> <p>Sequences of symbols (e.g. sequence strip for personal care) Choosing boards</p> <p>Instructions presented in symbols Social sight vocabulary</p> <p>Sensory stories, drama, role play – lots of repetition Participating in call and response sessions</p> <p>Regularly being read to by an adults</p>		
Numeracy	Personalised learning objectives covering Number/ calculation, Geometry, Measure etc.	<p>Awareness &amp; understanding of money concepts. i.e. coin recognition, values, addition, subtraction, counting, matching numbers to quantity</p> <p>Awareness &amp; understanding of time. i.e. telling the time, recognising sequences/ daily routines/ days of week etc. - Sorting objects according to shape, size, colour etc.</p>	<p>Awareness &amp; understanding of money concepts. i.e. coin recognition, reading prices and price lists</p> <p>Recognition of numbers in the immediate environment &amp; in the community. i.e. bus numbers, shop/house numbers, relevant telephone numbers, numbers on the clock, timetables, packaging</p> <p>Ability to use telephones/mobile phones calculators -Counting, matching numbers to quantity -Sorting objects according to shape, size, colour etc. -Using apparatus - calculator, ruler, weighing scales, measuring spoons/jugs</p>	



Eagle Park School	Ongoing across all topics and taught each term	Key Stage 1 from Age 6	Key stage 2	Key stage 3 & 4
Science	Personalised learning objectives covering, working scientifically & seasonal change through sensory science activities	Human Body, Seasons, Senses, Animals , Plants and life cycle, Materials & their properties, Chemical reactions The delivery of these topics are differentiated and personalised according to individual need/interests		
Computing/ ICT	Use logical reasoning to predict the behaviour of simple programs	Level of interest in computers/ range of equipment i.e. ipads, dvds, cameras, mobile phones, T.V.s, photocopiers etc Levels of independent use of computer/ amount of support needed for basic tasks Ability to recognise specific keys / functions	Ability to work with/operate range of equipment. i.e. ipads, dvds, cameras, mobile phones, T.V.s, photocopiers etc	Recognition of I.T. equipment in the community Ability to use the self-service checkout in a supermarket Ability to use I.T. for communication purpose i.e. text/email -For navigational purposes i.e. google maps -Simple coding with programs such as Scratch -Access to accreditation – ASDAN Entry Level and Functional Skills 1 and 2, GCSE
PE	Physical development activities linked to PLP's and functional skills	Sensory exploration / circuit Bowling Football Athletics Precision Bean bag Gymnastics	Handball introduction Basketball Football Boccia Cricket Athletics Precision Bean bag	Football Fitness Bowling Basketball Boccia Cricket Athletics Precision Bean bag Access to accreditation – ASDAN, Sports Leadership



Eagle Park School	Ongoing across all topics and taught each term	Key Stage 1 from Age 6	Key stage 2	Key stage 3 & 4
RSE/PSCHE	Self-care and independence Routines Choice Relationships (Please refer to RSE and PSCHE policy for further details)	My Body Feelings Keeping Safe and looking after myself Life Cycles People who help me (Please refer to RSE and PSCHE policy)	My Body Feelings and attitudes Lifecycles / Human Reproduction Keeping Safe and looking after myself People who help me / getting help and advice (Please refer to RSE and PSCHE policy)	Relationships My Body Feelings and attitudes Keeping safe and looking after my sexual health Self confidence, Well-being and Resilience (Please refer to RSE policy for further details)
Food Technology	Sensory exploring food and showing preferences and recognition Independent life skills, making choices, Following instructions Learning hygiene skills	Basic food preparation skills and making a list of ingredients Shopping for ingredients at a local supermarket Following a simple recipe and	Students increase and develop their skills by reading and following recipes more independently, work as a team and share responsibilities in the preparing food, problem solve, plan and cook balanced meals, basic budgeting, appropriate quantities of food/ingredients for one person	Preparing own meals – simple & complex Emphasis on budgeting, nutrition, health & safety, healthy eating, home care skills, choosing where to shop for ingredients ASDAN Personal Progress modules BTEC accreditation in Food Technology
PSCHE	School assemblies covering SMSC themes	<b>Self care:</b> personal care – teeth cleaning, hand/ face washing, bathing, use of deodorant, dealing with menstruation, using the toilet, dressing/ undressing, eating, drinking, personal safety etc. <b>Home care:</b> Clearing up, washing up, wiping surfaces, sweeping, using washing machine/ tumble dryer, safety/ hazards, hygiene etc. <b>Personal Finance</b> – Budgeting, personal banking, money management		
RSE	Assemblies covering a broad range of SMSC themes and British Values e.g. Remembrance Day, Anti-Bullying, Diwali, Eid, Christmas, Black History Study of religions, festivals and beliefs			
Preparation for Adulthood Careers & Work Related Learning	Independent routine Choice making Visiting places and meeting new people Investigating jobs and training opportunities	Role-play of work-related activities Joining with and observing older students carrying out vocational activities in school	Functional Skills lessons understanding what jobs are for and introducing concepts of making money and budgeting where appropriate On site work related learning activities such as administrative jobs around school	-On-site work related learning activities to include: administrative tasks around school, supporting younger students in class, horticulture and mini-enterprise projects -To develop understanding on processes involved in searching for and finding a job. including developing CV -Education, Health & Care Plan Transition Review in Year 9 -Working together with students and families to identify aspirations and goals for the future -Visits to Skills and Employment Fairs and Colleges to develop understanding of the training and jobs for the future

Art and Music are taught across the school by specialist teachers and learning is tailored to the needs of individual classes and students.



## **Enrichment and wider development**

The curriculum provides many enriching creative learning contexts. Other wider opportunities are provided such as whole school with projects linked to citizenship such as World Book Day, Arts or Science days, Remembrance Day, Religious Festivals, Red Nose Day and Comic Relief, the Olympics, national celebrations.

We use external coaches/ professionals to ensure the quality of our PE curriculum and we also use external agencies to support us with PSICHE, RSE and Careers and Work Experience.

We take part in competitions and cultural initiatives, including Poetry by Heart and local sports events

## **Therapy and the Engagement Model**

At Eagle Park we are a transdisciplinary school and our therapist collaborate with us on all areas of the curriculum. Therapy informs all aspects of our curriculum planning and implementation ensuring that each pupil receives the input needed to ensure that they are able to make the best progress possible and enjoy and thrive at all times.

For those pupils working below NC levels and unable to access subject based studies we employ the engagement model. This is based on the four key areas of:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Their curriculum is designed in conjunction with our therapists, SLT and class teachers and is specially tailored to their ECHP targets and their individual needs.

## **Impact**

- At Eagle Park our pupils meet or exceed their expected progress
- Pupils develop outstanding behaviour over their time at Eagle Park School, increasing their ability to self-regulate independently
- Pupils leave with good functional communication skills that will prepare them for their next step in education and their journey into employment
- Pupils develop good literacy and numeracy skills that allow them access to accreditation and a pathway in further education





- Pupils develop independent living skills that will ensure they are able to access their community and employment opportunities
- Pupils develop self-esteem, resilience and study skills
- Pupils learn to access their community and the wider world safely
- Pupils are able to build strong relationships with families, friends and relationships that ensure growth and fulfilment in the future
- Pupils gain a secure understanding of the world around them, including different cultures and belief systems

## **Learning Pathways**

**There are three learning pathways at Eagle Park School. These are:**

- Formal Pathway 1
- Formal Pathway 2 (Semi formal)
- Sensory Pathway

All of these pathways lead to accreditation and preparation for adulthood but learning is differentiated to the needs of the students to ensure best possible progress and outcomes.

On admission to Eagle Park, students are carefully assessed and placed in a class that will ensure they can make best progress and where they will have a peer group that will also allow them to have the best possible peer interaction and learning experience. Classes are not set up according to age but students learn within their Key Stage unless there are exceptional circumstances.

Students will move between up to another pathway if they are making unexpected progress and if medical conditions impede progress temporarily or permanently, students may move to another pathway for a fixed amount of time. All decisions about changing pathways are taken in conjunction with SLT, parents or carers and Therapy.

## **Primary Pathway Curriculum Planning**

To ensure a tailored and effective curriculum in Primary, each year a long term plan is developed for each class. This is done in conjunction with the headteacher, the class teacher and therapy. Topics are carefully chosen so that students are exposed to different skills and areas of knowledge and learning, but the abilities and interests of the students are also taken into account to ensure that there is engagement and progress with students being able to achieve targets in all areas of the curriculum.

Attached to this curriculum document are three examples of the Long term planning for three of the classes for this year.



## **Secondary Pathway Curriculum Planning**

When students enter secondary school they are placed into three pathways according to their abilities and interests. This is done after assessment and in conjunction with SLT, Therapy and specialist teachers. There are three pathways in secondary school:

- Formal Pathway 1
- Formal Pathway 2 (Semi formal)
- Sensory Pathway

The formal pathway classes are taught by different specialist teachers for English, Drama, Maths, Science, Art, Music and Spanish. Food Tech, PSCH and Humanities are taught by class tutors.

The Sensory Pathway class has specialist teachers for Music and Art, but it is taught on a class based model for all other subjects to ensure continuity of approach and allow students flexibility of activities throughout the day to help them focus on skills, such as regulation, independence and self care.

All of the pathways lead to accreditation that is tailored to the needs, abilities and interests of the students and ensures that their learning is evidenced and celebrated. Accreditation includes:

- An ASDAN learning portfolio tailored to each pathway
- Entry Levels in English, Maths, Science and Computing and ICT
- GCSEs in English, Drama, Art, Biology and History
- BTEC in Food Technology
- A portfolio of Computing qualifications

Attached are the curriculum documents for the Sensory Pathway and Formal Pathway 1 and 2.

### **Links to other policies**

- RSE
- PSCH
- Teaching and Learning