

**Outcomes  
First  
Group.**



**Benton House  
SCHOOL**

# Curriculum Policy

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Benton House School is safe, supportive and exciting place to be. We provide an environment that is stimulating and nurturing, balanced with structure and boundaries. This is to ensure that your child can learn and develop academically, socially and emotionally. We encourage children to have a clear understanding of school expectations and to set their own personal targets and goals. We offer a caring atmosphere where all children are valued and encouraged to respect themselves and each other.

When we come to Benton House School, we enjoy the present and we follow the following core values: Curiosity, Ambition, Respect and Empathy. This, partnered with positive relationships and nurturing principles, underpins all that we do.

We always strive to provide the very best educational environment in which the children can all achieve and experience success. We are fortunate to have a very caring and committed staff, and children who are friendly and eager to learn.

## **Introduction**

Benton House School is an independent coeducational SEN provision for children aged 5 to 14. We provide a setting for pupils who exhibit a range of complex needs that may include communication difficulties, social, emotional and mental health needs and pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

We promote the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

All pupils at Benton House School will have access to an education that is personalised, engaging and will encompass a purposeful and ambitious curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole school day. It is all the planned activities that we organize to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The curriculum is designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

All pupils who arrive at Benton House School have experienced disruption to their learning. Many have not attended formal education with consistency or for a considerable time. Pupils often arrive as reluctant readers and writers as well as experiencing emotional barriers to learning. It is essential that pupils are engaged into an ambitious curriculum that inspires them to achieve the best they can. Teaching at Benton House School is ambitious for all. Staff are aspirational for all pupils. The curriculum encompasses all aspects of the national curriculum. The overall aim of the curriculum is to enable all the young people at Benton House School to become successful learners, confident individuals and responsible citizens.

At the School we offer a flexible, personalised, engaging skills-based curriculum providing both choice and challenge focused on developing emotional literacy, core subject knowledge and offering a wide range of foundation and enrichment learning opportunities. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state-of-the-art learning environment.

The Curriculum will:

- Annually, build upon pupils' prior knowledge and help them to store knowledge in their long term-memory so they make progress by knowing more and remembering more.
- Provide pupils with opportunities to 'overlearn' key concepts through repeated recall to secure learning.
- Contribute to the achievement of overall subject goals.
- Ensure that all pupils can achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

## 1. Curriculum Intent

Curiosity

Ambition

Respect

Empathy

**These are core values** that have guided our curriculum that include the school context and the clear intent to deliver **a quality education for all**. There is a whole school approach to our curriculum offer that, in essence, should be holistic and individualised for pupils' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for everyone. A focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful breakout, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our curriculum is engaging, practical with a broad range with the following key objectives:

**Broad & Balanced:** Academic, creative, therapeutic, life skills and vocational opportunities. As many opportunities/experiences as possible to offer a motivating education that can develop talents in addition to having the opportunity to explore.

**Curriculum Pathways:** Equipping individuals for THEIR future, securing outcomes to enable future success and achievement.

**High Expectations:** Support individuals in developing self-belief, self-discovery and self-confidence to enable them to develop high expectations of themselves.

**Impact:** In everything we offer, everything will be purposeful and have impact. We recognise that our education must motivate our young people and raise their confidence and self-esteem.

**Challenge:** To support the needs of individuals by accepting and responding to challenges, making mistakes, learning from mistakes and supporting others with their challenge;

**Responsibility:** Every individual takes responsibility, accepts support, support others, contributing to being a successful member of the community.

### Commitment to National Curriculum

Benton House School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however, be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

### Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects.

On admission to the school, each young person will complete a full baseline assessment, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive support plans and individual risk assessments.

## 2. Curriculum Implementation

Curriculum Offer	Curriculum Delivery
<b>Academic</b> A breadth of subject offer leading to a wide range of formal qualifications. <b>The National Curriculum will form a part of our whole school curriculum.</b> We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.	<b>Academic Timetable</b> Structured and systematic approach with clearly defined lessons. All have access to specialist staff and learning environments.  <b>Learner-Initiated and Adult Led Teaching</b> A flexible approach with teaching input delivered in short and diverse sessions.
<b>Therapeutic</b> Individual and group interventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils' health and well-being at all times.	<b>Thematic / Topic Learning</b> Integrated approach with cross-curricular opportunities around a focused theme or

<b>Creative</b> Imaginative, problem solving and expressive in approach, practice and originality.	overarching question. Thematic learning space to support and enhance delivery.
<b>Experience &amp; Talents</b> Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich.	

At Benton House School we are committed to ensuring that every pupil has equal rights and opportunities to their entitled education and reach their full potential, whilst having their specific needs met. The curriculum will immerse pupils into a purposeful education that fosters their independence and well-being. The planned, key sequential steps of knowledge, skills and learning in each subject will build cumulatively to enable curriculum access and success in each Key Stage.

The delivery of the curriculum is personalised, taking into account previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum.

### **Sensory Integration**

At Benton House School there is recognition of the sensory difficulties and challenges a pupil may face daily. There is a strong understanding how this can affect learning and behaviour. A focus of the Curriculum is to reasonably adjust all aspect of school life to meet the pupil's sensory needs. Pupils may not often know how to cope with the different sensory input they receive. The Curriculum at Benton House School places a great deal of emphasis on sensory integration and processing.

### **Visual / Auditory / Proprioceptive/Vestibular Stimulation**

- Clearly displayed timetables (visual and interactive)
- Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled
- A range of resources are available to access and record across the curriculum.
- Discreet displays are used in classroom environments to avoid visual over stimulation.
- Emphasis is placed on stepped instructions.
- Break directions down into small steps and allow extra time for pupils to process them, if needed.
- Monitor and limit the time that focused auditory attention is required.

### **Specialist Staff**

The staff team at Benton House are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in collaboration with multi-disciplinary teams including specialist health practitioners to provide a unique package of support which offers the best possible outcomes for pupils, both educationally and therapeutically.

### **Learning Environment**

We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that pupils feel comfortable and safe to learn at their best. Creative and rich learning environments enhance our Curriculum for each key stage and subject with a full suite of specialist areas. Break out areas, sensory pods and

safe spaces offer pupils the essential space needed at any given time to support regulation and prevent sensory overloads.

### **Numeracy Intervention**

We can recognise pupils who are not working towards or meeting expected levels of through termly assessment reviews. This includes teacher assessment and the results from summative assessment. Personalised targets focus on the pupil's next steps, and they will follow a tailored math intervention programme.

### **Literacy Intervention**

We can recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews. This includes teacher assessment and the results from Star Reader. Personalised targets will be focused on pupil's next steps, and they will follow a tailored literacy intervention programme that may consist of the following elements:

Effective and well-differentiated classroom teaching for all pupils

- Rocket Phonics is used as the school's systematic synthetic phonics programme (SSP) and will link with our comprehensive reading scheme to be taught where appropriate and necessary
- Daily 1-1 reading (in conjunction with Accelerated Reader)
- List of pupils who require reading support to all subject teachers
- Writing frame templates on our shared drive (for use in all subject areas)
- Differentiated weekly spelling scheme, where necessary
- Consistent 'Literacy' prompt boards in all classrooms
- Resources for struggling readers available in all classrooms (e.g. colour overlays, transparent rulers)
- Library with an appropriate range of age appropriate reading books and an accessible reading scheme for all

For pupils who are still experiencing literacy difficulties, despite effective, differentiated teaching.

- These pupils should have the potential to 'catch-up' with their peers.
- Targeted teaching of reading skills (supported by reading scheme and Accelerated Reader)
- Teaching Assistants will lead on developing pupils reading skills through planned 1:1 reading support sessions
- Personalised Writing support 'Booster' sessions.

### **Phonics**

Rocket Phonics is taught for all pupils where necessary. Assessment of phonics progress through this scheme is undertaken termly. If pupils are recognised through this assessment as significantly under achieving and not progressing through each stage, they will be identified for intervention.

### **Reading**

Reading is assessed using the Accelerated Reader STAR Reading Assessment, termly for all pupils. Pupils will achieve a reading age, if pupils are significantly under-achieving in their reading assessment against chronological age, we are able to identify them for interventions as appropriate.

### **Writing**

Writing is formally assessed termly: a body of evidence is collected, and teachers use *Evidence for Learning* to record progress. Next steps and targets are identified, and personal targets are then set in response to these. Pupils who are significantly underachieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

### **Intervention – Most Able**

As a school, we identify our more able pupils who will benefit from additional small groups or one-to-one interventions to enable them to make the progress needed to achieve their full potential in core subjects.

### **Therapeutic Support and Intervention**

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and through a close working partnership between home and school. We have access to a range of Therapeutic Support. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at Benton House School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding.

### **Relevance**

Our definition of relevance is based on our key aim of preparing our pupils to become successful learners, confident individuals and responsible citizens. All of our curriculum seeks to take account of the need to support transition into adult life. Planning takes into account the need for differentiation and pupils' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area, particularly the rural environment. An awareness of its aesthetic qualities and the importance of preserving and caring for it are central values that we aim to promote. We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources. Its richness and variety are resources for the curriculum of which we make full use.

### **Adaptive Teaching**

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually.

To take account of these differences and the range of abilities in any class, all staff at Benton House School have a responsibility when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments. A thorough knowledge and understanding of each learner's EHCP need is also crucial, and these are recorded and communicated through the individual pupil profiles.

### **Gifted Pupils**

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage

their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils

### **Social, Moral, Spiritual and Cultural Education**

At Benton House School, we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum.

All curriculum areas contribute to the pupil's spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School code of conduct, Benton House Values and classroom expectations reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil's achievements.

### **Fundamental British Values**

Benton House School actively encourages pupils 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, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Benton House School, however, are also explicitly taught through assemblies, PSHE and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens.
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours.
- An understanding of the problems of identifying and combating discrimination.

### **Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Benton House School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. At Benton House School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum

At Benton House School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged.

At Benton House School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed



regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### **Work Experience, Vocational and Careers Guidance**

Benton House School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled careers lessons and PSHE/Citizenship. All pupils have access to tailored and external guidance.

In Key Stages 3, the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

### **Curriculum Offer**

<b>Key Stage</b>	<b>Curriculum Offer</b>
1 & 2	<b>National Curriculum</b> Literacy, Numeracy, Science, PSHE/Citizenship, Geography, History, Art, PE, Computing, Music  <b>Enrichment</b> Cooking, Arts & Crafts, Lego Therapy, Forest School, Beach School, Eco School, Duke of Edinburgh, Rights Respecting Schools
3	<b>National Curriculum</b> English, Maths, Science, PSHE/Citizenship, Humanities, Art, PE, Computing, D&T, Cooking, Art & Design, Music, Forest Schools, LEGO Therapy, Gardening, Sports Leaders  <b>Enrichment</b> Cooking, Arts & Crafts, Lego Therapy, Forest School, Beach School, Eco School, Duke of Edinburgh, Rights Respecting Schools

## 1. Curriculum Impact

Our School's Curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition
- develop lively, enquiring minds, to question and argue rationally
- ensure continuity and progression within the school and between phases of education,
- foster teaching styles
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and behavioural needs of our pupils

At Benton House School staff will use an online platform called Evidence for Learning to record pupil attainment and assessments across all subjects taught at the school. Benton House assessment covers a broad range of ability through the Curriculum from Year 1 through to 9, in line with the National Curriculum. This helps to provide staff with guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment. Within the framework, pupils are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess pupil progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence completing the given skill, with an appropriate degree of independence.



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