



Curriculum Policy 2026-27 Benton House School

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.

At Benton House School, we are committed to providing an ambitious, inclusive and adaptive curriculum that enables all pupils to make meaningful progress from their individual starting points. Our curriculum is designed to meet the needs of pupils with complex Social, Emotional and Mental Health (SEMH) needs and neurodivergent profiles, many of whom have experienced disrupted education.

Our approach is underpinned by our core values of Curiosity, Ambition, Respect and Empathy, and our motto:

‘Inspire, Empower, Achieve’

Curriculum Intent

At Benton House School, our curriculum is designed to be ambitious, adaptive and inclusive, ensuring that all pupils—regardless of starting point—are supported to achieve meaningful and sustained progress. We aim to ensure that all pupils:

1. Develop as engaged and successful learners

Pupils are supported to re-engage with education through a carefully sequenced and personalised curriculum, underpinned by robust baseline and ongoing assessment. Teaching is adaptive and responsive, ensuring that pupils develop secure knowledge and skills over time, while being supported to achieve their individual potential. High expectations are consistently maintained, with staff committed to enabling every pupil to experience success.

2. Build confidence, independence and emotional regulation

We prioritise the development of self-awareness, emotional literacy and regulation, recognising that many pupils have experienced disruption in previous educational settings. Through a trauma-informed approach, pupils are supported to understand themselves, manage their emotions and develop the resilience needed to access learning and navigate future challenges. This underpins improved engagement, self-esteem and readiness for adulthood.

3. Develop positive relationships and social understanding

Pupils are supported to develop respectful, healthy relationships and an understanding of others. Through explicit teaching and daily practice, pupils learn to communicate effectively, resolve conflict and work collaboratively. The curriculum promotes Respect and Empathy, enabling pupils to become active, positive members of their community.

4. Understand the wider world and prepare for adulthood

Through a broad and relevant curriculum, pupils develop an understanding of the world around them, including diversity, equality and British values. Learning is linked to real-life contexts, supporting pupils to develop the skills, knowledge and attitudes required for their next stage, including independence, employability and life skills.

5. Experience a broad, balanced and enriching curriculum

The curriculum provides a wide range of academic, creative, therapeutic and experiential opportunities, including enrichment, outdoor learning and real-life experiences. This ensures pupils can explore interests, develop talents and build cultural capital, supporting engagement and aspiration.

6. Follow personalised pathways towards meaningful outcomes

Curriculum pathways are tailored to meet individual needs, ensuring pupils are supported towards positive next destinations. Outcomes are aligned with EHCP targets and preparation for adulthood, recognising that success looks different for every pupil.

7. Develop high expectations and self-belief

Pupils are encouraged to develop Ambition and Curiosity, building confidence in their own abilities. Staff support pupils to take pride in their achievements, embrace challenge and develop a belief that they can succeed.

8. Engage in purposeful learning with clear impact

All aspects of the curriculum are designed to be meaningful and impactful, ensuring pupils can see the relevance of their learning. This supports motivation, engagement and sustained progress over time.

9. Develop resilience through challenge and reflection

Pupils are supported to understand that challenge is part of learning. They are encouraged to:

- Take risks in a safe environment
- Learn from mistakes
- Persevere and develop resilience

10. Become responsible and active members of the community

Pupils are supported to take responsibility for their learning, behaviour and actions, while developing respect for others. They are encouraged to contribute positively to the school and wider community, preparing them for life in modern Britain.

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 subjects or key areas of learning.

Pupil Entitlement

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in 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 indicate, 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.

Core Curriculum

Systematic Synthetic Phonics

At our school, early reading is taught through the *Rocket Phonics* programme, a systematic and structured approach to the teaching of phonics. This programme supports children in developing essential skills in decoding, blending, and segmenting, forming the foundation for fluent reading and accurate spelling.

Rocket Phonics is delivered through daily, high-quality lessons that follow a clearly sequenced progression. Teaching is explicit and engaging, ensuring that children are introduced to new sounds in a logical order while regularly revisiting and consolidating previously taught knowledge. Pupils are encouraged to apply their phonics skills in both reading and writing across the curriculum.

The programme incorporates multi-sensory strategies, including visual, auditory, and kinaesthetic elements, to support all learners. Regular assessment is used to monitor progress and inform teaching, enabling timely intervention for pupils who require additional support to keep up.

Reading books are closely matched to each child's phonics knowledge, allowing them to practice and apply their skills with confidence and increasing independence.

Reading

Reading at Benton House School is prioritised as a key component of the curriculum and is carefully structured to support pupils at all stages of development. Reading is assessed termly using the Accelerated Reader STAR Reading Assessment, enabling staff to identify each pupil's reading age and monitor progress over time. Where pupils are identified as working significantly below their chronological age, targeted interventions are

implemented to support rapid improvement.

In addition to assessment, pupils access a range of structured reading opportunities. The school utilises the Rising Stars reading scheme, with books sent home to encourage regular reading and strengthen links between school and home. Daily reading is embedded across the curriculum, with opportunities for both independent and guided reading, as well as peer-supported reading where appropriate.

The school's approach to reading ensures a balanced focus on both word-level reading and reading comprehension. Pupils are supported to develop decoding, fluency and vocabulary, alongside their ability to understand, interpret and discuss texts. This is further enhanced through the wider reading strategy, which promotes regular reading opportunities across subjects and encourages pupils to engage with a range of texts.

Reading is supported through adaptive teaching, ensuring that resources, texts and approaches are carefully matched to pupils' needs. Where appropriate, pupils are supported through targeted interventions, including phonics and literacy programmes, to address specific gaps and build confidence.

Writing

At Benton House, writing is a core component of the literacy curriculum and is underpinned by a consistent OFG-wide handwriting policy. Our approach recognises that secure fine motor development is essential to writing success, enabling pupils to write fluently, accurately and with confidence.

We ensure that all pupils:

- Develop the physical foundations for writing, including strength, coordination and control
- Acquire secure handwriting skills that support stamina, legibility and independence
- Use writing as an effective tool for communication, creativity and learning across the curriculum

We acknowledge that for some pupils, including those with SEND, difficulties with fine motor skills can present barriers to writing. Our intent is therefore to identify needs early and respond with appropriate, targeted support.

Writing is taught through a structured and progressive approach, aligned with the OFG handwriting policy, and embedded across all subject areas. This includes:

- Explicit teaching of handwriting, focusing on correct posture, pencil grip, letter formation and positioning
- Regular opportunities to develop fine motor strength and dexterity through practical, multi-sensory and play-based activities where appropriate
- Consistent modelling and expectations for presentation across the school
- Adaptations and scaffolds, such as alternative recording methods, specialist resources or modified tasks, to ensure inclusivity.

Through a consistent, inclusive and developmentally appropriate approach, pupils make measurable progress in handwriting and writing fluency. Improved fine motor control supports increased confidence, reduced cognitive load, and greater independence in written tasks, ensuring pupils can fully access the curriculum and demonstrate their learning.

Oracy

At Benton House School, oracy is a key component of the curriculum and is embedded across all subjects and daily interactions, supporting pupils to develop their communication skills in line with Ofsted expectations. Given the SEMH and neurodivergent needs of the cohort, there is a strong emphasis on developing pupils' ability to express themselves clearly, listen actively and engage in meaningful dialogue. Staff explicitly model high-quality spoken language, vocabulary and sentence structures, and provide structured opportunities for pupils to talk, discuss and reflect. Oracy is supported through approaches such as guided discussion, questioning, role play and collaborative learning, as well as through PSHE and pastoral provision where pupils develop the language needed to describe emotions, resolve conflict and build relationships. Adaptive strategies, including visual supports such as *Widget*, scaffolding and pre-teaching of vocabulary, ensure all pupils can access and participate in spoken language activities. Oracy development is closely linked to pupils' personal

development and wellbeing, enabling them to build confidence, articulate their thoughts and engage positively with others, while also supporting access to the wider curriculum and preparation for adulthood.

Mathematics

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 data from *Star Maths* and *Evidence for Learning* (EFL). Pupils will work towards personalised targets, and teaching will be tailored to the needs of individual pupils.

Progress against targets will be monitored on an ongoing basis through EFL. Our teaching follows the *White Rose* small steps of learning and is designed to target the mathematical fundamentals required to access the curriculum and it is facilitated by the teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills, and reasoning. Interventions are identified, documented and tracked, and include programmes such as *Number Stacks* and *Freckle*.

Assessment is used to inform planning, differentiation and personalised intervention with a focus on pupil progress. Termly assessments will be completed by all pupils through the online platform of *Star Maths*. Formative assessment will be used regularly in the classroom and will include observations, questioning, reviews and responsive feedback.

Evidence of learning may include:

1. Written work
2. Practical activities
3. Digital evidence via Evidence for Learning (EFL)

Structure and Delivery

Pupils are typically grouped by age-related classes (named after birds), although learning is pitched according to individual need. Classes may include pupils working at different developmental stages, requiring differentiated and small-group teaching and lessons are structured with clear learning intentions. We have begun to implement streamed groupings in English and maths to improve quality first teaching in response to pupil progress meetings with teachers.

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 and whilst supporting pupils to explore their interests and find their own individual pathway. 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. We consider all the strategies below across the whole Curriculum and teaching methodology for the needs of our pupils.

Transitions

- We recognise the need for a flexible, responsive and trauma-informed approach due to pupils' complex SEMH and neurodivergent needs
- Transitions between lessons and activities are adapted to ensure pupils are emotionally regulated and ready to learn
- The timetable is not rigidly fixed, allowing staff to respond to pupils' needs across the school day
- Staff apply professional judgement to adjust the flow of learning in line with pupils' presentation
- Lessons may, at times, begin later to allow for self-regulation or co-regulation with trusted adults
- Additional co-regulation and therapeutic strategies may be implemented outside of the formal timetable where required
- Practice is aligned with pupils' EHCP outcomes, ensuring barriers to learning are proactively addressed

This approach leads to improved engagement, increased readiness to learn and sustained progress over time. The curriculum is therefore both ambitious in intent and effectively adapted in implementation to meet the needs of all learners

Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. 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 the curriculum for each key stage and subject. Break out areas, regulation spaces (Cypress, Immersive Room, Reading Area) and safe places offer pupils the essential space needed at anytime to support co-regulation and prevent sensory overload. We also recognise that although the emphasis is on educational attainment this is not at the expense of attention to social skills development, including enhanced opportunities for meaningful peer interaction and independence skills as preparation for adult life.

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 and 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. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The Curriculum at Benton House School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and touse that input to respond appropriately to a particular situation.

Visual, Auditory and Sensory (Proprioceptive/Vestibular) Support

At Benton House School, the learning environment and teaching approaches are carefully adapted to meet pupils' visual, auditory and sensory needs. Classrooms are structured to provide clarity and consistency, with clearly displayed visual timetables that are interactive and flexible, allowing adjustments to be made in response to pupils' needs throughout the day. Key vocabulary, learning areas and resources are clearly labelled to support understanding, independence and organisation, while displays are kept purposeful and uncluttered to reduce the risk of visual overstimulation.

Teaching strategies are designed to support pupils' processing and engagement. Instructions are broken down into small, manageable steps, typically no more than three at a time, or further personalised where required. Staff ensure that pupils' attention is gained before delivering instructions, using appropriate prompts and cues, while recognising that sustained eye contact may not be appropriate for all pupils. Additional processing time is routinely provided, and pupils are supported to develop the confidence to ask for help when needed. Staff remain consistently available throughout lessons to provide guidance and reassurance.

Auditory support is carefully considered within lessons. Staff use clear, levelled questioning and instructions to match pupils' understanding, alongside regular verbal prompts to support attention and re-engagement. The duration of sustained listening is monitored, and teaching is adapted to include varied stimuli, such as the use of music or short visual and auditory clips, to maintain engagement. Classroom noise levels are also managed to ensure an environment conducive to learning.

Sensory regulation is embedded within lesson delivery. Lessons that require extended periods of sitting are adjusted to include opportunities for movement, refocusing and calming, supporting pupils' ability to remain regulated and ready to learn. A range of resources and approaches are available to enable pupils to access learning and record their work in ways that suit their individual needs.

Adaptive Teaching and Inclusion

At Benton House School, teaching is adaptive, responsive and inclusive, ensuring that all pupils, including those with complex SEMH and neurodivergent needs, can access learning and make meaningful progress from their individual starting points.

Despite small class sizes and high levels of support, pupils present with a wide range of needs, abilities and learning preferences. Staff recognise that pupils may require different approaches to engagement, including working individually, in pairs or within small groups. Pupils respond to a variety of learning styles, including visual, practical, verbal and digital approaches, and may need differing levels of structure, scaffolding and independence. Engagement can also vary depending on pupils' emotional readiness and ability to regulate. Teaching is therefore carefully planned and delivered using the school's Adaptive Teaching Toolkit, underpinned by Rosenshein's Principles. Lessons are structured with clear learning intentions and supported through modelling, guided practice and appropriate scaffolding, enabling pupils to build knowledge and confidence over time. Staff regularly check for understanding, provide responsive feedback and use retrieval practice to support memory and retention.

In practice, staff adapt teaching in real time to meet the needs of pupils. This includes adjusting groupings, providing targeted support, modifying tasks and using a range of resources, including visual supports such as Widgit and technology. Pupils are given opportunities to demonstrate their understanding in different ways, and teaching is adapted to ensure appropriate levels of challenge, pace and independence.

In line with the school's trauma-informed approach, teaching reflects pupils' emotional readiness to learn. Staff use co-regulation strategies, allow flexibility within transitions and lesson structures, and create calm, supportive environments that reduce anxiety and promote engagement. This ensures that pupils are ready to access learning and are supported to re-engage when difficulties arise.

Adaptive teaching is central to Benton House School's strong inclusive practice. It ensures that all pupils can access a broad and ambitious curriculum, while barriers to learning are identified and proactively addressed. Teaching is informed by a detailed understanding of each pupil's EHCP needs and outcomes, academic starting points, SEMH profile and individual learning preferences. This information is captured and regularly reviewed through Evidence for Learning, alongside individual profiles such as *My Sensory World* and *Three C's and Me*, and through clearly defined SMART targets that address both academic and personal development. As a result, pupils are supported not only in their academic progress, but also in their personal development and wellbeing. This includes the development of emotional regulation, self-awareness, confidence and independence, enabling pupils to engage more positively with learning and build strong relationships with others.

Adaptive and Trauma-Informed Practice

- Teaching is flexible, responsive and trauma-informed
- Staff use professional judgement to adapt pacing, structure and delivery
- Lessons may be adjusted to allow for:
- Self-regulation or co-regulation
- Emotional readiness
- Sensory or therapeutic needs
- Additional co-regulation and therapeutic strategies may be implemented outside the formal timetable

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, in particular speech and language therapists, occupational therapists, psychotherapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils, both educationally and therapeutically. Benton House School has high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

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 including Speech and Language Therapy, Occupational Therapy,

Psychotherapy, Arts Psychotherapy and Psychology. 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. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. At Benton House School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

Access

Many pupils arrive at the school with negative perceptions of the mainstream curriculum, our school attempts to overcome those negative perceptions through flexible and innovative approaches; we recognise the strengths and interests of each pupil based on a variety of baseline assessments and including dialogue with the pupil. All pupils are given an equal opportunity to participate. We provide flexibility and a readiness to adapt strategies for teaching, learning and participation. Many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.

Breadth

All pupils are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered which include language, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success. These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines if these are consistent with the individuals' particular learning needs.

Continuity, Pace and Progression

Close attention is given to ensuring that a pupil's education builds on previous learning. The greatest steps in learning take place when pupils can recognise the connections between one area of knowledge and another, so we actively look for opportunities for cross-curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the Key Stages based broadly on chronological age, but with an element of flexibility to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of the learning stage. It is therefore the teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

Curriculum is monitored through:

- Learning walks
- Book looks
- EFL reviews
- Data analysis
- Subject leaders (e.g. English, Maths) drive improvement
- CPD is aligned with:
- School Development Plan (SDP)

Gifted Pupils

A small number of pupils display special talents, skills, expertise and understanding in 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, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organizations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupil's records of achievement.

Social, Moral, Spiritual, Cultural (SMSC) Education

At Benton House School, we are committed to promoting pupils' spiritual, moral, social and cultural development through a coherent, planned and embedded curriculum. This is delivered across all curriculum areas, assemblies, pastoral provision and enrichment activities.

In line with the Independent School Standards (April 2026), the school ensures that:

- Partisan political views are not promoted in the teaching of any subject
- Where political issues are brought to pupils' attention, they are presented in a balanced and impartial manner

This is monitored through lesson visits, Curriculum quality assurance and ongoing review of teaching and learning. All curriculum areas contribute to SMSC development by promoting respect for different faiths, beliefs and cultural backgrounds, providing opportunities for pupils to explore a range of perspectives in a safe and supportive environment and supporting pupils to develop self-awareness, reflection and understanding of others

Staff consistently model and promote respectful relationships, inclusive attitudes and positive behaviour and conduct. Likewise, pupils are supported to understand the difference between right and wrong and the impact of their actions, recognise the importance of rules, laws and shared expectations and develop self-worth and respect for others.

The school's values (Curiosity, Ambition, Respect, Empathy), code of conduct and classroom expectations:

- Promote positive character development
- Recognise and celebrate achievement
- Provide meaningful opportunities for pupils to contribute to the school community

Fundamental British Values (FBV)

Benton House School actively promotes the Fundamental British Values of *Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those with different faiths and beliefs*. These values are explicitly taught through PSHE, assemblies and wider curriculum opportunities and embedded across the school culture and daily practice. We, reinforce this through pupil voice opportunities, including school council

In line with April 2026 guidance, the school ensures that:

- Pupils develop a secure understanding of each value
- Staff actively challenge opinions or behaviours that are contrary to these values
- Pupils are supported to engage in respectful discussion and critical thinking

Pupils are supported to understand:

- How citizens can influence decision-making through democratic processes
- The importance of laws in protecting individuals and communities
- That public institutions are accountable within a democratic system
- That freedom of belief is protected and that differences should be respected
- How to recognise and challenge discrimination and prejudice

Protected Characteristics in the Curriculum

In line with the Equality Act 2010, Benton House School promotes understanding and respect for protected characteristics, ensuring pupils are prepared to live in a diverse society. The curriculum at Benton House promotes equality, diversity and inclusion, ensures pupils understand the importance of respect and fairness and actively challenges stereotypes and discrimination.

All pupils are valued as individuals, supported through a personalised and adaptive curriculum And enabled to access learning in line with their individual needs and EHCP outcomes. Furthermore, the curriculum planning includes positive role models from a range of backgrounds, cultures and experiences and opportunities to explore diversity and inclusion in meaningful contexts

The school works to reduce barriers to learning, ensure no pupil is disadvantaged and promote aspiration and achievement for all. Likewise, strong partnerships with parents, carers and the wider community support pupils to develop positive relationships and engage with the wider world whilst celebrating their achievements.

Careers, Work Experience and Vocational Guidance

Benton House School provides a broad, balanced and inclusive careers programme, ensuring pupils are prepared for their next stage of education and adulthood.

Careers education is delivered through PSHE and the wider curriculum with links to preparation for adulthood and EHCP outcomes. It has been designed to provide impartial, non-stereotyped guidance

In line with Independent School Standards expectations, pupils are supported to:

- Understand a range of career pathways and opportunities
- Make informed decisions about their future
- Develop skills for employment and independence

The programme includes exposure to different sectors, roles and pathways (including further education, employment and enterprise) and opportunities to engage with external providers and careers guidance. There is also development of employability skills, including communication, teamwork and independence.

Where appropriate pupils engage in practice interviews and careers guidance sessions. Through multi-agency collaboration, individual transition planning is supported and pupils are supported to access work experience placements, based on readiness and need.

Careers education is personalised, with:

- Individual profiles supporting pupils to explore interests
- Staff providing ongoing guidance and support
- Pathways tailored to ensure positive and realistic next destinations

The school's aim is that all pupils leave Benton House:

- With a clear understanding of their strengths and aspirations
- Prepared for transition to their next setting
- Equipped with the skills needed for future success

Curriculum Offer

Key Stage 1–2 (Years 1–6)
Pupils in Key Stage 1 and 2 access a curriculum that reflects the breadth of the National Curriculum, adapted to meet their individual needs. This includes: • Literacy • Mathematics • Science • PSHE / RSHE • Geography • History • Art and Design • Design Technology • Physical Education • Religious Education • Computing • Forest School • Early Careers Education This provision ensures that pupils develop core knowledge and skills, alongside opportunities to explore creativity, physical development and understanding of the wider world.
Enrichment Opportunities
In addition to the core curriculum, pupils access a range of enrichment activities designed to support

engagement, personal development and experiential learning. These include:

- Cooking
- Arts and Crafts
- LEGO Therapy
- Health and Beauty
- Forest School and Beach School
- Offsite educational visits

These opportunities support the development of **confidence, independence and social skills**, while providing meaningful real-life experiences.

Key Stage 3 (Years 7–9)

At Key Stage 3, pupils continue to access a broad curriculum aligned with the National Curriculum, with increasing focus on independence, application of skills and preparation for the next stage. Subjects include:

- Literacy
- Mathematics
- Science
- PSHE / RSHE
- Geography
- History
- Art and Design
- Design Technology
- Physical Education
- Religious Education
- Computing
- Forest School
- Careers Education (aligned with Gatsby Benchmarks)

This ensures pupils continue to build knowledge while developing skills for adulthood, employability and independence.

Enrichment Opportunities

Enrichment at Key Stage 3 is designed to broaden pupils' experiences and support preparation for adulthood. Opportunities include:

- Expressive Arts and Music
- Kickboxing and physical activities
- Design Technology and Enterprise projects
- Inter-school sports
- Cooking and life skills
- Arts, crafts and fashion
- LEGO Therapy
- Offsite educational visits
- Work experience opportunities (where appropriate)

These experiences enable pupils to develop practical skills, explore interests and build aspiration.

Personal Development and 'Soft Curriculum'

Personal development is a central component of the curriculum at Benton House School and is delivered through an integrated model of education, pastoral and clinical support.

The 'soft curriculum' focuses on:

- Emotional literacy
- Social communication and interaction
- Self-regulation and wellbeing

Pupils access a range of targeted provision, including:

- Sensory integration spaces
- Immersive learning environments
- QT Robot interventions
- HLTA-led interventions

In addition, pupils benefit from a wide range of enrichment opportunities such as:

- Golden Time activities (e.g. cooking, sport, creative arts)

- Educational visits and community engagement
- Performances and enterprise activities

This provision supports pupils to develop confidence, resilience, independence and readiness for learning.

Safeguarding Through the Curriculum

Safeguarding is embedded throughout the curriculum and supports pupils to develop the knowledge and skills needed to keep themselves safe.

This is delivered through:

- SMSC development across all subjects
- Anti-bullying education and awareness
- Rights Respecting School initiatives

The curriculum ensures that pupils develop an understanding of:

- Personal safety and wellbeing
- Respect for others
- Their role within the school and wider community

Curriculum Impact

The impact of the curriculum at Benton House School is demonstrated through pupils' re-engagement with education, sustained progress over time and positive development in both academic outcomes and personal wellbeing. Given that many pupils join the school with disrupted educational experiences, low confidence and significant barriers to learning, impact is measured not only through attainment, but through the extent to which pupils are able to access learning, regulate, build relationships and develop independence.

Pupils make progress from their individual starting points because of a carefully sequenced and adaptive curriculum, supported by robust baseline assessment and ongoing monitoring. Over time, pupils develop secure knowledge and skills across subjects, with increasing ability to recall prior learning, apply concepts and engage with more complex tasks. The consistent use of retrieval practice, overlearning and structured teaching approaches supports pupils to retain key knowledge in their long-term memory, enabling them to know more and remember more.

A key indicator of impact is the improvement in pupils' engagement and attitudes to learning. Pupils who may have previously disengaged from education begin to participate more consistently, demonstrate increased focus and show greater resilience when faced with challenge. This is underpinned by the school's trauma-informed approach, which ensures that pupils are emotionally ready to learn and supported to overcome barriers.

Pupils develop confidence in reading, writing and oracy, enabling them to access the wider curriculum more effectively. Reading ages improve over time through targeted intervention and a structured approach to reading, while pupils' ability to express themselves, both verbally and in writing, becomes more secure and purposeful.

Progress in mathematics is demonstrated through pupils' growing confidence in applying fundamental skills, reasoning and problem-solving. Personalised targets and responsive teaching ensure that pupils develop the core mathematical knowledge required to access learning and navigate real-life situations.

The curriculum also has a significant impact on pupils' personal development and wellbeing. Pupils develop increased emotional regulation, self-awareness and confidence, allowing them to engage more positively with peers and adults. Relationships improve, and pupils demonstrate greater respect, empathy and understanding of others. Opportunities within the curriculum support pupils to contribute to the school community and develop a sense of belonging.

Through a broad and enriching curriculum, pupils gain valuable experiences that build their cultural capital and understanding of the wider world. They develop awareness of diversity, equality and their role within society, alongside an understanding of expectations for life beyond school. This is further supported through careers education, which enables pupils to explore pathways, develop aspirations and prepare for their next stage.

Outcomes for pupils are personalised and aligned to their EHCP targets and preparation for adulthood. Pupils leave Benton House School with improved confidence, a clearer understanding of their strengths and aspirations, and the skills needed to transition successfully to their next setting. This includes further education, training or other appropriate pathways, with a focus on securing positive and sustainable destinations.



Outcomes
First Group