

# FamilyCare

Healing pasts • Building futures



## Education

Rodenhurst Curriculum Policy 2026

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# Curriculum Policy

Reviewed: September 2025

Date of Next Review: September 2026



## 1. Introduction

Rodenhurst School is a specialist provision for pupils aged 6–16 with Autism Spectrum Condition (ASC), ADHD, and Speech, Language and Communication Needs (SLCN). All pupils have an Education, Health and Care Plan (EHCP) and require a personalised and therapeutic approach to education.

Many pupils arrive at Rodenhurst following disrupted education or periods out of school. Re-engaging pupils with learning, rebuilding trust in education and supporting emotional regulation are therefore central to the school's work.

The curriculum is designed to be ambitious, inclusive and developmentally appropriate, ensuring that all pupils develop the communication, knowledge and independence required for adulthood.

## 2. Curriculum Vision

The Rodenhurst curriculum provides a safe, structured and nurturing learning environment where pupils develop:

- Emotional regulation and relational security
- Functional literacy and numeracy
- Knowledge across a broad and balanced curriculum
- Communication and social understanding
- Independence and preparation for adulthood

The curriculum is built on the principle that communication is fundamental to learning. A language-rich approach ensures pupils develop the vocabulary, reasoning and expressive skills required to access learning and participate in society.

## 3. Core Curriculum Principles

The Rodenhurst curriculum is underpinned by five key principles:

1. Regulation before cognition – pupils must feel safe and regulated before learning begins.
2. Communication is foundational – language development is embedded across all subjects.
3. Academic ambition for all – pathways adjust support, not expectations.
4. Preparation for adulthood begins early – independence and life skills are developed from the earliest stages.
5. Relational practice drives behaviour – strong relationships support engagement and wellbeing.



#### **4. Three-Pathway Curriculum Model**

The curriculum is delivered through a three-pathway structure to ensure that learning is matched to each pupil's developmental readiness.

##### **Pathway 1 – Engage & Communicate**

For pupils with complex communication or regulation needs.

The focus is on foundational communication, attention, emotional regulation, early cognition and independence.

##### **Pathway 2 – Explore & Apply**

For pupils developing literacy and numeracy who are building knowledge across the curriculum. Learning focuses on reasoning, Tier 2 vocabulary, subject understanding and structured learning.

##### **Pathway 3 – Achieve & Aspire**

For pupils accessing formal qualifications and preparing for further education, employment or training. Learning includes academic knowledge, GCSE or Functional Skills pathways, independence and career preparation.

The pathways allow all pupils to access a broad and ambitious curriculum while receiving the support necessary to succeed.

#### **5. Language-Rich Curriculum**

Language development is embedded across the curriculum. Teaching is designed to develop pupils' receptive and expressive language through explicit vocabulary instruction and structured opportunities to communicate.

Vocabulary development follows a progression across the pathways:

- Engage & Communicate – functional vocabulary and early communication.
- Explore & Apply – Tier 2 vocabulary and reasoning language.
- Achieve & Aspire – Tier 3 subject-specific and workplace language.

Teachers model language, use sentence stems, provide visual supports and build structured discussion into lessons so pupils can explain, justify and apply their understanding.

#### **6. Curriculum Breadth**

Across all pathways pupils access a broad and balanced curriculum including:

- English
- Mathematics
- Science
- Humanities

- Creative Arts
- Physical Education
- Personal Development
- Careers education (from Year 7 onwards)

The curriculum is adapted to meet EHCP outcomes while maintaining academic ambition.



## **7. Teaching and Learning**

Teaching at Rodenhurst is structured, predictable and supportive of autistic and language-diverse learners. Lessons typically include:

1. Regulation and readiness
2. Retrieval of prior learning
3. New learning
4. Guided practice
5. Independent application
6. Reflection and vocabulary review

Teachers use scaffolding, modelling, visual supports and structured talk to ensure pupils can access learning successfully.

## **8. Assessment**

Assessment focuses on small-step developmental progress. The school uses Evidence for Learning to capture and monitor pupil progress. Evidence may include:

- Photographs of learning
- Video evidence of participation
- Teacher observations
- Pupil work samples

Assessment is linked directly to curriculum skills and EHCP outcomes.

## **9. Preparation for Adulthood**

Preparation for adulthood is embedded across the curriculum. Pupils develop:

- Communication and social interaction
- Emotional resilience and self-advocacy
- Independent living skills
- Functional literacy and numeracy
- Career awareness and workplace readiness

## **10. Monitoring and Quality Assurance**

Senior leaders monitor the curriculum through a triangulated approach including:

- Curriculum learning walks
- Book scrutiny
- Pupil voice

- Subject deep dives
- EHCP progress reviews
- Termly curriculum evaluation

Monitoring focuses on knowledge progression, language development and pupil outcomes.

### **11. Equality and Inclusion**

The Rodenhurst curriculum promotes equality, diversity and inclusion. It supports pupils to understand difference, challenge discrimination and participate positively in society.

### **12. Review**

The curriculum is reviewed annually by senior leaders and governors to ensure it remains responsive to pupil need, local authority priorities and best practice in SEND education.

