



Outcomes
First Group



Curriculum Policy



Curriculum Policy

To be read in conjunction with:

- Accessibility Plan
- Equal Opportunities Policy
- E-Safety Policy
- Special Educational Needs and Inclusion
- SMSC and British Values
- Assessment
- Teaching and Learning

Document History

Version	Comments/amendments	Name	Date
1.0	First Version		September 2025
1.1	Second version	Bridgeen Whittle	September 2026

Introduction

At Bradford Beacon School, we believe each learner is entitled to a curriculum that is personalised and appropriate for them. All our learners have an Education, Health and Care Plan (EHCP) and require modified approaches to achieve their aspirations and goals. Our curriculum reflects the main EHCP areas and addresses learners' individual needs and barriers to learning so that each learner can develop to reach their true potential.

Learners at Bradford Beacon School follow one of two learning pathways: Pre-Formal and Semi-Formal. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enable learners to benefit from approaches from other pathways and to move between pathways if they develop.

Curriculum Pathways – Bradford Beacon School

A multi-disciplinary team will assess the young person's needs, abilities and aspirations to ensure they are placed in a pathway that is most suited to them. Each pupil will have rationale document, clearly justifying their pathway placement. Regular review and assessment of learning ensures that they are appropriately placed. A young person may move pathways as their needs change.

Pre-Formal

Thematic approach for experiential learning of cross curricular subjects including careers, PSHE, creativity, and outdoor learning etc. The Equals areas form the basis of the lesson outlines e.g. The world around me. Careers/PFA is woven through the curriculum.

The engagement model will be used to enrich learning and understanding through explorations, persistence and initiation etc.

Personalised Learning Goals (PLGs) developed around EHCP outcomes:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory needs
- Independence/PFA

Semi-Formal

Discrete teaching – Maths, English, Science and Humanities.

Thematic approach (from Equals curriculum) for exploratory learning of cross curricular subjects including careers, PSHE, IT, creativity, and outdoor learning etc. Key Stage 3/4/5 pupils will have specific independence/WRL lessons with a focus on Preparation for Adulthood (PFA).

Personalised Learning Goals (PLGs) developed around EHCP outcomes:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory needs
- Independence/PFA

Pre-Formal Pathway

Learner Profile

The learners following the pre-formal curriculum have complex needs, usually working within the Engagement Model. Each of our learners is unique, requiring staff to take a holistic approach centred in a multi-sensory environment around the physical needs, strengths and interests of each learner whilst acknowledging how they best learn. The focus is upon enabling the learners to establish positive interactive relationships with others and to proactively explore the world around them, gaining environmental control skills. All learners are given maximum opportunity to achieve the highest level of independence possible.

Intent

We provide a personalised curriculum that:

- Ensures learning is holistic, with all parts of the curriculum interconnected.
- Builds in sufficient time for learners to repeat, practise and consolidate skills.
- Recognises learners' need for consistency.
- Develops learners' levels of engagement by finding out what interests and motivates them.
- Places learners' targets at the centre of the curriculum with their interests as the teaching vehicle. Some learners in this group are working beyond the Engagement Model in specific areas and are supported to access a semi-formal curriculum in those areas.
- Recognises learners' need for different levels of sensory stimulation.

Implementation

Whole School Approach	Lessons	Curriculum Areas
• We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow and develop. • The topics we teach are the vehicle to practise and broaden existing skills and knowledge and are a scaffold for new learning to take place. This enables our learners to make small but important steps of progress. • The pre-formal curriculum is, at its heart, a personalised learning journey for each learner.	We aim to build the early communication, social and emotional, and cognitive skills that are the foundation of learning. The curriculum acknowledges the importance of movement and play in a child's development, and the need our learners have for sensory and multi-sensory approach to learning. To help achieve a learner's full potential, our lessons are: • Multi-Sensory • Tactile • Experiential • Exploratory • Stimulating • Relevant • Individualised To aid communication in lessons, we use a wide range of communication methods. On the pre-formal curriculum,	Equals Curriculum: Our classes follow termly topics from our school Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum and are adapted to meet our learners' needs. This builds to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are: • My Communication and Social Relationships • My Thinking and Problem Solving • My Physical and Wellbeing • My Creativity • My Independence • Enrichment

	you might see use of: • Body movements/Sign Supported Speech • Facial expression • Eye movements/tracking • Mouthing • Increased processing time • Intensive Interaction – reactive to proactive (reaching out) • to interactive • Sensory cues – smells, music of reference • Objects of reference with single word use • Photograph symbols • Big Mack interactive buttons • In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).	
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Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EfL) and the Engagement Model. The Engagement Model is used as a national assessment tool to help support learners who are working below the level of the National Curriculum and are not engaged in subject-specific study. The learners focus on developing the engagements skills of exploration, realisation, anticipation, persistence, and initiation. These skills are monitored throughout the year to moderate the level of engagement on the pre- formal curriculum. Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EfL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set.

Semi-Formal Pathway

Learner Profile

The semi-formal curriculum supports a wide range of learners typically working between standards 1 to 6 of the pre-key stage standards. In addition to their severe or moderate learning difficulties, they may also face other barriers to learning such as physical difficulties, medical conditions, social and emotional needs, sensory processing, visual or hearing impairments, communication difficulties. The semi-formal curriculum incorporates the EQUALS Schemes of Work and has a strong foundation of life skills. These skills promote independence and communication skills allowing the learner to make progress to the best of their ability.

Intent

We provide a personalised curriculum that:

Promotes independence by developing skills that will allow learners to be as independent as possible; Develops independence by providing explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills; Challenges and stretches learners with a strength in English and Maths to reach their full potential; Develops learners' levels of engagement by finding out what interests and motivates them; Provides meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical everyday activities so that learners link experiences and make connections;

- Supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment.
- Recognises the importance of play and games as motivational curriculum activities that allow repetition and consolidation of skills.
- Recognises that when using imagination and thinking of something that is not immediately present, children with learning differences may need prompts to recall an experience.
- Includes activities that move beyond memory-building activities to take part in supported thinking and problem-solving activities.
- Provides opportunities for generalising and applying skills and knowledge across curriculum areas.
- Acknowledges that the physical wellbeing and development of our learners is important.
- Recognises some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision-making about the process.

Implementation

Whole School Approach	Lessons	Curriculum area			
• We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow and develop. • The topics we teach are the vehicle to practise and broaden existing skills and knowledge and are a scaffold for new learning to take place. This enables our learners to make small but important steps of progress. • The semi-formal curriculum is, at its heart, a	On this pathway we aim to minimise the learning barriers experienced by individual learners. We aim to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. It is essential that learning is purposeful, immersive, fun and interactive; therefore, our lessons include: • Collaborative learning.	Our classes follow termly topics from the relevant our school Long Term Plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are: <table><tr><td>Key Stages 1 and 2</td></tr><tr><td>Maths</td></tr><tr><td>English</td></tr></table>	Key Stages 1 and 2	Maths	English
Key Stages 1 and 2					
Maths					
English					

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Policy: EAL

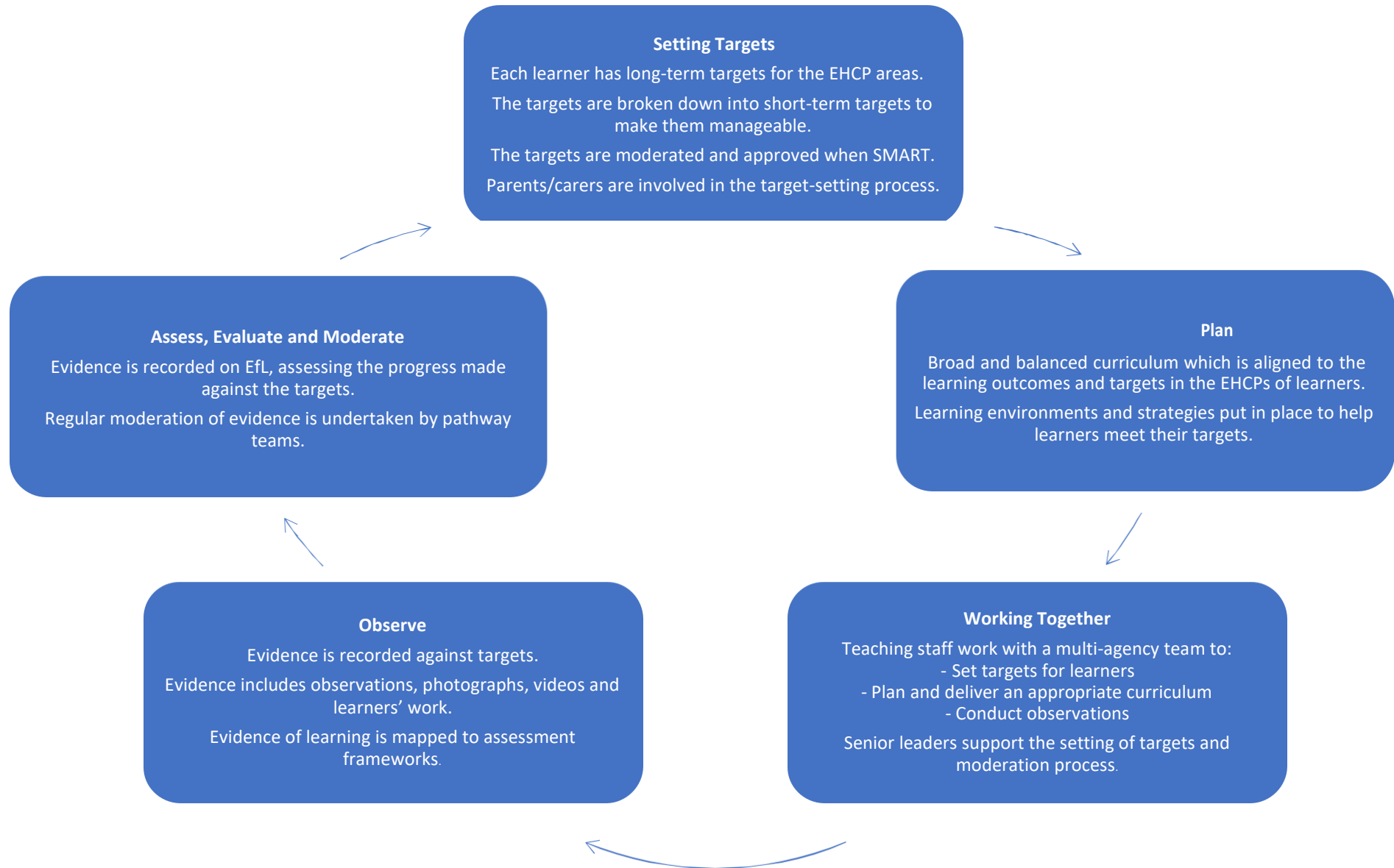
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personalised learning journey for each learner, which includes key skills needed to live as independently as possible.	• Active learning. • Multi-sensory activities. • Differentiation. • Individualisation. To aid communication in lessons, we use a wide range of communication methods. On the semi-formal curriculum, you might see use of: • Photo support visuals • Visual symbols • Now and Next prompts • Makaton signing • Visual timetable • Chat mats • PDD books/communication books • Social stories • Colourful semantics • Verbal communication • Key word language	Science My Play and Leisure My Independence My Creativity The World Around Me My Physical Wellbeing PSHE/RSE Enrichment
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In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).

Assessment
Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EfL). Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EfL to see the progress of their child and are able to add supportive comments. Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set. The pre-key stage standards focus on key aspects of English reading, English writing and Mathematics at the end of years 2 and 6. Reading ages, are also assessed. Our Key Stage 4 learners can work towards achieving ASDAN accreditations: Transition Challenge and Pupil Progress. In Key Stage 5, they can work towards completing units in OCR Life and Living Skills.

Assessment Cycle – All Pathways



Communication

Communication

We offer a Total Communication approach. We use Widgit symbols and VI-friendly visual support for our learners. Learner need defines the communication support offered to each learner; examples might include AAC, Sign Supported Speech, Communication books etc. Communication support also differs across our different pathways and is highlighted in the communication flowchart. This flowchart highlights some of the communication methods we might also expect to see across the different curriculum pathways. We work closely with our Speech and Language therapist to incorporate individual learner programmes into the school day.

Communication Flowchart



Pre-Formal Curriculum	Semi-Formal Curriculum
• Body movements/signs • Facial expression • Eye movements/tracking • Mouthing • Intensive interaction • Vocalisations • Increased processing time • Intensive Interaction – reactive to proactive • (reaching out) to interactive • Sensory cues – smells, music of reference • Objects of reference with single word use • Photograph symbols • Use of explorative sounds in the environment	• Photo support visuals • Visual symbols • Now and Next • Makaton • Visual timetable • PECS/Communication books • Social stories • Colourful semantics • Verbal communication • Key word language

Therapies

Therapies

Some learners have additional needs identified in their EHCP which require support from a therapist. To ensure that these needs are met, there are a range of professionals and therapists who are part of the Educational Team and work alongside the class team and parents, either by providing individual plans or by supporting the delivery of programmes within the class.

If required, learners have access to on site Speech and Language, Occupational Therapy and Psychologists. Therapists offer support in a range of ways:

- Supporting the pastoral team to show them how they can work on developing learners' skills across a range of learning opportunities in school.
- Working in partnership with the pastoral team to develop a clear and holistic picture of learners' skills and how this has an impact on their learning, behaviour and social skills.
- Providing specific and targeted support for learners as needed.

Interventions / Support

Emotional Health and Wellbeing

Some of our learners, at some times in their lives, benefit from a more specific type of programmed support. In such cases we make use of our Pastoral Lead. The Pastoral Lead is able to work to support individuals who may have experienced or be experiencing pressures that impact on their emotional health and wellbeing and therefore impacting on their daily functioning. The Pastoral Lead makes use of methods such as:

- Positive Behaviour Support
- Emotional Regulation and Support
- Mental Health Support

Sensory Circuits

Sensory Circuits interventions are available for those learners who need help settling into their school day. The aim of the Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow learners to be in the optimum state of alertness, ready for learning. The children participate in a short 10–15-minute session of activities designed to improve brain processing efficiency, and they generally find that the circuit is a fun way to start the day. Sessions are run in the morning before learners attend their first lesson.

Sensory Diets

Identified learners have a sensory diet, a programme of sensory activities that are specifically scheduled into their day to ensure they're getting the input their bodies need. The sensory diets assist with attention, arousal and adaptive responses.

Zones of Regulation

We recognise the importance of promoting positive mental health and emotional wellbeing in our learners and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our learners to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Education outside of the classroom

Education outside the classroom, including visits and visitors

Educational visits and external visitors to school play a significant part in our curriculum offer. We believe our learners learn best through experience and therefore we aim for all learners to engage in learning outside the classroom. These experiences are often linked to curriculum topics; however, they can be standalone events. Examples are:

Visits/assemblies by roles in the local community
Offsite PE activities
Variety of museums and places of worship
Parks and Supermarkets

We are continuing to develop this offer as the school and curriculum is established linking enrichment activities to enhance our offer.

Enrichment Curriculum

Enrichment Curriculum

Our enrichment curriculum provides learners with meaningful opportunities to develop their Spiritual, Moral, Social and Cultural (SMSC) understanding through practical, engaging and accessible experiences. Our aim is to broaden learners' experiences, build confidence and independence, and support them to develop the communication, social and life skills they need for their future.

Activities are adapted to meet individual communication, sensory and learning needs, ensuring that all learners can participate and experience success. Through hands-on activities, learners are encouraged to explore the world around them, develop relationships, make choices and become increasingly confident within their school and wider community.

Enrichment opportunities might include, amongst others:

- Music, dance and creative activities
- Cooking and food experiences
- Community visits and educational trips
- Forest School and outdoor learning
- Celebrating different cultures, festivals and traditions
- Visits from people who help us in the community
- Games and shared social activities

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- Sensory and wellbeing activities
- Opportunities to develop independence and life skills
- Lunchtime clubs and activities
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Together, these experiences support learners to develop their SMSC understanding, character, confidence and independence, while preparing them for greater participation in their community and later life.

Social, Moral, Spiritual and Cultural education, and British values

Social, Moral, Spiritual and Cultural education, and British values

We recognise that social, moral, spiritual and cultural education (SMSC) including British values plays a significant part in the personal development of our learners. SMSC is a dimension of the whole school experience which makes the curriculum relevant, creative, stimulating and fun. It enriches the curriculum and ethos of our school.