

# Curriculum Policy



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| Written by         | Harriet Carter | August 2025 |
| Next review due by |                | August 2026 |

This Curriculum Policy sets out the approach to teaching and learning at Earley Springs School. It reflects our commitment to celebrating every child for who they are, and to providing an education that is meaningful, nurturing and aspirational. All children at Earley Springs are taught according to their ability and developmental stage, rather than their chronological age. This ensures that every pupil is given the opportunity to learn at a pace that is right for them, with learning that is both challenging and supportive.

The curriculum at Earley Springs is designed to enable pupils to make progress socially, emotionally and academically. It is highly personalised and incorporates therapeutic and experiential learning experiences that help children to develop communication, independence and emotional regulation skills. We embed pupils' Education, Health and Care Plan (EHCP) targets into all planning, ensuring that their learning is purposeful and connected to their individual needs. Our curriculum also prepares pupils for life beyond school, equipping them with real-world skills and confidence for the future.

We deliver our curriculum through three carefully designed pathways: the Explorers, the Discoverers and the Investigators. The Explorers pathway is for children who are working within or just beyond the Early Years Foundation Stage. It draws on Development Matters, the EYFS framework and P Levels to create a sensory-rich environment that focuses on regulation, interaction and early communication. Learning takes place in calm and predictable spaces, supported by access to our immersive classroom, sensory play areas and opportunities to care for our small animals.

The Discoverers pathway is designed for children who are working below subject-specific learning and often follow the Engagement Model. This pathway provides a multi-sensory and highly individualised curriculum that prioritises engagement, interaction and emotional security. Daily routines and structured activities build independence, and pupils access a range of experiences including real-life role-play in our immersive classroom, soft play, and animal-assisted regulation activities. EHCP targets and specialist strategies are central to planning and delivery for this group.

The Investigators pathway is for pupils who are ready to access differentiated elements of the National Curriculum within a therapeutic environment. Learning is structured and aspirational, but delivered at an individualised pace to suit each learner. Social and emotional development is embedded across all subjects, and the pathway includes a strong focus on Preparation for Adulthood. Pupils take part in activities such as budgeting, shopping, travel training and other experiences that help them to develop functional life skills. Regular use of the immersive classroom and sessions with our school dog and small animals provide additional opportunities for emotional regulation and engagement.

Our learning environment is designed to promote engagement, regulation and readiness for the wider world. Facilities include a fully equipped immersive classroom, soft play and sensory rooms, and spaces for animal-assisted learning. Every class is supported by a

consistent staffing model of one qualified teacher and two teaching assistants, with flexibility to increase adult support where required to meet pupils' needs.

Planning and assessment at Earley Springs are entirely personalised. Lessons are multi-sensory and experiential, providing pupils with meaningful and memorable learning opportunities. Assessment is carried out using the B Squared tool, which is complemented by evidence from Development Matters, Engagement Model observations, P Levels and differentiated National Curriculum outcomes. Progress is tracked termly and is shared with parents, carers and local authorities as part of our commitment to transparent and collaborative practice.

The impact of our curriculum is seen in the personalised progress that our pupils make against their EHCP targets and curriculum outcomes. We see improvements in communication, social interaction and emotional regulation, as well as increased independence and engagement in learning. Our curriculum ensures that pupils leave Earley Springs with the skills, confidence and resilience they need to succeed in the next stage of their education and in life.

We monitor the delivery and impact of the curriculum through lesson observations, learning walks, pupil progress meetings and termly data analysis using B Squared. Planning and assessment are regularly reviewed against EHCP outcomes to ensure that our approach remains responsive and effective. This policy is reviewed annually or sooner if changes in statutory guidance require it.