



Curriculum Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date Approved by Governing Body:	Jan 2026
Review Period:	1 years
Next Review Date:	Jan 2027

Chair of Governors:	Teresa Cutler
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Curriculum Intent

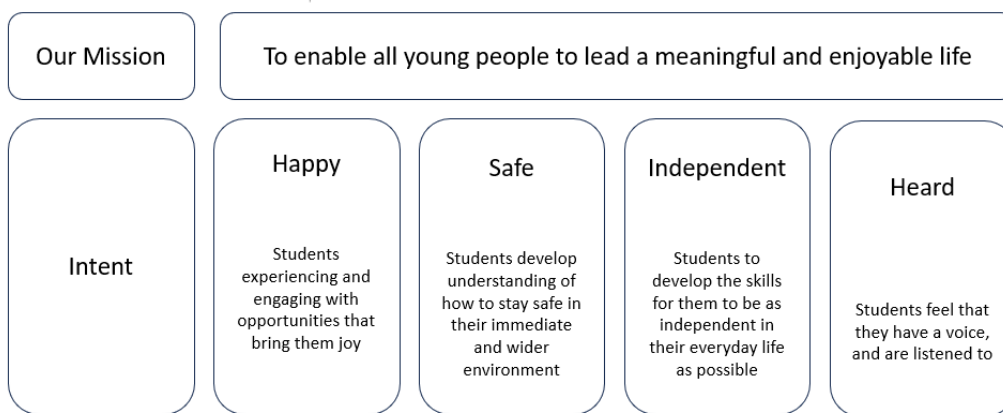


Uffculme School is an all age 4-19 school for young people who have Autistic Spectrum Condition (ASC). The purpose of the curriculum at Uffculme School is to fulfil the school's mission to

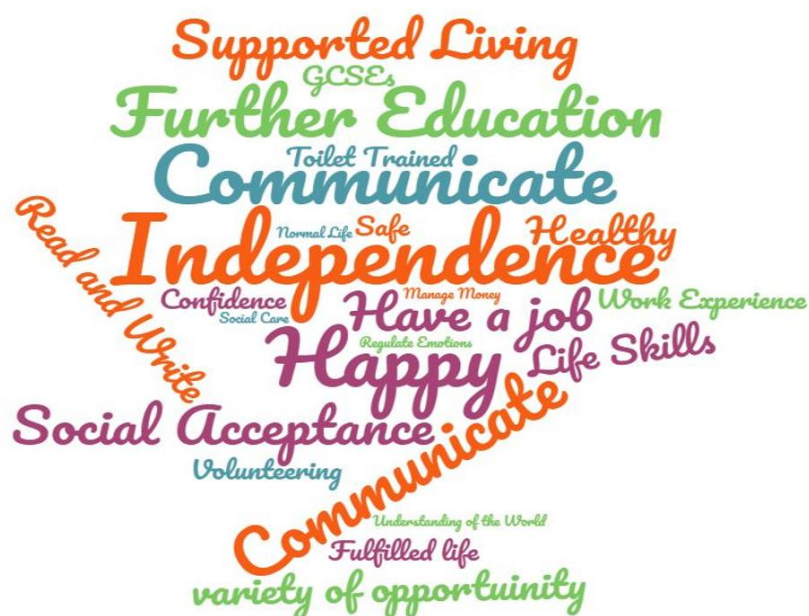
'Enabling all young people to lead meaningful and enjoyable lives'.

Curriculum Pathways are designed to allow all pupils access to a broad, balanced, and relevant curriculum which provides an inclusive experience within the world around them. It addresses the individual needs of the pupils regardless of needs, ethnicity, gender, and ability.

4 Key principles connect the Whole School curriculum. We want our students to be, and feel:

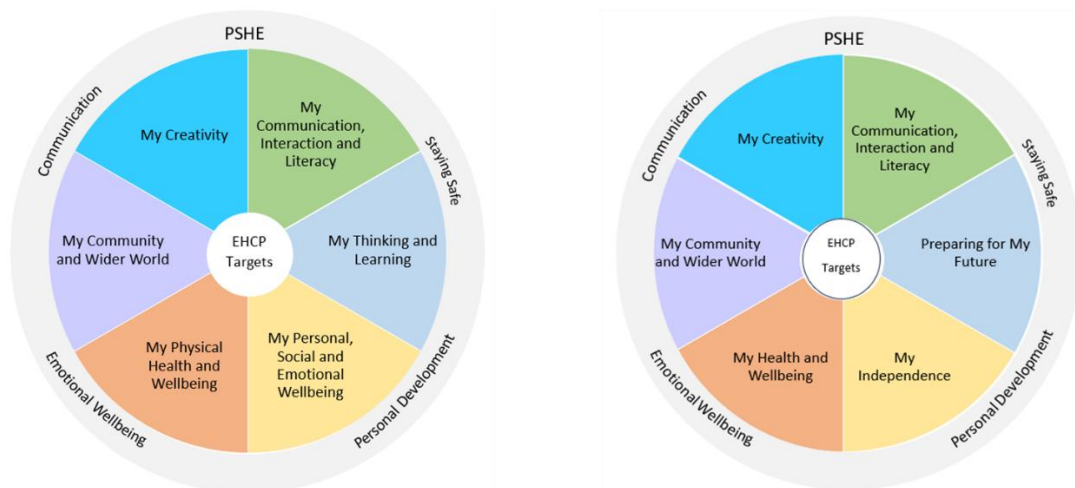


Parents have been consulted to ascertain what their aspirations were for their child/young person both for the short term and when they leave Uffculme school and move into adulthood. Below is the result of this scoping project. As a result, we have used these aspirations to formulate our overall Curriculum Intent.



Uffculme School has a consistent approach to the general Intent governing the focus of our curriculum. We have used the structure of the Education, Health, and Care Plan to identify areas of focus for the Curriculum, along with My Community and Wider World and My Creativity, which are areas of focus that Uffculme school feel fit within our Ethos and Values, as well as providing breadth and depth to the curriculum offer. The curriculum strives to be personalised to each learner in direct response to their individual strengths, interests, and needs.

The follow circles are the starting points of every student's educational offer at Uffculme School. These are called the Curriculum circles of Intent:



Provision Pathways



At Uffculme School we have three curriculum pathways, developed to allow cohesive grouping for different learner cohorts and profiles. Our approach is evidence based and informed by research gathered from all stakeholders that surround our learners. Our pathways are developed to meet the learning needs of students who are working at engagement to students who are applying skills and knowledge. We break this down into 5 pathways across the whole school:

- EYFS/KS1 – Foundations Curriculum
- Complex Curriculum
- Transition Curriculum
- Main Curriculum
- Post-16
 - Life-long Living
 - Vocational

The Post-16 curriculum encompasses the range of pathways within the school and merges these within personalised pathways to provide real world opportunities to help our learners transition to life beyond Uffculme School.

Character Education

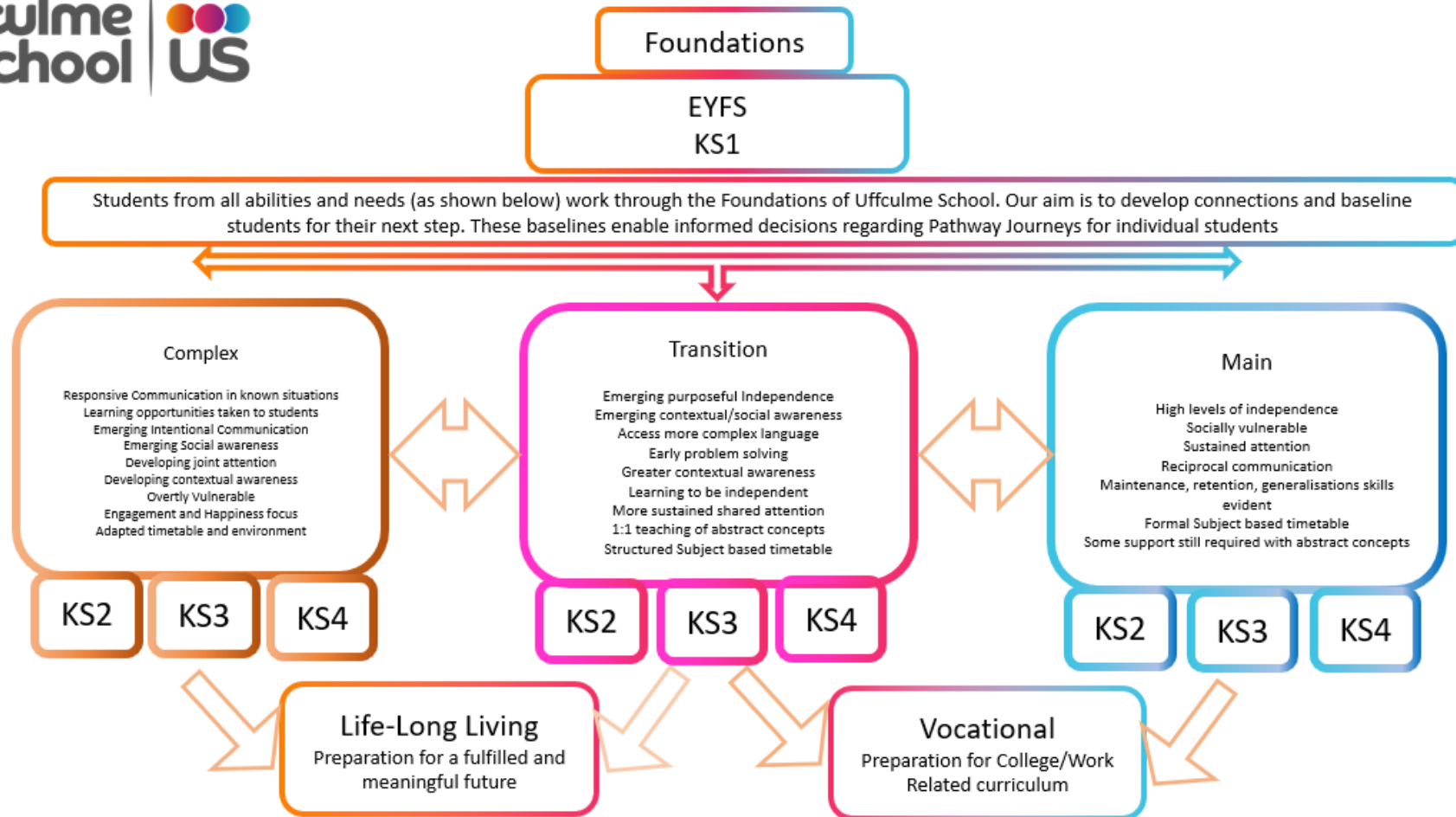
Character Education can be defined as:

Character education includes all explicit (clear) and implicit (not so clear) educational activities that help young people to develop positive personal strengths called virtues.

Character Education is 'a core aspect of the school's Ethos, interwoven into the everyday life at Uffculme school'. We believe that the holistic curriculum is as important as the experiences that we provide. Our aim is for all of our students to 'Know the good, love the good, and do the good', in whatever the next stages of their lives look like. To achieve this we seek to utilise the 3 concepts of 'Taught, Caught, and Sought' developed by The Jubilee Centre, University of Birmingham.

We have identified our virtues as a school, and worked together with all staff, and students, to begin to define what this looks like for the different pathways and profile of learner in the school.

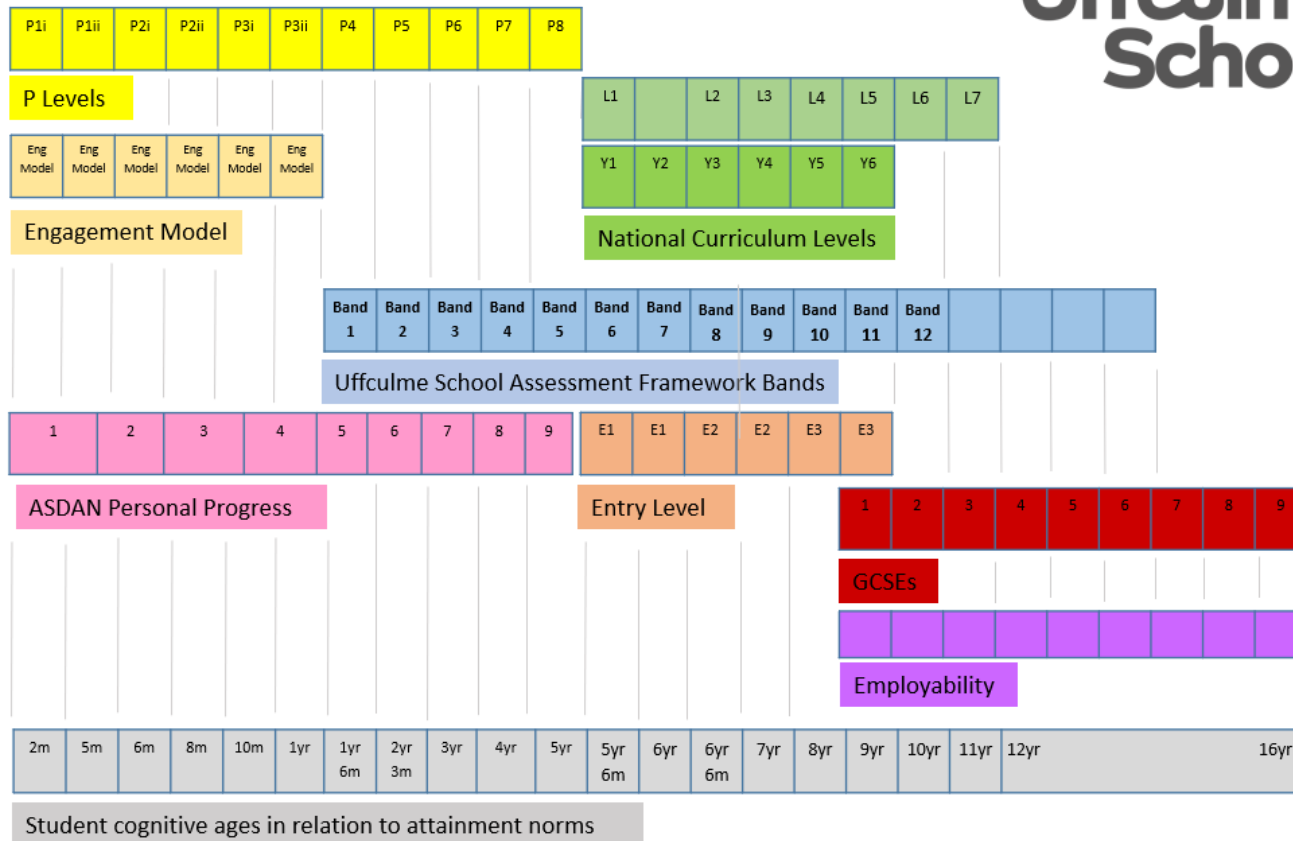
R	Resilience
E	Empathy
S	Self-Awareness
P	Passion
E	Excellence
C	Communication
T	Teamwork



Pathways are an organisational tool and therefore flexible. We place students into pathways based on what the school believe is right for that student in the future. However, due to the spikiness and uncertainty of the progression of each individual student, the decision is never final, and a student can move pathways if the move can support their future development.

By following the chart below, we are able to identify what appropriate qualifications/courses, and pathways each students should be working towards in order to achieve realistic and aspirational goals at the end of their time at Uffculme school

Assessment Framework Comparison Chart





Curriculum Intent

Our aim is to provide a happy, safe, and nurturing learning environment where children in both Reception and Key Stage One can be supported to achieve their full potential through access to quality first teaching and appropriately differentiated learning activities and approaches. We aim for the children to be able to communicate their needs using augmentative communication approaches and become more independent in their choices. We aim to provide a stimulating indoor and outdoor environment where children can safely explore and challenge their own learning, developing their early skills and knowledge. We also aim to work closely and collaboratively with parents to ensure we value home experiences and develop a true reflection of the whole child.

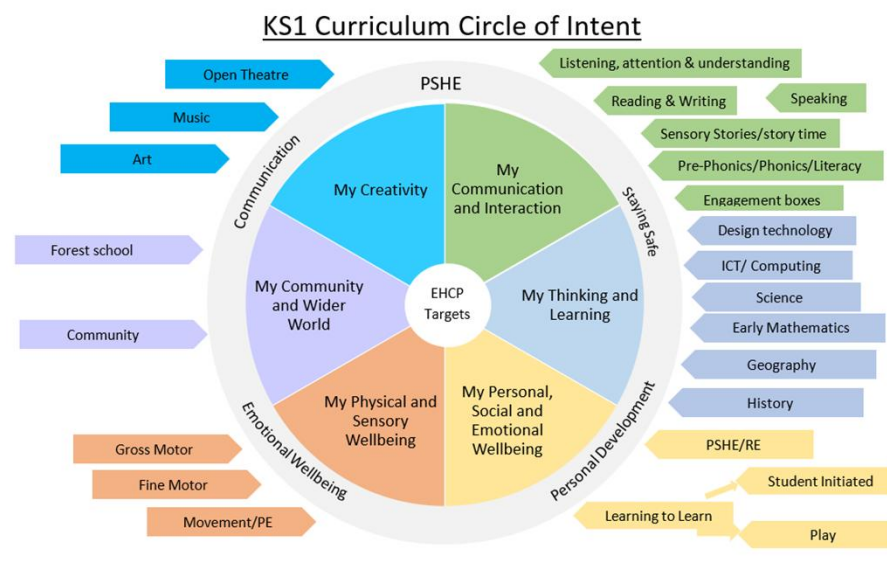
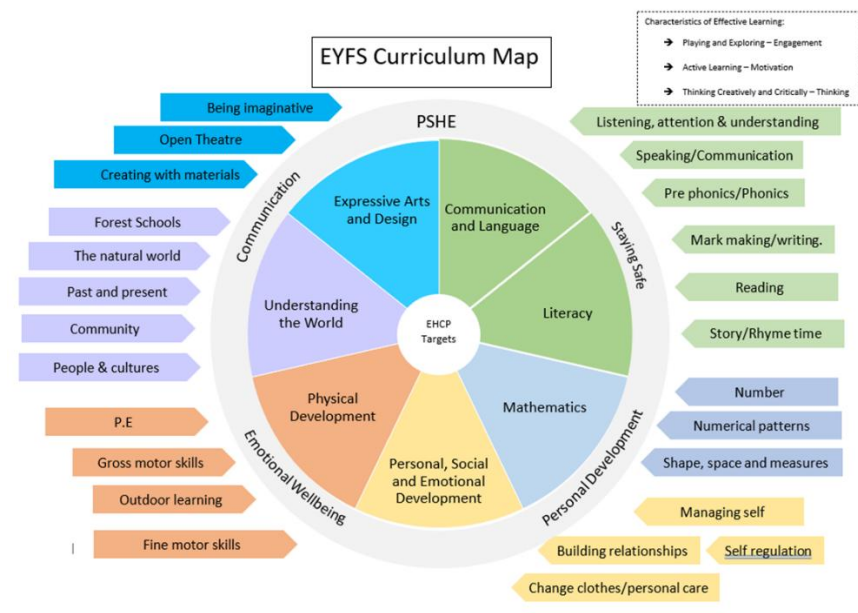
Our Foundations pathway follows the Early Years Foundation Stage Framework in Reception and continues into Key Stage One through an adapted, developmental curriculum designed to meet the needs and abilities of the pupils. We have adapted Development Matters to create our own curriculum content that is relevant for individual learners, alongside consideration of each child's EHCP outcomes. In Reception, we concentrate on the three prime areas of Communication and Language, Personal, Social and Emotional Development, and Physical Development. As children grow and progress, this supports their development within the four specific areas: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. In Key Stage One, we continue to build on these foundations through a highly personalised, stage-not-age approach that reinforces core communication, emotional regulation, early literacy, mathematical understanding, and life skills. Children learn through a balance of child-initiated and adult-directed activities, with a carefully structured timetable that provides directed teaching throughout the day.

Assessment is ongoing and is used to plan weekly lessons and any required interventions. Assessment is informed by high-quality Education Health and Care Plans (EHCPs) and progress made against Development Matters and/or individual Key Stage One curriculum targets. Video and photographic evidence is captured using Evidence for Learning to demonstrate progress towards individual targets, as well as progress within Development Matters or KS1 learning goals, which is assessed and moderated every term. This progress and the associated evidence is shared with parents via Evidence for Learning and during termly meetings.

Teachers have worked together to identify the rationale behind each segment of the EYFS Circle of Intent and how this informs the progression into Key Stage One. This ensures cohesion across teaching staff and consistency in working towards shared goals for all pupils.



Timetabled lessons fall into different segments of the circle to establish a broad and balanced curriculum delivery.



Our overall aim in Foundations is to help the students reach their full potential through increasing their access to opportunities and key communication skills to equip them their future lives and education. Students will make progress in their overall independence in life and communicational skills, whilst also widening their interests, and experiences in the world around them. Students will have developed a functional communicational approach that works for them, and that can be transferred into the future. Families should feel supported and listened to with our communication book and parent workshops. EHCP's will be quality documents that reflects and supports the needs of the students, meaning that they get the right support at the right time as they move through their learning journey and further into adulthood. We want student to be happy, to thrive and to feel safe and supported in school.

Complex Pathway



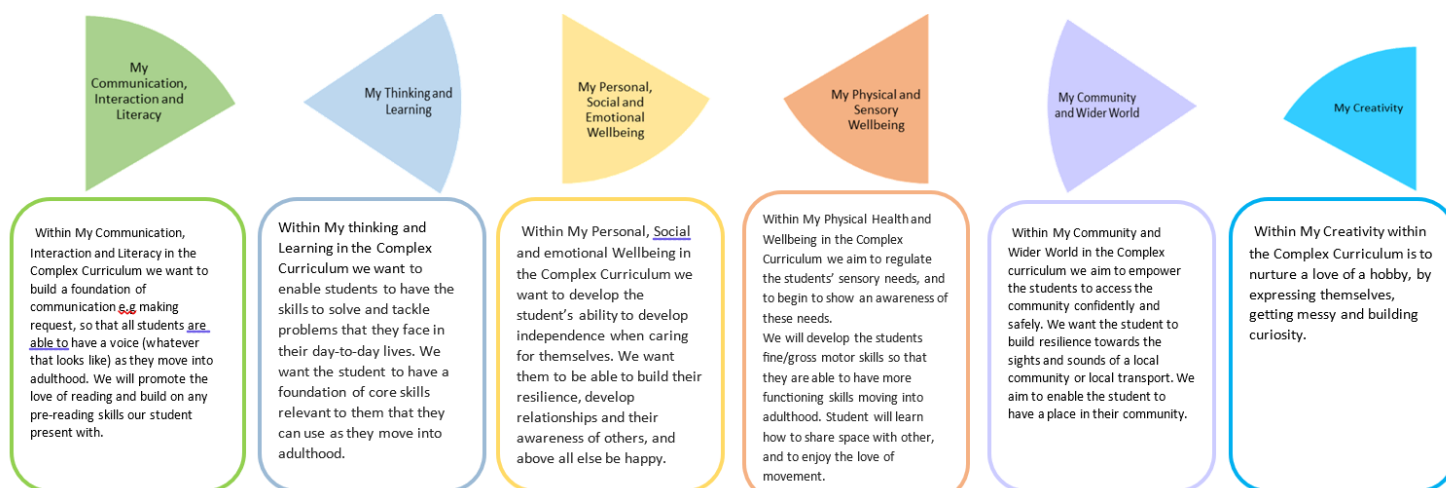
Curriculum Intent

We aim to provide a safe and engaging environment for our students so that they can thrive in ways that will have a positive impact on their future lives. We aspire to enable students to communicate their wants and needs at their level, and to value the things that bring these students joy to their lives. The curriculum is not subject-specific and is designed to enable and offer students experiences within the world around them, that supports social interaction and community access. Staff allow for the pupils to explore and are led by the students in their exploration and play. We intend for families to play a big role in their child's development through school, and hope that they feel their voice is heard, and that the school is supportive of the families and the journey that they are on.

‘The Curriculum is Different and Not Differentiated’



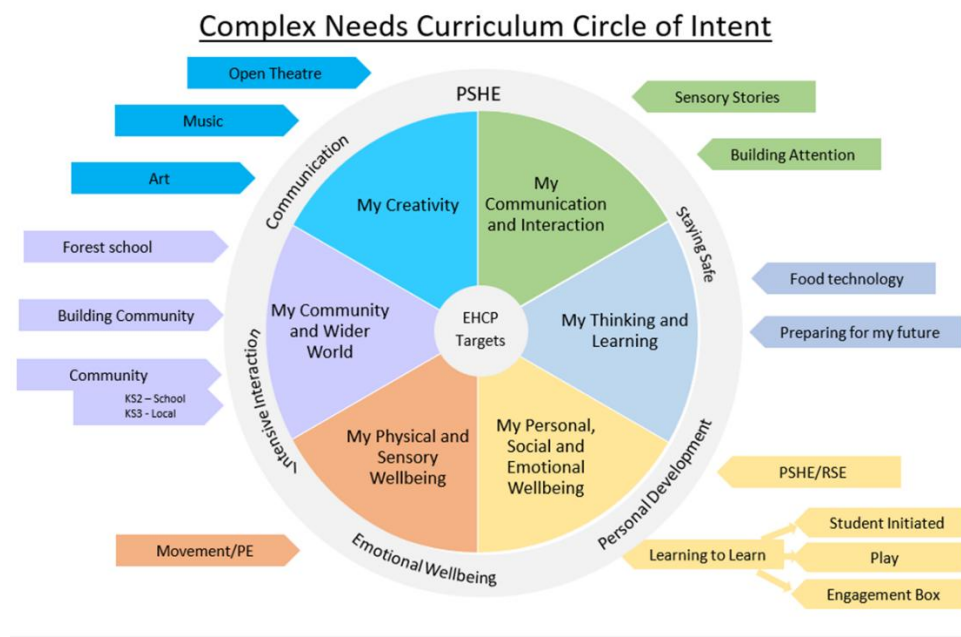
Our curriculum is not subject-specific, although we do allow students opportunities to experience subject specific activities in context, that are real and relevant. We deliver a thematic curriculum approach. This allows for a broad and balanced curriculum to be delivered with a common theme threaded through the lessons. This commonality and structure are important for the students and allows us to demonstrate the small bits of progress made by individual students. Engagement is a focus of every session, and teaching staff use the engagement model to support reflective practices, which in turn improve the experiences the staff can provide for the students. Understanding the world around them is another focus of the pathway. Weekly lessons that involve the student going out in the community are made accessible to all. Assessment is informed by quality written Education Health and Care Plans (EHCP's). These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual target based on how Independent and Generalised the target is, and these are assessed and moderated every term. These outcomes and the evidence are shared with the parents via Evidence for Learning, and during termly meetings.



Teachers have worked collaboratively to identify and rationalise each segment of the Complex curriculum (see above). These are the foundations of the learning that we are working towards within this pathway. From here learning is personalised for individuals

The whole curriculum uses a Thematic approach as a hook for the learning (See Appendix 1). Themes last for a term as many lessons are repeated to consolidate learning, understanding and engagement.

Within the weekly timetable we focus our lessons on student engagement, and progress is personalised to the individual student. This is mapped through progress towards EHCP targets, that again are personalised to the individual needs of the students. We aim to give student experiences that will enhance their lives, provide them with an opportunity to use their voice, and to positively engage with the world around them. Lessons have been identified as having a purpose for the learners and are delivered to concentrate on process-based learning rather than solely skill-based learning. Please see Complex Curriculum Document for more reference. Each tag represents a lesson that can be observed in the weekly timetables. Each lesson links to a segment of the curriculum intent circle.



Transition Pathway



Curriculum Intent

The intent of the Transition Pathway curriculum is to offer a semi-formal, thematic approach that develops subject-specific knowledge and skills through purposeful and motivating learning experiences, while also providing a personalised curriculum tailored to each student, with learning primarily focused on individual EHCP targets.

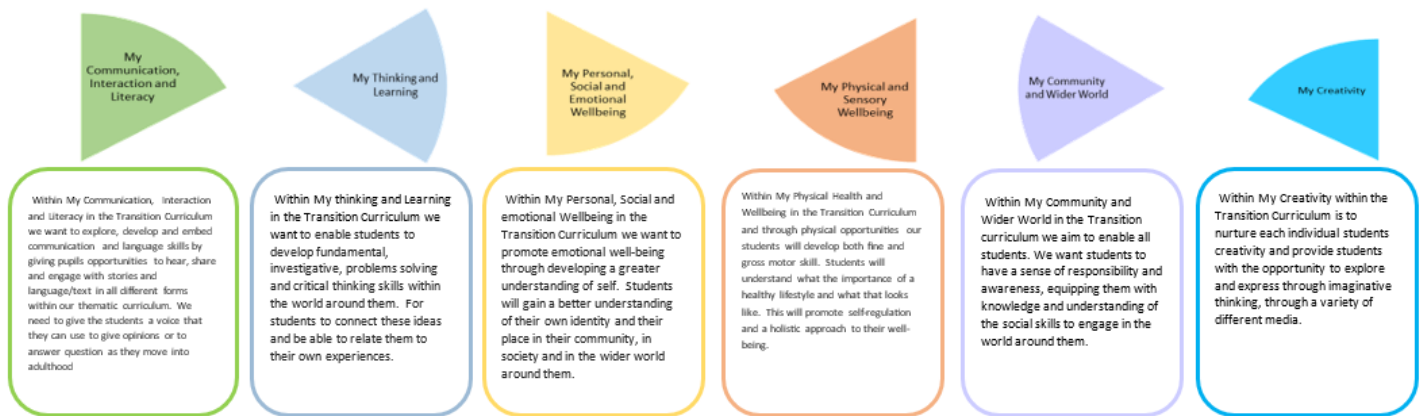
Teachers will provide a balance of focused learning and practical experiences that enable students to become confident communicators and learners. Through a broad range of curriculum activities, community access, and meaningful opportunities, students will be supported to develop academically, socially, and emotionally, while also building essential life and self-help skills to prepare them for the next steps in their learning and future lives.

The Transition Pathway is structured around six curriculum areas that incorporate National Curriculum subject coverage alongside EHCP outcomes. These areas provide students with opportunities to develop subject-specific knowledge and skills through a combination of formal and practical activities. A thematic approach ensures the delivery of a broad and balanced curriculum, with a shared theme running across lessons. The Communication, Interaction and Literacy and My Thinking and Learning areas embed literacy and mathematical skills across the curriculum. Weekly learning also includes community-based activities and experiences, which are planned to be accessible and inclusive for all students. (See Appendix 2)

Assessment is informed by quality written Education Health and Care Plans (EHCP's) and progress made against the Uffculme Maths and English Frameworks. These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual EHCP target based on how Independent and Generalised the target is, and these are assessed and moderated every term. These outcomes and the evidence are shared with the parents via Evidence for Learning, and during termly meetings. As pupils progress through the school there is greater focus on development of independence and preparation for adulthood skills. Pupils within KS4 and KS5 work towards a range of qualifications. (See Appendix 3)

The transition curriculum spans across Key stage 2, Key stage 3, and Key Stage 4, and so uses both Curriculum Circles of Intent for the foundations of learning. Teachers have worked collaboratively to identify and rationalise each segment of the Transition curriculum in KS2/3 and in Key Stage 4. These are the foundations of the learning that we are working towards within this pathway. From here learning is personalised for individuals

Key Stage 2 and 3 Segment Intent

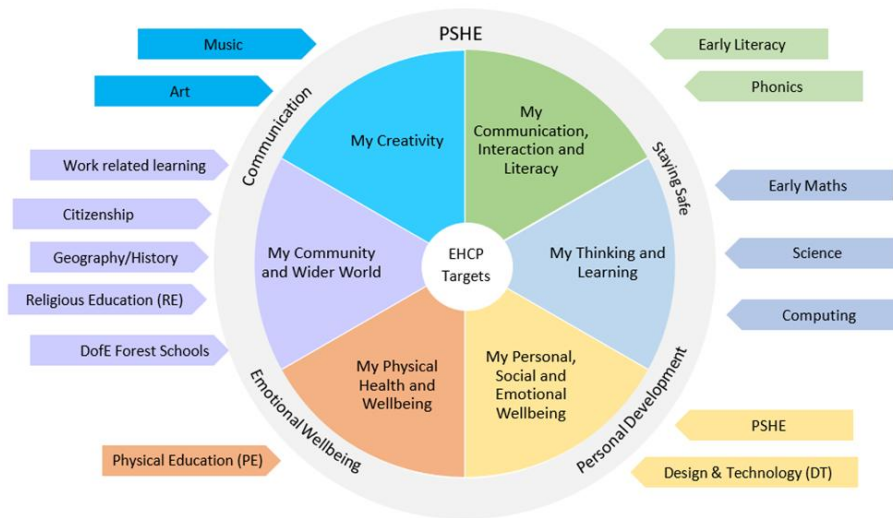


Key Stage 4 Segment Intent



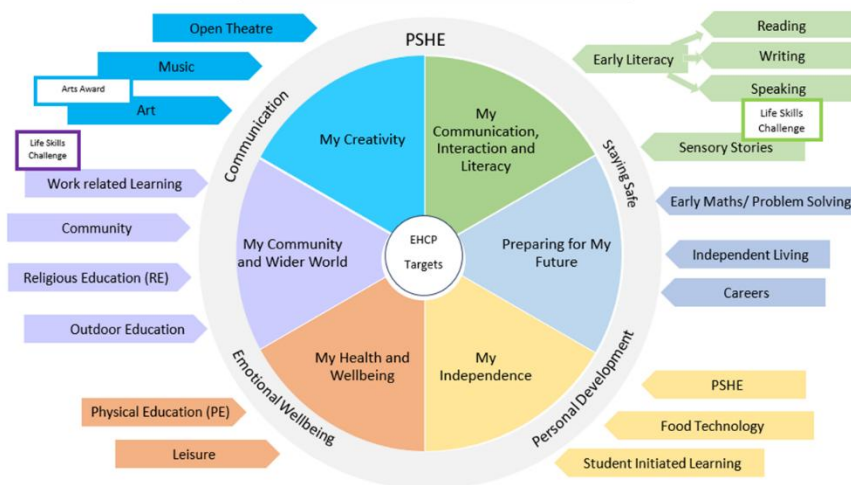
As students move into KS4 the focus of learning moves towards preparing the students for Adulthood. The curriculum circle of intent changes to reflect this, and teachers have identified learning opportunities and lessons that also focus on this priority. Key Stage 4 students work towards Life skills Challenge. These fit within the established priority areas of the curriculum. Are Curriculum is not defined by qualifications; we believe that qualifications are the end result of a broad and balanced curriculum.

KS2/3 Transition Curriculum Intent



By identifying our curriculum areas and priorities for learning we are then able to identify the qualifications that work within these priorities. The following Circle of Intent outlines the lessons that are delivered in the Key Stage 4 classrooms, with the resulting Life skills challenge as a result of this.

KS4 Transition Curriculum Intent



Main Curriculum Pathway



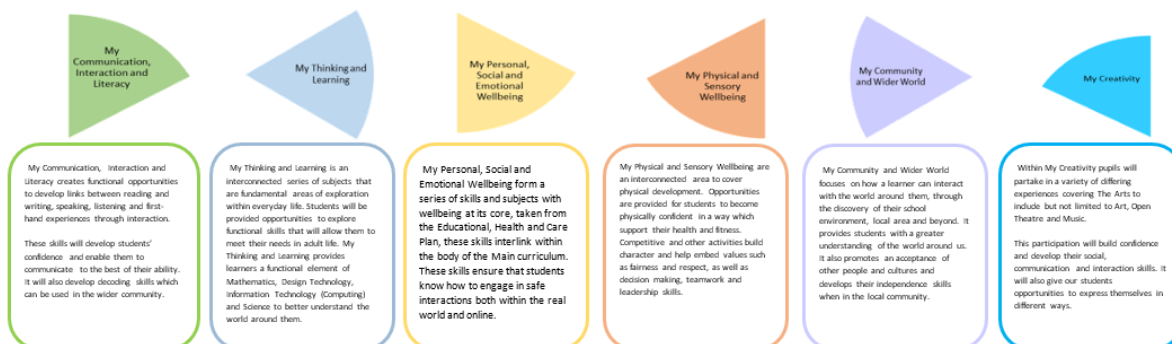
Curriculum Intent

The Main pathway curriculum aims to provide a more formal, subject-based curriculum including access to accredited courses as appropriate to the student. However, whilst the curriculum has a greater focus on academic subject specific knowledge and skills, it is also essential that students continue to develop their personal and social skills. Therefore, learning is also focused on meeting their personalised EHCP targets.

The curriculum will provide a mixture of learning opportunities and experiences that will develop our students' understanding across a range of subjects, and in particular their literacy and numeracy skills. It will also enable them to grow in self-awareness, confidence, and independence, and so increase their skills as communicators and self-advocates. This intent will be supported by increasing engagement in activities beyond the classroom and encounters with community venues, and work and college-related personnel. In this way, students will be better prepared to take the next step in their learning journey, contribute to the wider community and fulfil future aspirations.

The Main pathway curriculum is based around six curriculum areas which encompass National Curriculum subject coverage. These areas allow students opportunities to develop their subject specific skills and knowledge, through a range of formal and practical activities. Where possible students are taught by subject specialists e.g., science, food, art.

Key Stage 2 and Key Stage 3 Segment Intents



Key stage 4 Segment Intent



Whilst communication skills are a feature across the curriculum, specific attention is given in English lessons leading to accreditation in KS4 at the appropriate level. Numeracy and scientific skills are developed as part of our Thinking and Learning (KS3) / Preparing for My Future (KS4) curriculum

areas. There is also a growing focus on careers and work-related learning in this area as students move up the school: this will involve encounters with employers and employees both in and outside of school.

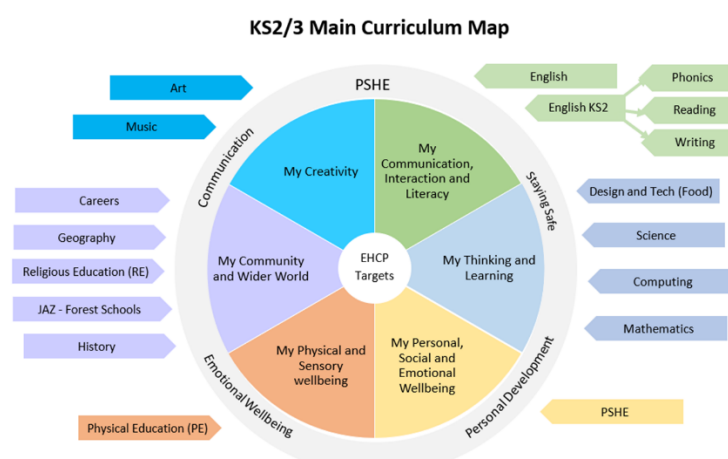
Personal, social and independence skills are also developed across all subjects but specifically enhanced in PSHE and Food Technology, whilst our PE curriculum supports our students' physical and health wellbeing. Students also experience personal, social and health benefits from their Outdoor Learning curriculum (John Muir KS3, Duke of Edinburgh KS4).

The Outdoor Learning opportunities are part of the Community and Wider World curriculum area. During Outdoor Learning, students participate in community activities e.g., volunteering. This participation increases as they move from KS3 to KS4. Students will also learn about the Wider World through the study of the humanities. In KS4, geography and history are available as option subjects with students choosing which they would prefer to do each half term.

Creative experiences are primarily delivered through Art, Music and Open Theatre. In KS3, these three subjects are taught on a rota basis so that students experience two terms of each subject during the year. In KS4, creative subjects, including Music, are accessed through options sessions. Students also access a range of other option subjects such as languages, drama, work experience and other enrichment activities, which change on a half-termly basis. A weekly Art lesson continues in KS4, with the Art curriculum leading to an Arts Award accreditation.

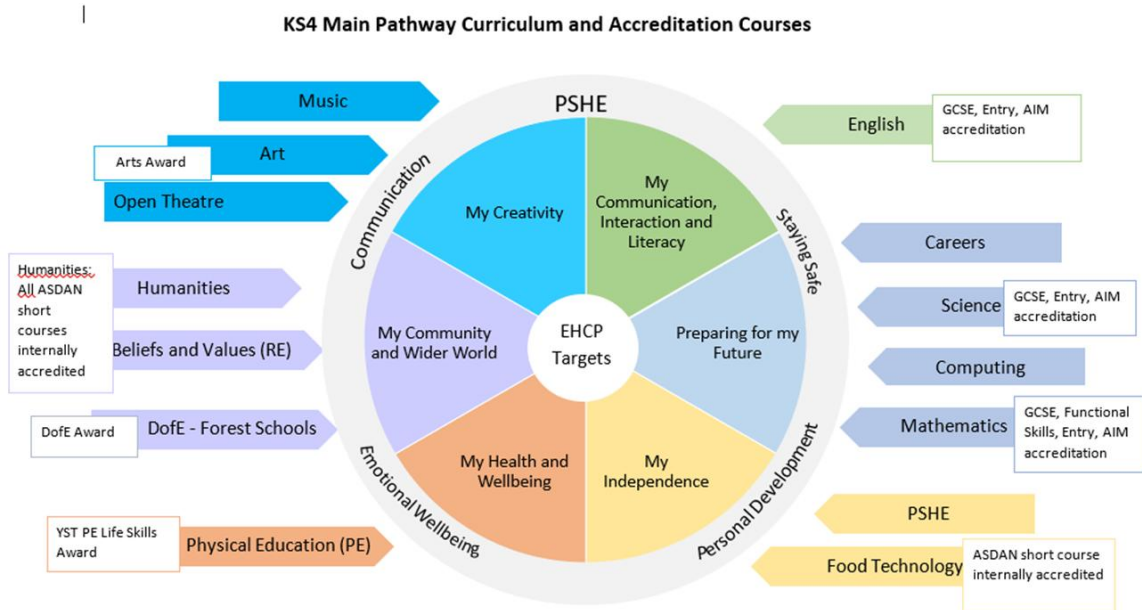
Assessment is informed by quality written Education Health and Care Plans (EHCPs) and the corresponding personal targets as well as the Uffculme assessment frameworks for maths and English in KS2 and 3. These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual target based on how independent and generalised the target is.

At KS4, students can also gain accreditation as part of their assessment. In Mathematics and English, students may gain external accreditation at GCSE, Functional Skills or Entry Level according to their ability. There is also accreditation, externally or internally assessed, in Science, the Arts, RE, Food Technology, PE and Humanities.



As students move into KS4 the focus of learning moves towards preparing the students for adulthood. The Curriculum Circle of Intent changes to reflect this, and teachers have identified learning opportunities and lessons that also focus on this priority. Key Stage 4 students in the Main

pathway work towards a range of different qualifications, including GCSEs, Entry Level, AIM and Arts Award. These fit within the established priority areas of the curriculum. Our curriculum is not defined by qualifications; we believe that qualifications are the result of a broad and balanced curriculum.



Post-16 Pathway



Curriculum Intent

The Post-16 curriculum at Uffculme is designed to provide a challenging and purposeful next step in education for all learners. At the heart of the curriculum is pupil voice, advocacy and meaningful choice. We seek to implement opportunities that enable learners to feel valued members of local communities, both now and in the future.

The Post-16 curriculum is fully inclusive and designed to remove barriers to learning, participation and progression. Reasonable adjustments, assistive technologies, therapeutic input and alternative communication approaches are embedded across all pathways to ensure that every learner can engage meaningfully, achieve success and feel a strong sense of belonging.

The curriculum is ambitious and informed by EHCP outcomes, prior learning, and learners' goals and aspirations. It aims to support students in the early stages of adult life by building upon, extending and applying learned skills in preparation for next steps and life beyond school. The curriculum also supports learners to become as independent as possible and to acquire the skills needed to manage the daily challenges of adult life.

The curriculum actively promotes positive behaviour, self-regulation and emotional resilience. Learners are supported to develop routines, coping strategies, independence and responsibility, preparing them for expectations within the workplace, community and adult services. Behaviour is understood as communication, and curriculum planning reflects individual emotional and sensory needs.

Uffculme's Post-16 provision offers high-quality education, training, volunteering, work experience and apprenticeship programmes, and supports learners into engagement, employment and the development of skills for independent living.

The Post-16 curriculum is carefully matched to pupil needs and interests, with links to alternative provisions where appropriate to further personalise learning and progression.

There are three broad pathways available at Post-16: the Complex Needs, Learning for Life and Vocational pathways. Each pathway is divided into six segments that incorporate the four Preparation for Adulthood (PFA) outcomes outlined by the Department for Education:

1. Employment
2. Health
3. Independent Living
4. Community Participation.

The Complex Needs pathway is designed for learners with profound and multiple learning difficulties and/or complex needs, focusing on communication, sensory regulation, physical development, wellbeing and engagement, while maintaining high expectations and a strong emphasis on Preparation for Adulthood outcomes where appropriate and meaningful.

Each learner follows a personalised learning pathway made up of a range of differentiated learning opportunities, including accredited qualifications (where appropriate), vocational learning, work experience and therapeutic or sensory provision.

Careers education is embedded across the Post-16 curriculum and aligned with the Gatsby Benchmarks. Learners receive impartial, personalised careers guidance that supports informed decision-making about education, training, employment and adult services. Transition planning is integral to each pathway, ensuring learners are well prepared for sustained destinations beyond Uffculme.

Some of the qualifications offered at Post-16 include:

ASDAN

- Personal Progress
- Short Courses

AIM

- Skills for Living and Working
- Maths
- English
- Science

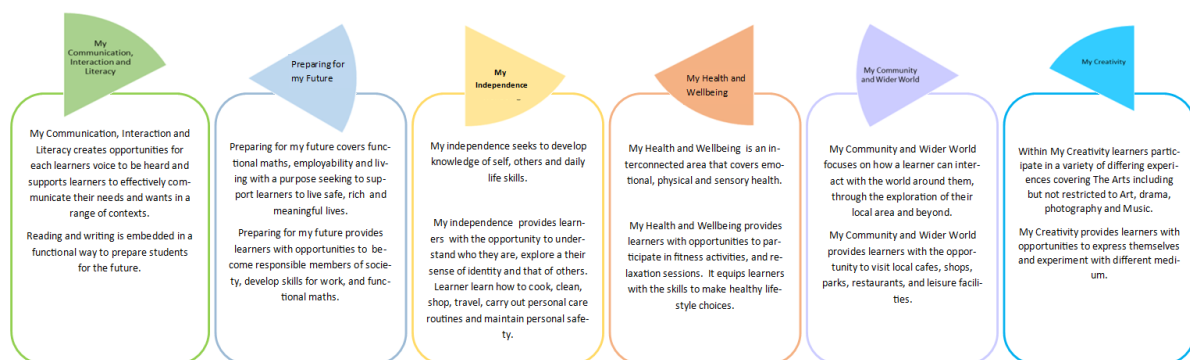
Duke of Edinburgh

- Bronze / Silver

Arts Mark Awards

- Bronze / Silver / Gold

Safeguarding, including online safety, healthy relationships, consent, personal safety and risk awareness, is embedded throughout the Post-16 curriculum in age-appropriate and meaningful ways. Teachers have worked collaboratively to identify and rationalise each segment of the Post-16 curriculum. These form the foundations of learning within each pathway. From this point, learning is personalised for individuals, with the intention that learners leave Uffculme School equipped to live happy, meaningful and fulfilling lives.

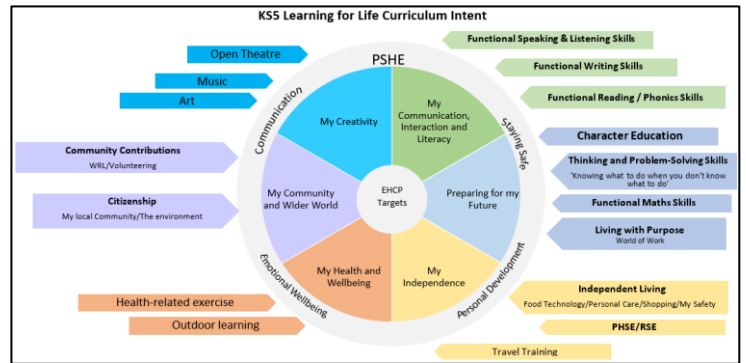
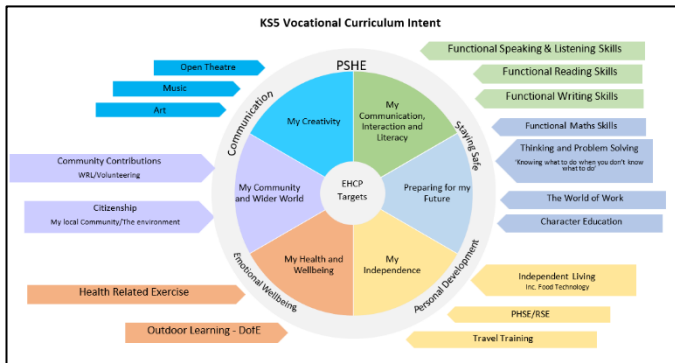


Our Post-16 curriculum aims to:

- Provide equal life chances as each learner moves into adulthood
- Provide a holistic learning experience
- Be highly personalised, supportive and ambitious
- Build on prior learning and planned next steps
- Deepen learning over time
- Promote emotional wellbeing, positive mental health and self-confidence
- Support learners to develop healthy relationships, self-care skills and personal safety

- Enable learners to understand and manage risk appropriately in preparation for adult life

By identifying our curriculum areas and priorities for learning we are then able to identify the qualifications that work within these priorities. The following Circles of Intent outlines the lessons that can be seen at post-16:



Our Virtues Curriculum



As a school our curriculum provides the students with experiences the develop move than their academic capabilities. Our 7 Virtues are a golden thread that run through the whole school. Virtue is defined as 'A good moral quality in a person'. This is something that we value as a school, as we aim for all students to 'Know the good, love the good and do the good'.

Our 7 Virtues are:

R	Resilience
E	Empathy
S	Self-Awareness
P	Passion
E	Excellence
C	Communication
T	Teamwork

The school follows a structure in which we concentrate on 1 Virtue per half term.

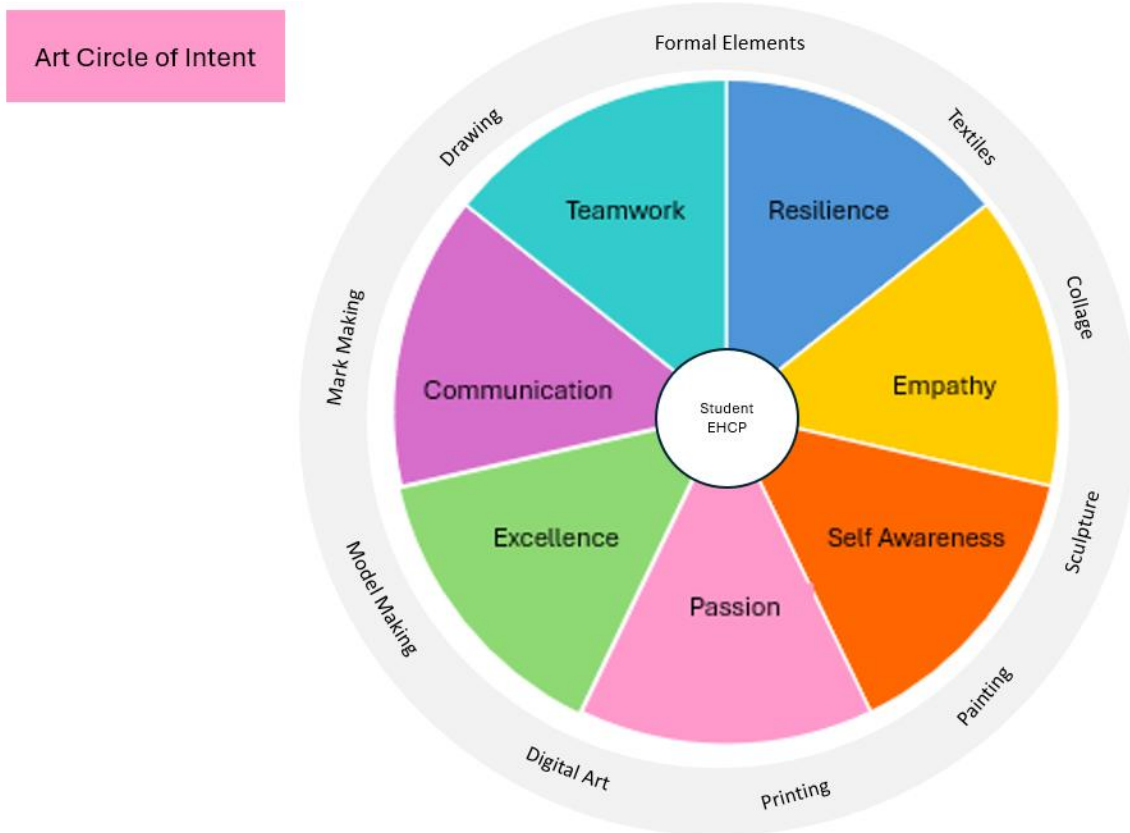
Curriculum and Virtue Implementation Key Stage 3 Transition Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Virtue	Resilience	Communication and Empathy	Self-Awareness	Passion	Excellence	Team Work

Classes will centre many of their conversation, PHSE lessons, and assemblies around the focus virtue. Certificates are handed out every week for Virtuous behaviours, and it is a lived experience of the students to celebrate each other and their successes for the week.

Subject Specific Teaching

Subject specific Teaching such as Art, Cooking, Music, Outdoor Learning, and PE centre their curriculums around the focus virtue for the term. Their lesson content is taken from the National Curriculum, however the focus for assessment is based around the virtues. Each teacher collects evidence of the students demonstrating a certain virtue. At the end of each term every pupil has a portfolio for Virtuous behaviours that they have demonstrated in a

number of different subjects. An example of a curriculum circle for a subject linked to the virtues is as follows:



Reading

Students at Uffculme School are at different points in their reading development. Most students are working below age-related expectations in their reading.

Pre phonics is taught through the 7 aspects (environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending) at a level appropriate to each child's development.

We introduce the phonics programme when the students reach an appropriate point in their development. We are currently transferring to Read Write Inc which is adapted for our limited speech students and those that need a sensory approach.

Students are assessed regularly to ensure next steps of learning are carefully planned for.

Students who are developing fluency have regular guided reading sessions and engage in 1:1 reading sessions.

All students engage in reading for pleasure, story time, 1:1 reading, guided reading and sensory stories for transition and complex classes.

Open Theatre



Open Theatre are a... nonverbal physical theatre to collaborate with young people with learning disabilities, creating quality art which reflects and celebrates their unique creativity.

We wholeheartedly believe in the ability of young people with learning disabilities to contribute to the creative and cultural life of the places where they live, and work as advocates for their valued involvement as artists and leaders.

Open Theatre practitioners work with students in school since 2019. This partnership has led to further opportunities, including a successful bid for the Paul Hamlyn Foundation in Summer 2023. This project, 'Doing Difference Differently', seeks to develop class practitioners in line with the Open Theatre principles. The aim is to enable staff to understand the benefits, opportunities and develop the strategies to move from a structured, adult led system to one where students are enabled to have their voice and are valued as individuals. Open Theatre and its teaching principles is something that is embedded within the curriculum.