

Quality of Education – Belmont Curriculum

CURRICULUM Offer

Belmont School offers an inclusive learning and therapeutic community that is committed to ensuring pupils are: safe; happy; enthusiastic and purposeful learners who thrive and want to succeed. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve.

Belmont is a relational school, placing relationships at the core of our practice, ensuring we remain trauma informed, ACE aware and restorative in everything we do.

Our bespoke curriculum secures equity and entitlement in pupils' access to the National Curriculum (NC); it is designed, and sequenced, to meet the unique needs of all our pupils whilst maintaining alignment with broader educational standards and development such as social and emotional development and Interoception. (Interoception is the ability to be aware of internal sensations in the body, the feelings associated with the various body and the emotions linked to these feelings and sensations.)

Our curriculum covers a wide range of subjects leading to the identification of subject specific skills and knowledge pupils will be encouraged to gain at each key stage as a result of their study, securing a comprehensive educational experience for all students. Each aspect of our curriculum offer is informed by statements of intent that clarify what pupils will learn and inform implementation.

Core Academic Subjects: English, Maths and PSHE

Foundation subjects: PFA (Preparation for adulthood), Careers and Life Skills (Our Futures): Cooking, personal hygiene, money management, and community interaction to promote independence. Work-based learning and job skills training for older students, preparing them for their post school future employment, education or training.

Creative and Physical subjects (The Arts): Art, Music, Drama, and Physical Education (Active skills) to encourage creativity, expression, and physical well-being.

Social and Emotional Learning: Activities and lessons designed to foster social skills, emotional regulation, and teamwork.

Our Bodies: Physical Education, Interoception, Yoga and Mindfulness, Forest Schools/Skills, OPAL (Outdoor Play and Learning)

Our World: History, Geography and Science

PSHE (Personal, Social, Health and Economic Education)

Computing

Our accreditation offers ensure that pupils have the knowledge, skills, experiences and qualifications to prepare them for their post 16 education experience. Pupils will gain accreditations in English, Mathematics, Personal and Social Development and Computing, alongside other ASDAN courses relevant for skills needed for independence and employment.

INTENT

At Belmont we ensure a knowledge-rich learning curriculum that has breadth, depth and relevance to meet the needs and interests of all pupils. The curriculum is broad, balanced, inclusive and ambitious and carefully sequenced to ensure all pupils gain the **knowledge and skills and cultural capital** to prepare them well for their next stage in the education, training or employment. We ensure learning is an integral part of each school day where our bespoke Interoception Curriculum has been carefully designed to support the sensory, social and emotional development of all pupils leading some to bespoke provision pathways.

We, therefore aim to offer an inclusive and meaningful curriculum for each pupil, ensuring relevance in each area studied and providing quality and consistency so that every pupil makes good progress which:

- Supports all pupils to enjoy and meaningfully engage in their learning
- Promotes and develops their key academic skills, within English, Maths and Communication where they can learn, practice/rehearse and extend their key skills in wider environments.
- Fosters pupils' social and emotional growth, emphasising the importance of relationships, self-confidence, resilience, empathy, restoring conflict through restorative practice.
- Fully considers destination planning which prepares pupils well for their next steps where they acquire greater confidence using and applying the skills/ knowledge obtained
- Equips all pupils with the highest levels in accreditations that will support their next steps in education and training.
- Supports pupils to understand themselves and others in their feelings and emotions through interoception self-regulation.
- Encourages practical life skills and independence to prepare pupils for future life opportunities.
- Celebrates diversity which ensures all pupils feel they belong, are valued and are of value, and feel listened to and understood.
- Supports pupils to become confident in their communication so that they can express themselves and their needs, make choices and build and maintain positive relationships with others.
- Affords all pupils the opportunity to develop greater confidence to be able to participate in activities within school and the wider community, to make a positive contribution.

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- Become confident and able to participate in activities within school and the wider community.
- Encourages pupils to become responsible citizens who conduct themselves appropriately and can make a contribution to Belmont school and the wider world.
- Supports pupils to aim to be lifelong learners who are independent and confident to engage in paid employment, education or supported living.
- Supports pupils to recognise and develop their interests, passions and strengths to ensure they are aspirational in their future careers.
- Promotes fun and enjoyment/engagement in all areas of learning, valuing each student and helping to nurture their self-esteem

IMPLEMENTATION

Our aim is for all pupils to develop their skills of purposeful engagement ensuring they are able to learn key skills that will further equip them for life. Developing independence is a key focus for our school aiming to support pupils to become more independent learners in all areas of their lives.

Belmont School provides high quality teaching where teachers use assessment outcomes to effectively plan next steps building upon what pupils know/can do developing their academic, social & emotional skills and abilities. Teachers work with parents/carers and any linked professionals to identify and target personalised learning outcomes in agreed priority areas. Teaching is informed by the published curriculum which is planned and sequenced identifying the knowledge and skills in all areas offered and studied. To secure relevance in the delivery of the curriculum, teachers identify the strategies that each pupil needs to access the curriculum to secure purposeful engagement, leading all pupils to achieve and make progress. Depending on the individual needs of the pupils our curriculum is adapted and used as a vehicle for engagement for more complex pupils. Their bespoke curriculum is further enhanced to ensure the most appropriate content, delivery and progress is being made for each pupil.

The core subjects at our school are English, Maths and PSHE (Personal, Social and Health Education) which delivered daily, Foundation subjects, which are identified through our curricula areas that meet the wider academic and emotional needs of our pupils. The academic curriculum is further enhanced by a wealth of extra-curricular opportunities that will further add to the development of the whole child. Our Key Stage 4 offer further encourages, and develops, pupils' key knowledge and skills within subjects which focus on using these skills more functionally and with purpose for independence and employment in their adult life.

When judging the outcomes of the pupils' achievements we take the following into account:

- the age and starting point of the pupils
- the extent of their special educational needs
- the National expectations
- the individual targets/outcomes for the pupils
- the preparation needed for the pupil to be successful in the next stage of their education
- thoughts, voice and views of pupils and parents/carers

Pupils' progress is tracked through our online systems (Pupil Asset; Thrive) as well as within lessons through observations and work that is produced and conversations with pupils. Evidence of progress is recorded through data; work; photographs; video and observation notes. *Please refer to our assessment, recording, reporting policy found on our website.*

Throughout the school there is a focus upon the development of life skills, practical skills, functional skills and personal skills form an integral part of the curriculum as we recognise the value these skills hold for each pupil. We recognise that active learning and physical activities play a high profile in the curriculum as they contribute significantly to good physical health. Alongside this, the health and well-being of all pupils is paramount and, in this context, healthy lifestyles and mental health is actively promoted across all curriculum areas through targeted activities and interventions such as THRIVE, SULP (Speak Up and Listen) and Restorative Practice.

Through drop down curriculum days, pupils gain a greater understanding of the world around them with a specific focus on international countries, cultures, languages and foods. Pupils are also made aware of the local community through links with members of the public, local businesses and other relevant parties.

Environmental/ Outdoor education is encouraged through a wide range of activities which encourage pupils to reflect upon sustainability/ environmental issues such as recycling and horticulture, as well as being delivered in relevant curriculum areas. Pupils are offered a range of further educational activities, as well as trips and visits, to enrich the curriculum.

Our small class sizes, supported with experienced and skilled staff, ensure personalised attention and approaches designed to meet the bespoke needs of all pupils. Our pupils are at different stages of learning and require highly differentiated teaching and learning approaches, therefore, scaffolding within a whole class session is essential to our sequenced teaching delivery. Repetition in learning is used to support pupils to remember the knowledge and to be able to use this alongside their skills, in varying contexts and situations. Teachers use a variety of method and materials, including sensory-friendly strategies, to address the diverse learning styles and abilities of our pupils. This may include visual aids, practical and tactile resources, auditory elements and technology-assisted learning. Teachers support learning of abstract concepts in concrete ways.

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When assessment has demonstrated pupils need to consolidate their learning, we adapt their curriculum to ensure basic life skills are mastered and skills for independence are further enhanced. Pupils with complex needs have a curriculum that provides more sensory opportunities and exploration to support development of greater understanding of themselves and the world around them. This curriculum pathway encourages the development of pre-requisite skills within Cognition and Learning, Communication and Interaction, PSHE and Sensory and Physical development. Outcomes are designed for each pupil within their timetable and accessed through NC subjects, this serves as the 'vehicle' for learning. Personalised learning outcomes are designed using EHCP (Education, Health Care Plans) outcomes and Engagement profiles.

Parents and carers are informed of the curriculum units being covered in termly Medium Term Plans (MTP) and via newsletter items. All stakeholders have access to the Long Term plans (LTP) for each subject via the website. This shows the content, skills and progression mapped out for each subject.

Pen portraits and individual target sheets are produced for each pupil from EHCP's. These outline the needs of the individual pupils, the strategies that support the pupil and the objectives that are being focused on to support the best outcomes for all. EHCP outcomes are reviewed regularly during term time and reviewed by teachers and SLT twice per annum during Teaching and Learning Progress meetings.

Pupils access impactful and evidenced based interventions and therapies, which are supported by our intervention team staff and inhouse or external therapists such as OT; SALT; Play therapy and Music therapy. Supported by our SALT, we use Total Communication approaches to support communication development and learning. This multidisciplinary approach ensures the best possible outcomes for all pupils. All staff teach a broad and rich vocabulary so that pupils develop a deep understanding of the subjects they are learning. Subject leads may highlight key vocabulary linked to themes and topics; this is reinforced in lessons with pupils.

At Belmont we ensure that there is a clear focus on preparation for adulthood, careers and life skills starting in EYFS, linking the curriculum to the individual's EHCP and increasing opportunities to learn in the community. At all opportunities we encourage family involvement, fostering strong communication between school and home to further support learning.

IMPACT

The aspiration for all pupils who attend Belmont is that they achieve their potential in all aspects of their development. The outcome of the curriculum ensures that pupils are prepared for their next steps in education and beyond. Belmont school works with further education providers to ensure the curriculum prepares them for college and the world of work. Each year the curriculum is monitored, reviewed and evaluated to ensure it suits the needs of the pupils. Curriculum impact is measured through its impact on pupil learning and progression against targets and reviewing EHCP outcomes for pupils.

Student engagement is monitored throughout the school day. This can be seen as pupils play; learn and interact with one another and is evidenced by increased interest and participation in learning activities and experiences.

Progress is assessed against EHCP outcomes and curriculum outcomes, with regular reviews to ensure continuous growth. This ensure pupils make progress from their starting points over time and are progressing well in the acquisition of key knowledge and skills.

Through robust monitoring processes and procedures, the impact of the curriculum is evaluated to ensure it meets the needs of the pupils and groups. Mechanisms for monitoring include biannual Teaching and Learning Progress Meetings and triangulation of available data and assessments, work scrutiny, classroom visits by school leaders and subject leads and pupil voice.

Impact is demonstrated in assessment data including accreditation and examination data. We use a variety of data to capture the full picture of pupil progress in various areas of development. This includes observations of social and emotional development and the impact of interventions and therapies to gain a holistic measure of the impact and increased confidence and improved interpersonal skills. In addition, the development of life skills, such as independence and effective communication, is evidenced, to ensure pupils are being well prepared for their next stage in life.

All pupils are prepared well for their next stage in education and life. The curriculum builds on what they know and can already do. All learning therefore remains informed and coherently planned. The development of individual skills recognises/ nurtures their aspirations and supports their wellbeing securing outstanding outcomes for all.

The destinations of our pupils is tracked and monitored with local and national colleges. Collaboration with these organisations informs our curriculum changes to ensure they are well equipped for their next steps in education. In addition, regular feedback from parents, caregivers and pupils ensure our curriculum meets their needs and expectations. External stakeholders such as members of the LAB; our SIP; other SANDMAT school and Ofsted is taken into account when further refining the curriculum.

All achievements and progress are celebrated. Our pupils leave Belmont with the confidence to take their next steps independently, having gained the necessary life skills to support this, at the appropriate level for their need.

SUBJECT AREAS

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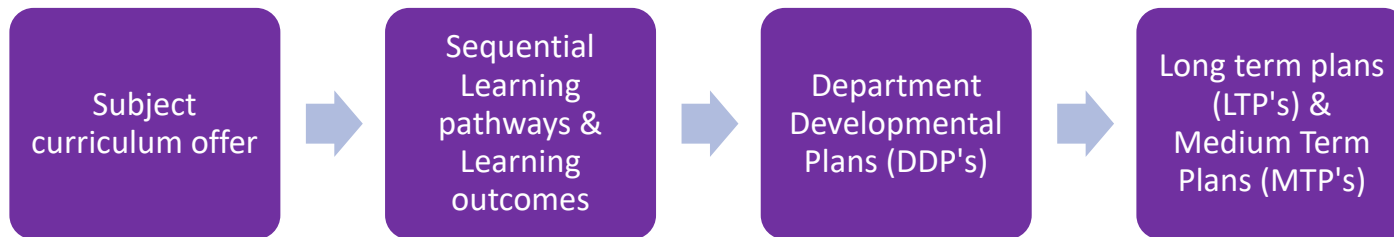
Core Academic Subjects								
English	Developing the skills and knowledge to read, write and communicate effectively.	Reading & Phonics		Writing		Communication, Language and Interaction		
Maths	Developing the skills and knowledge to effective use functional Maths skills in everyday life.	Number & Algebra		Geometry & Measure		Working Mathematically		Statistics
PSHE	Developing skills and knowledge which can be used/ applied to live a happy, healthy and safe life understanding how to be a responsible citizen & form safe/ effective relationships.	Self-Awareness	Healthy Living	The world we live in	Self-Care	Support and Safety	Emotions & Mental Health	Relationships & Sexuality Education (RSE)
Foundation Subjects								
Our Futures	Life skills and knowledge in preparation for independent and future employment or further education.	Careers & work-based learning		Citizenship		Design and Technology & Food technology / Cooking skills		Skills for Independence
Our World	Increase understanding of the world around us. Our World, as a whole subject is unique to Belmont school incorporating sessions in Science, Geography & History to form a rounded & accessible curriculum for our pupils.	History		Geography		Science		
Our Bodies	Gain an understanding of our bodies; self-regulation and mental/ physical health where understanding the body's signals helps pupils understand & regulate emotional & physical states, further developing self-esteem & confidence.	Physical Education (PE) Swimming		Yoga and Mindfulness		Interoception (Understanding our bodies)		Outdoor Play and Learning (OPAL)
The Arts	Developing confidence, communication, teamwork and creativity to encourage expression of self through various art forms and media.	Art		Music		Drama		

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Social and Emotional Learning	Develop an understanding, knowledge and skills required to live a happy, healthy and safe life. To support pupils to build positive relationships and maintain positive mental and physical health.	Interoception (Understanding our emotions)	Thrive					
Religious Education (Beliefs, Values and Cultural Diversity)	Develop an understanding, and knowledge, of spiritual, moral, social and cultural aspects society. Gain knowledge and understanding of religions of the world.		Computing	Gain knowledge and understanding and practical skills to safely use a variety of technology.				
International Days	Modern Foreign Languages	Cultural Diversity	Social Capital	British Values				
Extracurricular Offer	Cycling	Swimming	Enrichment	Football	Gardening	RDA & Skiing	OPAL	

SUBJECT AREA PLANNING

For each of the subject areas the following documents are available:



END POINTS AND NEXT STEPS IN TRANSITION

Our pupils have unique needs, so our curriculum endpoints reflect a range of outcomes; the approach ensures personalised learning remains at the heart of their bespoke offer

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Academic Achievement: Our students will work towards achieving individual academic goals set according to the EHCP outcomes and curriculum outcomes, key stage endpoints, focusing on English and maths and reading, and other essential skills as well as accreditation and exams at KS4.

Social and Emotional Development: Students will demonstrate improved interoception, social skills, emotional regulation, and an ability to work collaboratively. The endpoint is fostering self-confidence and positive relationships with peers and adults.

Life Skills and Independence: Students will achieve increasing independence in personal care, keeping themselves safe, community interaction, and practical life skills, such as cooking, managing money, and using public transport.

Vocational Preparation: Older students will be prepared for accreditation and exams at KS4, vocational training, work-based learning, Post-16 education or further education, depending on their individual goals and capabilities. The endpoint here is to equip them with the skills necessary to transition into adulthood successfully.

End points and transition for each subject area can be found in Curriculum subject overview documents.

Subject Leadership & CPD

The majority of subject are led by subject leads. Leadership may be divided into primary or secondary leads or through allocation of areas within the subject. .

Subject leadership and management is supported by the Deputy Headteacher and overseen by the Senior Leadership Team.

Subject leaders CPD is supported through SANDMAT networks, attendance at training/meetings/conferences and local and National updates (On request Belmont School CPD strategy document can be seen for more details). Where further training or qualifications are needed to deliver relevant course, leaders are supported with accessing these.

Subject leaders meet with teachers on a regular basis during Focus sessions. In addition, they adhere to a rigorous monitoring programme of classroom visits, book/work scrutiny, learning walks and moderation of assessment data. (On request T&L monitoring schedule can be seen for more details).

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INTENT	At Belmont School we aim to	<i>'Be the best that we can be'</i>							
	Core Values	Relationships			Kindness			High Aspirations	
		Community Belonging Love & Connection Diversity			Empathy Compassion Care Understanding			Challenge Love for learning Growth Making a difference	
	Vision	An inclusive learning and therapeutic community that is committed to ensuring pupils are safe, happy, enthusiastic and purposeful learners. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve. The curriculum is successfully planned sequentially and managed to ensure all pupils gain knowledge and skills to ensure they are well prepared for the next stage in the education, training and employment. On leaving school, our pupils have the social skills, education and confidence to thrive in the adult world and an understanding they are able to make a positive contribution to the world around them. <i>Learning is an integral part of our day and takes place throughout the day in all areas.</i>							
	Relational & Restorative School (Behavioural Values & principles)	ACE Aware	Trauma Informed	Restorative Practice	Thrive Approach & Interception curriculum	Wide range of Interventions		Exceptional Pastoral Care	Personalised Curriculum to support needs of the pupils
Rules	Be Ready		Be Safe		Be Respectful			Be Kind	
IMPLEMENTATION	Great Teaching is purposeful ensuring that pupils are....	Creative Inspirational Fun Innovative Well resourced	Aspirational Consistent Engaging Child led Curious	Active learning Calm Motivating Safe environment Differentiated	Relevant Whole child Holistic Sequential Colourful	Skills based Playful Practical Interactive Exciting	Inclusive Positive Healthy challenge Engaging Brave		
	Great Learning	Playing and Exploring		Active Learning			Creating and thinking critically		
		Independence	Perseverance	Questioning	Reflection	Resilience	Informed Risk taking	Confident in applying their learning and experiences	
	Breadth & Balance (Subjects)	English Mathematics Entry Level Certificates & GCSE & Functional Skills	PSHE & RE (Personal, Social and Health Education & Religious Studies) Social, Moral, Spiritual, Cultural Protected Characteristics	Life Skills Interception Relational practice through Circles, Restorative conversations		The Arts (Music, Drama & Art) Our Futures (Careers and Work related learning; D&T and Citizenship)	Our World (History, Geography & Science) Computing	Our Bodies (Active Skills, Yoga & Meditation; Interception; Forest Skills / School)	
	Inspiring Context	Memorable, meaningful, cross curricular themes	Enrichment Days and weeks and Friday afternoons	Passionate and inspiring teachers supported by a robust and extension CPD programme	Inspiring Learning Environment	Exciting extra curriculum opportunities through trip and visits	Learning outdoors	Cultural and Social Capital	
	The Whole Child School Council, T&OL conversations; Parent views	Inclusion, equity and aspiration at the heart of all we do	Celebration of individual achievement and success	Timely interventions and reasonable adjustment	Emotionally aware/intelligent. Able to recognise understand and regulate their own emotions	Equipped for the future and next steps in transition	Physical development Self-occupancy, aspirations, interest and hobbies	Understanding self and others (Emotional Intelligence)	
	Safeguarding (Including attendance, personal and psychological safety)	Drug/Alcohol Education	Sex, Relationship Education (SRE)	Online Safety (National Online Safety)	Anti-bullying & Anti-racism & Diversity	PREVENT training	Health, Mental health & first aid	FGM and Peer on peer abuse	Keeping safe at home, at school and out
	Great Reading	Skills for Reading Systematic, Synthetic Phonics – Read, Write Inc Whole Word Reading – POPS reading scheme Comprehension resources – Language for Thinking, Colourful Semantics.				Reading for Pleasure, Purpose Functional Reading Library Lessons & authors visiting Book corners & Reading buddies & Bedtime stories & World Book Days			
IMPACT	Great Outcomes from pupils stating points	Emotional		Social			Academic		
		Personal Development is outstanding which ensures: Personalised targeted interventions ensure development and progress Children are happy and enjoy coming to school and thrive. Parents and carers are happy with the school and an extremely high proportion would recommend Belmont School.		Behaviour and attitudes are outstanding ensures: Children demonstrate our vision and values in their learning and in their behaviour in an around school. Children learn to make the right choices for their safety.			The quality of Teaching and Learning is outstanding which ensures: Assessment is integral to inform next steps, learning (knowledge and skills) is relevant and sustainable for next steps. Children achieve the best possible outcomes from their starting points. Pupils make at least the expected progress over time. Differentiation and targeted interventions ensure progress of all. All accreditations prepare pupils well for their next stage.		
	Evaluation Well embedded policies/protocols underpinned by effective monitoring and governance	Internal school self-evaluation and assessment of pupil progress Monitoring and moderation by all school leaders		Tracking pupils progress in reading and listening to the reading		Regular Teaching and Learning progress meetings with teachers and SLT		External validation of judgements through SIP visits, Ofsted, parent evaluations, external moderation and peer reviews through SANDMAT	