

# Welburn Hall School Curriculum Handbook

Respect, Perseverance and Excellence (Ages 8–19)

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## 1. Introduction

### Our Vision

At Welburn Hall School, we believe that every learner deserves a curriculum that celebrates individuality, promotes independence, and prepares them for life beyond school. Our curriculum is inclusive, ambitious, and responsive — tailored to the diverse needs of pupils aged 8–19 with a range of special educational needs and disabilities (SEND).

### Our Core Values

- **Respect** – fairness, professionalism, trust, compassion, caring
- **Perseverance** – can do attitude, optimism, challenge, courage
- **Excellence** – teaching, curriculum, holistic progress, personalised learning

### Curriculum Intent

Our curriculum is designed to:

- Meet the holistic needs of every learner
- Develop communication, independence, and emotional regulation
- Promote academic, social, and life skills
- Prepare pupils for adulthood, employment, and community participation

### EHCP Centred Curriculum

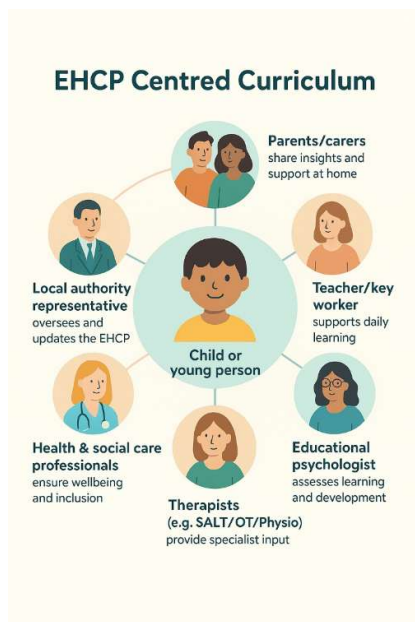
At **Welburn Hall School**, every **Education, Health and Care Plan (EHCP)** places the **child or young person** firmly at the centre of everything we do. Our curriculum and support are shaped around each learner's unique needs, interests, and aspirations — ensuring that every student can achieve their best and thrive both in school and beyond.

The **EHCP targets** are at the heart of each pupil's personalised curriculum.

- These targets guide lesson planning, therapy input, and daily learning experiences.
- Teachers and therapists embed the EHCP outcomes into classroom activities, independence skills, and community learning.
- Progress towards EHCP outcomes is regularly reviewed, shared with parents, and used to adapt each learner's curriculum pathway.

Surrounding the child are the key people who work closely together to make this happen:

- **Parents and Carers** – share insights, celebrate progress, and support learning at home.
- **Class Teachers and Key Workers** – deliver personalised teaching aligned to EHCP targets.
- **SENCO (Special Educational Needs Coordinator)** – ensures EHCP outcomes are reflected across the curriculum and provision remains effective.
- **Educational Psychologist** – helps identify learning approaches that enable targets to be met.
- **Therapists** (*Speech and Language, Occupational Therapy, Physiotherapy, etc.*) – provide interventions linked directly to EHCP goals.
- **Health and Social Care Professionals** – support wellbeing and independence outcomes.
- **Local Authority Representative** – monitors and updates the EHCP to reflect each child's evolving needs.



At Welburn Hall, this joined-up approach ensures a **living curriculum** — one that evolves with each pupil's progress, links directly to their EHCP targets, and celebrates every step of success.

## 2. Curriculum Pathways Overview

Welburn Hall School offers **three curriculum pathways** to ensure that every learner accesses appropriate, meaningful, and challenging learning experiences:

Pathway	Learning Focus	Assessment	Outcomes	Destination
<b>Pre-Formal</b>	The curriculum supports learners to: <ul style="list-style-type: none"> <li>- Connect and respond, developing attention and build engagement</li> <li>- Develop a sense of security through building positive relationships</li> <li>- Develop an awareness of the world around them through sensory exploration</li> <li>- Develop physical skills through which they can control and explore their environment</li> <li>- Establish behaviours through which they can express their feelings, make choices and communicate with other people</li> <li>- Experience life within a school community, responding to other people and sharing activities with them</li> </ul>	<ul style="list-style-type: none"> <li>- Photographs and annotations</li> <li>- Cherry Garden branches and pre-key stage standards</li> <li>- Tapestry</li> <li>- Communication and sensory profiles</li> <li>- EHCP targets</li> <li>- Behaviour data</li> <li>- Progress data</li> <li>- Therapy care plans</li> </ul>	Learners can safely and confidently: <ul style="list-style-type: none"> <li>- Engage and cooperate with each other and adults</li> <li>- Access the whole school community and wider community</li> <li>- Self-occupy and regulate</li> <li>- Communicate with trusted adults and some peers</li> <li>- Participate with personal care</li> <li>- Share interests and achievements</li> </ul>	<ul style="list-style-type: none"> <li>- Semi-formal pathway</li> <li>- College classes</li> <li>- Colleges with supported living</li> <li>- Specialist colleges</li> <li>- Day service provision</li> <li>- Supported living</li> <li>- Individual budgets</li> </ul>
<b>Semi-Formal</b>	The curriculum supports learners to: <ul style="list-style-type: none"> <li>- Develop interaction skills so they can interact with others, making choices, follow explanations and access key concepts needed for learning</li> <li>- Establish key skills in English, Maths, Science and ICT</li> <li>- Learn to cooperate with others, to build positive relationships and take responsibility for themselves and their environment</li> <li>- Learn skills which help them to be more independent in adult life</li> <li>- Learn about the world around them and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>- Photographs and annotations</li> <li>- Boxall</li> <li>- Onwards and Upwards</li> <li>- Communication and sensory profiles</li> <li>- EHCP targets</li> <li>- Behaviour data</li> <li>- Progress data</li> <li>- Therapy care plans</li> <li>- Attendance data</li> <li>- Functional skills and external accredited courses</li> </ul>	Learners can safely and confidently: <ul style="list-style-type: none"> <li>- Engage and cooperate with others and with a wide range of living skills</li> <li>- Independence in self care</li> <li>- Supervised community access</li> <li>- Independently occupy and self-regulate</li> <li>- Functional Skills</li> <li>- Open Awards</li> <li>- Preparation for Adulthood</li> <li>- Work experience and enterprise</li> </ul>	<ul style="list-style-type: none"> <li>- Formal pathway</li> <li>- College classes</li> <li>- Specialist colleges</li> <li>- Day service provision</li> <li>- Supported living</li> <li>- Individual budgets</li> <li>- Supported employment</li> </ul>
<b>Formal</b>	The curriculum supports learners to: <ul style="list-style-type: none"> <li>- Develop effective communication skills to interact confidently with other people</li> <li>- Study a wide range of academic subjects leading to accreditation and qualifications</li> <li>- Develop self-awareness, respect for others and a sense of responsibility so that they can play their part in the school community and become active citizens as adults</li> <li>- Develop confidence and independence</li> <li>- Learn about the world of work and develop the skills and understanding which will enable them to move into paid employment or voluntary work as an adult</li> </ul>	<ul style="list-style-type: none"> <li>- Boxall</li> <li>- Onwards and Upwards</li> <li>- Communication and sensory profiles</li> <li>- EHCP targets</li> <li>- Behaviour data</li> <li>- Progress data</li> <li>- Therapy care plans</li> <li>- Attendance data</li> <li>- Functional skills and external accredited courses</li> <li>- Formal assessment and exams</li> </ul>	Learners can safely and confidently: <ul style="list-style-type: none"> <li>- Independent access to the immediate community</li> <li>- Entry level exams</li> <li>- GCSEs</li> <li>- Internal and external work experience</li> <li>- Regulate independently</li> <li>- Mostly access work independently and with confidence</li> <li>- Preparation for Adulthood and enterprise</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist college</li> <li>- Mainstream college</li> <li>- Open employment</li> <li>- Supported employment</li> <li>- Apprenticeships</li> <li>- Independent and supported living</li> </ul>

## Pre-Formal Pathway

### Curriculum Intent

The pre-formal pathway focuses on **engagement, communication, and sensory exploration**. Learning is delivered through highly individualised and multi-sensory experiences.

### Curriculum Implementation

Learning takes place through daily routines, play, and therapeutic input. The curriculum areas include:

- **Communication, Language and Literacy** (including intensive interaction, sensory stories)
- **Mathematical Development** (exploration, cause and effect)
- **Physical Development** (physiotherapy, MOVE programme, hydrotherapy)
- **Personal, Social, and Emotional Development**
- **Expressive Arts and Design** (music, art, multisensory sessions)

### Assessment

- Cherry Garden
- Engagement Model
- Tapestry
- Individual Learning Plans (ILPs) and EHCP outcomes

### Example Weekly Activities

- Sensory story time
- Rebound or hydrotherapy
- Switch-based exploration
- Music therapy
- Outdoor Learning
- Communication sessions with AAC

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## Semi-Formal Pathway

## Curriculum Intent

The semi-formal curriculum is designed for learners who require structured teaching but also benefit from practical and real-life learning. It develops **communication, independence, and functional academics**.

## Curriculum Implementation

Learning areas include:

- **Communication and Literacy** (functional reading, writing, and speaking)
- **Mathematics for Life** (money, time, measure)
- **Understanding the World** (science, geography, history through thematic learning)
- **Personal, Social, Health and Economic (PSHE)** education
- **Creative Arts and Physical Development**
- **Independence and Life Skills** (shopping, cooking, travel training)

## Assessment

- Onwards and Upwards
- Boxall
- Evidence for Learning (photo/video records)
- Targets based on EHCP outcomes

## Example Themes

- "Healthy Me"
- "Our Community"
- "Famous Authors"
- "Journeys and Transport"

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## Formal Pathway

### Curriculum Intent

The formal pathway aligns closely with elements of the **National Curriculum**, adapted to ensure accessibility and relevance. The focus is on **academic progress, vocational and functional skills**, and **preparation for adulthood**.

### Curriculum Implementation

Subjects include:

- **English** – reading comprehension, writing, functional communication
- **Mathematics** – number, problem-solving, financial literacy
- **Science and Humanities** – practical, thematic projects
- **Computing and Digital Skills**
- **PSHE, Citizenship, and RSE**
- **Physical Education and Outdoor Learning**
- **Vocational and Enterprise Studies** (horticulture, catering, animal care)
- **Work Experience** (college)

### **Accreditation Opportunities**

- Entry Level Certificates (English, Maths, Science)
- Open Awards
- GCSE
- Work experience placements

### **Assessment**

- Entry Level and Functional Skills assessment
  - Onwards and Upwards
  - Boxall
  - Internal and external moderation
  - Annual review of EHCP outcomes
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### 3. Accreditation and Assessment Overview

Pathways and assessment / accreditation					
Please note that the pathways are not hierarchical but based on the teaching and learning approach each pupil needs. Pupils can move between pathways within their learning journey and can also access a specific pathway for a certain area of learning.					
	Key Stage 1	Key Stage 2	Key stage 3	Key Stage 4	College
Pre-formal		Cherry Garden Branches 1 to 8 The Engagement Model		Functional Skills level 1 Onwards and Upwards Boxall	Open Award Diploma
Semi-formal & Nurture		Cherry Garden Branches 5 to 8 [+ bridging] The Engagement Model Pre-Key Stage Standards 1-2 level Phonics Assessments (Read Write Inc & Fresh Start) Onwards and Upwards Boxall	Functional Skills in English, Maths, ICT Phonics Assessments (Read Write Inc & Fresh Start) Onwards and Upwards Boxall	Functional Skills English, Maths, ICT levels 1 & 2 Onwards and Upwards Boxall By the end of Phase 3 (KS4) - Nurture pupils should have transitioned into a Semi-Formal or Formal	Functional Skills English, Maths, ICT levels 2 & 3 Onwards and Upwards Boxall Open Award Diploma: Animal Care Construction Catering Employability Enterprise Life Skills Drama Work Experience

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Formal &amp; Nurture</p>		<p>Currently no class National Curriculum Levels Year 3 + Maths Assessment Papers (White Rose) Phonics Assessments (Read Write Inc &amp; Fresh Start) Onwards and Upwards Boxall</p>	<p>Maths Assessment Papers (White Rose) Phonics Assessments (Read Write Inc &amp; Fresh Start) Onwards and Upwards Boxall</p>	<p>Functional Skills English, Maths, ICT level 3 Entry Level 1 &amp; 2 Geography, Science, PE, History GCSE Maths Onwards and Upwards Boxall</p>	<p>Functional Skills English, Maths, ICT levels 3 Entry Level 1 to 3 English, Maths, ICT GCSE Maths Onwards and Upwards Boxall Open Award Diploma: Animal Care Construction Catering Employability Enterprise Life Skills Drama Work Experience</p>
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## 4. Pupil Profiles

Pupil Profiles					
	Pupil Profiles	SEND / Additional Needs	Curriculum Focus	Context	Wider Areas of Development
Pre-formal	Pre-Formal learners have complex learning needs and may have a range of physical, communication, sensory and regulation needs. These learners have high level support needs and will require an opportunity to interact or play and explore through continuous provision and practical experiences.	Severe Learning Needs	'My Communication' 'My thinking and problem solving' 'My care and independence' 'My creativity' 'Understanding the World around me'	Sensory based curriculum Continuous provision / play Individualised short sessions	Sensory regulation SMSC Independence
Semi-formal & Nurture	Semi-formal learners have a good foundation of learning and are becoming increasingly independent in their learning although still require a higher level of adult support and tailored provision. Learners are ready for some aspects of more formal through hands on, practical experiences. Learners require	Moderate to Severe Learning Needs	English Maths Computing PSHE Humanities Expressive Arts PE Science RE	Subject based learning with some 'learning through' activities Focus on developing engagement, social skills and independence Enhanced provision for learning through play Focus on pastoral support Bespoke activities to develop aspirations, skills and needs outlined in EHCPs	Sensory regulation SMSC Independence British Values Cultural Capital Mental health and wellbeing Practical life skills and Work Experience

	additional teaching of practical life skills and Preparation for Adulthood.		Independent Learning Skills	Preparing for Adulthood and work-related learning in KS4 and 5 The nurture curriculum offer is paced and fits with the individual's ability to engage at any given time	
Formal & Nurture	Formal learners are ready for NC learning but have levels below age related expectations, therefore the programmes of study are adapted to meet need. The learners' EHCP milestones and aspirations are at the core of our offer as well as supporting social and emotional development which means an adaption of NC content is necessary to ensure a holistic and meaningful curriculum.	Moderate Learning Needs	English Maths Computing PSHE Humanities Expressive Arts PE Science RE Independent Learning Skills	Subject based learning Pastoral support Bespoke activities to develop aspirations, skills and needs outlined in EHCP's Preparing for Adulthood and work-related learning.	SMSC Independence British Values Cultural Capital Mental health and wellbeing Practical life skills and Work Experience

To view provision on a page, visit the Pathway tab on the website

## **5. Preparation for Adulthood (PfA)**

Across all pathways, the curriculum embeds the four PfA outcomes:

- 1. Employment or Meaningful Occupation**
- 2. Independent Living Skills**
- 3. Good Health and Wellbeing**
- 4. Community Participation**

Examples include:

- Enterprise projects
  - Independent travel training
  - Health and wellbeing workshops
  - Residential and community-based learning experiences
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## **6. Therapies and Holistic Support**

The curriculum is enriched by a multidisciplinary team, including:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Physiotherapy
- Music Therapy
- Educational Psychology
- Emotional Wellbeing Support

Therapeutic interventions are embedded into classroom practice and daily routines.

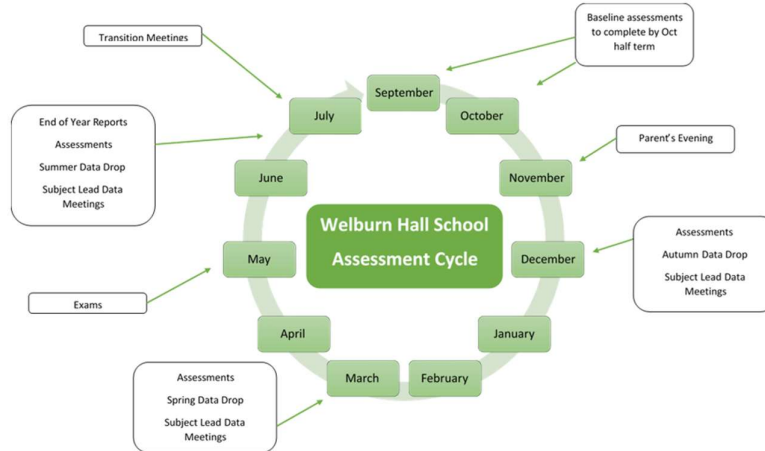
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## **7. Assessment and Progress Tracking**

Progress is measured through:

- EHCP Outcomes
- Boxall
- Engagement Model / Cherry Garden and Tapestry
- Entry Levels
- Annual Reviews and Multi-Agency Collaboration
- Pupil Voice and Wellbeing Reviews

## Assessment Cycle



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## 8. Enrichment and Community Engagement

Welburn Hall offers a broad enrichment programme including:

- Outdoor learning and forest school
- Residential and community visits
- Creative arts and performances
- Sports and inclusive games
- Student council and advocacy groups

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## 9. Post-16 Provision

The **Welburn Hall College (16–19)** builds upon earlier pathways with emphasis on:

- Life skills and independence
- Vocational learning and work experience
- Community engagement
- Transition planning and next steps

Accreditations: GCSE, Entry Level, Open Awards, Functional Skills.

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## 10. Safeguarding, Equality, and Inclusion

All curriculum delivery aligns with statutory guidance and the Equality Act 2010. Safeguarding and emotional wellbeing are at the heart of everything we do.

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## **11. Partnership with Families**

Families are central to the curriculum process. We maintain open communication through:

- Regular reviews
  - Home-school diaries or digital communication
  - Family workshops and events
  - Pupil Progress via Parents Evenings and Termly One Page Profile updates
  - Annual Review meetings
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## **12. Review and Development**

The curriculum is reviewed annually by the Senior Leadership Team, teaching staff, therapists, and the Governing Body to ensure it remains current, responsive, and effective.