EDGEWOOD ACADEMY

Curriculum Policy

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EDGEWOOD ACADEMY

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EDGEWOOD ACADEMY

Safe, supported learning that inspires growth through innovation.

At Edgewood Academy, every learner grows in a safe, supportive environment where curiosity is nurtured, individuality is valued, and innovation inspires new possibilities.

We believe that when children feel secure and connected, they are free to explore, create, and achieve beyond expectation — growing deep roots of confidence and reaching new heights of potential.

Core Principles

Safe to Grow

We build trust through care, respect, and consistency — ensuring every learner feels protected and valued in all they do.

Inspired to Innovate

We embrace creativity and technology as tools for discovery, equipping pupils with the confidence to explore, question, and lead.

Connected to Community

We grow together — learners, families, and educators — supporting each other with empathy and collaboration.

Rooted in Excellence

Like a strong tree, we are grounded in high expectations, with teaching and learning that challenge and inspire progress at every stage.

Our Educational Approach

Edgewood Academy is committed to providing a broad, balanced, differentiated, and relevant curriculum that extends learning beyond the classroom. Our curriculum is designed to promote meaningful educational experiences which support the development of students' social, communication, and life skills, enabling them to participate fully in school and community life.

We provide a stable and caring environment, underpinned by high staff-to-student ratios, to ensure that every learner has the opportunity to develop their abilities, engage in new experiences, and work towards achieving their future potential.

Our provision is built upon a multi-disciplinary and person-centred approach to education. This enables students who may have previously experienced difficulty in other educational settings to re-engage positively with learning and school life.

All students are taught in small class groups, allowing for individualised attention and targeted support. We make use of extensive and personalised resources to deliver a bespoke educational experience that meets the specific needs and learning profiles of each pupil.

Edgewood Academy adopts a multi-agency 'team around the child' approach, bringing together a range of professionals including Educational Psychologists, Speech and Language Therapists, Clinical Psychologists, and Art Therapists. This collaborative approach ensures that comprehensive and individualised support plans are developed and implemented to promote the academic, social, and emotional development of every child.

Key Curriculum Principles – Edgewood Academy

Curriculum Statement

Our curriculum is designed to reflect key elements of mainstream education while offering specialised approaches that meet the diverse needs of our learners. It provides targeted support for children who are disaffected, emotionally distressed, or preparing to reintegrate into mainstream schooling. Through a creative and flexible learning environment, we aim to re-engage pupils, promote emotional stability, and foster readiness for transition.

We prioritise regular opportunities for success, enabling each child to build confidence in their abilities and develop the resilience necessary for sustained progress. This approach supports the achievement of meaningful outcomes and equips learners with the skills and mindset required for a successful transition into adulthood.

At Edgewood Academy, our curriculum is designed to meet the diverse needs of all pupils through a personalised, inclusive, and innovative approach. The following principles underpin our curriculum design and delivery:

1. Assessment-Led Planning

   Assessment informs the creation of a broad, balanced, and relevant curriculum for every pupil. Ongoing assessment ensures that teaching is responsive to individual needs and that learning builds on prior knowledge and skills.

2. Individualised and Therapeutic Curriculum

   The curriculum is personalised for each pupil and integrates therapeutic input as appropriate, ensuring that academic, social, emotional, and communication needs are addressed holistically.

3. Preparation for Adult Life

   The curriculum, including Personal, Social and Emotional (PSE) and Careers Education, is designed to prepare pupils for adulthood by developing independence, resilience, and life skills that support future success.

4. Adapted National Curriculum

   The National Curriculum provides the foundation for learning and is adapted where necessary to meet individual needs, enabling all pupils to access meaningful learning opportunities and achieve their full potential.

5. Opportunities for Academic Achievement

   Every pupil is provided with opportunities to experience success and make measurable progress across a range of academic and personal development areas.

Our creative and flexible curriculum provides regular opportunities for success, helping each child to:

• Take control of their own behaviour

• Develop core skills in English, Maths, and ICT

• Build independence and social confidence

- Enhance physical development
- Strengthen problem-solving, analytical, and logical thinking
- Express and regulate emotions effectively
- Experience a sense of happiness and self-worth
- Achieve academically to the best of their ability
- Prepare for the responsibilities and challenges of adult life

Through this holistic approach, we foster resilience, self-belief, and personal growth, ensuring every learner is equipped with the skills and mindset needed to thrive both in education and beyond.

Overview

Edgewood Academy is an independent school for pupils aged 7 to 14 who experience social, emotional, and mental health (SEMH) difficulties and cognition and learning needs. We welcome children and young people from within our local authority and beyond who require a more personalised and therapeutic approach to learning in order to meet their specific needs.

Many of our pupils arrive having faced significant challenges in previous educational placements, often resulting in disrupted learning, multiple placement breakdowns, and gaps in both academic attainment and personal development. These challenges may be compounded by medical diagnoses such as ADHD, ASD, OCD, and other neurodiverse conditions. On entry, pupils frequently operate below age-related expectations, and we place a strong emphasis on personal development alongside academic progress.

The nature of our cohort—children with SEN and mild to moderate needs—results in varied and uneven academic profiles both within individual pupils and across year groups. This requires a highly differentiated and inclusive approach to ensure all pupils can grow academically and socially, without feeling stigmatised or isolated. Many pupils have experienced poor educational outcomes due to previous settings being unable to meet their complex needs. Heightened anxiety and school-based trauma are common, and we respond with empathy, structure, and consistency within small, supportive class groups.

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At Edgewood Academy, we are committed to the holistic development of every child. Our curriculum encompasses skill acquisition, relationship-building, knowledge development, and personal growth through a wide range of activities. These take place both in formal classroom settings and in informal environments, recognising that learning happens everywhere. Socialisation, cooperation, negotiation, and collaboration are essential skills that we actively promote to help pupils become confident, contributing members of society.

Our staff play a vital role in modelling and nurturing these skills through a relational and therapeutic approach. We also embed core values such as tolerance, respect, democracy, and the rule of law throughout the curriculum. Personal, Social, Health and Economic (PSHE) education, alongside Social, Moral, Spiritual and Cultural (SMSC) development, forms the backbone of our curriculum. These elements empower pupils to develop a strong sense of identity, both locally and globally, and prepare them to take responsibility for their future.

The Purpose of Our Curriculum – Edgewood Academy

At Edgewood Academy, our curriculum is designed to be ambitious, inclusive, and deeply rooted in the needs of our pupils. It serves as a vehicle for both academic achievement and personal growth, ensuring that every child is equipped with the skills, values, and confidence to thrive in school and beyond.

Our curriculum:

- Raises aspirations by encouraging all pupils to believe in their potential and strive for success.
- Provides purposeful and relevant learning, ensuring that all content is meaningful and connected to real-life contexts.
- Inspires and immerses pupils through engaging, creative, and dynamic learning experiences.
- Reflects our core values of respect, resilience, cooperation, and empathy in all aspects of school life.
- Promotes a growth mindset, encouraging pupils to embrace challenges and view mistakes as opportunities for learning.

- Celebrates the learning journey, valuing the process as much as the outcome and fostering a love of discovery.
- Prepares pupils for adulthood, with a strong focus on life skills, independence, and readiness for the world beyond school.
- Is memorable and experiential, offering rich, hands-on experiences that broaden horizons and deepen understanding (see our curriculum maps for examples).
- Strengthens community connections, fostering positive relationships within the school, local, and wider communities.
- Encourages entrepreneurial thinking, providing opportunities for creativity, initiative, and problem-solving.
- Promotes SMSC development and British Values, embedding these principles throughout the curriculum to support pupils in becoming responsible, reflective citizens.

Curriculum Intent

At Edgewood Academy, our curriculum is thoughtfully designed to reflect the structure and expectations of mainstream education, while offering specialist, therapeutic approaches tailored to the individual needs of our learners. We recognise that many of our pupils have experienced disrupted educational journeys, emotional distress, and challenges that require a nurturing and flexible learning environment.

Our curriculum is underpinned by four core intentions:

1. Maximise behaviour and skills for learning – by creating safe, structured environments that promote emotional regulation, engagement, and readiness to learn.
2. Reach full academic potential – through personalised learning pathways that address gaps, build confidence, and celebrate progress.
3. Rebuild and nurture – by fostering trusting relationships, emotional resilience, and a sense of belonging.
4. Prepare to make a positive contribution to society – by equipping pupils with the knowledge, values, and life skills needed to thrive as responsible, independent citizens.

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We are committed to developing the whole child academically, socially, emotionally, and spiritually through a curriculum that is:

- Purposeful and relevant, ensuring that learning is contextualised and meaningful to each pupil's life experience.
- Creative and immersive, inspiring curiosity and engagement through hands-on, experiential learning.
- Grounded in our core values of respect, resilience, cooperation, and empathy, which are embedded across all areas of school life.
- Inclusive and accessible, with the use of digital technology to support differentiated learning, remove barriers, and enable pupils to express themselves in diverse and creative ways.
- Focused on developing a growth mindset, where mistakes are embraced as opportunities for learning and perseverance is celebrated.
- Designed to prepare pupils for adulthood, with a strong emphasis on independence, functional skills, and real-world application.
- Memorable and enriching, offering experiences both in and beyond the classroom that broaden horizons and deepen understanding.
- Connected to the community, fostering strong relationships within the school, local networks, and wider society.
- Supportive of entrepreneurial thinking, encouraging initiative, problem-solving, and innovation.
- Promoting SMSC development and British Values, helping pupils to understand themselves, others, and the world around them.

Digital tools are integrated across the curriculum to enhance learning, support communication, and provide alternative ways for pupils to demonstrate their understanding. Whether through assistive technologies, creative media, or interactive platforms, we ensure that every child has the opportunity to succeed and express their unique voice.

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Curriculum Implementation Statement – Edgewood Academy

At Edgewood Academy, our curriculum is implemented through a highly personalised and therapeutic approach that reflects the diverse needs of our learners. We recognise that many pupils arrive with disrupted educational experiences, emotional vulnerabilities, and uneven academic profiles. Our implementation strategy is designed to bridge these gaps and ensure every child has access to meaningful, inclusive learning.

We deliver the curriculum in small, structured class groups, supported by consistent teaching staff who build strong, trusting relationships with pupils. Learning is differentiated and adapted to meet individual needs, with flexibility in timetabling and content delivery to maximise engagement and reduce anxiety.

Digital technology plays a vital role in our implementation. It enhances accessibility, supports alternative communication methods, and allows pupils to express their learning creatively. Assistive tools, interactive platforms, and multimedia resources are embedded across subjects to ensure all pupils can participate fully and demonstrate progress in ways that suit their strengths.

Our curriculum is enriched through experiential learning, community engagement, and opportunities for pupils to develop independence, resilience, and life skills. We use a blend of formal and informal learning environments to promote social interaction, emotional regulation, and personal growth.

Assessment is continuous and holistic, using Individual Education Plans (IEPs), milestone tracking, pupil voice, and teacher observations to monitor progress and inform next steps. We celebrate every achievement—academic, emotional, and social—recognising that success looks different for every child.

Mission Statement – Bridging the Gap Through Inclusive Learning

At Edgewood Academy, our mission is to bridge the gap between challenge and opportunity by delivering an inclusive, accessible curriculum that empowers every child to thrive. We believe that every learner deserves a pathway tailored to their unique potential one that is rooted in understanding, guided by innovation, and inspired by growth.

Entry to Edgewood Academy

- A detailed transition plan is created before admission.

- Baseline assessments inform placement on the appropriate curriculum pathway.

Ongoing Transitions

- Every pupil has a personalised plan reviewed termly.
- Transition between pathways or classes is carefully managed with familiar adults and planned steps.

Reintegration into Mainstream

Reintegration is central to the Academy's purpose. Support includes:

- targeted academic intervention
- social and emotional skill development
- preparation visits
- liaison with mainstream colleagues
- joint planning meetings
- phased re-entry with ongoing monitoring

Success is measured through attendance, engagement, academic progress, and emotional readiness.

For pupils leaving at the end of Year 9:

- A transition plan is created early in Year 9
- Curriculum prepares pupils for the expectations of KS4
- Information is shared with receiving provisions to ensure continuity
- Reintegration to mainstream KS4 is preferred where appropriate
- Some pupils may move to specialist KS4 or alternative provision
- Families are involved closely in decision-making

We are committed to:

- Removing barriers to learning through personalised support and adaptive teaching
- Embedding accessibility in every aspect of the curriculum, including the use of digital tools to enhance participation and creativity

- Fostering emotional wellbeing and resilience as foundations for academic success
- Equipping pupils with real-world skills, preparing them for the challenges and opportunities of adulthood
- Celebrating diversity, ensuring every child feels seen, heard, and valued

Through this mission, we aim to create a learning environment where pupils are not only supported but empowered ready to face the world with confidence, capability, and a sense of purpose.

Breadth of the Edgewood Academy Curriculum

Edgewood Academy uses the National Curriculum as a foundation to deliver an inclusive, ambitious, and broad and balanced curriculum that meets the academic, social, emotional, and communication needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to ensure that all pupils have access to a wide range of knowledge, skills, and experiences, while allowing flexibility to adapt learning to individual needs, interests, and therapeutic priorities. Teaching and learning are underpinned by high expectations, meaningful engagement, and a commitment to preparing pupils for their next steps in education and life beyond Edgewood Academy.

Core Academic Subjects

All pupils access high-quality teaching in the following core areas:

- **English**
  Developing communication, language, reading, writing, and oracy skills to support learning across the curriculum and enable pupils to express ideas, emotions, and understanding with confidence.

Edgewood Academy provides targeted early reading support for pupils who are working below age-related expectations or are at the earliest stages of reading development.

We follow a **Systematic Synthetic Phonics (SSP)** approach to ensure consistency, structure, and progression. The school uses:
Little Wandle Letters and Sounds Revised
This programme is adapted to meet the needs of pupils with a range of SEND profiles,

including those with SEMH, ASD, speech and language needs, and developmental learning gaps.

Teaching methods include:

- multi-sensory learning (visual, auditory, kinaesthetic)
- overlearning and repetition for memory development
- small, highly structured groups or 1:1 intervention
- integrated communication support, including visuals and assistive technology

Progress in early reading is assessed regularly and is used to plan personalised interventions. Strengthening early reading is a key part of preparing pupils for **reintegration into mainstream**, where secure phonics knowledge is essential for accessing the wider curriculum.

- **Mathematics**
  Building fluency, reasoning, and problem-solving skills through structured, progressive learning that supports real-life application and independence.
- **Science**
  Encouraging curiosity about the world, developing enquiry skills, and fostering understanding of scientific concepts through practical, hands-on experiences.

These subjects are carefully adapted to meet pupils at their starting points, ensuring progress from individual baselines while maintaining alignment with National Curriculum expectations.

The Connected World

At Edgewood Academy, foundation subjects are delivered through a **Connected World** approach. This is a concept-led, integrated curriculum model that brings together:

- **History**
- **Geography**
- **Art and Design**
- **Design and Technology**
- **Music**
- **Religious Education**
- **Other foundation learning**

Learning is organised around meaningful themes and key concepts such as **community, identity, change, sustainability, innovation, and belonging**. This approach enables pupils to make connections across subjects, deepen understanding, and apply learning in real-world contexts.

The Connected World supports pupils to:

- Develop cultural capital and a sense of place locally, nationally, and globally
- Explore creativity and self-expression
- Strengthen problem-solving, collaboration, and communication skills
- Engage in experiential and project-based learning that supports SEMH needs

Personal Development, Wellbeing and Life Skills

Alongside academic learning, the curriculum places strong emphasis on:

- **Physical Education and Well-Being**
  Promoting physical health, emotional regulation, teamwork, and resilience through structured physical activity and wellbeing education.
- **RSE including PSHE**
  Supporting pupils' personal, social, emotional, and moral development, including relationships, health, safety, and preparation for life in modern Britain.
- **Life Skills and Careers**
  Developing independence, financial awareness, employability skills, and understanding of future pathways in an age-appropriate and meaningful way.

Digital Skills and Communication

Digital literacy is embedded across the curriculum. All pupils have access to 1:1 digital devices which are used to:

- Support accessibility and inclusion
- Enhance communication and expression
- Develop safe and responsible use of technology
- Enable creative and alternative ways to demonstrate learning

SMSC and British Values

Spiritual, Moral, Social and Cultural (SMSC) development and British Values are woven throughout all curriculum areas. Pupils are supported to develop:

- Respect and tolerance of others
- An understanding of democracy, the rule of law, and individual liberty
- A strong moral compass and sense of right and wrong
- Confidence as active, responsible members of their community

Relationships and Sex Education (RSE)

At Edgewood Academy, Relationships and Sex Education (RSE) is delivered as a planned, progressive, and inclusive part of the curriculum, tailored to meet the developmental, emotional, and social needs of pupils with SEMH.

RSE is taught within a broader **PSHE framework**, supporting pupils to develop healthy relationships, emotional literacy, self-respect, and an understanding of personal boundaries. Teaching is age-appropriate, sensitive, and responsive to pupils' individual needs, ensuring that learning takes place in a safe, respectful, and supportive environment.

The RSE curriculum supports pupils to:

- Understand relationships, friendship, and family structures
- Develop communication skills and emotional awareness
- Recognise consent, boundaries, and respectful behaviour
- Learn about personal health, wellbeing, and safety
- Prepare for changes associated with growing up

Teaching is inclusive, factual, and reflective of modern Britain, while respecting pupils' backgrounds and individual circumstances. RSE contributes directly to pupils' **SMSC development** and reinforces **British Values**, particularly respect, tolerance, and individual liberty.

Careers and Life Skills Education

Careers and Life Skills education at Edgewood Academy is embedded across the curriculum and delivered through explicit learning opportunities, real-life contexts, and practical experiences.

The programme is designed to raise aspirations, build independence, and equip pupils with the knowledge and skills they need to make informed choices about their future. Learning is progressive and begins with self-awareness and understanding the world of work, developing over time into practical life skills and employability preparation.

The Careers and Life Skills curriculum supports pupils to:

- Develop independence and self-advocacy skills
- Understand different job roles and pathways
- Build financial awareness, including budgeting and money management
- Develop communication, teamwork, and problem-solving skills
- Prepare for transitions into further education, training, or employment

Community links, visitors, and experiential learning opportunities are used where appropriate to enhance understanding and relevance. This area of the curriculum strongly supports pupils' **personal development**, **British Values**, and preparation for adulthood.

Sensory Framework

Edgewood Academy recognises the critical role that sensory regulation plays in supporting pupils with SEMH needs to engage successfully with learning. A structured **Sensory Framework** underpins the curriculum and daily routines, ensuring that pupils are supported to regulate emotions, manage sensory input, and access learning effectively.

The sensory framework includes:

- Planned sensory regulation opportunities throughout the day
- Movement breaks and outdoor learning
- Calm spaces and sensory resources

- Mindfulness, breathing, and relaxation strategies
- Individualised sensory plans where appropriate

Sensory provision is proactive rather than reactive and is embedded within classroom practice, transitions, and unstructured times. This approach supports pupils' emotional regulation, concentration, communication, and readiness to learn, enabling them to access the curriculum more consistently and confidently.

Transition and Reintegration

Transition is a core consideration in the design and delivery of the Edgewood Academy curriculum. Our curriculum is structured to ensure that pupils can move confidently between settings and reintegrate into mainstream or alternative educational provision where appropriate.

Through a **strong alignment with the National Curriculum**, combined with bespoke pathways and therapeutic support, pupils are supported to make sustained academic progress without gaps in learning. This ensures continuity and comparability with other educational settings.

Our approach is strengthened by:

- High-quality teaching aligned with National Curriculum outcomes
- Clear sequencing of knowledge and skills
- Robust assessment and tracking of progress
- Strong communication with families, local authorities, and receiving schools

Digital innovation plays a key role in supporting transition. Through 1:1 technology, accessibility tools, and digital portfolios of learning, pupils are able to demonstrate progress, retain continuity in learning approaches, and adapt to new environments with confidence.

With the right support in place, pupils are equipped to transition successfully into a range of educational settings without disadvantage.

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Research-Informed Teaching: Metacognition and Cognitive Load

Teaching and learning at Edgewood Academy are informed by educational research, particularly in the areas of **metacognition** and **cognitive load theory**, which are especially relevant for pupils with SEMH needs.

Metacognition

Pupils are explicitly taught how to:

- Plan their learning
- Monitor their understanding
- Reflect on what strategies help them learn best

This supports pupils to become more independent, resilient learners who can articulate their thinking, manage challenges, and apply strategies across subjects.

Cognitive Load

Lessons are carefully designed to manage cognitive load by:

- Breaking learning into manageable steps
- Using clear modelling and repetition
- Reducing unnecessary distractions
- Providing visual supports and scaffolds

This approach ensures that pupils are not overwhelmed and can focus on essential learning, supporting deeper understanding and long-term retention.

Together, these research-informed strategies enable pupils to access learning more effectively, build confidence, and make meaningful progress across the curriculum.

Golden Thread: Communication, SMSC and British Values

Across all curriculum areas, **communication** is the golden thread that underpins learning at Edgewood Academy. Pupils are supported to develop expressive and receptive communication skills, emotional literacy, and the confidence to engage positively with others.

SMSC development and British Values are woven throughout curriculum planning, ensuring pupils grow as respectful, reflective, and responsible members of society.

We follow the published programmes of study while adapting them to meet the unique needs of our pupils. For further details, please refer to our Curriculum Design and Curriculum Delivery documents.

The flexibility ensures pupils have sufficient time to close attainment gaps and engage in sessions dedicated to personal development. Due to the specific needs of our pupils, some may require disapplication from certain subjects to prioritise therapeutic interventions and individual learning goals. These decisions are guided by each child's Education, Health & Care Plan (EHCP).

Our pupils often have needs beyond the NC, focusing on areas such as:

- Social skills
- Communication skills
- Sensory regulation
- Cognition and learning
- Fine and gross motor skills

These areas are addressed through individualised assessment and targeted interventions. While many pupils demonstrate academic potential, they may require specialised teaching methodologies and assistive technology to access learning effectively. Each child has access to a 1:1 digital device, enabling personalised learning, interactive resources, and assistive tools that support engagement and independence.

Therapeutic Approach

We recognise that SEMH and ASD needs impact learning and wellbeing. Our approach integrates:

- Therapeutic interventions within the school day
- Sensory regulation activities in dedicated spaces
- Occupational Therapy for motor skills and sensory integration
- Speech and Language Therapy for communication and social interaction

• Relaxation and mindfulness sessions to support emotional regulation

These interventions are embedded into the timetable, ensuring a balance between academic and therapeutic input. Staff collaborate to design flexible timetables that prioritise wellbeing and enable pupils to reintegrate into classroom learning successfully.

Special Considerations

Children with such needs may experience challenges such as:

• Literal interpretation of language

• Difficulty understanding abstract concepts

• Struggles with time-related concepts (e.g., past and future) These factors are carefully considered when planning lessons, particularly in subjects like History, where context and chronology can be complex. Teachers adapt content to make learning concrete, meaningful, and accessible.

Our curriculum is supported by the SEND Policy and reflects our commitment to inclusive, therapeutic education that nurtures academic progress, emotional resilience, and personal growth.

Co-ordination and Documentation

At Edgewood Academy, the Senior Leadership Team oversees the holistic co-ordination of the curriculum, ensuring that therapeutic principles underpin all learning experiences. Individual teachers take responsibility for specific subject areas, integrating emotional well-being strategies into academic planning. Effective communication is central to continuity and progress; this occurs through structured daily and weekly staff meetings, academic reports, annual reviews, and digital collaboration via email and shared platforms.

Each subject is co-ordinated by a designated teacher who reviews resources and identifies needs across the school. Planning, monitoring, reporting, and assessment are essential to delivering a curriculum that is both academically rigorous and therapeutically supportive. Planning ensures lessons are engaging, reflective, and paced appropriately, creating a positive and rewarding experience for every pupil.

Our curriculum documentation system is designed to streamline planning, assessment, and record-keeping while serving as a communication tool between departments, families, and external agencies. This documentation forms the backbone

of continuity and progression across all Key Stages and supports differentiated learning and annual educational reviews, ensuring accurate target setting for each child.

Core Documentation Areas

- Annual Review Documentation
- Education Health and Care Plans (EHCP)
- Behaviour Support Plans (BSP) with therapeutic strategies and time-out procedures
- Milestone Planners
- Curriculum Planning
  - Long-term plans aligned with the National Curriculum and therapeutic principles
  - Medium-term plans detailing objectives, activities, differentiation, assessment, resources, and evaluation
  - Short-term plans adapted daily to meet individual needs

Assessment & Recording

- Evidence from annotated work in exercise books and digital portfolios on iPads
- Teacher assessments supported by moderated judgments
- Formal testing, mock exams, and skill-specific assessments (e.g., reading, spelling)

Reporting

- End-of-term academic reports sent to parents/carers three times a year, including attainment, progress, and next steps
- Half-termly progress reviews to monitor achievement and inform planning

Our Assessment Toolkit integrates therapeutic observations with academic data, enabling teachers to plan effectively and record progress. Moderation occurs collaboratively to ensure consistency across subjects and year groups.

All planning documentation is stored securely on our shared digital platform and synced with subject trackers. Teachers maintain flexible planning files and use 1:1

iPads for primary pupils to support interactive learning, digital assessments, and personalised feedback.

Interventions, enrichment and therapeutic support

Edgewood Academy provides targeted interventions delivered by trained staff to support emotional regulation, literacy, and numeracy. These interventions are informed by assessments and tailored to individual needs. Pupils also access weekly enrichment sessions, which are pupil-led and may include creative, physical, and therapeutic activities both on-site and off-site.

For pupils requiring highly individualised programmes, we design bespoke timetables incorporating therapeutic input and personalised learning pathways. This may include off-site education and increased clinical support to foster engagement and lifelong skills.

Staff respond to pupils' needs by:

• Supporting communication, language, and literacy development

• Using multi-sensory approaches to enhance understanding

• Ensuring full participation in practical and physical activities

• Helping pupils manage behaviour and emotions safely

• Providing nurturing environments that promote well-being

Our multi-agency clinical team—including Speech and Language Therapists, Occupational Therapists, and psychologists—works closely with staff to create tailored support plans.

See Positive Mental Health & Well-Being Policy for further details.

Pathways

At Edgewood Academy, every child and their family are at the heart of everything we do.

Our aim is to provide a learning journey that is nurturing, flexible, and empowering, so that every child is prepared for their next steps in education and life beyond Edgewood.

We understand that some children may experience challenges linked to Autism Spectrum Condition (ASC) or Social, Emotional and Mental Health (SEMH) needs. To

support this, we offer two carefully designed learning pathways that meet individual needs and help every child thrive. Both pathways focus on developing communication, language, literacy, problem-solving, emotional understanding, and self-regulation, all within a safe and supportive environment.

Our Two Pathways

1. Foundation Pathway

This pathway provides a structured route for children who are ready to follow a curriculum based on the National Curriculum, adapted to their pace and needs.

- Children learn in calm, nurturing spaces that help them feel safe and confident.
- We focus on building independence, confidence, and strong foundations in reading, writing, and maths.
- As pupils progress, we prepare them for a smooth transition into secondary education, ensuring they have the skills and resilience to succeed.
- Additional support is available from our team and external professionals when needed.

2. Explorer Pathway

This pathway is designed for children who need a more individualised and sensory-based approach.

- Learning happens in short, focused sessions, combined with play-based and creative activities.
- We embed elements of the National Curriculum alongside project-based learning, active exploration, and hands-on experiences.
- Children receive a higher level of adult support and benefit from weekly sessions with our Occupational Therapist and Speech and Language Therapist.
- This pathway helps children develop communication, social skills, and independence, preparing them for their next steps—whether that's moving into the Central Pathway or continuing with a personalised learning plan.

Supporting Transition

At Edgewood Academy, we know that moving on to the next stage of learning is a big step. We work closely with families and future schools to make this transition smooth and positive.

- We create individual transition plans for each child.
- We share detailed information about their strengths, needs, and progress.
- We offer visits, meetings, and resources to help children feel confident and excited about their next chapter.

Impact

Assessment, Monitoring and Evaluation

At Edgewood Academy, assessment is an ongoing process that informs planning and ensures every child receives a personalised, therapeutic learning experience. Teachers assess pupils regularly against clear learning objectives and core skills for their year group, providing live feedback during lessons. This immediate response helps pupils make progress within the session and over time. All pupils are expected to make good or better progress from their starting points across all subjects, and this progress is tracked and reported to parents and carers at least three times per year.

Our Commitment Through Continuous Assessment

We ensure:

- All curriculum elements have clear aims and objectives aligned with the school's vision and therapeutic ethos.
- Teaching time for each subject is adequate and reviewed regularly by the Senior Leadership Team.
- Assessment procedures meet statutory requirements and reflect best practice.
- Staff are actively involved in decisions regarding curriculum breadth and balance.
- Provision is differentiated to meet the needs of all learners, including those with SEND, ensuring access to meaningful learning and quality-first teaching.

- Robust systems are in place to evaluate the quality of teaching, learning, and assessment.

Assessment Approach

We use triangulated monitoring throughout the year to measure the impact of our curriculum design. Senior Leaders and Subject Leaders review learning, gather pupil voice, and provide feedback to drive improvement. The impact of the curriculum is reviewed half-termly, and progress is measured against end-of-year outcomes for each pupil.

Assessment Tools and Measures

- Teacher Assessment Sheets
- Edgewood Assessment Trackers (curriculum and SEND)
- Boxall Profiles for emotional and behavioural development
- SALFORD for reading and Little Wandle for phonics SEND catch up and keep up
- PIRA / PUMA for literacy and numeracy
- Termly “My Year of Learning” reports
- Attendance and engagement data
- Milestone Planners linked to EHCP and Pupil Profile targets
- Year 1 Phonics Screening and Year 4 Multiplication Tables Check
- CPOMS behaviour tracking
- Speech and Language progress reviews
- Pathways for therapeutic interventions

Digital Integration: All pupils have access to 1:1 iPads, which are used for interactive learning, digital assessments, and personalised feedback. This technology supports engagement, independence, and therapeutic strategies such as visual schedules and calming apps.

Impact and Outcomes

We recognise at Edgewood Academy that ,enjoyment of the curriculum promotes achievement, confidence, and positive behaviour. Pupils feel safe to take risks, collaborate, and work independently as inquisitive learners. They develop resilience, embrace challenge, and demonstrate respect, tolerance, and appreciation for diversity. Our curriculum nurtures academic success alongside emotional well-being, preparing pupils to be responsible citizens.

Monitoring and Quality Assurance

The Headteacher and Senior Leadership Team monitor teaching, learning, and assessment quality through:

- SMART targets in Pupil Profiles reviewed termly
- Subject-specific target setting
- Long, medium, and short-term planning aligned with schemes of work
- Constructive marking and feedback
- Consistency of practice across the school
- Review of Milestone Planners linked to EHCPs

Quality Assurance Cycle that we call MER (Monitor Evaluate and Review) Includes:

- Learning walks and environment checks
- Lesson observations
- Scrutiny of planning, marking, and pupil work (including digital portfolios)
- Pupil interviews and voice
- Data analysis of progress and attainment

Legislation and Guidance

This policy reflects the requirements for Independent Schools to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as per The Education (independent Schools Standards) Regulations 2014 and the National Curriculum where the school delivers those programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in:-

- The Education (Independent School Standards) Regulations (2014)
- Education Inspection Handbook – Ofsted November 2019 (updated July 2022)
- Non-association independent school inspection handbook - Ofsted January 2026
- A Competency Framework for Governance – DfE October 2020

EDGEWOOD ACADEMY

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