

**Outcomes  
First  
Group.**



Hillingdon Grange  
SCHOOL

# Curriculum Policy

**Hillingdon Grange School  
Policy Folder: Curriculum**



## Document History

Version	Comments/amendments	Name	Date
1.0	Re-formatted, updated and re-issued.		January 2025
1.1	Updated for curriculum changes		May 2026
1.2			

*"In special education, there's too much emphasis placed on the deficit and not enough on the strength."  
Temple Grandin*



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## Introduction

The purpose of this document is to provide a comprehensive overview to share with staff, governors, other professionals, families and other interested stakeholders.

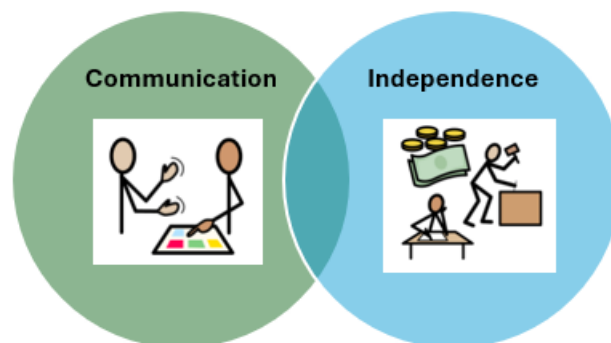
The document incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Hillingdon Grange.

## INTENT

At Hillingdon Grange School Primary (specialist provision), we envision a vibrant learning environment where every learner is empowered to discover their unique voice and develop the confidence to express themselves authentically. Our curriculum aims to cultivate a culture of independence, where learners are encouraged to take ownership of their learning and actively engage in self-directed learning experiences.

Through a supportive and inclusive environment, we prioritize the development of effective communication skills, fostering the ability to articulate thoughts, collaborate with others, and navigate diverse perspectives. By nurturing independence and communication, we prepare our learners to thrive ensuring they are equipped with the skills and confidence to succeed in their future endeavours.

### **Curriculum Aims and core principles:**



## Communication:

Communication is fundamental to everything we do. In order to meet the needs of all our students, we believe that without the ability to listen, attend, express, understand, socialise or interpret, they will not succeed in life. We therefore include Communication as one of our aims that underpins everything we do.

## Independence:

When our students develop their communication skills, it is our responsibility to then ensure they have meaningful, consistent and multiple opportunities to independently display their learning. This can be in class, at home or out in the community, but our aim is to ensure that all students are as independent as possible, in all aspects of life, not just in school.



At Hillingdon Grange, our curriculum is designed to ensure:

- There are appropriate sequences of connected learning for all students
- Students have clear pathways upon which they can move through, with inbuilt flexibility to ensure appropriateness of challenge
- Each pathway has clear endpoints and revision cycles to ensure that learning is embedded into long term memory
- Knowledge and skills are clearly identified within each area, with clear steps to milestones or endpoints, as well as links to more challenging pathways' outcomes
- All learning is linked back to Communication and Independence

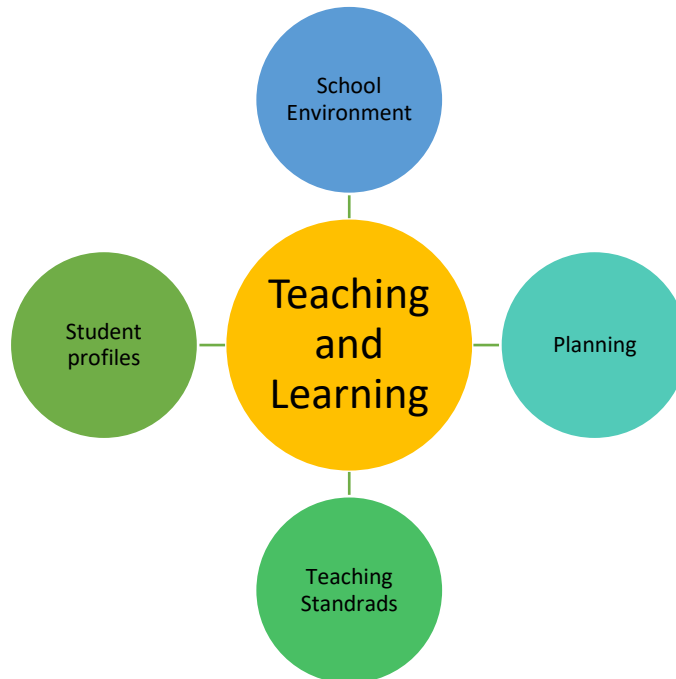
Ultimately, our curriculum is holistically minded, continuously evolving to ensure that it is:

Personalised	Engaging	Knowledge rich	Adaptable	Holistic
<ul style="list-style-type: none"> <li>• Does it reflect the profile and characteristics of our learners?</li> </ul>	<ul style="list-style-type: none"> <li>• Does it consider student interests, strengths and needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Does it enable understanding of the world they will live in?</li> <li>• Does it give them real-world opportunities?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it agile? Can it be flexible in order to meet growing needs or external factors?</li> <li>• Does it enable the need of all students to be met, including those who require temporary or sustained adaptations?</li> </ul>	<ul style="list-style-type: none"> <li>• Does it view each individual as a whole, and link learning across all opportunities?</li> </ul>

# Implementation

## Teaching and Learning

At Hillingdon Grange, we approach Teaching and Learning with the following four key areas:



### School Environment

The school environment is a nurturing, safe and inspirational place that promotes learning. We aim to establish such environments by ensuring that:

- The staff in the environment are calm, curious and firm
- The classroom environments are purposeful, taking into account student needs
- Ensuring safety for all be it personal, physical and emotional

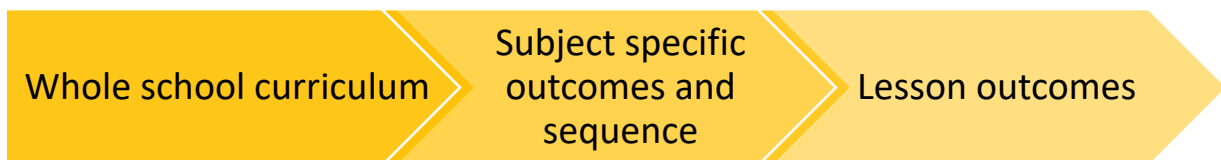
Our environments should be communication and sensory friendly in order to meet the needs of all students, taking into account OFG Clinical advice and guidelines.

## Planning

Planning does not just sit with the lone subject teacher, it is a whole school process that implements the following:

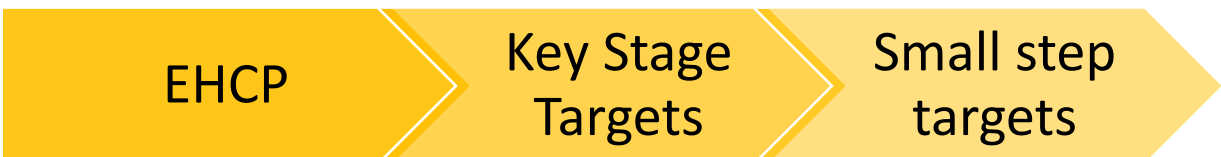
### **Subject Specific process**

*Who are our students and what do they need to learn?*



### **Personalised Learning Goals**

*Who are our students and what barriers do they need to overcome?*



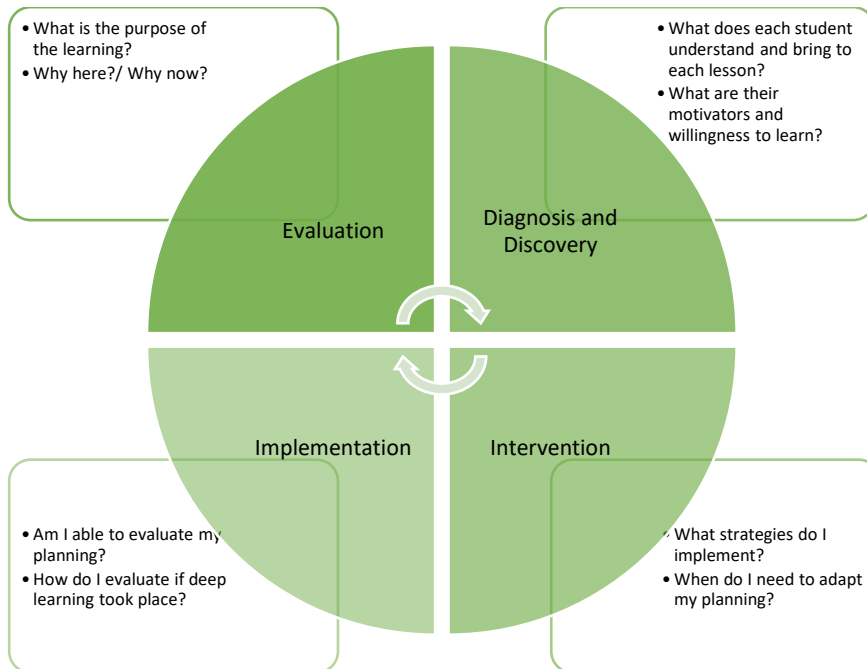
It is expected, that following annual and termly topic maps, teaching staff submit planning each half term to demonstrate:

- Learning Outcomes
- Structure/activities for learning
- How learning will be assessed (both formative and summative)

### **Personalised learning Goals (PLG)**

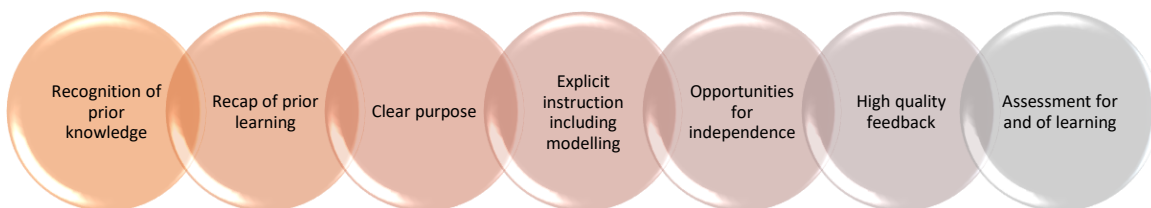
The PLG is prepared by the children's class teacher in collaboration with the therapy team, who set SMART targets which are stepping stones to achieving the children's EHCP outcomes. Each PLG target relates to an EHCP outcome. PLGs contain targets for the following areas: Cognition and Learning (literacy and numeracy), Social, Emotional and Mental Health (SEMH), Sensory and Physical and Communication and Interaction. The targets are monitored and reviewed, and evidence is recorded in the monitoring section of the PLG. PLGs are reviewed on a termly basis and shared with parents.

Therefore, we ensure our lesson planning process includes the following essentials:



## Teaching Strategies

Teaching is an evidence informed practice that includes both long term evidence backed strategies as well as action research approaches. All teaching adheres to the DfE Teaching Standards (see appendix) upon which teacher effectiveness is based upon.





## Adaptive Teaching

Differentiation, as described in the DfE Teacher Standards, consists of adapting teaching to respond to the strengths and needs of all children, using approaches which enable children to be taught most effectively. Most importantly for HGS, this involves demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children’s education at different stages of development.

At Hillingdon Grange School, we use a range of adaptive teaching techniques, including adaptation by outcome, by task (including the use of IT resources), by resource, and by the level of support. Adaptation also includes strategies and interventions to support specific educational needs of children. Wherever possible, learning is personalised for individual children. At Hillingdon Grange School, we understand that we are dealing with a group of diverse individuals, who have often had negative past educational experiences, and adapt our teaching to ensure that all of them have access to learning that is meaningful. This is an ongoing and flexible process. Pupils have an initial baseline assessment against which increments of progress can be measured. In short, adaptive teaching shifts the focus from teaching an individual subject to teaching the individual children.

## Social, Moral, Spiritual and Cultural Education

At Hillingdon Grange School we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate.

We understand that our pupils need to be prepared for their lives in modern-day Britain and safely navigate through multicultural society. Pupils are encouraged to participate in whole-school events focusing on character development and resilience-building. Difficult and pressing subjects and concerns are not shied away from but addressed with care, empathy and understanding. The curriculum has been designed in a way that enriches pupils' cultural capitals through assemblies, collective worship opportunities, educational visits and workshops.

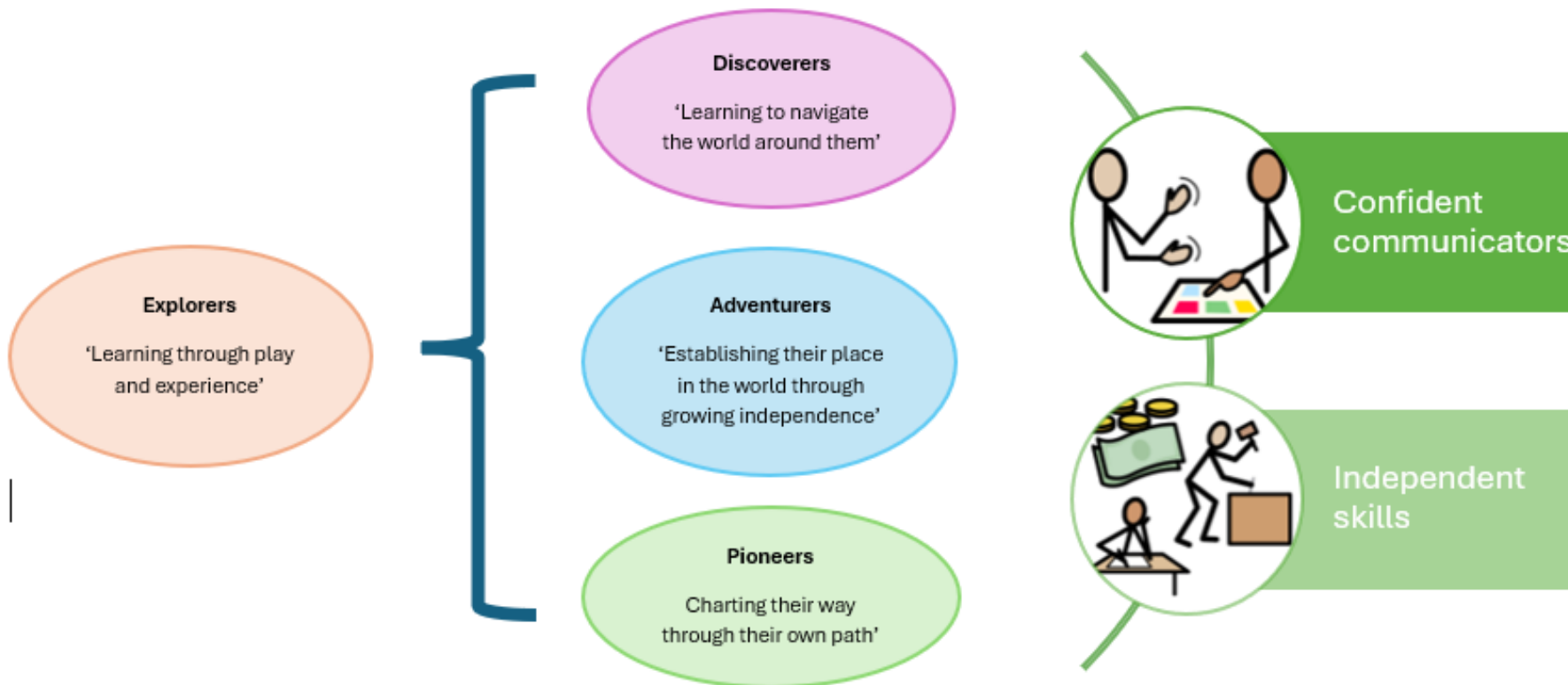
## Fundamental British Values

At Hillingdon Grange School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at the school. They are also explicitly taught through assemblies, through the students taking an active role in the school council. The latter focuses on removing social barriers to being a fully functional and active citizen: developing friendships, managing conflicts, understanding responsibilities, establishing healthy boundaries and co-existing in a diverse and fast-paced society.

## Curriculum design

Our Pathways:

Our curriculum pathways are designed to provide a flexible structure to ensure that our students have appropriately challenging targets, access to developmentally based learning opportunities and be grouped with similar peers as part of a best fit model. Each pathway is defined by different student characteristics (as described below) so that our longer-term ambitions and aims for each and every student remains in focus. Students can access learning within different pathways as appropriate to them, for example, a student may primarily fit within the Discoverers pathway, but can access Maths based outcomes within the Adventurer pathway. Regular and routine moderation ensures that learning is consistently appropriate and challenging for all students.



### How our pathways work:

For most students, they will start their learning journey at Hillingdon Grange in EYFS/KS1. The entry point to our curriculum is our Explorers Pathway – where students begin to learn about the world around them, form relationships, develop communication, regulation and learning strategies. At the end of Key Stage 1, students transition to either Yiewsley or Upton Grange Schools, where they are then placed into appropriate pathways, based on the robust and careful assessments taken place during EYFS/KS1.

Entry Point	Key Stage transition	Joins pathway based off assessment as an Explorer	Exit point
Student joins Hillingdon Grange in EYFS/KS1	Attends at Colne Grange (Explorers Pathway)	Discoverer	
		Transitions to either Upton or Yiewsley Grange for KS2	Adventurer
		Pioneer	

Our pathways follow a best fit model. We recognise each and every child as a unique individual. Therefore, we maintain the flexibility to ensure that all students are appropriately challenged. For example, a child may be identified as on the Discoverer pathway, due to their communication and levels of sensory regulation. However, in Maths, they may be accessing Key Stage 1 outcomes in Number. The sequencing and construction of our curriculum enables staff to identify and recognise next steps.

**For example:**

Student A is a Discoverer. However, they are able to work on Adventurer level outcomes for Maths Number. Here are how the pathways build upon each other, enabling access to challenge:

Maths Number -					
Pathways	Step/s	Step/s	Step/s	Endpoint	Link to next pathway
<b>Explorer</b>	Shows an interest in number songs and rhymes	Understands the concept of 'one'	Matches numeral and quantity correctly up to 5	<b>Matches numeral and quantity correctly up to 10</b>	<b><i>Have a deep understanding of numbers to 10, including the composition of each number</i></b>
<b>Discoverer</b>	<p><b>Revision point:</b> Counts objects accurately to 5.</p> <p>Recognises numerals to 5.</p> <p>Begins to show awareness that numbers can be made up of smaller parts.</p>	<p>Counts reliably to 10 and matches quantities to numerals.</p> <p>Demonstrates understanding that numbers to 10 can be composed of smaller numbers (e.g., 5 is 3 and 2).</p>	<p>Demonstrates a deep understanding of numbers to 10.</p> <p>Confidently explains the composition of each number to 10.</p>	<b><i>Have a deep understanding of numbers to 10, including the composition of each number</i></b>	<b>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</b>

		Uses objects or visual representations to partition numbers.	Flexibly partitions and recombines numbers to 10 in different ways.		
<b>Adventurer</b>	<b>Revision point:</b> Counts from 0 or 1 to 50 using speech, sign or by ordering number visuals	Counts back from 50 to 0 or 1 using speech, sign or by ordering number visuals	Counts forward from any number given Counts backward from any number given	<b>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</b>	<b>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</b>
<b>Pioneer</b>	<b>Revision point:</b> Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number	Counts back from 100 to 0 or 1 using speech, sign or by ordering number visuals	Counts forward from any number given  Counts backward from any number given	<b>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</b>	<i>Continued extension of National Curriculum</i>

To further illustrate, a child who is a Discoverer would easily be able to have appropriately challenging outcomes set at an Adventurer level, within the realm of Maths Numbers, so that there is that flexibility and adaptability to meet student needs. Each pathway also has a 'link' to the next pathway so that there is an ease of accessibility for staff to do.

As part of our ongoing curriculum evolution, we aim to ensure that every learning subject and opportunity can be linked back to Communication (Attention, Understanding and Expression) and Independence. Our approach to each subject is described below:



Core Subject areas			
<p><b>English and Communication</b></p> <p>We aim for all students to be able to functionally <b>communicate</b>, through their preferred method.</p> <p>We aim for all students to be able to read and <b>express</b> their thoughts and ideas through their preferred written strategy.</p>	<p><b>Maths</b></p> <p>We aim for all students to be able to functionally apply their <b>understanding</b> of Mathematics, so that they can be as <b>independent</b> as possible in life.</p>	<p><b>PSHE</b></p> <p>We aim for all students to have the knowledge of how to be healthy, be it physically, mentally or medically, so that they can <b>communicate</b> functionally in a range of environments and apply their knowledge as <b>independently</b> as possible.</p>	<p><b>Science</b></p> <p>We aim for students to <b>understand</b> the world around them, so that they can <b>communicate</b> what they observe as well as <b>understanding</b> and <b>independently</b> experiencing the natural world.</p>
Foundation Subjects			
<p><b>Topic (inc. Geography, History and RE)</b></p> <p>Topic is an opportunity for students to learn about the world around them, be it being able to functionally <b>communicate</b> about and within the community or being able to <b>independently</b></p>	<p><b>ICT</b></p> <p>ICT is embedded into everyday life. Be it supporting students' <b>communication</b> through digital AAC devices or providing access to different technologies that enable <b>independence</b>, our ICT offer</p>	<p><b>Art and DT</b></p> <p>Art enables our students to <b>express</b> their thoughts, ideas and concepts through a range of different mediums, allowing them to <b>independently</b> explore a range of interests and activities.</p>	<p><b>PE</b></p> <p>PE provides students with the skills to <b>express</b> movement with their bodies, whilst also enabling them with the opportunity to learn how to move their bodies in different ways, take part in activities as part of a team</p>

<i>understand</i> events in the past, present or future.	continues to try and adapt to an increasing tech dependent world.		and learn ways to stay healthy as <i>independently</i> as possible.
<b>Enrichment</b>			
<p><b>Forest School</b></p> <p>Forest School enables students access to <i>engage</i> with, <i>understand</i> and experience the natural world – learning a variety of <i>independent</i> skills.</p>	<p><b>Dance</b></p> <p>Dance enables students to <i>express</i> their ideas through movement and gain confidence and <i>independence</i> through performance.</p>	<p><b>Cooking/Life skills</b></p> <p>Cooking and life skills helps enable students to be as <i>independent</i> as possible in different everyday scenarios, whilst supporting their <i>understanding</i> of different events.</p>	<p><b>Community Trips</b></p> <p>Community trips are a vital activity that ensures that all learning goes beyond our school ‘bubble’ – providing opportunities for students to <i>communicate</i> and <i>independently</i> access their community.</p>

### Core subjects:

English, Maths and Communication are delivered by class teachers through an individualised approach that follows our pathway frameworks. Communication targets are also reflected in student PLG targets and interweaved throughout all learning activities.

PSHE is delivered through a range of weekly activities, including Circle Time, Assemblies and through daily, in the moment interactions and opportunities to teach. We currently track progress for PSHE through our PLG targets. Science forms part of our topic map (see below).

### Foundation subjects:

Foundation subjects are delivered through our half termly targets, based on 3 themes (see below). PE is taught on enrichment days and is supported through close ties with our clinical team. Where possible, links to appropriate topics are made.

### Topic Map (as of Summer 1 2526):

The rationale for our chosen themes is detailed below. Our themes are continuously evolving to enable our students to have the broadest possible experiences and learning at school. Our topic cycle is repeated depending on site, with themes staying the same but topics, or focus of topics changing. For example, at Colne Grange, where students would typically spend 3 years, the themes below would repeat, however, the topics may have a different focus.

Themes	Topic sets	Subject links
<p><b>All about me</b></p> <p>All about me ensures that our students get the opportunity to learn about themselves, the people around them, transitions they face and most importantly celebrating who they are. Through this theme, students are prepared for life by learning how to communicate with different people in a range of different situations, whilst also learning about how to stay safe within the community.</p>	<p>People who help Transitions</p>	<p>PSHE PE ICT History Science Art</p>
<p><b>The World around me</b></p> <p>The World around me enables students to understand a range of phenomena around them, be it living things such as animals, different environments and what helps things grow. This theme also ensures that students learn about the climate and how they can be responsible citizens in a global climate.</p>	<p>Location, Location Animals All things grow Water Look up! Recycling and reusing</p>	<p>PSHE PE ICT Geography Science Design and Technology</p>

<p><b>Enterprise</b></p> <p>Enterprise is focused on student’s taking part in designing, creating, making and sharing/selling products or design’s that they have made. It promotes a range of key skills, in addition to communication and independence, but also teamwork, trial and error and appropriate use of technology. Enterprise is also firmly grounded in inviting our community into school, so they can also celebrate student’s work.</p>	<p>Dragon’s Den and Market Design competitions</p>	<p>PSHE PE ICT Art Design and Technology Science Early Careers History and Geography</p>
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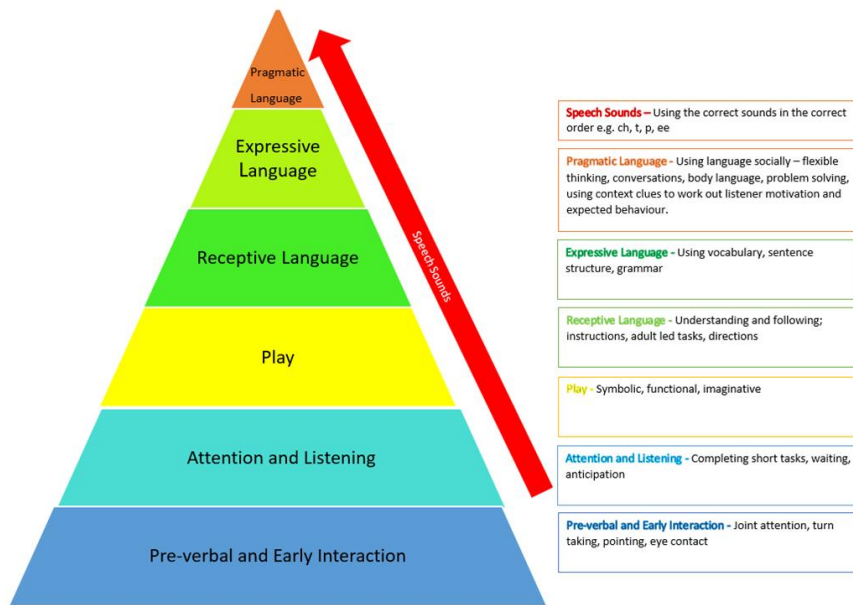
### Relationships and Sex Education

Please see RSE policy

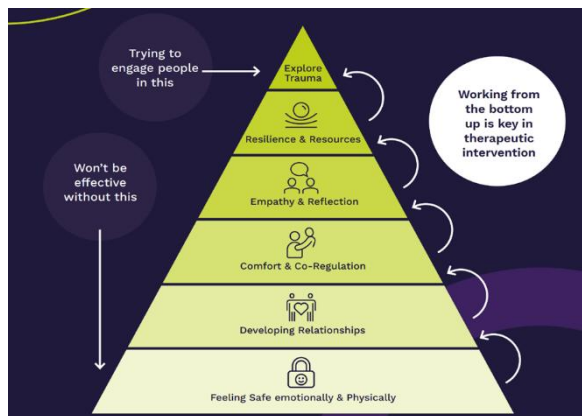
# Therapeutic approaches

When deciding on each pathway consideration is given to where the child is positioned on the therapeutic pyramids.

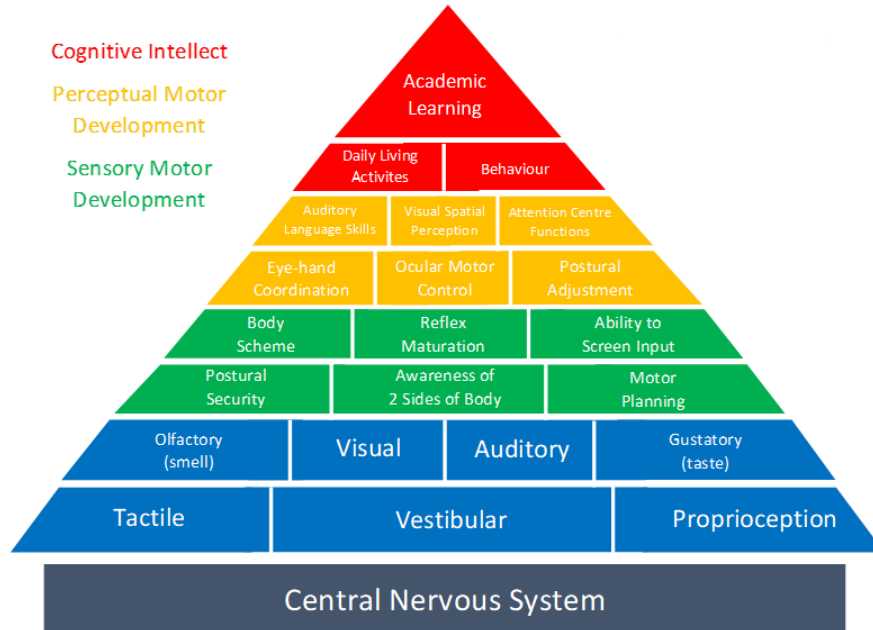
## Communication and interaction



## Psychotherapeutic



## Sensory and Physical



Adapted from pyramid of learning  
(Williams & Shellenberger (1996))

## Behaviour Support Plans

Wellbeing Support Plans (BSP) are developed alongside children to identify their likes/dislikes, preferences and strategies for emotional regulation. Hillingdon Grange school follows a Zones of Regulation informed approach and children have regular input and opportunities to explore their own emotional wellbeing. See Behaviour Policy for further details.

## Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage children and help them become more accomplished learners. At Hillingdon Grange School, we use strategies such as clear objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in children's work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. Learning objectives are contained in staff weekly planning and relate to the relevant curriculum framework steps. Success criteria, where appropriate for a given class group, can be used to help children to see where their learning fits, in terms of the bigger picture.



Children take an active role in self-assessment and have a regularly opportunity to reflect on their own learning. Best practice would demonstrate children having the opportunity to evaluate their own work, using assessment criteria (children might know this as success criteria or learning objectives/intentions). Plenary discussions, where appropriate, should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

## Impact

Overall, we measure the impact of our curriculum by how prepared our students are for their next phase of life. We understand that we are one part of a lifelong learning journey, therefore we take into account their experiences beforehand to inform our choices now, that help prepare them for tomorrow. In order to capture this, we:

Area	Method	How often
EHCP Targets	PLGs Annual Review meetings	Termly
Subject Outcomes (National Curriculum)	Bespoke small step tracker	Bi-Annual (October/November and June)
Other moments	Recorded via class dojo or EFL	As and where moments occur

### Baselining of new students:

When new students start we have a settling in period so that we can get to know their strengths and areas of development. If students start with us at the beginning of the school year, they follow the same schedule as above. If a student starts mid year, we aim to have assessment baselines completed by the end of their first half term.

### Progress

We have high expectations of all our students. As there is no standardized method for measuring quantitative progress, nor should progress only be captured solely by a statistical formula, we measure whether or not progress is meeting the needs of the student, or continues to provide robust challenge by looking at the following areas:

For **Personal Learning Goals**, we moderate and review with the expectation that by the end of the academic year, all students will have met 80% of their PLGs. This benchmark ensures that there is mastery and high ambitions. In addition to this, goals and targets are routinely evaluated by SLT, through Learning Walks, comparison to previous years and moderation, so that targets remain ambitious and appropriately challenging. This process occurs termly.

For National Curriculum outcomes, we analyse the overall progress made in subject areas by comparing progress to similar peers, moderation, learning walks, historical trends and factoring in the barriers that students overcome in order to access and learn.

Together, both of these systems are looked at in conjunction, so that learning progress is holistic and not isolated. Further to this, other evidence may include behaviour incidents or wow moments that capture those unexpected learning moments.

To support the measurement of progress we use the following indicators:

## PLGS

	Emerging	Developing	Secure	Mastery
<b>How independent the pupil is in the skill and how much prompting and support do they require?</b>	Fully supported by an adult.	Within adult-generated opportunities for practice, pupil is increasingly able to apply independently.	Pupil can apply the skill independently, without prompting and in a range of contexts	No adult support required
<b>How accurate, confident and consistent the pupil is in this skill?</b>	Limited accuracy and low confidence.	Increasing accuracy and confidence in familiar patterns.	Few errors and confidence even at a distance from original taught content.	Independently confident and consistently accurate.
<b>Is the pupil able to apply in different contexts?</b>	Context scaffolded by adults.	Applying with accuracy in familiar contexts and able to generalise some aspects. Some shaping required.	Generally applied well in a range of contexts. Very limited adult reshaping or signposting required.	Can apply without prompting in a range of contexts, including the unfamiliar.

## Curriculum schemas:

<b>Developing</b>	Supported to demonstrate
<b>Working Towards</b>	Some support needed, e.g prompting
<b>Achieved</b>	Independently demonstrated

## Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in [The Education \(Independent School Standards\) \(England\) Regulations \(2019\)](#), [Education Inspection Framework](#), [Equality Act 2010](#), [RSE and Health Education Guidance](#), and [Improving the Spiritual, Moral, Social and Cultural Development \(SMSC\) development of pupils 2013 \(supplementary information 2014\)](#) with regards to:

### Curriculum:

- a. full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally, or are working to close the gap;
- c. where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- d. where a pupil has an Education, Health and Care Plan, provide an education which fulfils its requirements;
- e. reflects the school's aim and ethos;
- f. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. that all pupils learn and make progress from their starting point;
- h. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by explicitly teaching and promoting British values of democracy, the rule of law, individual liberty.

### Teaching:

- a. enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well planned lessons and effective teaching methods, activities and management of class time;
- d. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;
- e. demonstrates good knowledge and understanding of the subject matter being taught;

- f. utilises effectively classroom resources of a good quality, quantity and range;
- g. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- h. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- i. does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Improving the spiritual, moral, social and cultural development (SMSC) development of pupils 2014);
- j. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively [promote the fundamental British values](#) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- e. lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- g. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.



As part of the school's curriculum development process, a variety of existing curricula were examined so that informed decisions could be made.



**Outcomes  
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**Acorn Education And Care  
National Fostering Group  
Options Autism**

