

Be Safe

• **Belong** •

Be You



Bricklehurst Manor

SCHOOL



A Curriculum Built Around Every Individual

Placing EHCP outcomes at the centre of learning — developing pupils academically, socially, emotionally and personally, and preparing them confidently for adult life.

CORE PRIORITIES	EHCP Outcomes	Preparation for Adulthood	Therapeutic Practice	Personal Development	SMSC
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OUR APPROACH

Curriculum Aim

At Bricklehurst Manor School, our curriculum places pupils' EHCP outcomes at the centre of learning and development. From Year 3 onwards, pupils are supported to develop essential skills for life alongside a broad and ambitious academic and vocational curriculum with a strong focus on literacy, numeracy and life skills.

We value pupil voice and encourage pupils to contribute to the development of their learning pathways, while ensuring provision is carefully informed by individual EHCP targets and identified needs.

Our curriculum is designed to develop pupils academically, socially, emotionally and personally — equipping them with the confidence, communication skills and independence they need to succeed both within school and in preparation for adulthood.

Preparation for Adulthood (PfA), Personal Development and SMSC are central priorities. Through therapeutic, experience-based and reflective learning opportunities, pupils are supported to develop the skills needed for life beyond school. Pupils are prepared for adulthood through meaningful opportunities to develop life skills, employability and practical skills. We provide a broad and ambitious range of accredited qualifications, matched to each learner's stage, ability and aspirations.

Pupils receive age-appropriate careers education, employability learning and opportunities to explore further education, training and employment pathways. Through Preparation for Adulthood, they develop the knowledge, skills and confidence to make informed decisions about their future and contribute positively to their communities.

The curriculum actively promotes British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also fosters respect for the protected characteristics set out in the Equality Act 2010, preparing pupils to participate successfully in modern British society.

● Pupil Voice

Pupils actively contribute to developing their own learning pathways

● Emotional Wellbeing

Self-awareness, communication and positive relationships are core

● Literacy & Numeracy

A strong academic foundation runs through every year group

● Experiential learning

Pupils are encouraged to reflect, respect others, develop an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance, and engage positively with the world outside of the classroom.

STRUCTURE & SEQUENCING

Curriculum Design

The curriculum has been carefully sequenced to prioritise, revisit and reinforce key knowledge and skills over time. Learning is adapted to meet individual needs and encourages pupils to apply their understanding across a range of contexts.

Our curriculum is underpinned by therapeutic and evidence-informed approaches that support pupils' emotional regulation, engagement and readiness to learn. Our curriculum is underpinned by therapeutic and evidence-informed approaches that support pupils' emotional regulation, engagement and readiness to learn while promoting equality, diversity, inclusion and respect for all individuals regardless of background, characteristics or beliefs.

Carefully
Sequenced

Revisit &
Reinforce

Individually
Adapted

Therapeutic
Approaches

Evidence-
Informed

Cross-Context
Application

CLASSROOM PRACTICE

Teaching & Learning

Teaching at Bricklehurst Manor School is rooted in trauma-informed and therapeutic practice. We ensure staff build strong relationships with students to allow them to feel safe and enable them to take risks in their learning.

Lessons incorporate strategies from Speech and Language Therapy, Occupational Therapy and Psychotherapy in order to meet pupils' needs and enable them to effectively learn in the classroom. Teaching promotes equality, diversity and inclusion and ensures all pupils can access learning through adaptive approaches that recognise and celebrate individual strengths, needs and aspirations.

Our regulation framework, **Level Up**, is used to support emotional regulation and assess readiness for learning.

Key approaches:

- **Gradual Release of Responsibility**

Structured Scaffolding that builds independence over time

- **Adaptive Teaching**

Flexible teaching in real time to adapt to the needs of every individual

- **Rosenshine's Principles**

Evidence-based instruction to maximise knowledge retention

- **Level-Up Framework**

Emotional regulation support embedded across the school day

These approaches provide structured, predictable and supportive learning environments where pupils can experience genuine success.

MONITORING & COMMUNICATION

Assessment & Progress

Progress is monitored through a wide range of assessment approaches, with a primary focus on progress towards EHCP outcomes assessed through **Evidence For Learning**. Pupils undertake regular literacy and numeracy assessments, while formative and summative assessment is used across the curriculum to identify strengths, gaps and next steps.

Assessment information is used to adapt teaching, plan interventions and provide targeted support for individual pupils.

Leaders monitor progress through academic achievement, personal development, attendance, behaviour, qualifications and preparedness for adulthood outcomes to ensure every pupil achieves their potential.

Curriculum quality is monitored through lesson visits, learning walks, work scrutiny, assessment analysis, pupil voice and pupil progress meetings.

- **Weekly Phone Calls**

Regular, open communication with parents and carers

- **Annual Reviews**

Formal review of EHCP outcomes with all key stakeholders

- **Parents' Evenings**

Dedicated time to discuss progress and next steps together

- **Annual Reports**

Comprehensive written records of each pupil's development

Families remain informed and actively involved in their child's progress and development at every stage.

WHAT WE AIM TO ACHIEVE

Curriculum Impact

Our bespoke curriculum is designed to enable every pupil to achieve their full potential. Our bespoke curriculum is designed to enable every pupil to achieve their full potential academically, socially, emotionally and personally. Success is measured through progress towards EHCP outcomes, meaningful qualifications, improved engagement, increased independence, positive destinations and readiness for adult life.

Where appropriate, pupils are supported to achieve a range of accredited qualifications, including GCSEs and vocational awards, which enable successful progression into further education, employment or training.

Primarily, we aim for all pupils to gain meaningful qualifications, develop independence and acquire the academic, social and emotional skills needed for successful transitions into adult life.

Meaningful Qualifications**Independence & Life Skills****Successful Transitions to Adult Life**