



Local Procedure/Protocol

School/Home Name:	Bescot Hall School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
Next Update Due:	July 2025
Procedure/Protocol Lead:	Katelyn McHugh– Acting Deputy Headteacher
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

1.1

Bescot Hall School is an independent coeducational special school and part of the Witherslack Group. Our pupils aged 8 to 16 have complex educational needs, such as Autism, Social, Emotional and Mental Health difficulties along with co-occurring diagnosis. Our pupils have significant educational needs and may have social communication, interaction, play and language difficulties, behaviours which challenge, and many have experienced trauma. Pupils who attend Bescot Hall School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join and all pupils have an Education, Health and Care Plan.

1.2

Bescot Hall School is a purpose-built provision with state-of-the-art facilities in the heart of Walsall. This contributes to making our school a positive and happy place in which to learn, making the most of the bespoke facilities. Bescot Hall School is well-resourced and has a comprehensive range of learning environments including a science laboratory, specialist food technology, design technology, computing and art rooms. The school has been designed with separate areas for Primary and Secondary adjoined by a shared hall. Class sizes are deliberately small in order to ensure pupils feel safe and supported by our highly skilled education staff team a Clinical Services Team consisting of Speech and Language, Occupational Therapy, Psychology and talking therapy and a Pastoral Team.

2. VISION, AIMS AND INTENT

- 2.1** At Bescot Hall School we are fully committed to providing pupils with the highest quality educational experience, ensuring that they are given the best possible opportunity to succeed and be prepared for life after full time education. The curriculum incorporates a multi-disciplinary approach to maximising every pupil's personal growth. Bescot Hall provides a curriculum which is pupil-centred, ambitious, engaging, and relevant which means the content of the curriculum will continue to evolve to reflect our pupils' interests, needs and aspirations so that they continue to be inspired, ensure pupils enjoy learning and follow a pathway linked to their next destination.

The curriculum is our mechanism for giving every moment of school purpose and focus because it promotes the development of the whole child. As a result, it means that the curriculum is more than merely subjects being taught but is encapsulated in every moment of the school day creating endless opportunities to make a real difference and improve the quality of life for pupils and their families.

It is essential to encourage pupils to study a broad and balanced curriculum. Bescot Hall pupils are encouraged to believe that nothing is out of reach and that if you dream of something and believe in yourself then you will have the ability to be able to achieve anything.

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 2
Linked to Policy Number:	OPSP11		

We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. We have high expectations of all pupils, with the aim that they leave us with qualifications and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes.
- Helping our pupils to remember what they learn and make progress in all subject areas.
- Ensuring every pupil has more than functional reading, writing, numeracy and computing skills and knowledge.
- Supporting our pupils to optimise their health and well-being.
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs, interests and aspirations.
- Using Clinical Services and Positive Behaviour Support approaches inform provision and strategies to reduce barriers to learning and participation. This will include developing effective social and communications skills, an ability to make choices and a toolkit of self-regulation strategies generating a positive perception of self.
- Knowledge and skills for pupils to manage their emotions effectively and develop their resilience.
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views.
- Enabling our pupils to be ready for the next stage of learning
- Supporting our pupils to develop functional living skills and independence.
- Providing our pupils with knowledge and experience of the workplace and employability skills including roles within industry, problem-solving, time-management and workload management, teamwork, entrepreneurship and leadership skills
- Inspiring ambitious careers and knowledge of how to achieve this by incorporating effective Careers Education Information Advice and Guidance and embedding the innovative Witherslack Group Futures Programme
- Ensuring pupils are equipped to be successful beyond Bescot Hall.
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values, cultural capital and protected characteristics.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Bescot Hall School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum.
- Pupils are involved in the content and learning opportunities within the curriculum.
- Regular monitoring activities are carried out to ensure that the curriculum offered is well-sequenced, progressive and appropriate, enabling all pupils to achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures.
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils.
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps including those set-out within the EHCP.
- Subject curriculum leads provide support and advice for colleagues and monitor progress in their subject area and contribute to professional development.
- Subject curriculum leads ensure connectivity and cohesion across subjects.

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 3
Linked to Policy Number:	OPSP11		

3.2 *The teaching staff at Bescot Hall School ensure that:*

- The curriculum is ambitious and is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives.
- The curriculum is planned and devised to best suit the needs of each individual pupil and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents.
- A range of teaching strategies are used to ensure all our pupils are stretched and able to progress at their own pace.
- Apply pedagogy to planning and the delivery of learning.
- Pupils are given the opportunity to experience learning outside of the classroom and apply learning in a range of contexts.
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning.
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps.

3.3 *Clinical staff at Bescot Hall ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils.
- Suggestions, strategies and bespoke interventions are provided to support and contribute to pupils' learning, competencies, development and preparation for adulthood.
- Suggestions, strategies and bespoke interventions are provided to support pupils to develop a toolkit of strategies to reduce barriers to learning and increase consistency in engagement in learning.

3.4 *All staff at Bescot Hall ensure that:*

- High expectations are always maintained for our pupils and themselves.
- Reading, learning and high aspirations are role-modelled by all members of the school community.
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach.
- Pupils are supported to express themselves appropriately socially and emotionally.
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence.
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life.

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

The Bescot Hall school timetable comprises of thirty teaching periods per week for each year group.

Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Therapist, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist and the Pastoral Team.

Through high quality teaching of knowledge, skills and vocabulary across our broad and balanced curriculum, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages and towards KS benchmarks.

Staff ensure pupils cover the content for their key stage and narrow any gaps in knowledge or skills, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 4
Linked to Policy Number:	OPSP11		

individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom, educational trips and experiences and personal development activities
- Fieldwork and studies
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language through etymological discovery
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Activation of prior learning
- Recall activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Daily EHCP, Literacy and numeracy tasks
- Opportunities to develop fluency in knowledge and skills e.g. times tables, spellings, handwriting
- Twice weekly assemblies and carefully planned themes

4.2 Key Stage 2 (Years 3 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Little Wandle programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

In response to pupil experience and academic needs pupils at KS3 can be taught in a static class for most subjects reducing the number of transitions and changes in staff whilst access to specialist teaching rooms and specialist teachers continue to be available. This model provides an opportunity to enhance the educational, pastoral and clinical provision and strategies within the group where need is likely to be more significant than the larger cohort. Other Key-Stage Three pupils are taught by subject specialists and move from subject room to subject room. Interventions (clinical, pastoral and educational) are planned as required in order to close gaps in knowledge and skills and reduce barriers to learning in order to support pupils to make progress.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a suite of qualifications which include GCSE, vocational courses and functional skills qualifications. Staff aspire to ensure every pupil achieves GCSE qualifications. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PSHE including Skilled-Up (our employability programme), Citizenship and Relationships, Sex and Health Education and Personal and Social Development (PSD). There is a Witherslack Group Futures programme including encounters with employers and authentic work exposure, STEAM days, opportunities to use their skills and knowledge in real-life situations and Cultural Capital opportunities.

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 5
Linked to Policy Number:	OPSP11		

4.5 **Key Stage 5 (Years 12 – 14)**

n/a

4.6 **Residential Pupils**

n/a

4.7 **Homework**

Our school does not set formal, required homework. The young people at our school are very often not in emotional or physical 'places' that are going to allow them success in this area and we do not wish to penalise pupils for being unable to complete homework tasks. Pupils are encouraged to read at home and opportunities for extended learning are provided on an individual basis if appropriate. Pupils' independent work will be recognised and celebrated.

4.8 **Reading**

At Bescot Hall School, reading is integral to our curriculum and there are allocated daily reading sessions for all pupils. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided, when necessary, in line with a pupil's individual needs. Reading skills and comprehension are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate.

Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges and celebrations.

Speech and Language therapists support pupils and staff where appropriate and can include provision such as (but not limited to) phonological awareness screening, vocabulary development and colourful semantics.

4.9

Oracy

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Bescot Hall School.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 6
Linked to Policy Number:	OPSP11		

4.10 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 Physical Education

All pupils access PE lessons at Bescot Hall School with physical well-being and healthy lifestyles being seen as a priority. Lessons mostly take place on the Multi-Use Games Area, but some may also take place off-site e.g. swimming.

4.12 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our school and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).
4. Functional Living Skills - Independence in the Community, Independence in the Home, Independence in the Workplace
5. Skilled-Up, our bespoke and innovative employability and enterprise programme
6. Numerous employer encounters and authentic experiences and is symbiotic with the Witherslack Group Futures Programme

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE curriculum up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working, respect, and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well and how to develop and maintain relationships.

Pupils at Key Stages 3 and 4 have access to impartial careers advice. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work. Pupils at Key Stage 4 have access to the Witherslack Group Futures programme and a relationship with national employers.

4.13 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Bescot Hall School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 7
Linked to Policy Number:	OPSP11		

defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.14 COVID-19 Recovery Curriculum

At Bescot Hall School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Bescot Hall School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes.
- Pupils will have developed behaviours and stamina for learning and the world of work.
- Pupils will remember what they learn and make progress in all subject areas.
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning.
- Pupils will have the knowledge and skills to be able to progress onto the next phase of learning, employment or training in line with their career aspirations.
- Pupils will gain at least 5 qualifications including Maths, English and Science
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Live healthy lifestyles and manage wellbeing.
- Manage and express emotions in an appropriate manner.
- Be resilient and confident.
- Be the best version of self.
- Pupils will be far less reliant on adult support and will be working towards independence in many ways.
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence.
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies.
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities.
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively.
- Pupils will have an understanding of different workplaces.
- Pupils will have developed a range of skills transferrable to the workplace.
- Pupils have aspirations for the future.
- Pupils are inspired and motivated to continue learning.
- Pupils will have identified a career pathway in line with their strengths and interests.
- Pupils will be socially and emotionally prepared for transition to further education, employment or training.
- Pupils are able to access their community and the world safely and successfully and have a sense of belonging.
- Work and contribute to society.

5.2 Assessment

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 8
Linked to Policy Number:	OPSP11		

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Grid maker.

5.3 **Monitoring**

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning audits, pupil work scrutiny and learning discussion, lesson observations and learning walks which are carried out by Subject Leads and Senior Leaders.

Bescot Hall School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

6.1 Please see Appendix 1 Bescot Hall’s visual Curriculum Model

7. **REFERENCES**

[National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) [PSHE education for pupils with SEND \(pshe-association.org.uk\)](http://pshe-association.org.uk)

- Keeping Children Safe in Education (DfE, 2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)

Three steps to RSHE success (Sex Education Forum, 2021)

8. **ASSOCIATED FORMS**

None

9. **APPENDICES**

1. BHS Visual Curriculum Model

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 9
Linked to Policy Number:	OPSP11		

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 10
Linked to Policy Number:	OPSP11		

Document Number: BEHS-V03-0325	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 11
Linked to Policy Number:	OPSP11		