



HERITAGE HOUSE SCHOOL

CURRICULUM POLICY

Approved by:	[Headteacher]	Date: [1.6.26]
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Last reviewed on:	[June 2026]
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Next review due by:	[June 2028]
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Rationale and Aims

Heritage House school provides a personalised curriculum that considers learners' specific interests and diverse learning needs. We recognise that every learner is unique and the curriculum is aspirational to prepare learners for each stage of their learning life. Learners work either within the school's 14 stage curriculum focusing on; Communication & Language, Literacy, Phonics, Maths, Understanding the World, Expressive Arts & Design, Personal, Social and Emotional Development and Physical Development or the Quest for Learning curriculum, which focuses on Communication (both interaction and reactive environments), Cognition, Gross Motor & Fine Motor skills and Phonics. This curriculum has a strong emphasis on developing a sense of belonging and building relationships. It is typically our multi-sensory learners, who follow our exploratory pathway

Our learners are a neuro-diverse group. All learners have Education, Health and Care Plans. The curriculum has been designed to match personalised needs, providing opportunities to develop key skills. These skills are revisited and generalised over time at a pace that is appropriate and challenging. Each learner has a personalised pathway and this is realised through:

- A clear understanding of each learner's interests, learning needs, starting point, prior knowledge and aspirations for the future.
- The use of communication strategies, sensory activities and engaging activities.
- Cross curricular learning approaches ensuring that every moment of their school day has a purpose and a relevant learning opportunity.
- Opportunities to develop breadth of learning and generalise learning.
- Learning tailored to the needs and interests of the learners, ensuring that lessons are engaging and meaningful.
- Learners are exposed to a broad and balanced range of opportunities to ensure their learning prepares them for life and independence.
- Careful consideration is placed on learning resources to ensure they are age and stage appropriate.
- Every learner is treated as an individual and placed at the centre of their learning.

Our aim is for all learners to progress during their time at Heritage House School with personalised outcomes that demonstrate, that learners will:

- Be as autonomous as they can be, in school, at home and in their communities
- Communicate effectively
- Have meaningful reciprocal relationships with peers and adults around them
- Feel safe
- Manage their own emotions and behaviours
- Have an improved quality of life with the best possible outcomes when they leave school

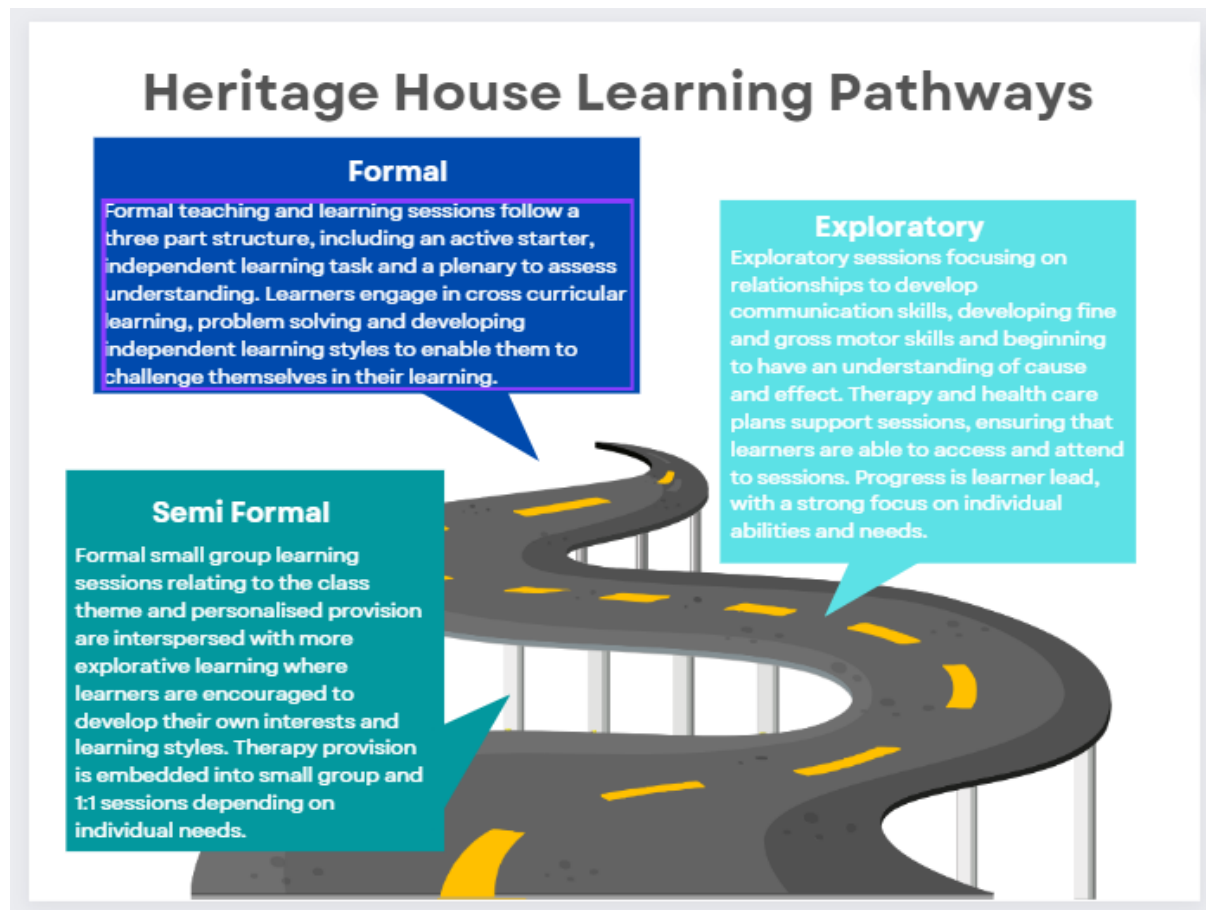
Curriculum intent

The intent of the Heritage House School curriculum is to:

- Provide holistic learning experiences which are personalised to meet the unique needs of the learner
- Provide a broad, balanced and relevant curriculum focussing on functionality.
- Use learners' interests and talents to provide exciting, motivating and engaging learning experiences
- Be flexible in order to meet the needs of the diverse population within the school and matched to the individual needs of each learner
- Develop confidence, high self-esteem and independence

- Develop a respect for other people and the environment
- Prepare learners for the opportunities, responsibilities and experiences in life beyond Heritage House School

Curriculum Implementation



Exploratory Pathway

Communication and Interaction
Communication Reactive Environment
Cognition
Physical Development Gross Motor
Physical Development Fine Motor
Phonics

Semi-Formal Pathway

Communication and Language
Literacy
Mathematics
PSED/RSHE
Physical Development
Understanding the World
Expressive Arts and Design
Phonics

Formal Pathway

Communication and Language
Literacy
Mathematics
PSED/RSHE
Physical Development
Understanding the World
Expressive Arts and Design
Phonics

The curriculum is delivered through these three pathways. All learners benefit from a six-week assessment and observation period, whereby staff will determine which pathway is most suitable for the learner and their needs, as well as identifying strengths and areas for development to get the best from their EHCP. Each learner will then have a personalised learning plan to support progress. Each learner's personalised plan has a learning focus for each curriculum area related to their EHCP outcomes. Teachers are skilled at breaking down learning into small manageable steps to enable all learners to experience success. Once learners reach stage 13 the curriculum also includes specific subject learning in Literacy Comprehension, Science, History & Geography and PSED Health.

At Heritage House School, classrooms and teaching styles are adapted to best support each individual. There are key beliefs embedded in practice which have been well thought out and draw on research and educational experience to provide the best school life for all learners:

- Familiar routine, consistent approaches in and a multisensory learning environment
- A dedicated sensory integrated room which includes specialist swings & equipment
- A sensory room with a magic carpet and magic wall is another fantastic space for learners.
- The classroom learning environments are considered areas. The furniture, carpets, equipment are as far as possible, made from natural fibres to create a low arousal space
- The layout of the classroom learning areas intentionally creates supportive learning spaces with resources curated to maximize the development of autonomous skills
- Natural baskets are used to invitingly house a selection of equipment often associated with the termly theme.
- Augmentative and Alternative Communication means always available in the learning provision
- Vocational centre – LEAF
- Hydrotherapy pool and access to community sports centres
- Community access/ travel training
- Work experience opportunities/ pre-internships

Communication and Reading:

Communication is at the heart of our curriculum at Heritage House School. We use a Total Communication approach, ensuring each learner has the appropriate skills, resources and support to enable them to communicate receptively and expressively. Our learners are supported to communicate using augmentative or alternative communication aids, as well as through vocalisations, tailored to their needs. These include written communication, Makaton signing, paper-based Aided Language Display core boards, tech-based switches, digital-based communication devices such as 'Grid for iPad', all of which enable the learners to respond, initiate and engage in communication to the best of their ability.

Phonics is taught using Bug Club Phonics, which is adapted to our learners individual learning needs. Daily reading is encouraged for all learners. A love of literature is promoted by implementing learning activities designed to invite and encourage reading and sharing books individually or in small groups.

Class teams create learning environments which immerse learners in texts. Learners are encouraged to respond to chosen text by asking and responding to questions to develop their comprehension skills and make sense of what they have read or heard. This process also encourages learners to acquire new vocabulary through a language rich environment. Class teams intentionally plan for

repetition. Spoken language is most often supported by signs, symbols, gestures and modelling. Sensory stories are delivered with a range of supporting props to make learning fun and engaging.

Provision

The Multi-Disciplinary (MDT) team in Heritage House School consists of Occupational Therapists, Physiotherapists, Speech and Language Therapists, Learning Specialists, Teachers, Learning Coaches, and Learning Support Assistants. All members contribute towards learners' personalised planning and outcomes.

Learning coaches and provision includes: Physical Development, Horticulture, Hydrotherapy, Construction, Café, Food technology, Music therapy.

Heritage House School utilises the Studio III approach and The SCERTS Model:

The ideals of Studio III are to promote the management of behaviour of concern in a totally non-violent, gentle and dignified way, by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills. The Low Arousal Approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. These strategies are put in place in order to prevent aggression and avoid creating crisis situations. The low arousal approach seeks to understand the role of the 'situation' on behaviour by identifying triggers and using low intensity solutions to avoid punitive consequences for individuals with additional needs.

SCERTS is a well-established educational framework that offers an integrated approach to the learner and their development. The SCERTS framework is founded on recognised principles of child development, and is particularly effective in helping individuals with autism or communication difficulties to become competent and confident social communicators and active learners.

The terms SCERTS is derived from the three core domains that it addresses:

- Social communication (SC)- to be a competent, confident and an active participant in a social world
- Emotional Regulation (ER)- to identify your own emotional stage and to use tools that support you your control over it.
- Transactional Supports (TS)- to develop interpersonal and environmental support, such as adaptations in the language of supporting adults, visual supports, and the implantation of a structure and routine.

Young People (14-19), vocational and preparation for adulthood.

The 'young people' class groups are located in the 'LEAF' area. The focus is on developing independence, broadening life skills and vocational opportunities in preparation for adulthood. This is done through a range of vocational opportunities and a variety of learning environments both in and out of school. We are fortunate in that we have a plethora of environments available in our school; sensory room, food technology room, sensory integration, hydrotherapy pool, flat, well-being salon, to name a few. Learners take part in sessions with coaches in both construction, food technology and horticulture, they work alongside these coaches in the construction workshop and garden or outside areas to build upon and develop new skills in these areas.

Learners take part in travel training sessions whereby they pay or use a bus pass to travel to and from the local town centre. Once in the town, learners can access community facilities such as the

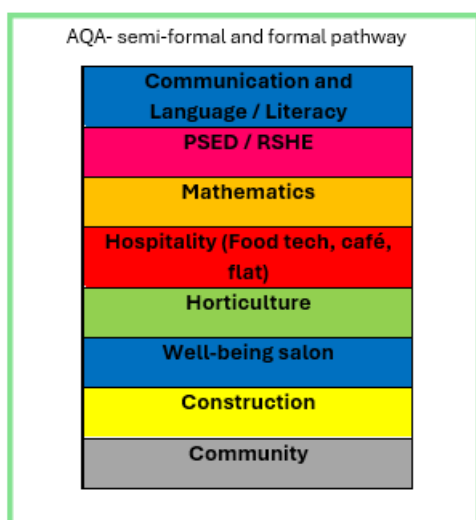
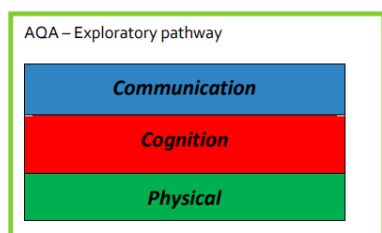
library, cafes and shops. The purpose of the journey is to purchase food for their lunch, which is heated once back at school.

Learners further develop their life skills through accessing the flat created in LEAF. In here, a living space with a bed, sofa, kitchen and dining area has been created to provide opportunities for learners to maintain a living space; washing up, using the washing machine and hanging wet washing, changing the bedding, vacuuming, cleaning windows, ironing and dusting.

Weekly, learners take part in work experience sessions such as our link with Workaid. This charity deals with work tools which are then refurbished to initiatives in developing countries. Our partnership with the charity provides support to upcycle tools by cleaning and sorting tools.

The Potting Shed Café, our onsite café, is open to staff, learners and the public each week. The café is staffed by hospitality coaches and learners to provide all with an enjoyable experience. Learners on work experience, develop excellent hospitality skills serving customers with refreshments. As the majority of food is prepared *in house*, learners support with the preparation of the menu. Learners develop skills such as communication, organisation, motor skills, serving customers and a commitment to a working 'shift' in preparation for future employment.

Learners in the 'young people' phase work towards AQA modules; these are the exploratory pathway, Semi-formal and Formal pathway which support learners to developing their independence and life skills in preparation for the future.



Careers and Aspirations

Within Heritage House School, a 'career' is defined as a pathway through life for our learners. Careers and Aspirations learning focuses on exploring the world around them, independent living skills, and the understanding of options available to them when they leave school, with support and advice through creative career education and work / vocational related learning.

The Heritage House School Careers and Aspirations curriculum and programme puts the learner at the centre, with its personalised learning and planning approach, which appropriately tailors learning and activities to the individual learners' age, abilities, needs and interests.

Careers and Aspirations is taught throughout all three Heritage House School pathways (Exploratory, Semi-Formal, and Formal) and in all phases. Careers and Aspirations is weaved throughout the school curriculum and focuses on the fundamental building blocks for preparation for adulthood, independence and life after school; such as in further education, employment, apprenticeships/ supported internships or volunteering. Also, Careers and Aspirations activities and sessions aim to give learners the information they need to help them develop aspirations, make choices, and the tools to support the learner to achieve their aspirations.

Heritage House School offers learners a wide range of meaningful activities, opportunities for work experiences and employer encounters. These empower and support learners to develop independence skills, and autonomy for preparation for adulthood.

The Heritage House Careers and Aspirations curriculum has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

Careers and Aspirations learning is achieved through:

- Careers and Aspirations focused small group sessions.
- Workshops.
- Learner-led discussions.
- Celebration and awareness days/events.
- Guest speakers.
- Recognition of careers in throughout the Heritage House School curriculum.
- Assemblies.
- The PHSE curriculum, by incorporate work skills.
- In house, vocational learning opportunities and work experiences.
- Life & independent learning skills.
- Outdoor focused learning.
- Role play and scenario learning.
- Skills development throughout the year.
- Sensory development throughout the year.
- Transition reviews – EHCP.
- Internal and external work experiences and encounters.
- HE and FE encounters - College visits.
- Transitions Fair.

Heritage House School regularly evaluates the Careers and Aspirations curriculum, programme and resources and evaluates the effectiveness using Compass +.

For more information, please refer to Careers and Aspirations policy.

Training

Staff at Heritage House School are skilled in teaching learners with severe learning needs. They attend regular training to support their subject knowledge and work collaboratively within our multidisciplinary team of teachers, coaches, support staff, therapists and family advocate.

Staff are creative in their approach to teaching, learning and assessment to ensure all learners are suitably challenged and knowledge, skills and understanding builds on prior learning.

Enrichment

Enrichment opportunities include: horse riding, sailing, table cricket, theatre visits, school trips, café visits, regular visits to local care home and local schools, involvement with the Chesham Schools Carnival, Rotary trip to Whipsnade Zoo, Book week celebrations, festivals marked.

Heritage House School also offers after-school games and art clubs and after school swimming sessions.

Impact and Monitoring Arrangements

The impact of the personalised planning and carefully thought through provision, tailored to meet the needs of the individual learner in a calm, happy and productive school environment is that learners make progress not only within school but within the home and community. Ensuring that each learner has their own Support Me This Way plan enables learners and staff to remain regulated and ready to learn. The learners know that are valued and that they have a voice which in turn impacts their self-esteem and progress.

Heritage House School uses a range of assessment tools to measure progress and learning. Progress is evidenced through observations and learning journals capture the progress of the autumn and spring terms and the end of year report celebrates progress over the year. Personalised plans are reviewed termly and moderated and monitored by the leadership team. Progression is recorded on Evidence for Learning to evaluate individual learner progress. Reviewing progress also forms part of the annual review process, measuring progress towards learner's long term aspirational EHCP outcomes.

The leadership team also monitors progress and learning throughout the school through planning scrutinise, learning walks, and deep dives.

The Curriculum Lead also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the school's Curriculum Lead. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives