



# **Curriculum Policy**

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## 1. Vision and Ethos

At Aegir, our curriculum is rooted in a deep understanding of our pupils as individuals. All of our pupils have complex needs, and many experience significant barriers to learning, communication, and engagement. We recognise that before learning can take place, pupils must feel safe, understood, and valued.

Our approach is therefore fundamentally relational. Strong, consistent relationships between staff and pupils underpin everything we do. Staff take time to understand each pupil's communication style, interests, anxieties, and motivators. This enables us to reduce barriers to learning and create the conditions in which pupils can engage, participate, and make progress.

We believe that learning should be meaningful, relevant, and engaging. Our curriculum has been carefully designed to balance what will capture pupils' interest and curiosity with what they need to know and be able to do to live safe, independent, and fulfilling lives.

Our aim is not simply to deliver content, but to support pupils to develop the knowledge, skills, and personal qualities they need to thrive both in school and beyond.

## 2. Curriculum Intent

The Aegir curriculum is designed to support all pupils to make meaningful progress from their individual starting points and to prepare them for their next stage in education, training, or adult life.

We aim to develop:

- communication and interaction
- independence and self-confidence
- understanding of the world
- the knowledge and skills needed for everyday life
- a positive engagement with learning

Our curriculum is ambitious for all pupils, but it is also responsive, recognising that progress may look different for each individual.

## 3. Curriculum Design and Structure

The curriculum at Aegir is organised to ensure that learning is appropriately matched to pupils' needs, while maintaining high expectations for all.

Pupils are taught in groups that reflect both their age and their learning profile. The curriculum includes a balance of academic learning, personal development, and preparation for adulthood.

Subject content has been carefully selected to ensure that it is both engaging and purposeful. Topics are chosen to spark curiosity and interest, while also building the knowledge and skills pupils need in their daily lives.

Learning is not viewed as a linear process. Pupils revisit key concepts and skills over time, in different contexts, to support understanding, retention, and application.

## 4. Learning Pathways in Practice

To ensure that learning is appropriately matched to pupils' needs, Aegir organises learning through a small number of pathways. These are not fixed tracks, but flexible approaches that reflect how pupils learn best at different stages.

**These pathways describe differences in how pupils access learning, not differences in ambition.**

While all pupils work towards developing communication, independence, and preparation for adulthood, the way this is experienced will look different across the school.

### Explorers

In this pathway, pupils are typically at earlier developmental stages and may be learning through sensory exploration and interaction with the world around them.

In practice, you may see pupils engaging in sensory activities and exploratory play, developing early communication through interaction, and learning through repetition, routine, and familiar experiences, supported closely by adults.

### Adventurers

Pupils in this pathway are beginning to engage more consistently with structured learning, while still requiring significant adaptation and support.

In practice, learning is practical and linked to real-life contexts. Pupils are supported to develop communication and understanding, and are given opportunities to apply skills across different subjects and situations.

### Pioneers

Pupils in this pathway are able to access more formal learning and are working towards greater independence and, where appropriate, accreditation.

In practice, you may see more structured subject-based learning, increasing independence, and preparation for next steps such as further education, training, or employment.

Pupils are not defined by their pathway. Movement between approaches is considered where appropriate, and teaching remains responsive to individual need at all times.

## **5. Teaching and Learning**

Teaching at Aegir is shaped by a strong understanding of individual need. Staff adapt their approaches in response to pupils, rather than expecting pupils to fit a single model of learning.

Relationships are central to effective teaching. Staff use their knowledge of pupils to support engagement, reduce anxiety, and create a positive learning environment.

Learning is supported through clear routines, practical experiences, and opportunities to apply learning in meaningful contexts. Key skills are revisited regularly to support retention and confidence.

Staff provide appropriate challenge for each pupil, ensuring that learning is accessible while still promoting progress.

## **6. Assessment and Progress**

Assessment at Aegir is ongoing and closely linked to each pupil's individual learning journey.

Progress is understood in relation to pupils' starting points and their EHCP outcomes. For some pupils, this may involve small but significant steps in areas such as communication, engagement, or independence.

Staff use a range of approaches to assess learning, including observation and evidence of pupils applying skills in different contexts.

Assessment information is used to inform next steps, adapt teaching, and ensure that pupils continue to make meaningful progress.

Progress is reviewed regularly with families and through EHCP processes.

## **7. Preparation for Adulthood**

Preparation for adulthood is a key thread running through the curriculum at all stages.

Pupils are supported to develop independence, communication, social understanding, and awareness of the wider world. As they move through the school, they are given increasing opportunities to apply these skills in real-life contexts.

For older pupils, this may include community experiences, work-related learning, and preparation for further education or employment.

## **8. Inclusion**

All pupils at Aegir have an Education, Health and Care Plan, and the curriculum is designed to be inclusive and accessible to all.

Staff work to identify and reduce barriers to learning by adapting teaching, providing appropriate support, and creating environments where pupils feel safe and able to engage.

High expectations are maintained for every pupil, with success measured in terms of individual progress and development.

## **9. Enrichment and Wider Experiences**

Learning at Aegir extends beyond the classroom. Pupils benefit from a range of experiences that enhance their learning and support their personal development.

These include educational visits, outdoor learning, and opportunities within the community. Such experiences help pupils to apply their learning in meaningful ways and develop confidence and independence.

## **10. Leadership, Monitoring and Review**

The Headteacher and senior leaders are responsible for ensuring that the curriculum is implemented effectively and continues to meet the needs of pupils.

The curriculum is monitored through a range of activities, including visits to lessons, discussions with staff and pupils, and review of assessment information.

It is regularly reviewed and developed to ensure that it remains relevant, engaging, and effective.

## **11. Links with Other Policies**

This policy should be read alongside key school policies, including those relating to assessment, SEND, safeguarding, and equality.