Curriculum Policy

Hazel Oak School

November 2026

To be reviewed November 2027

Agreed by Governors on: 12th November 2026

Signed by: Chair of Governors

One Curriculum. Many Starting Points. Every Future Possible.

> **Belong. Believe. Become.**
> **Every pupil known. Every person valued. Every future possible.**

Approved by:	Governing Board
Date approved:	
Last reviewed on:	
Next review due by:	September 2027

1. Purpose and scope

This policy sets out the principles of the Hazel Oak curriculum for pupils aged 4–19, and who is responsible for planning, delivering, monitoring and approving it. It applies to all phases from Early Years to Sixth Form.

Day-to-day operational detail, including long term plans, planning cycles, Learning Progression Ladders and planning expectations, is set out in the **Curriculum Handbook**. The handbook is maintained by the Deputy Head (Curriculum Lead) and may be updated without formal Governing Board approval, provided it remains consistent with this policy.

2. Legislation and guidance

This policy reflects:

- the National Curriculum programmes of study, suitably adapted to meet pupils' needs
- the Early Years Foundation Stage (EYFS) statutory framework
- the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010
- statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025, for implementation from September 2026)
- the Solihull Agreed Syllabus for Religious Education
- the Reading Framework (July 2023) and the Writing Framework (July 2025)
- the Department for Education's governance guidance on the curriculum responsibilities of governing boards

3. Curriculum intent

3.1 Our vision and values

Our curriculum is guided by our vision:

Belong. Believe. Become.
Every pupil known. Every person valued. Every future possible.

Five shared values shape every part of school life and learning:

Value	What it means in our curriculum
Respect	Pupils develop respect for themselves, others and the environment, and learn to accept and value differences.
Creativity	Pupils are supported to communicate and express themselves creatively.

Value	What it means in our curriculum
Growth	Pupils build a growth mindset, and success is recognised in small, meaningful steps.
Wellbeing	A strong focus on physical and mental wellbeing helps pupils feel safe, regulated and ready to learn.
Community	Pupils feel part of a connected, supportive community in school and beyond.

3.2 Our curriculum

Our curriculum is ambitious, inclusive and coherently planned to meet the diverse and complex needs of all pupils. All pupils follow **one curriculum**, adapted through support, communication approaches and EHCP provision rather than separate pathways.

It is holistic and highly individualised. Every pupil follows a meaningful, sequential learning journey at their own pace, enabling them to achieve their EHCP outcomes and make strong progress from their starting points.

> ***Everything in our curriculum is designed to help pupils belong, believe in themselves and become as independent as possible, with the relationships, resilience, confidence and skills to navigate life beyond school.***

3.3 What we want pupils to achieve

Each part of our vision is linked to curriculum themes. By the time they leave Hazel Oak, we intend that pupils will:

Vision	Curriculum themes	Pupils will…
Belong	Communication, relationships, inclusion and community	• have a functional means of communication, and be able to make choices and advocate for themselves • understand what positive relationships involve, and respect and accept others' differences • have the knowledge and confidence to take part in and contribute to their local community
Believe	Resilience, confidence, learning and regulation	• be curious, resilient learners with high expectations of themselves • understand how to look after their physical and mental health • know how to keep themselves safe at home, in the community and online, and how to seek support when worried
Become	Independence, qualifications, employment and adulthood	• have the highest possible level of independence in life skills, such as personal care, cooking and domestic skills • have a working knowledge of managing money, and leisure interests they enjoy • have achieved nationally recognised accreditation appropriate to their needs, including GCSEs where appropriate • be ready for meaningful employment, further education or community engagement suited to their abilities and aspirations

4. How the curriculum is delivered

The Curriculum Handbook sets out operational details. The curriculum is built on the following principles:

Principle	What this means in practice
Broad and balanced	Pupils access National Curriculum and EYFS content, adapted to their needs, with academic learning combined with functional and life skills, and outdoor and experiential learning.
Sequenced from self to world	Learning is organised through six Key Topic Threads (Myself, My Home, My World – people, My Natural World, My Technological World, My World – places). These move from the pupil's immediate world towards the wider world and are delivered through rolling planning cycles for each key stage.
Progression for every pupil	Each subject has a Learning Progression Ladder, recorded on TrackAble, so pupils can progress both forwards and laterally at their own pace.
Depth through repetition	Pupils revisit, practise and generalise learning across school, home and the community. Learning is tracked as Encountered, Explored and Consolidated.
Regulate, Connect, Routines, Teach	Teaching is adaptive and focuses on well-being-first. Staff support regulation, build trusted relationships and use predictable routines and visual supports so that pupils are ready to learn new skills.
Communication and reading	A total communication approach is used throughout school. Reading is taught through Little Wandle synthetic phonics, adapted where needed (for example for AAC users). See the Reading Handbook.
R(S)HE and PSHE	These are taught in weekly timetabled lessons, with additional targeted sessions in response to need. See the R(S)HE Policy.
Preparation for adulthood	This is embedded from the earliest stages, with an increasing focus on independence, employability, community participation and health in Key Stage 4 and Sixth Form. Pupils from Year 7 receive independent careers guidance.
Enrichment	Visits and visitors are planned to give pupils first-hand experiences linked to their topic or subject.

5. Inclusion and equality

All pupils are entitled to access the National Curriculum in a way that is relevant and appropriate to them. Teachers set high expectations and ambitious targets for all groups of pupils, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEN and pupils with English as an additional language. Barriers to achievement are removed wherever possible. Staff and pupils have equal access and opportunity in line with the Equality Act 2010 and our Equality Statement.

6. Roles and responsibilities

Role	Responsibilities
Governing Board	Approves this policy and holds the Headteacher to account for its implementation. Ensures there is enough teaching time, breadth and balance, and that statutory requirements are met, including assessment, approved qualifications, careers guidance and any disapplication from the National Curriculum. Monitors the

	curriculum through visits, curriculum reports and Headteacher reports.
Headteacher	Ensures the curriculum is implemented in line with this policy. Allocates resources in line with the School Improvement Plan/STAR Plan, with the School Business Manager. Reports to governors.
Deputy Heads (Curriculum Lead and Assessment Lead)	Maintains the Curriculum Handbook and curriculum framework. Supports and quality-assures subject leaders, audits planning and resources, analyses TrackAble, statutory assessment and accreditation data, and co-ordinates CPD.
Subject leaders	Every permanent teacher leads at least one area of the curriculum. Subject leaders write and maintain the Learning Progression Ladders, write subject medium term plans, quality-assure planning and delivery, monitor resources, keep up to date with research and guidance, lead training, and produce an annual action plan and subject review.
Class teachers	Plan half-termly, adapt teaching to individual needs, record learning on TrackAble, and report pupils' progress and engagement to parents.

7. Monitoring, evaluation and impact

The impact of the curriculum is judged by pupils' progress from their starting points, their EHCP outcomes, their personal development and wellbeing, their accreditation results and their successful transition to the next stage of education, employment or adult life.

Leaders evaluate this through learning walks and lesson observations, work sampling and moderation, planning audits, pupil, staff and parent voice, and analysis of TrackAble, statutory assessment and accreditation data. Findings inform the School Improvement Plan/STAR Plan and staff CPD.

8. Review

This policy will be reviewed annually by the Deputy Head (Curriculum Lead) and approved by the Governing Board.

9. Links with other policies and documents

Curriculum Handbook; Reading Handbook; Assessment Policy; EYFS Policy; R(S)HE Policy; SEN Policy and SEN Information Report; Equality Statement; The Hazel Oak Way (staff expectations).