



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Curriculum Policy including EYFS

Review due	September 2025
Last review	January 2024
Reviewed by	Thereza de Lucca Headteacher
Approved by	Julie Smith Chair of the Board

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Context

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

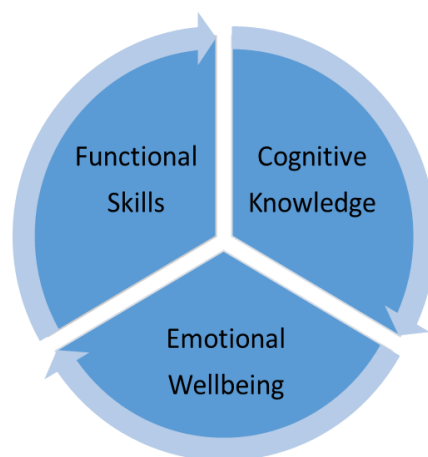
The Fountain Head House School curriculum model follows a therapeutic educational approach that promotes the development of Emotional Wellbeing, Cognitive Knowledge and Functional Skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways: Learning to Learn, Participating in Learning and Independent Learning. The teaching of English, Maths, Science, PSHE and PE sits at the core of each Curriculum Pathway. Each pupil enjoys a highly bespoke curriculum enriched through planned experiences of the wider curriculum including, where appropriate, Life Skills, Computing, Music, Art and Design.

At Fountain Head House School we believe that high quality Careers Education and Guidance is critical to our pupils' futures. Our curriculum has a well-defined programme offering highly personalised Information, Careers Education, Information, Advice and Guidance (CEIAG).

Our focus is on preparing our pupils for the next step in their educational journey or the workplace by providing a clear understanding of the world of work including the routes to work or careers that they might find engaging and rewarding.

Our approach to Preparation for Adulthood supports our pupils to acquire the independence, self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, to improve their life opportunities and to have a productive and fulfilling lifestyle.



As we are a small school our teaching staff know our children well and are, therefore, able to use not only the information gleaned from assessment results to influence teaching, but also to tap into interests and hobbies of our pupils to act as a catalyst to learning. Pupil learning will inform curriculum development and enable accurate and relevant setting of learning steps for each pupil.

The vast majority of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or emotional and mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements.

These attitudes towards pupils will often lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, empathy and warm approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve success at emotional, functional and academic levels.

Pupils at Fountain Head House School could be described as pupils with Complex Learning Difficulties and Disabilities (CLDD). Pupils with CLDD have conditions which coexist, overlap and interlock creating a complex profile.

The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathways that recognise children and young people's unique and changing learning patterns. Pupils with CLDD present a range of issues and combination of layered needs. These could relate to various areas ranging from cognition, communication, relationships, sensory, emotional, physical health, mental health. Many pupils will be in the ASC (Autism Spectrum Condition).

They need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile.

Whilst providing an age-appropriate curriculum, necessary adjustments need to be made to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned adaptation of curriculum and differentiation of learning outcomes. At times, the delivery of an 'alternative' education programme will be put in place to support learning. This might take the shape of 'disguised learning' or learning through project which tap into specific interests.

Education and Therapy teams work together to provide a combined approach to supporting pupils' learning towards developing love for learning, knowledge and skills in preparation for a fulfilled and productive adult life.

Legislation and guidance

This policy reflects the requirements to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which we have chosen to follow.

This policy reflects the requirements of the SEND Code of Practice: 0 to 25 and its updates (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). It also reflects the Early Years: guide to the SEND Code of Practice: 0 to 25 (<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>).

This policy reflects the guidance of the Early Years Foundation Stage Profile Handbook (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>).

This policy reflects the guidance of the Careers Guidance and Access for Education and Training Providers (<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>).

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the Engagement Model (<https://www.gov.uk/government/publications/the-engagement-model>) for those pupils not yet engaged in subject specific learning.

This policy reflects the Pre-Key 1 Stage Standards (<https://www.gov.uk/government/publications/pre-key-stage-1-standards>) for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.

This policy reflects the Pre-Key 2 Standards (<https://www.gov.uk/government/publications/pre-key-stage-2-standards>) for pupils working below the standard of national curriculum assessments (commonly called SATs) at the end of KS2.

This policy reflects the Education (Independent School Standards) Regulations 2014.

This policy reflects the most up to date guidance in Keeping Children Safe in Education (KCSiE) and its updates.

Curriculum Overview

Curriculum – Intent

At Fountain Head House School, we will ensure that the pupils' Education and Health Care Plans (EHCP's) are central to our decision making process, so that we may address their communication and interaction; cognition and learning; and social, emotional and mental health needs. Working together, we will build a programme of learning and therapeutic intervention to enable our pupils to progress and develop in order to immerse themselves in the wider demands of the curriculum via the thematic topics, gain in independence and become valued members of the community.

At Fountain Head House School, we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of:

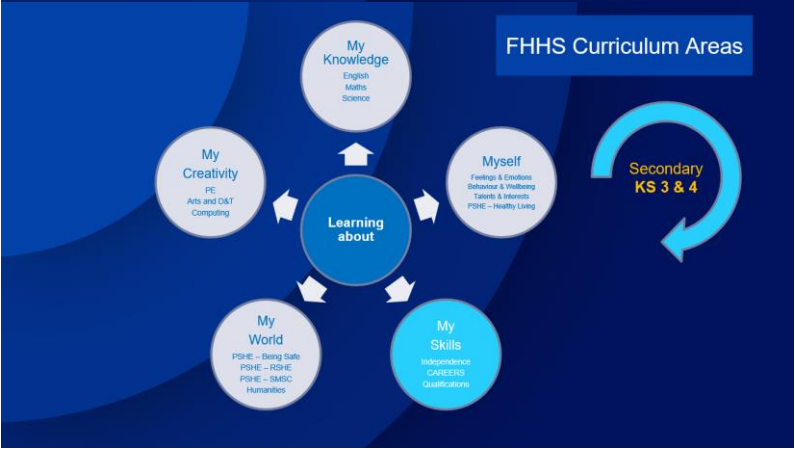
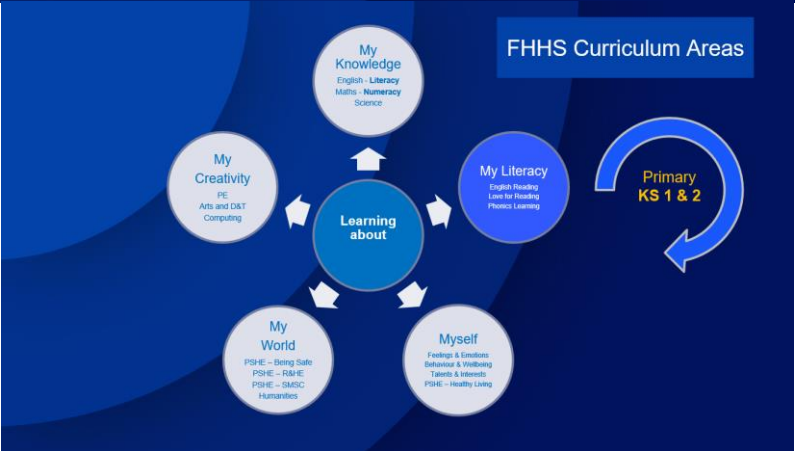
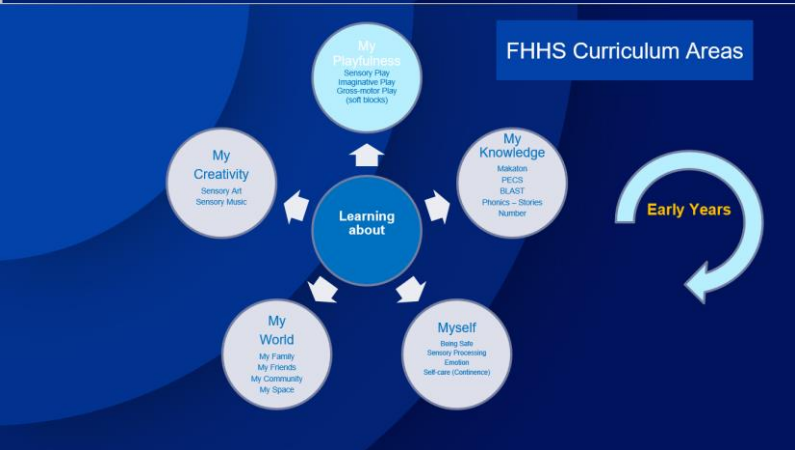
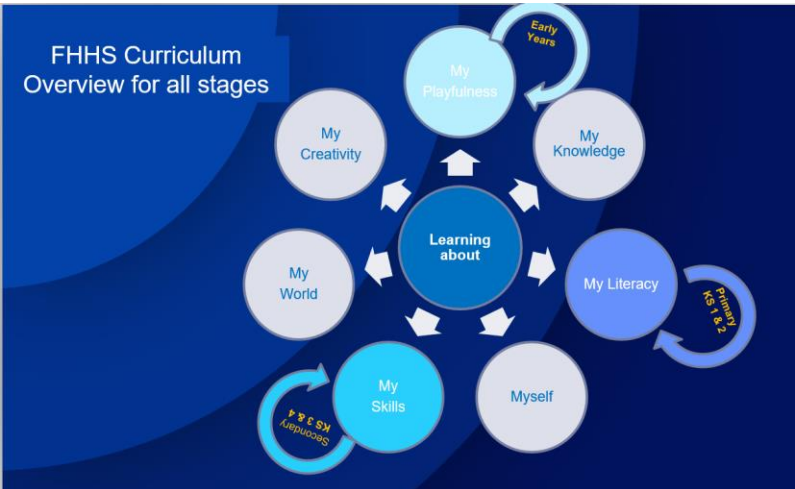
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skill to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live in Rutland.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.

Our school will

- provide a creative, ambitious and bespoke curriculum which meets the needs of our pupils
- treat pupils with dignity
- ensure accessibility to learning regardless of gender, ethnicity, or demographic
- enable children to grow and develop an interest in English, Mathematics, Sciences, Arts, other Cultures and Religions as well as their own
- teach pupils skills and to cultivate an interest in Sports, Physical Wellbeing, Healthy Lifestyles, interests and hobbies
- encourage pupils to continue to use skills and remain open to learning to enable them to engage in the technological future of our society
- teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs
- encourage pupils to become independent learners thus ensuring their continued ability to remain engaged in learning throughout their lives
- prepare pupils for adulthood including, where possible, further education, employment and training
- provide, whenever possible, experience of work opportunities for pupils in KS 3 and KS4
- offer external accredited examinations where applicable
- offer routes to qualification through accredited bodies such as ASDAN and AQA
- create environments and approaches which support pupil wellbeing

Our curriculum will give children the opportunity to

- develop their ability to communicate effectively and become experts in supporting their own emotional well-being
- be immersed in a communication rich curriculum built around individual needs
- develop functional reading skills appropriate to individual needs
- learn within a coherent and progressive framework
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop a love for books, reading for pleasure and enjoyment



Our Curriculum Pathways

The Learning How to Learn Pathway

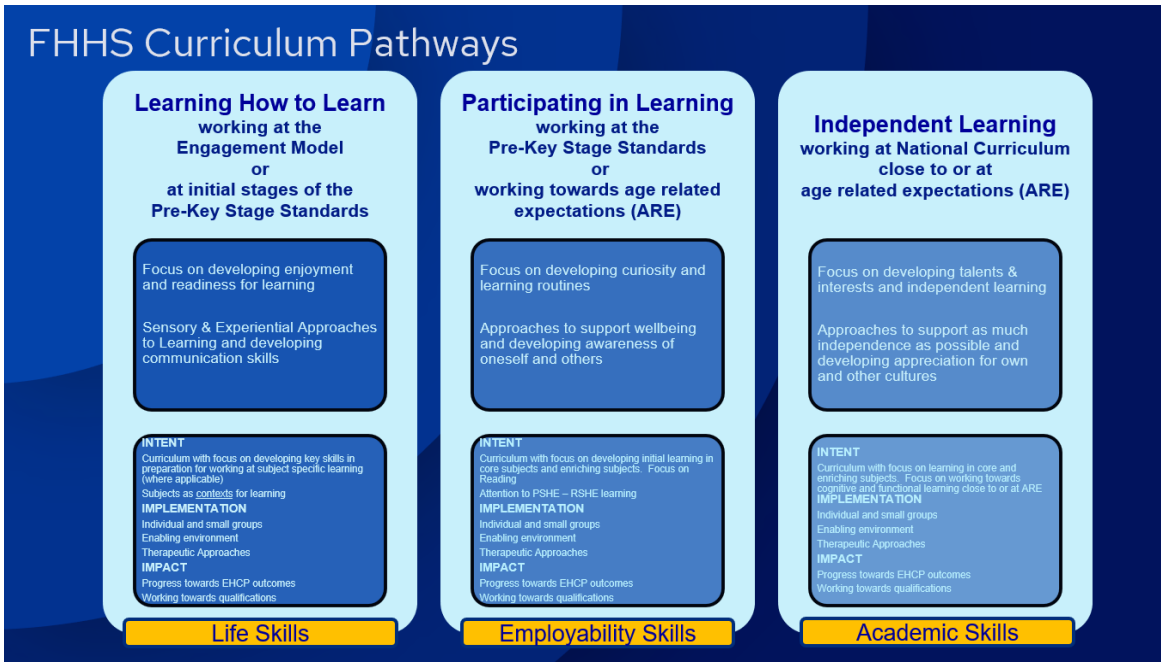
- The Fountain Head House School Curriculum Pathway for pupils working at the Engagement Model or at initial stages of Pre-Key Stage Standards emphasises Sensory and experiential Learning, Communication, Co-regulation and Self-Help Skills
- For pupils at the Fountain Head House School Curriculum Pathway who are not yet engaged at subject specific learning curriculum subjects as approached as contexts for learning with clear differentiation focused on specific individual learning outcomes
- The Fountain Head House School Curriculum Pathway Curriculum Pathway for pupils 'not yet engaged in subject specific learning' focuses on developing engagement for learning
- Teaching and Learning combines structured and flexible approaches with focus on learning how to learn

The Participating in Learning Pathway

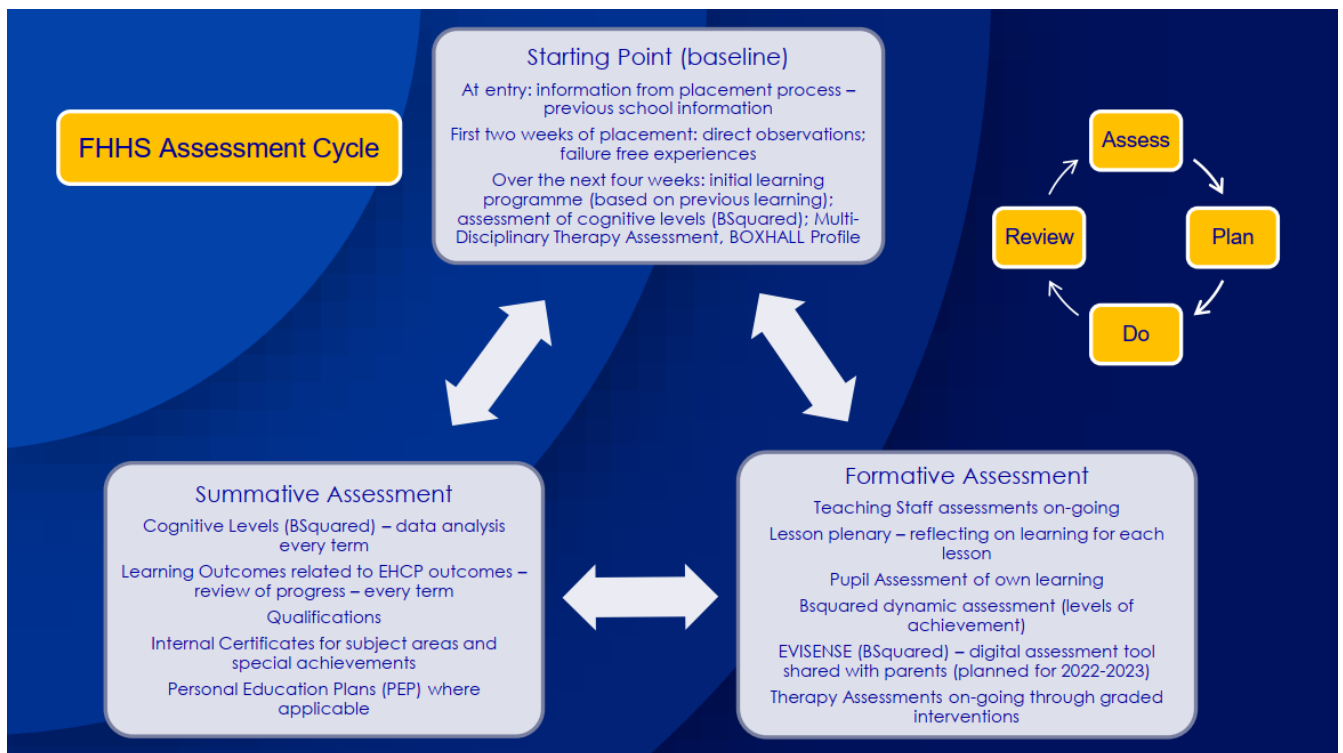
- The Fountain Head House School Curriculum Pathway for pupils at Pre-Key Stage Standards or working towards Age Related Expectations (ARE) emphasises Cognitive and experiential Learning, Communication, Self-regulation and Self-Help Skills
- For pupils at the Fountain Head House School Curriculum Pathway who are at early stages of subject-specific learning (below the NC assessment standard) curriculum subjects start to be approached as subjects per se
- The Fountain Head House School Curriculum Pathway Curriculum Pathway for pupils 'at early stages of subject specific learning' focuses on participation and getting involved in learning
- Teaching and Learning combines structured and flexible approaches with focus on participating and developing skills for learning

The Independent Learning Pathway

- The Fountain Head House School Curriculum Pathway Curriculum Pathway for pupils working at National Curriculum close to or at Age Related Expectations (ARE) emphasises Cognitive Learning, Communication, Self-regulation and Independence
- For pupils at subject specific learning curriculum subjects are approached with focus on bridging any gaps in learning and developing knowledge and understanding towards age related expectations
- The Fountain Head House School Curriculum Pathway Curriculum Pathway for pupils 'at subject specific learning' focuses on initiating learning and developing independent skills
- Teaching and Learning combines structured and flexible approaches with focus on developing independent learning



Assessment Cycle



As part of our assessment system, we constantly review each pupil's ability with a view that pupils will move through different Curriculum Pathways as they grow and develop. It is important to note that we do not 'teach to the pathway', we teach to meet the strengths and needs of each pupil.

Approaches to teaching and learning - Pedagogy

At Fountain Head House School, we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning.

We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

- The pupils' ages in each class often range across three year groups. Age appropriateness, compatibility and class dynamics are key components when grouping pupils in each class. Class numbers are no more than 5 pupils per class with some larger groups for shared activities where two or more classes might come together for specific topics.
- All core and enriching curriculum subjects are covered with adapted content and approaches to learning. Curriculum content is drawn from more than one curriculum source including the National Curriculum.
- Each class has a Class Teacher, Teaching Assistants (TAs) and/or Higher-Level Teaching Assistants (HLTAs), and Learning Support Assistants (LSAs). Staffing allocation is carefully thought through to meet the needs of the pupils in each class.
- The three different stages (Early Years, Primary – Key Stages 1 & 2, Secondary – Key Stages 3 & 4) have specific learning environments with access to outdoor areas, sensory facilities and other vocational facilities.
- Education and Therapy professionals work together with focus on supporting pupils to reach their potential at emotional, cognitive and functional levels.
- The school refers to a range of curricula sources to create a curriculum offer which meets the specific needs of our pupils.
- English Reading is central to learning and the school has chosen the **Smart Kid Letters and Sounds – the Code** reading programme as its main approach to Phonics. The school will also explore other approaches to Reading for specific pupils who might not engage with the Phonics approach.
- There are Year Plans with an overview of the content for each subject; Medium Term Plans including differentiated learning outcomes for each pupil; specific plans for the day-to-day implementation of the curriculum.
- Pupils' Voice is central to motivating and engaging pupils in developing a love of learning and there are clear opportunities for pupils to reflect on their own learning.
- Assessment is central to the implementation of the curriculum as it offers the opportunity to monitor, analyse and adjust learning goals and approaches where needed. The school uses two assessment frameworks provided by the BSquared Software for assessment. For Early Years, the school uses the Early Steps Framework, and for all other stages, the school uses the Progression Steps Framework.

Our curriculum will be taught through a pedagogy that:

- offers all children a memorable experience at the start of every topic
- develops independence through the implementation of TEACCH approaches
- develops engagement and the ability to give attention through Attention Autism approaches
- promotes the use of individualised communication strategies, Makaton, PECS, and AAC
- promotes the use of Zones of Regulation approaches so pupils can support their own emotional wellbeing
- excites, promotes and sustains children's interest
- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication
- enables children to reflect on and evaluate their learning

Curriculum – Impact

Our pupils will, at their level of ability

- Develop the skills to problem solve using technology, mathematics, language and team work
- Be able to communicate effectively using writing and language as well as through music, the arts and other creative elements.
- Be able to listen well with understanding and have the confidence to ask for help and advice when they get 'stuck'
- To be creative and to enjoy the process of creativity
- Learn to work independently as well as being able to work as part of a team
- Begin to acquire a set of moral values such as honesty, integrity, sincerity and personal responsibility
- Have an understanding of their culture and those of others.
- Develop tolerance, respect and appreciation of others in a non-biased way
- Develop a knowledge and understanding of their own time and place within humanity; to begin to see the links within the family, society, national heritage and national and international events
- To understand our environment, geography and surroundings and to experience their beauty and the spiritualism of the natural world
- To develop an enjoyment for reading, storytelling and song
- To understand the notion of keeping safe and the importance of safety in its many guises
- To have a sense of belonging to our school
- To be happy and safe and to acquire resilience

Our curriculum allows pupils to make progress through all subjects, with changes in focus within Key Stage. There are rolling topic themes which allow pupils to reinforce, consolidate, transfer and develop their skills, knowledge and experience further.

We offer opportunities for pupils to develop their personalised aspirations which might require gaining recognised qualifications. Preparing for further education, training or employment. Accreditations and Qualifications may include Functional Skills English, Maths and IT, GCSE qualifications, and any other relevant qualifications.

Curriculum Impact across different Learning Pathways and Key Stages

The Learning How to Learn Pathway

The aspirational impact for pupils at early developmental stages are to develop and achieve in the areas of communication, social, emotional and cognitive skills that are the foundations of learning. Pupils in the Learning How to Learn Pathway work towards Personal Progress (PP) qualifications through ASDAN as the accrediting body.

The Participating in Learning Pathway

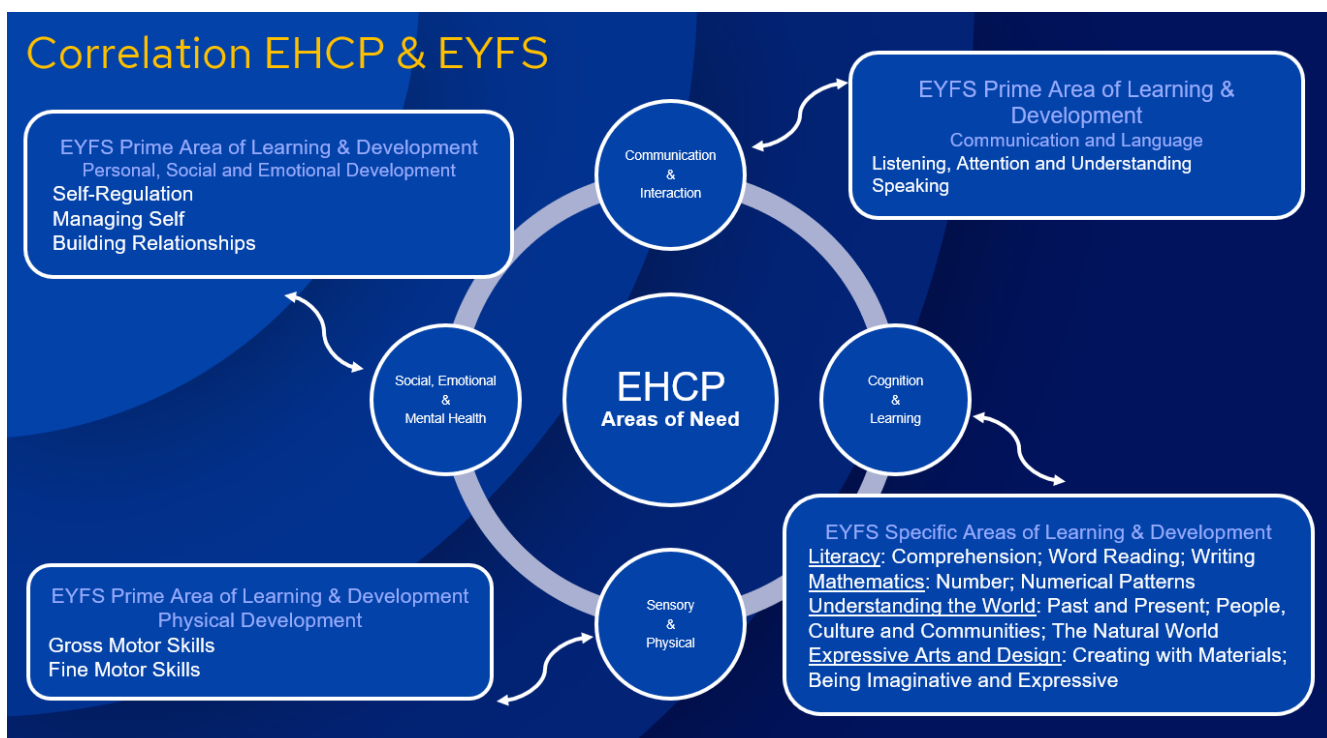
The aspirational impact for pupils at initial stages of subject specific learning are to develop and achieve in the areas of knowledge, skills and emotional resilience. Pupils in the Participating in Learning Pathway work towards Personal and Social Development (PSD) qualifications through ASDAN as the accrediting body.

The Independent Learning Pathway

The aspirational impact for pupils at subject specific learning are to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future education and employment. Pupils in the Independent Learning Pathway work towards Personal and Social Development (PSD) qualifications through ASDAN as the accrediting body, towards GCSEs and any other suitable qualifications which meet their interests and ability.

EYFS Curriculum

Pupils in Early Years follow the Early Years Foundation Stage (EYFS) Curriculum adapted to their specific needs and correlated to their EHCP outcomes. This is a developmental curriculum which will impact in determining the most appropriate Curriculum pupils enter Key Stage 1.



Communication and Language

The EYFS pupils at FHHS have a variety of Communication and Interaction need which are specified in their EHCPs. Due to the majority of our pupils being pre-verbal, our communication and language curriculum is tailored and individualised per pupil to ensure they are receiving the level of support they require. We deliver BLAST (Boosting Language, Auditory Skills and Talking) sessions once a day to support listening and attention skills. In EYFS, we focus on environmental sounds in preparation for phonological awareness and we encourage vocalisation through play.

Personal, Social and Emotional Development

The EYFS pupils at FHHS have a variety of social, emotional and mental health needs which are specified in their EHCPs. The pupils' emotional wellbeing is at the forefront of how we approach the school day. We deliver the PSHE Curriculum through Jigsaw which covers most of the PSED requirements in Development Matters, alongside this we also provide quiet spaces and role play areas which support both their emotional and social needs. Jigsaw covers SMSC and Emotional Literacy (see Appendix 1).

Physical Education

The EYFS pupils at FHHS have a variety of Sensory and Physical needs which are specified in their EHCPs. The physical education provision here at FHHS is delivered to EYFS in 20 minute PE sessions, three times a week. The pupils in EYFS are extremely active and love these sessions with the PE instructors. We offer further physical activity in our movement room.

Literacy

The EYFS pupils at FHHS have a variety of Cognition and Learning needs which are specified in their EHCPs. Literacy in EYFS at FHHS is delivered on a very individualised basis, with each pupil having

plans unique to them. Due to the varying abilities of our pupils, they are either working towards early reading, letter formation, basic comprehension, role play, storytelling or listening during story time. We deliver daily phonics sessions with continuous phonological input throughout the day. EYFS staff offer intensive individualised interaction when working with Literacy, to best support the pupils in their journey towards reading and writing.

Maths

The EYFS pupils at FHHS have a variety of Cognition and Learning needs which are specified in their EHCPs. In EYFS, we follow White Rose Maths and adapt the resources to the individual needs of our pupils. We deliver a group maths lesson to those of a higher ability and individualised intervention sessions to those who are not yet able to access group learning.

Expressive Arts and Design

We ensure there are Art and Design opportunities available throughout the day in EYFS alongside our timetabled Art Lessons. Art and Design are instrumental in the progression of our EYFS pupils as it supports the development of creativity, imaginative thinking and self-expression. This covers art, drawing, music, acting, role play, discovery, talking about experiences and so much more.

Understanding the World

Understanding the World in EYFS is all about the pupils making sense of the world around them; such as life-cycles, role models, dangers, seasons.. We focus on a main topic per term and create resources to allow the children to best understand the world in which they are growing up. Some of our topics covered in the curriculum are seasonal changes and life-cycles.

CAREERS – Preparation for Adulthood

Careers Overview

Fountain Head House School is dedicated to providing all pupils in Key Stage 3 (from Year 8) and Key Stage 4, a structured CAREERS programme in-line with the eight Gatsby Benchmarks.

The Gatsby Benchmarks outline all the standards of an excellent CAREERS programme and help to ensure pupils have access to good quality careers education, information, advice and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.

As all pupils at Fountain Head House School have Education, Health and Care Plans (EHCPs) and present a range of Special Educational Needs, our approach to CAREERS learning is carefully thought through and planned to meet the needs of each pupil.

As part of our sequential approach to CAREERS we seek to offer opportunities for each pupil to EXPLORE (Key Stage 3) and EXPERIENCE (Key Stage 4) work opportunities offering sequential learning at an appropriate level (adapted and differentiated) for each pupil.

We engage with the local community to create work links and opportunities for our pupils.

Careers at Fountain Head House School

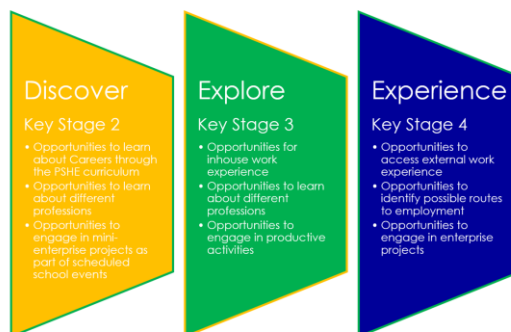
Our Careers Objective

- All pupils, parent carers and teachers have access to up-to-date careers information, advice and guidance.
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.
- All pupils transition to a variety of sustained positive destinations.

Our Careers and Enterprise programme is overseen by our Careers Leader. The responsibilities of the Careers Leaders can be summarised under four main headings:

- **Leadership** – responsible for developing, running and reporting on the school's work experience and Careers programme.
- **Management** – plan Careers activities, manages the Careers budget and other staff involved in the delivery of the programme.
- **Coordination** – coordinate staff from across the school and from outside.
- **Networking** – establish and develop links with employers, education and training providers and Careers organisations.

Our Careers Strategy is designed to work in line with each of our three learning pathways, our PSHE Curriculum and our qualifications routes.



The importance of Careers Education, Information, Advice and Guidance

At Fountain Head House School, we believe that high quality careers education, information, advice and guidance is critical to our young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Here at Fountain Head House School, we are dedicated to providing all of our pupils in years 8 to 11 with a stable, structured careers education programme, information, advice and guidance designed to ensure that pupils' move onto the next phase of their education with the right tools and values to help prepare them for adulthood.

- We work with our pupils and their parents and carers, to consider their future options, in order to realise their potential and decide how their skills and experiences fit with opportunities in the local job market.
- We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently.
- We have a person-centred approach to pupil outcomes through our EHCP annual reviews process where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.
- We are fully committed to our statutory and moral obligation to provide a holistic careers service for pupils in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path and underpin our programme with the Gatsby Benchmarks.
- The Gatsby Benchmarks outline all the standards of an excellent careers programme and help to ensure pupils have access to good quality careers education, information, advice and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.

All pupils at Fountain Head House School have Education, Health, and Care Plans (EHCPs) and present a range of Special Educational Needs. Our approach to careers learning is carefully thought through and planned to meet the needs of each pupil. We provide all pupils in Key Stage 3 (from Year 8) and Key Stage 4, with a personalised structured careers programme in-line with the eight Gatsby Benchmarks.

We work closely with the local authority to ensure that we know of all the services available to support our pupils, to access available services and share this knowledge amongst our community. We engage with the local community to create work links and opportunities for our pupils.

We work with the assumption that with the right preparation and support many of our pupils will be capable of sustaining paid employment. We will regularly celebrate, showcase and promote the achievements of our pupils who are volunteering or in paid employment at every possible opportunity.

Reading in the Curriculum

Intent

At Fountain Head House, we love to read! We regard reading as one of the most important life skills, because it is the key which unlocks the door to a world of knowledge and sparks imagination and interest.

Our overarching aim for reading is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

To promote high standards of literacy, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that all pupils, where ability allows, are able to read fluently, and with confidence, in any subject.

Implementation

Phonics

In line with the Reading Framework, children who have yet to learn the skill of decoding will be taught to read through a Systematic Synthetic Phonic approach using Smart Kids Letters and Sounds – The Code. Children will be taught through a daily, discrete phonic lesson to include phoneme/grapheme correspondences, decoding to read and encoding to spell, reading and writing phrases/sentences and applying their phonic skills to reading alien (pseudo) words.

Children's progress in phonics will be closely tracked and assessed. The phonic lead will track progress and identify children who require 1:1 intervention, implementing this in order for children to catch up and to address any gaps.

Reading Scheme

We use the Oxford Owl reader programme to track progress and encourage children to read. Regular assessment will identify children's current reading levels and guide children to choose books at an appropriate level.

All teaching staff have explicit instructions to ensure that books from either the Smart Kids Letters and Sounds or Oxford Owl scheme are given out at the correct level and will match the child's phonetic knowledge.

Children who are reading 'at a glance' will be encouraged to read more complex books to match their developing reading ability and books can be chosen from the school reading cupboard, class reading corners, the local library or from home.

Reading records will be used to keep track of children's reading progress.

Home Reading Books

Children are encouraged to read at home with their parent/carer using the Oxford Owl online eBook library service.

All parent/carers will have log in details and will be regularly updated on their child's reading level/book band so they can support their child to select the right level book for reading at home.

Parent/carers and children will be encouraged to keep a record of any reading done at home in a reading record.

Discrete Reading Lessons

Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Fountain Head House, phonics is emphasised in the early teaching of reading to secure independent decoding and we use a Systematic Synthetic Phonics approach to achieve this.

In Early Years, staff regularly read books to children, modelling aloud the VIPERS skills (from vocabulary, inference, prediction, evaluation, retrieval or summarising) and asking children questions about the book as they are read to. Children also have reading rules which teach them how to look after books.

From KS1 onwards one VIPERS session a week is planned to teach a particular reading skill. Each lesson will be evidenced in English books and may consist of a model question and practise questions for children to complete. Other written tasks may be used to further their understanding of the text. Lessons may also be evidenced by way of photo or audio recording.

Each class has a distinctive 'We love to read' board which displays the VIPERS skills so children become familiar with the language and meaning.

English Lessons

Reading, at Fountain Head House, also takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focussed reading lessons as mentioned above.

As good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and knowledge of the world, comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction. Our English teaching is centred around inspiring and challenging texts in each year group.

Promoting a love for reading

Each classroom has stimulating and inviting book corners, where children are expected to explore and organise their books.

Pupils visit our school Reading Café on Fridays, which is a calm, quiet space with the intention to instil a passion and excitement around reading.

Children also have the opportunity to regularly visit our local library, Saltash library, to take part in activities and select books to read.

Early Years Foundation Stage (EYFS)

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- book corners that are stimulating and accessible, owned and loved by children
- using core books to plan for children's interests and class topics, children have the opportunity to read with an adult using levelled reading books
- children can choose a new book as appropriate, as well as taking a story book home
- reading records communicate reading progress between home and school, and include teachers' and parent/carer's' feedback
- having enthusiastic staff who share their excitement of books with children
- having a range of quality books available in the classroom reading area
- using story props, story sacks, role play areas and displays to enhance core books
- having well planned, shared reading sessions that all practitioners are confident to lead opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- involving parent/carers in understanding the importance of early literacy through workshops, modelling during "soft start", newsletters, home shared reading and reading books etc
- listening to and joining in a variety of genres
- opportunities to retell and to act out stories using props and story maps

School Wide Additional Support

On entry, staff will work with pupils to assess their phoneme-grapheme correspondences and use a year 1 phonics screen to assess their ability to blend to read using their phonics skills (including pseudo words).

Pupils with difficulties in learning to read have their needs identified promptly and interventions provided that will accelerate their progress.

We use the BLAST approach to boost language, auditory skills and talking with children who are pre-verbal or non-verbal. We use this to underpin the skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.

We also use Makaton to support listening to, reading and telling stories. We are currently in the process of ensuring all staff who work with pre-verbal and non-verbal children are trained in using Makaton.

Progress is measured and tracked to ensure children are progressing. Additional teaching and support is provided through 1:1 reading with an adult, and daily "Catch up" Phonics sessions.

Additional teaching is provided to those children who are reading 'at a glance' through regular 1:1 reading with an adult and pre-teaching of key vocabulary to support children's understanding.

We are building a collection of books to suit the needs of all children and this includes larger prints, dyslexic friendly prints, high interest-low ability books and audiobooks. Every child at Fountain Head House will be able to access reading, regardless of their need or ability.

Phonics

Pupils will be able to read books with progressively more complex graphemes and tricky words until they can read words 'at a glance'. They will progress to the accelerated reader books.

Reading Scheme

Pupils will progress through decodable reading books using Smart Kids Letters and Sounds – The Code and the Oxford Owl Home reader programme. We will match them to the correct level books, whilst also tracking their comprehension of what they read.

Discrete reading sessions

Pupils will develop their VIPERS skills through discrete lessons and prompting questions during English and general reading sessions. They will be assessed on their ability to answer the questions and complete written tasks using these skills, or encouraged to give a verbal response. These skills will then be further developed through additional tasks.

English Lessons

All pupils working will make progress on the National Curriculum assessment standards. This will be assessed using the digital assessment framework – Progression Steps (Connecting Steps Software - BSquared).

Preparation for Adulthood

Pupils will develop confidence in reading, and this will prepare them for achieving their potential towards productive and fulfilling adult lives.

Maths in the Curriculum

Intent

Maths at Fountain Head House School is designed to be an inclusive subject where all children feel safe, empowered to learn, and suitably challenged. Our intention is to build upon the children's learning from EYFS through to Key Stage four. We have designed our Maths curriculum to provide the best learning opportunities for all our children and allow them to expand their curiosity. The curriculum we deliver is aligned to the National Curriculum and incorporates the models and ideas of teaching Maths for mastery, whilst incorporating Programmes of Studies that meet the needs of our children as identified by staff. Our Maths curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.

The Maths curriculum is coherently planned and sequenced to provide our learners with a steady progression of the knowledge and skills needed for future learning and the next phase in their education. We understand that a child's ability to learn is based on gaining knowledge and building on prior knowledge, as well as the ability to use and apply any embedded skills adeptly and competently.

Our Maths curriculum is designed to marry key components such as number facts and mathematical thinking to ensure progress and a greater depth of understanding that leads to mastery and fluency. We ensure that children receive a broad and balanced curriculum, and that learning is relevant, exciting, aspirational, and challenging. We know that numerical competency is vital in all learning and increases children's life chances. Which enables them to have more control over their future lives and use Maths in a real-life context.

The children are encouraged to believe in themselves as mathematicians. We have the same ambitions for all learners and believe that they can all attain a good level of mathematical fluency. The curriculum is designed to be inspiring across the school and this allows children to take control of their own learning journey. This is achieved through careful consideration of individual needs, and, in some cases, individual programmes of study based around the needs of the children.

All learners study the full Maths curriculum, which is broad and balanced, and which aims to provide our children with a wide range of experiences.

Implementation

High quality CPD based on research and learning from best practise gives all teachers and teaching assistants the ability to implement the curriculum fully. The Maths Lead regularly runs staff CPD and monitoring to ensure that the curriculum is skilfully delivered with the greatest impact. The Maths Lead receives training from the NCETM Boolean Maths Hub and SWALLS Maths Hub Groups through regular work groups as well as engaging in additional NCETM training and research projects.

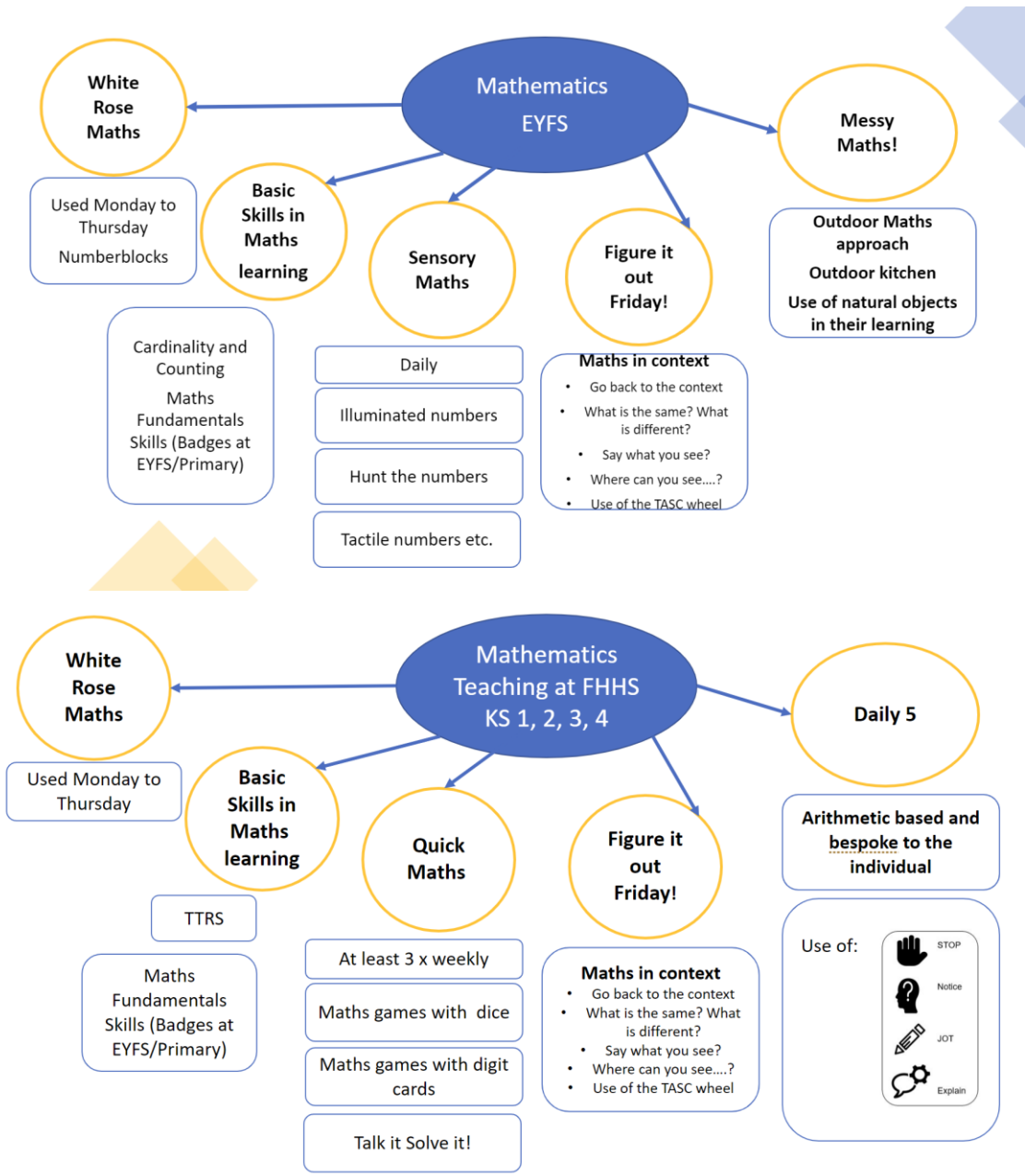
Vocabulary is taught explicitly and effectively in Maths and displayed in the classroom. Learning is made accessible to all, by clear coverage of prior knowledge and learning and, within each lesson, consistent scaffolding, clear presentation of new learning, opportunities to share ideas and strategies and timely feedback.

Manipulatives and visual representations are used to expose the structure of the mathematics being taught and identify patterns and links within different areas of Maths. Opportunities for depth are provided through questioning and reasoning when teaching. This can be during whole class teaching or as an additional task in a Maths lesson.

Formative assessment is used routinely within lessons, to address children's misconceptions. The curriculum provides children with deep learning experiences that are successively built on across the years, providing children with a sequential understanding of how maths ideas develop with understanding. Repetition also plays an important role in securing knowledge and fluency.

Therefore, knowledge is often revisited in successive years to allow knowledge to become sticky. There is also repetition within in year for the number facts and previously taught strategies. The curriculum provides diverse and rich opportunities from which children can learn and develop a range of transferable skills, such as in data handling and science. Opportunities are given to show Maths in a real-life context which enables the children to Maths as a skill for life.

Our Approach to Mathematics' from EYFS to KS4:



Impact

Pupils leave Fountain Head House School with a secure mastery of mathematical concepts and a fluency of number facts. Through the skills that they have learnt they can apply this knowledge to real life situations. Additionally, they can use Maths to aid their learning and make links in other curriculum subjects. They enjoy Maths and can use it to improve their adult lives. We aim for all our children to leave Fountain Head House School with the motivation and passion to continue to learn and empowered and enabled to make the most of their lives.

Science in the Curriculum

Intent

At Fountain Head House School, we know that science holds a prominent place in every child's education, and in their everyday life. Science underpins our understanding of the world and is an integral part of our lives, which makes it vital that children at our school develop a lifelong love for the subject. While broadening children's understanding in science, we will promote collaboration, exploration, curiosity, discovery, and investigation. Science at Fountain Head House School encourages children to be critical and reflective learners and inspires them to take risks and ask questions. We want our pupils to develop an innate sense of curiosity around the world they live in and how things happen, this curiosity links closely with our school values.

The Science curriculum is coherently planned and sequenced to engage our learners and provide them with the knowledge and skills needed for future learning and the next phase in their education. We know that a child's ability to learn is rooted in securely gaining knowledge and then being able to apply and extend that knowledge, as well as the ability to use and apply any associated skills with fluency and accuracy.

Our science curriculum will develop both children's knowledge in scientific concepts alongside key investigative skills. It is our intention that scientific knowledge is delivered through practical lessons which give children the opportunity to develop their investigative skills. 'Working scientifically' is described separately in the science programme of study but must always be taught through and clearly related to the teaching of substantive science content. This allows children to develop a deeper understanding and fluency which can lead to mastery of the subject. Our science curriculum is tailored to our school and is aligned to the National Curriculum. We are determined to provide the best Science educational opportunities for all children at Fountain Head House School.

Implementation

High quality CPD and a commitment to learning from research and best practice lies at the heart of our curriculum implementation and allows teachers and teaching assistants to deliver an interesting and ambitious science curriculum. All teaching and teaching assistants are provided with opportunities to develop their own subject knowledge and pedagogy to ensure the curriculum can be delivered effectively with maximum impact.

Vocabulary is often a barrier to learning in science, and hence is taught explicitly in science lessons and reviewed regularly. Key vocabularies are displayed in the classroom. We ensure that all children can access the learning, by clear coverage of prior knowledge, skills and learning and, within each lesson, consistent scaffolding, chunking of new learning, opportunities for talk and feedback.

The curriculum provides children with deep learning experiences that are successively built on across the years and key stages, providing children with a sequential understanding of how Science ideas develop and increase knowledge. Repetition also plays an important role in securing knowledge and fluency. Therefore, subject areas are often revisited in successive years to allow knowledge and skills to become sticky. The curriculum provides diverse and rich opportunities from which children can learn and develop a range of transferable skills, such as data handling and Maths or basic micro-biology and baking.

We feel it is important to use the children's own communities, heritage, and traditions as a starting point for engaging interest. Our curriculum incorporates strong links to our rich geographical and historical areas. We want our children to enjoy science and realise how scientific knowledge can improve their understanding of the world, create opportunities for employment and increase the choices that they will have in life.

Impact

Pupils leave Fountain Head House School with a secure mastery of scientific concepts and a fluency of enquiry skills. They enjoy science and are ready to engage with the curriculum for the next phase of their learning. Through their scientific knowledge they are beginning to have a deeper understanding of naturally occurring phenomena and the world in which they live. We aim for all our children to leave Fountain Head House School having the curiosity to explore science further in the real world.

Spiritual, Moral, Social and Cultural (SMSC) Development in the Curriculum

SMSC is a central part in the life of Fountain Head House School as a whole community. Our school life actively promotes the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Equality and Diversity is at the centre of our approach to education and our school community as a whole. The FHHS – Equality Act 2010 Public Sector Duties document published on our website specifies our aims and objectives. Our PSHE curriculum includes a strong SMSC (Spiritual Moral Social and Cultural) programme which we are proud of.

Fountain Head House School is committed to equality in its delivery of education. The Headteacher will monitor this education provision to ensure that pupils acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.

We aim to provide high quality education provision, making sure provision is easily accessible. We engage with staff, pupils, parents and carers, the School Board, local communities and other partners about equality issues.

We make every effort in creating equality of opportunity to learning in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning.

Our education provision recognises diversity and we demonstrate a proactive approach to diversity in our day-to-day work. We ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. We aim for high standards of conduct and behaviour (staff and pupils) and for the learning environment we provide to be safe and accessible for those studying and working.

Fountain Head House School adheres to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We work with other people and organisations to encourage fair treatment of all. We collect information, which helps us plan and develop services to meet the special needs of all members of our school community.

Fountain Head House School does not tolerate any form of discriminatory behaviour against members of the school or local community.

The school celebrates multi-cultural events and has a strong SMSC (Spiritual Moral Social and Cultural) programme and this and Personal, Social, Health and Economic (PSHE), Relationships and Sex Education and British values development are an integral part of school life across all key stages and build a strong sense of community.

Our Curriculum is prepared to be inclusive and to offer equal opportunities to all pupils. There are three Curriculum Pathways where learning is adaptive..

Safeguarding in the Curriculum

Pupil safeguarding and the promotion of SMSC (Spiritual, Moral, Social and Cultural) values are central to Fountain Head House School. Great importance is placed on identifying opportunities to teach our pupils about Safeguarding at their level of ability. Safeguarding is taught as part of cross-curricular learning, as part of our PSHE - RSHE Curriculum and as distinct topics where applicable.

Pupils are given opportunities to develop appreciation of diversity and to acquire knowledge, understanding and skills to keep themselves safe and prepare them for adult life. Our aim is to have

a positive impact on personal development, behaviour and wellbeing equipping each pupil with the knowledge and skills required for personal safeguarding.

Research shows that young people with SEND and/or autism are at a greater risk regarding Safeguarding. With this in mind, we created differentiated approaches to teaching and learning about Safeguarding. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at a developmental appropriate level, or at a small group or 1:1 level where a more urgent need arises.

As part of Pupil Council topics, Safeguarding and SMSC are promoted through learning about equality, diversity and inclusion as key values in our multi-cultural society with focus on Preparation for Adulthood.

Wellbeing in the Curriculum

Pupil wellbeing is central to Fountain Head House School. Great importance is placed on identifying opportunities to teach our pupils about Wellbeing at their level of ability. Wellbeing is taught as part of cross-curricular learning, as part of our PSHE - RSHE Curriculum and as distinct topics where applicable.

Pupils are given opportunities to develop an understanding of wellbeing through learning about feelings and emotions and ways of identifying and managing these. Our aim is to have a positive impact on personal development, behaviour and wellbeing equipping each pupil with the knowledge and skills required with links to personal safeguarding.

Similarly to what has been mentioned regarding Safeguarding, research shows that young people with SEND and/or autism can present with wellbeing and mental health issues. With this in mind, we created differentiated approaches to teaching and learning to support wellbeing. There are several approaches in place which complement each other in supporting wellbeing and behaviour.

The school uses a range of approaches to promote and support wellbeing with focus on young people developing self-esteem and learning strategies to recognise and manage different feelings and emotions with focus on Preparation for Adulthood.

Age Appropriateness in the Curriculum

There is a valid debate about the concept of age appropriateness and many in the field of SEND argue that the concept could relate to a tendency to 'normalisation'. There are others who recognise the complexity of how this concept is defined and understood.

At Fountain Head House School, we recognise the individuality of each pupil and celebrate this. Our approach to age appropriateness focus on offering each young person the opportunity to learn and develop talents and interests at the same time that personal interests, regardless of age, are valued.

As part of research, we would like to refer to a book by Melanie Nind and Dave Hewett, 'Access to Communication – developing basic communication with people who have learning difficulties' (David Fulton Publishers, 2nd Edition, 2005) where it is stated that "...the term age appropriateness is used and understood vaguely..."

In working with our pupils, we recognise that only giving them access to experiences, activities and opportunities which are in line with their chronological age would not be appropriate. We also understand that for the majority of our pupils, talking to them in a manner which is at a level they cannot understand would be inappropriate. If we would offer learning activities that are far in advance of our pupils' cognitive ability and level of understanding it would be unlikely that they would engage or benefit from this.

We also recognise that chronological age is a key element in determining an individual's status within society and in establishing the dignity, self-esteem and esteem they are held in by others. We appreciate the need to ensure that individuals are not denied age appropriate opportunities and expectations as this will result in a preference for age inappropriate activities in the absence of anything else and a danger of individuals being viewed as 'perpetual children'.

We consider essential to strike the right balance of 'age appropriate' and '**developmentally** appropriate' learning experiences, activities and opportunities which are '**person** appropriate' and meet individual needs in terms of cognitive development, personal development, emotional security, lifestyle and life skills.

Roles and responsibilities

FHH School Board

The FHH School Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The FHH School Board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational outcomes
- FHH School is complying with its funding agreement and teaching a "broad and balanced curriculum" that includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs to meet children's special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements for all courses provided for pupils that lead to qualifications, at their level of ability, such as Functional Skills, GCSEs and any other relevant qualifications
- Careers Advice and Guidance is covered through a contract with Careers South West

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, including:

- To oversee that all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- To ensure that the amount of time provided for teaching the required elements of the curriculum is adequate.
- To ensure that the FHHS Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- To ensure that the FHHS Board is advised on whole-school objectives in order to make informed decisions.
- To ensure that all the statutory elements within the curriculum are adhered to.
- To oversee that regular support and supervision for all staff is in place.
- To ensure that all education staff receive regular Continuing Professional Development either externally or internally.
- To ensure that all of the needs of our pupils are met well, including for those for whom English is an additional language.
- To ensure that no child is discriminated against by ensuring that the school takes account of the needs of each child and ensuring that all are treated fairly and equally and ensure that reasonable adjustments to account for the needs of the pupils are in place.
- To monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.

- To oversee that scrutiny of pupils' work is undertaken to guarantee that work is of a good standard and that marking and assessment adhere to the school's policies.
- To ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.
- To oversee the work of the examinations officer in the preparation for external examinations for pupils thus ensuring that they have the best opportunity to achieve examination success.
- To oversee the implementation of cross curricular elements within the school such as thematic learning will ensure that pupils experience teachers working in a team to deliver curriculum. Cross-curricular links will provide pupils with the notion that no learning can be isolated from other subjects and that the acquisition of a variety of learning skills will enable them to become lifelong learners.
- To oversee the implementation of an outdoor education programme that enhances and supports more formal learning that takes place within the school. This opportunity will enable pupils to achieve success in different activities, to challenge their abilities and to raise their self-esteem.
- To ensure that the school has robust Safeguarding measures in place, take an integral role in the Safeguarding Team and monitor that the Safeguarding Team follows all necessary measures to keep all pupils safe.

Deputy Headteacher

The Deputy Headteacher is responsible for ensuring that this policy is adhered to, including:

- To assist the Headteacher to monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.
- To assist the Headteacher to undertake a scrutiny of pupils' work to guarantee that work is of a good standard and that marking and assessment adhere to the school's policies.
- To assist the Headteacher to ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.
- To take on or delegate the examinations officer responsibilities in the preparation for external examinations for pupils thus ensuring that they have the best opportunity to achieve examination success.
- To oversee the Key Stage 2 (Primary), Key Stage 3 and Key Stage 4 (Secondary) stages including supporting and supervising the work of all Subject Leaders.
- To ensure that the CAREERS Programme is in place and to take responsibility for meeting all Gatsby Benchmarks.
- To support the curriculum implementation following on from the curriculum intent with clear adaptive learning to suit the needs of the pupils as identified in their EHCPs and the FHHS Curriculum Pathways (Learning how to learn; Participating in Learning; Independent Learning).
- To support and sustain high-quality teaching across subjects and phases, based on evidence.
- To ensure the teaching of the Fountain Head House School Curriculum is effective and reflects the school's Curriculum Policy.
- To be part of the Safeguarding Team and take shared responsibility for the safeguarding of all pupils.
- To assist the Headteacher to ensure that the cross curricular elements within the school such as thematic learning are implemented to offer pupils the opportunity of experiencing teachers working in a team to deliver curriculum.
- To assist the Headteacher to provide an outdoor and the creative learning programmes which enhance and support more formal learning that takes place within the school.
- To support CPD for all staff, including delivering training for relevant topics.
- To report to the Headteacher regarding all specified areas of the Deputy Headteacher's roles and responsibilities.

Assistant Headteacher - SENDCO

The Assistant Headteacher - SENDCO is responsible for ensuring that this policy is adhered to, including:

- To assist the Headteacher to monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.
- To assist the Headteacher to undertake a scrutiny of pupils' work to guarantee that work is of a good standard and that marking and assessment adhere to the school's policies.
- To assist the Headteacher to ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.
- To take on the SENDCO responsibilities including overseeing EHCP outcomes and provision specificity.
- To oversee the Early Years and Key Stage 1 (Primary) stages including supporting and supervising the work of all Class Teachers.
- To support the curriculum implementation following on from the curriculum intent with clear adaptive learning to suit the needs of the pupils as identified in their EHCPs and the FHHS Curriculum Pathways (Learning how to learn; Participating in Learning; Independent Learning).
- To support and sustain high-quality teaching across subjects and phases, based on evidence.
- To ensure the teaching of the Fountain Head House School Curriculum is effective and reflects the school's Curriculum Policy.
- To be part of the Safeguarding Team and take shared responsibility for the safeguarding of all pupils.
- To assist the Headteacher to ensure that the cross curricular elements within the school such as thematic learning are implemented to offer pupils the opportunity of experiencing teachers working in a team to deliver curriculum.
- To assist the Headteacher to provide an outdoor and the creative learning programmes which enhance and support more formal learning that takes place within the school.
- To support CPD for all staff, including delivering training for relevant topics.
- To report to the Headteacher regarding all specified areas of the Assistant Headteacher's roles and responsibilities.
- Liaise with the Head of Virtual School regarding pupils who are looked after or previously looked after. This to include taking a leading role in representing the school at Personal Education Plan (PEP) meetings.

Assistant Headteacher – Curriculum Development

The Assistant Headteacher – Curriculum Development is responsible for ensuring that this policy is adhered to, including:

- To assist the Headteacher to monitor the Quality of Education through Observations of Teaching and Learning (OTLs) and other teaching and learning monitoring procedures, such as Learning Walks, to ensure that teaching is of a good standard or better.
- To assist the Headteacher to undertake a scrutiny of pupils' work to guarantee that work is of a good standard and that marking and assessment adhere to the school's policies.
- To assist the Headteacher to ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.
- To play a key role in the Curriculum design and development at all phases of education.
- To support the curriculum implementation following on from the curriculum intent with clear adaptive learning to suit the needs of the pupils as identified in their EHCPs and the FHHS Curriculum Pathways (Learning how to learn; Participating in Learning; Independent Learning).
- To support and sustain high-quality teaching across subjects and phases, based on evidence.
- To ensure the teaching of the Fountain Head House School Curriculum is effective and reflects the school's Curriculum Policy.
- To establish curriculum leadership, including middle leaders with relevant expertise and access to professional networks and communities.

- To liaise with the Deputy Headteacher and the Assistant Headteacher – SENDCO for overall aspects of curriculum intent, implementation and impact from EYFS to KS 4.
- To assist the Headteacher to ensure that the cross curricular elements within the school such as thematic learning are implemented to offer pupils the opportunity of experiencing teachers working in a team to deliver curriculum.
- To assist the Headteacher to provide an outdoor and the creative learning programmes which enhance and support more formal learning that takes place within the school.
- To support CPD for all staff, including delivering training for relevant topics.
- To report to the Headteacher regarding all specified areas of the Assistant Headteacher's roles and responsibilities.

Middle Leaders

The Subject Leaders are responsible for ensuring that this policy is adhered to, including:

- To monitor the way their subject is taught throughout the school.
- To monitor pupil progress in their subject and engage with Class Teachers regarding pupil progress as applicable.
- To prepare Year Plans, Schemes of Work, Medium Term Plans and any other relevant plans to ensure that Class Teachers have the necessary tools to deliver the subject effectively.
- To oversee the preparation of pupils to achieve qualification in their subjects at their level of ability.
- To fulfil a dual role as Subject Leaders and Class Teachers.
- To contribute to End of Year Reports and EHCP reports for their subjects as applicable.
- To support CPD for all staff, including delivering training for relevant topics.
- To ensure that all Safeguarding procedures are adhered to.

Class Teachers, Subject Teachers, Teaching Instructors

The Class Teachers are responsible for ensuring that this policy is adhered to, including:

- To implement the Curriculum effectively in their class reporting to senior leaders as applicable.
- To monitor pupil progress for each pupil in their class and to engage with Subject Leaders regarding pupil progress for specific subjects.
- To implement Year Plans, Medium Term Plans and any other relevant plans to ensure that each pupil in their class have adaptive and differentiated learning at their level of ability.
- To ensure that all pupils in their class are prepared to achieve qualifications at their level of ability.
- To compose to End of Year Reports and contribute to EHCP reports for the pupils in their class as applicable.
- To lead, support and supervise the teaching support staff in their class.
- To contribute to CPD sessions including sharing best practice.
- To ensure that all Safeguarding procedures are adhered to.

Therapy Team

The Therapy Team is responsible for ensuring that this policy is adhered to, including:

- To support the implementation of the Curriculum through collaborative work with all teaching staff with particular focus on wellbeing in the curriculum.
- To monitor pupil progress for groups of pupils and/or specific pupils within their specific Therapy discipline and to report this as part of Pupil Focus meetings, Class Wellbeing Meetings and any other relevant opportunities to contribute to supporting pupils' development.
- To develop and implement approaches to support pupils following the Therapy Provision Map at universal, targeted and specific levels as appropriate.
- To contribute to the Pupil Individual Learning Steps (PILS) and to EHCP reviews for relevant pupils.
- To contribute to CPD sessions including sharing best practice and delivering training sessions.
- To ensure that all Safeguarding procedures are adhered to.

Teaching Support Staff


(Higher Level Teaching Assistants, Teaching Assistants, Learning Support Assistants)

The Teaching Support Staff are responsible for ensuring that this policy is adhered to, including:

- To support the Class teacher with the effective implementation of the Curriculum in their class reporting to the Class Teacher.
- To support the Class Teacher to monitor pupil progress for each pupil in their class.
- To support the Class Teacher to implement Year Plans, Medium Term Plans and any other relevant plans to ensure that each pupil in their class have adaptive and differentiated learning at their level of ability.
- To support the Class Teacher in preparing all pupils in their class towards achieving qualifications at their level of ability.
- To record information on pupils' progress which will contribute to key information for End of Year Reports and EHCP reports for the pupils in their class as applicable.
- To work collaboratively with other colleagues in their class and to be accountable to the Class regarding best practice.
- To take an active part in CPD sessions including sharing best practice.
- To ensure that all Safeguarding procedures are adhered to.
- HLTAs – contribute to planning, delivering lessons and assessing impact; take the role of teacher in the absence of the class teacher and take responsibility for one or more subjects under the guidance of the class teacher. HLTAs contribute to leading curriculum related areas of responsibility, such as School Council (PSHE), etc.
- TAs – support teaching and learning for one or more pupils under the guidance of the class teacher; on occasions TAs might lead a specific aspect of the curriculum and/or have the responsibility for the day to day learning of a pupil under the guidance of the class teacher. For example, a TA might support outreach programmes.
- LSAs - support teaching and learning for one or more pupils under the guidance of the class teacher; LSAs might have the responsibility for the day to day learning of a pupil under the guidance of the class teacher.

Links to other Policies

- FHHS – PSHE - RSHE Policy
- FHHS – Careers Education Policy
- FHHS – Equality, Diversity and Inclusion Policy
- FHHS – Safeguarding and Child Protection Policy



The mindful approach to PSHE

SMSC and Emotional Literacy domains in Jigsaw 2nd Edition

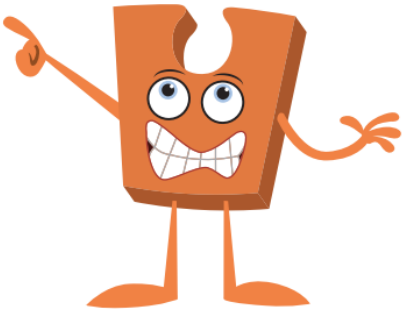
Updated Jan 23

Jigsaw is more than a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.

Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

The following grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.



<https://jigsawpshe.com/>

Appendix 2 – The Equality Act in the Curriculum

The Equality Act 2010 in the Curriculum at Fountain Head House School - Intent

FHHS will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

FHHS is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. Senior leaders will monitor this education provision to ensure that pupils acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.

We aim to provide high quality education provision, making sure provision is easily accessible. We will improve what we do by continuing to consult with staff, pupils, parents, Governors, local communities and other partners about equality issues. We will promote our equal opportunities in our contact with parents, staff, governors and external organisations.

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments.

All those who deliver our education provision and all those involved with the school will recognise diversity and demonstrate a proactive approach to this in their day-to-day work. They will ensure that everyone is treated fairly, recognising special educational and physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

FHHS will adhere to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We will work with other people and organisations to encourage fair treatment of all. We will collect information, which will help us plan and develop services to meet the special needs of all members of the community.

FHHS will not tolerate any form of discriminatory behaviour against members of the school or local community.

Equality and Diversity Aims & Objectives at Fountain Head House School

Our aims

- to create a fair and just community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying of any sort.
- To work actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.
- To take positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society, through the PSHE curriculum and special projects throughout the year.
- To continuously ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.
- To actively promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy.

Our objectives

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and pupils to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – “Together We Grow And Shine” is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.

