

Curriculum and Learning Policy

Policy implemented:	January 2026
Last reviewed:	January 2026
Next review due:	January 2027

At Salutem our policies are regularly updated and reviewed. However, occasionally policies may be reviewed after the set next review date after some consultation and research. In these rare occasions, the out-of-date policy will remain **VALID** until it is reviewed by the policy sponsor.

1. Summary

Ingfield Manor School provides a high-quality, ambitious, and rigorously designed curriculum that meets statutory requirements, reflects the principles of Conductive Education, and is tailored to the diverse and complex needs of all pupils, each of whom has an Education, Health and Care Plan (EHCP). This policy sets out the intent, implementation, and impact of the curriculum and explains how teaching, learning, assessment, and transdisciplinary practice combine to ensure every pupil can thrive and work towards their long-term aspirations and independence.

Statutory Framework and Compliance

Our curriculum complies with:

- The National Curriculum (where appropriate)
- Early Years Foundation Stage Curriculum
- The SEND Code of Practice (2015)
- DfE statutory guidance for EYFS, RHE/RSHE, SMSC, and British Values
- Equality Act 2010
- Requirements for accredited courses at secondary level

Meeting National Curriculum Requirements

As an independent special school, we use the National Curriculum as a framework to ensure breadth and balance, while adapting content, teaching approaches, and assessment methods to meet the complex needs of our pupils. Our curriculum:

- Covers the full range of National Curriculum subjects, adapted appropriately for each pathway.
- Ensures pupils develop knowledge and skills in english, mathematics, science, computing, humanities, arts, design technology, and physical education.
- Provides content that is personalised to pupils' developmental stages and learning profiles
- Maintains high expectations while ensuring accessibility through our Conductive Education approach

Equality Act 2010 and Accessibility

Under the Equality Act 2010, we are committed to ensuring that all pupils are treated fairly and are fully included in every aspect of school life. This means we do not discriminate against any pupil on the basis of their protected characteristics, and we make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers. We actively promote equality of opportunity between all pupils.

To meet these duties, we provide a fully accessible curriculum supported by our transdisciplinary approach, specialist equipment, AAC systems, and adapted teaching methods. We ensure every pupil can access the full breadth of learning, regardless of physical, sensory, or communication needs.

Our Accessibility Plan is reviewed and updated regularly to identify and remove barriers to participation, and all staff receive training in inclusive practice and the implementation of reasonable adjustments. We also work closely with pupils, families, and therapists to ensure that all adaptations are appropriate, meaningful, and effective.

2. Document Control

Initial purpose and scope of the new policy agreed by:	Elizabeth Brown Principal March 2026
Sponsor Technical review carried out:	James Winchester Regional Director March 2026
Final Information Governance quality check carried out:	Lawrie Lee - Chair of Governors March 2026
Date implemented:	March 2026
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Date of the next review:	April 2027
Job Title of Lead Person:	Head of School
Author / Main Contact:	Clare Mordue

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners, and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

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

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on BLINK. Printed or downloaded copies are uncontrolled and may not be up to date.

4. Definitions

EHCP = Education, Health, Care Plan
RWI = Read Write Inc Phonics Program
DfE = Department for Education
EYFS = Early Years Foundation Stage
RSHE = Relationships, Sex and Health Education
SMSC = Social, Moral, Spiritual and Cultural
CE = Conductive Education
PfA = Preparation for Adulthood
PLG = Personal Learning Goals
ADL = Activities of Daily Living

5. Curriculum and Learning

Curriculum Intent

At Ingfield Manor School, our curriculum is designed to ensure every pupil develops the confidence, independence, and skills necessary to thrive both within and beyond school. Rooted in the principles of Conductive Education, our approach nurtures the holistic development of each pupil, enabling them to believe “*I can*” and to work purposefully towards their personal potential.

Provide a Broad, Balanced, and Adapted Curriculum: We offer a broad range of subjects consistent with the National Curriculum, personalised within different curriculum pathways to meet the needs of pupils with complex physical, cognitive and communication profiles.

Promote Holistic Development: We aim to develop pupils who are active, empathetic, and independent. The curriculum supports growth in communication, physical development, emotional resilience, and self-worth, ensuring each pupil feels valued and recognised as an individual.

Foster Independence and Functional Life Skills: We provide structured opportunities to develop independence in thinking, movement, and daily living. This includes securing functional life skills such as English, mathematics, and personal management, so pupils can engage confidently with wider society and prepare for adulthood.

Strengthen Communication and Physical Capability: Communication and physical development are embedded throughout the school day. Staff use coordinated strategies and tools to enable pupils to express their ideas, make choices, and participate meaningfully in learning, while continually developing purposeful movement.

Equip pupils with the knowledge and cultural capital they need to succeed in life: The curriculum provides all pupils with the breadth of knowledge, experiences, and cultural awareness that will empower them to thrive both within and beyond school. This includes ensuring pupils develop a

secure understanding of the world around them, encounter a rich variety of ideas, people, places, and perspectives, and have opportunities to engage meaningfully in cultural, social, and community life.

Encourage Curiosity, Creativity, and Problem-Solving: Our curriculum inspires curiosity and creative expression by offering opportunities to explore, investigate, and apply learning across contexts. Pupils are supported to develop resilience and problem-solving skills, enabling them to approach challenges with increasing confidence.

Support Social, Emotional, and Relational Growth: We prioritise the development of positive relationships, empathy, and social interaction. Pupils are guided to understand themselves and others, work cooperatively, and develop the interpersonal skills essential for participation in school and community.

Ensure Learning is Coherent, Relevant, and Meaningful: Learning is carefully planned to ensure coherence and progression across all stages. Pupils are supported to understand the purpose of their learning and its relevance to their past experiences, current life, and future aspirations.

Promote Safety, Well-being, and Self-Management: The curriculum equips pupils with the knowledge and skills to stay safe, manage their needs, and engage confidently in their environment. Sensory awareness and self-advocacy are embedded throughout teaching and learning.

Curriculum Values

Our curriculum is strengthened by a set of core values that guide teaching, learning, and the wider school experience. These values reflect the ethos of Conductive Education, and the culture of dignity, respect, and aspiration embedded within our community.

We are committed to ***promoting independence and empowerment***, enabling pupils to take ownership of their learning, develop purposeful autonomy, and apply their skills across contexts. Central to our ethos is a strong ***belief in potential*** and a ***'can-do' mindset***, ensuring all pupils are encouraged to see themselves as capable pupils who can progress and succeed.

We uphold a culture of ***respect, dignity, and mutual care***, providing a safe, nurturing, and understanding environment where pupils feel valued as individuals. Our approach embraces ***holistic development***, recognising that progress in physical, cognitive, communication, social, and emotional domains is interconnected and essential to each pupil's success.

We place significant value on ***collaboration and community***, with pupils benefitting from shared learning experiences and staff working cohesively within trans-disciplinary teams. This collaborative model allows us to meet the full range of needs with expertise and consistency. At the same time, we maintain ***high expectations and ambition for all***, preparing pupils for accredited pathways, further education, employment, and independent living wherever appropriate.

Our commitment to ***inclusion and personalisation*** ensures that every pupil can access a meaningful, adapted curriculum that recognises and responds to their individual strengths, challenges, and aspirations. Teaching and learning promote ***active engagement***, enabling pupils to

learn through purposeful activity and problem-solving that supports motivation, independence, and self-advocacy.

We also cultivate **resilience and perseverance**, encouraging pupils to practise, apply, and refine skills over time, building confidence through repetition, reflection, and success. Throughout this, we celebrate the **individuality and personal growth** of every pupil, recognising their unique identities, personalities, and achievements within a supportive and empowering environment.

Curriculum Approach

Conductive Education (CE) is the defining framework through which our entire curriculum is designed and delivered, shaping the philosophy, structure, and daily experience of learning. More than an educational pedagogy, CE is a lifelong learning approach that extends far beyond the classroom; it is a way of living and engaging with the world that enables pupils to develop independence, confidence, and agency throughout all aspects of their lives.

Within this framework, physical, cognitive, communication, social, and emotional development are viewed as interdependent, and are therefore integrated into a unified, holistic learning process. Activities of daily living are built directly into the curriculum, reflecting our belief that learning takes place continuously, not only during timetabled lessons but throughout routines, transitions, and personal care. We see every aspect of a pupil's day as an opportunity to learn, practise, and embed skills, ensuring that learning becomes an embedded way of life rather than a discrete classroom experience.

CE emphasises active participation, purposeful engagement, and problem solving, with approaches such as rhythmical intention, guided participation, and collaborative group learning woven throughout routines and lessons to support pupils in internalising strategies and developing functional skills.

Learning is delivered through transdisciplinary teams of teachers, conductors, occupational therapists, physiotherapists, qualified teacher for the visually impaired and speech and language therapists who work cohesively to provide individualised, consistent support that reflects the complex and interconnected needs of each pupil.

While broad, balanced, and aligned with the National Curriculum, our curriculum is fundamentally shaped by the needs of the pupil and the principles of Conductive Education: a belief in human potential, a commitment to active and purposeful learning, and a relentless focus on empowering pupils to develop the functional, academic, and life skills needed for autonomy and meaningful adult life.

Activities of Daily Living

Parents and carers are experts on their child, and we actively seek their insights about:

- What ADL skills are priorities for the family

- What works well at home and what is challenging
- Their child's preferences, motivations, and routines outside school
- Cultural or family practices related to mealtimes, personal care, or daily routines
- Goals for their child's future independence and adult life

This information is gathered through initial admission meetings and transition points, annual reviews and termly progress meetings, informal conversations and home-school communication and feedback opportunities. We understand that supporting a child with complex needs to develop independence in activities of daily living can be challenging, and we offer practical advice and problem-solving support when families face difficulties. We also provide signposting to external services, resources, or equipment providers, opportunities to observe strategies being used in school, and access to therapy team advice and guidance. We celebrate successes and acknowledge the hard work families do at home.

By working in partnership with families, we ensure that pupils experience consistent, coordinated support that enables them to develop functional, meaningful independence that enhances their lives both at school and at home.

How Activities of Daily Living are Incorporated into the Curriculum

At Ingfield Manor School, activities of daily living are not taught as separate lessons but are built directly into the curriculum, reflecting our belief that learning takes place continuously throughout all aspects of a pupil's day. Within our CE framework, we see every moment including routines, transitions, and personal care as an opportunity to learn, practise, and embed skills, ensuring that learning becomes an embedded way of life rather than a discrete classroom experience.

Examples of how ADLs are seamlessly interwoven into every part of the curriculum through:

- **Morning routines:** Pupils develop independence in arriving at school, managing belongings, greeting others, and preparing for learning
- **Mealtimes:** Opportunities to practise feeding skills, using utensils, making choices, social communication, and understanding nutrition
- **Personal care:** Developing self-care skills including toileting, handwashing, dressing, and understanding personal hygiene within a dignified, respectful framework
- **Transitions:** Building orientation, time management, following instructions, and physical independence when moving between activities and spaces
- **Social times:** Practising social skills, making choices about activities, and engaging in play
- **End of day routines:** Organising belongings, reflecting on the day, and preparing to leave school

Curriculum Planning and ADL

The transdisciplinary team works cohesively to ensure that physical, cognitive, communication, social, and emotional development are integrated into daily living activities. When planning the curriculum, teachers and therapists identify ADL opportunities within each topic and lesson sequence, with Personal Learning Goals (PLGs) including specific ADL targets drawn from EHCP outcomes. Skills are broken down into small, achievable steps using the algorithmic structure of CE, and staff use rhythmical intention, guided participation, and facilitation to support pupils in developing functional independence. Progress in ADL is assessed and recorded alongside academic progress to provide a comprehensive view of each pupil's development.

Rather than simulating daily living activities, we identify purposeful learning in real contexts that are embedded across all curriculum pathways, with the level of independence, complexity, and support adapted to match each pupil's developmental profile and needs.

The transdisciplinary team jointly assesses a pupils' needs, designs integrated programmes, and embeds communication, physical development, and functional skill-building into all aspects of the school day, ensuring that every moment becomes a learning opportunity.

Our Waking Day Curriculum Approach

At Ingfield Manor School, the Conductive Education philosophy recognises that learning extends beyond the school day. For pupils accessing our onsite Acorns respite provision, we operate a waking day curriculum that ensures Conductive Education principles and activities of daily living are seamlessly embedded throughout their stay.

The waking day curriculum reflects our fundamental belief that every moment is a learning opportunity. Acorns provides rich, authentic contexts for pupils to practise, consolidate, and generalise the skills they develop during the school day, while also experiencing new learning opportunities that arise naturally through communal living, leisure activities, and personal routines.

Through this integrated approach, every pupil benefits from a consistent, holistic, and ambitious learning experience that truly reflects our conviction that Conductive Education is not just an educational pedagogy, but a way of living and engaging with the world.

The waking day curriculum ensures that every pupil benefits from a consistent, holistic, and ambitious approach to learning and development that truly reflects our belief that Conductive Education is not just an educational pedagogy, but a way of living and engaging with the world

Respite provision offers authentic contexts for pupils to practise and consolidate skills in morning and evening routines, mealtimes, personal care, household tasks, leisure activities, and social interaction. The transdisciplinary team works collaboratively with Acorns to ensure consistency in approaches, communication systems, and support strategies.

Shared documentation including Personal Learning Goals, pen portraits, and communication passports ensures seamless continuity between educational and respite settings. Progress is

monitored holistically across the waking day, recognising that learning occurs continuously in all contexts.

Through the respite provision, pupils develop the independence, life skills, and confidence essential for preparation for adulthood, experiencing communal living and personal responsibility in a supportive, nurturing environment

Curriculum Pathways

We provide a diverse, inclusive and highly personalised curriculum that is designed to meet the unique needs of all pupils, each of whom had an Education, Health and Care Plan (EHCP). Our curriculum is organised into four distinct pathways, enabling us to match teaching and learning approaches to pupils' developmental profiles, communication needs, physical abilities and learning styles. These pathways ensure that every pupil can access a meaningful, relevant, and challenging experiences. Woven throughout all our curriculum pathways are four subcategories that align with those of an EHCP

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory
- Social, Emotional and Mental Health

Curriculum Areas from EYFS to Key Stage 5

Communication and Interaction

Cognition and Learning

Physical and Sensory

Social, Emotional and Mental Health

Early Years Foundation Stage	Communication and Language		
	Personal, Social and Emotional Development		
	Physical Development		
	Literacy		
	Mathematics Understanding the World Expressive Arts and Design		
Key Stages 1 and 2 (Primary)	Communication and Literacy		
	Mathematical Development		
	Creative Arts – Art, Design and Technology and Music		
	Understanding of the World: Science, Geography, History, RE, ICT		
	Personal, Social, Emotional and Mental Health		
	Physical Development Independence and Self-Help		
Key Stages 3 and 4 (Secondary)	Pre-Formal Curriculum	Semi-Formal Curriculum	Formal Curriculum
	My Communication	Communication and Literacy	Communication, Language and Literacy
	My Cognition	Mathematical Development	Mathematics
		Creative Arts – Art and Music	Creative Arts – Art, Design and Technology and Music
		Understanding of the World	The World Around Me: Science, Geography, History, RE, ICT
	My Personal, Social, Emotional and Mental Health	Personal, Social, Emotional and Mental Health	Personal, Social, Emotional and Mental Health
	My Physical Development	Physical Development	Physical Development
My Independence and Self-Help	Independence and Self-Help	Independence and Self-Help	
Key Stage 5 (Sixth Form)	My Communication		
	My Independence, Preparation for Adulthood and Self - Help		
	My Health, Wellbeing and the Local Community		

Early Years Foundation Stage (EYFS)

Our EYFS pathway follows the Early Years Foundation Stage Framework (2021) through a play-based, exploratory model supporting pupils across seven interconnected areas of learning. The prime areas of communication and language, physical development, and personal, social and emotional development focus on developing attention and listening skills, understanding simple instructions, using communication systems to express needs, building gross and fine motor skills through movement and messy play, learning self-care routines, building secure attachments with key adults, expressing emotions, and developing independence and confidence. The specific areas of literacy, mathematics, understanding the world, and expressive arts and design involve enjoying stories through sensory books and interactive storytelling, exploring mark-making, recognising own name and symbols, understanding number through counting songs and games, exploring concepts like more or less through play and routines, investigating the natural world and materials through sensory exploration, celebrating festivals and cultures, and expressing ideas through art, music and creative play.

Learning is delivered through child-initiated play in continuous provision areas, adult-led activities, enhanced provision where adults extend learning, daily routines embedding learning in meaningful contexts, focused small group teaching, and multi-sensory approaches. The curriculum is adapted through extended time in EYFS, specialist equipment and positioning to ensure all pupils can physically access resources, augmentative and alternative communication systems embedded throughout, collaboration with therapists, and sensory-appropriate environments. We support pupils to develop as effective pupils by promoting playing and exploring through providing safe

spaces and encouraging curiosity, active learning by maintaining focus and persisting through challenges, and creating and thinking critically by having their own ideas and making links between experiences.

Pre-Formal Curriculum (Key Stage 3 and 4)

The pre-formal pathway supports pupils with highly individualised needs who benefit from a sensory-rich, developmental approach. Teaching prioritises communication, social interaction, emotional regulation, and early cognitive engagement through structured routines and responsive, pupil-led activities. The focus is on building engagement, nurturing relationships, and developing early skills that support wellbeing and participation.

The pre-formal pathway recognises that learning begins with the senses and through meaningful relationships. Pupils on this pathway require a carefully tailored environment where every interaction, activity, and routine is designed to promote development at their own pace. The curriculum draws upon principles of sensory integration, intensive interaction, and person-centred planning to create learning experiences that are both accessible and meaningful.

Semi-Formal Curriculum (Key Stage 1, 2, 3 and 4)

The semi-formal curriculum at Ingfield Manor School bridges the gap between experiential and more structured learning, supporting pupils who are beginning to engage with subject-specific content whilst continuing to benefit from practical, functional, and play-based approaches. The curriculum promotes independence, communication, and the application of skills in meaningful, real-life contexts, ensuring learning remains purposeful and relevant to each pupil's developmental stage and individual needs.

Pupils working within the semi-formal pathway are at a critical stage in their educational journey, where they are developing the foundational skills necessary for more structured academic learning whilst still requiring highly personalised, experiential approaches. The curriculum recognises that these pupils benefit from a careful balance between concrete, hands-on activities and the gradual introduction of more abstract concepts. Teaching is designed to build confidence, consolidate emerging skills, and foster a growing sense of independence and self-efficacy.

The semi-formal curriculum introduces pupils to subject-specific content in ways that are accessible, engaging, and directly connected to their lived experiences. Rather than teaching subjects in isolation, staff embed learning within authentic, meaningful topics that help pupils understand the relevance and purpose of what they are learning.

Formal Curriculum (Key Stage 3 and 4)

The formal pathway at Ingfield Manor School provides a more traditional, subject-based curriculum for pupils who are ready to access academic content at a higher level. Teaching emphasises critical thinking, problem-solving, and the application of knowledge across contexts, alongside the continued development of functional and life skills. This pathway prepares pupils for accredited learning, further education, vocational pathways, and adulthood, ensuring they can transition

confidently and independently into the next stage of life with the skills, knowledge, and self-belief necessary for success.

Pupils working within the formal pathway at Ingfield Manor School engage with a broad and balanced curriculum that reflects the National Curriculum subjects whilst being carefully adapted to meet their individual learning needs, interests, and aspirations. The curriculum is designed to be both academically rigorous and personally relevant, ensuring that pupils develop deep subject knowledge and understanding whilst also seeing the purpose and application of their learning in real-world contexts.

Subject areas include English, mathematics, science, humanities (history, religious education and geography), computing, art and design, music, and physical education.

Identifying Curriculum Pathways

The transdisciplinary team works collaboratively to identify the most appropriate curriculum pathway for each pupil through ongoing assessment and a shared understanding of individual learning styles, strengths, and needs. This process draws on a range of evidence, including formal and informal assessments, observational data, therapeutic input, and pupil voice, to ensure that pathways are carefully matched to each pupil's developmental profile and aspirations.

Curriculum pathways are designed to be flexible and responsive rather than fixed. Pupils may move between pathways over time as their skills, confidence, interests, and independence develop. In some cases, pupils may access a combination of pathways simultaneously, enabling them to engage in academic, vocational, functional, or life-skills learning in a balanced and personalised way.

Regular review points ensure that curriculum decisions remain dynamic and purposeful. The transdisciplinary team continually evaluates progress and adapts provision to reflect changing needs, emerging strengths, and long-term outcomes such as employability, community participation, and independent living. This flexible, pupil-centred approach ensures that learning pathways remain aspirational, inclusive, and aligned with each pupil's future goals.

Curriculum Design, Sequencing and Pedagogy

Subjects are carefully designed and sequenced to build knowledge, skills, and understanding over time by Curriculum Pathway Leads, these long-term plans set out the clear progression and goals for each area of the curriculum; these are broken down into medium and short-term plans by the class teacher. Planning is:

- coherent and progressive
- aligned with personal learning goals (PLGs)
- shaped by CE principles and the graduated approach

- informed by multidisciplinary assessment

Curriculum delivery is informed by the graduated approach of assess, plan, do review approach to learning with ongoing collaboration between teachers, therapists, and support staff.

Our teaching approaches are underpinned by evidence-informed practice, a clear understanding of child development and the individual pupils involved. Tasks are systematically broken down into small, manageable steps, reflecting Rosenshine's Principles of Instruction and the algorithmic structure of Conductive Education, where the successful completion of one step forms the foundation for the next. New content is introduced incrementally, with teachers checking for listening and understanding at each stage.

Pupils are given frequent opportunities to practise, with explicit links made to prior learning and the use of clear examples and non-examples to deepen understanding. Teachers provide timely, specific feedback and praise success at each stage, ensuring pupils experience a high rate of success.

Learning is carefully scaffolded to enable all pupils to achieve, using a range of supports including modelling, worked examples, manipulatives, writing and reading aids, checklists, partially completed tasks and working walls.

Facilitation may be psychological, educational and physical and the level and type of support provided is bespoke to the individual pupil and the task, with the clear intention that support is gradually withdrawn as competence and confidence increase.

Practice is purposeful and focused on the learning rather than the activity, supporting the transfer of knowledge from working memory to long-term memory through repetition and rehearsal. Initial practice is guided by the teacher and progressively becomes more independent, ensuring pupils develop resilience, independence and a positive 'can-do' attitude.

Through this approach, pupils are challenged with appropriately complex content, actively engaged in their learning, and supported to become confident problem-solvers, well prepared for adulthood.

Long-Term Curriculum Planning

Curriculum Pathway Leads design long-term plans that map out the knowledge, skills, and understanding pupils will develop across each key stage within their pathway. These plans identify the essential knowledge all pupils should encounter, adapted appropriately to meet the needs and intentions of each pathway. They set out clear progression steps that build systematically from early years through to post-16, ensuring that new learning is coherently sequenced and grounded in secure foundations. Opportunities for revisiting and consolidation are embedded throughout to strengthen long-term retention. Each long-term plan also specifies key stage end points that align with pupils' EHCP outcomes and support preparation for adulthood.

Progression Across Pathways

When pupils move between curriculum pathways, we ensure continuity and progression through:

- **Transition planning:** The transdisciplinary team reviews the pupil's progress, identifies their current knowledge and skills, and plans appropriate next steps in the new pathway
- **Bridging activities:** Pupils experience elements of the new pathway before fully transitioning, ensuring confidence and familiarity
- **Curriculum mapping:** Curriculum Pathway Leads maintain overview documents showing how key concepts and skills progress across all pathways, enabling staff to identify where pupils are in their learning journey regardless of pathway
- **Secure starting points:** When pupils move pathways, teachers assess current understanding to ensure teaching builds appropriately from secure starting points

We ensure strong curriculum coherence through a number of aligned whole-school practices. Termly curriculum review meetings allow Curriculum Pathway Leads to share their plans and identify purposeful cross-curricular links, while whole-school themes (where appropriate) give pupils opportunities to encounter key concepts in multiple contexts. Vocabulary progression is mapped carefully so that terminology is introduced, reinforced, and extended in a systematic way, and skills progression ensures that transferable skills such as problem-solving, independence, and communication to develop consistently across subjects. Regular moderation of pupils' work further supports coherence by maintaining consistent expectations and clear progression across all classes.

Reading and Phonics

At Ingfield Manor School, developing reading skills is fundamental to communication, accessing the curriculum, building independence, and participating in society. We ensure all pupils are supported to develop their reading abilities as fully as possible through a multi-faceted approach

Our Reading Curriculum Encompasses:

- Phonics instruction for pupils ready to decode text
- Symbol and sight word recognition for pupils
- Comprehension and language development through rich story exposure
- Reading for pleasure fostering love of books across all pathways
- Functional reading skills for independence in daily life

Adapted Read Write Inc. Phonics Programme

For pupils developmentally ready to learn phonics, we follow an adapted Read Write Inc. (RWI) phonics scheme. RWI is a DfE-validated systematic synthetic phonics programme that we have carefully adapted to meet the complex learning needs of our pupils while maintaining its rigorous, systematic approach.

Wider Curriculum

Relationships and Health Education (Primary)

In the primary phase, Relationships and Health Education is taught in line with statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2025). The curriculum supports pupils to learn about Caring Friendships, Families and People Who Care for Me, Respectful Relationships, Online Relationships, Being Safe and Health and Wellbeing:

Relationships, Sex and Health Education (Secondary)

In the secondary phase, Relationships, Sex and Health Education (RSHE) builds progressively on prior learning. Teaching ensures that pupils learn about Families, Understand different types of families and committed relationships, Respectful Relationships, Online and Media, Being Safe, Intimate and Sexual Relationships (Sex Education) and Mental Wellbeing.

All RSHE Teaching is delivered through:

- Discrete RSHE lessons using age-appropriate, accessible resources
- Daily routines where health and relationship concepts are modelled and practised
- Stories, role play, and social scenarios adapted to pupils' understanding
- Collaboration with families to ensure consistency between home and school
- Integration across the curriculum (e.g., science lessons about the body, PE lessons about healthy activity)

All content is carefully adapted to pupils' developmental stages, communication needs, and family values. Parents are consulted about the curriculum content and have the right to request that their child be withdrawn from sex education (but not relationships or health education) in line with statutory guidance.

All pupils at Ingfield Manor School receive statutory relationships, sex and health education (RSHE) delivered at a cognitively appropriate level across all curriculum pathways. Teaching is carefully adapted to match each pupil's developmental stage, cognitive abilities, and individual needs, ensuring that all pupils access this essential education in accessible, meaningful ways.

Further detail is available in the Relationships and Health Education Policy.

Spiritual, Moral, Social and Cultural (SMSC) development

SMSC development is woven throughout the curriculum and school ethos. Pupils are supported to:

- reflect on experiences and develop self-awareness
- understand right and wrong and make positive choices
- develop social skills and respect for others
- learn about different cultures, beliefs, and communities

Opportunities for SMSC development occur through assemblies, personal development lessons, enrichment activities, and daily interactions.

British Values

British values are actively promoted through the curriculum and wider school life. Pupils learn about:

- democracy and having a voice
- the rule of law and understanding boundaries
- individual liberty and making informed choices

- mutual respect and tolerance of different beliefs and lifestyles

These values are taught in ways that are accessible and meaningful, supporting pupils to become responsible and respectful members of society.

Please see Personal Development Curriculum for further information on SMSC and British Values.

Preparation for Adulthood

At Ingfield Manor School, preparation for adulthood is not a discrete phase that begins at age 14 or post-16; it is a golden thread woven throughout our entire curriculum from early years onwards. We are committed to ensuring that every pupil, regardless of their starting point or complexity of need, develops the skills, knowledge, confidence, and aspirations necessary to live as independently as possible and participate meaningfully in adult life.

Our Vision for Adulthood

We believe that all our pupils have the right to:

- Live as independently as possible, with appropriate support
- Engage in meaningful employment, volunteering, or purposeful daytime activity
- Participate in their local community and wider society
- Enjoy good health and wellbeing throughout their lives
- Develop and maintain positive relationships
- Have choice and control over their lives
- Be valued, respected, and included members of society

The Four Preparation for Adulthood Outcomes

Our curriculum addresses the four key Preparation for Adulthood outcomes identified in the SEND Code of Practice (2015):

PfA Outcome One: Employment (Including Volunteering and Meaningful Daytime Activity)

Pupils develop work-related skills progressively from early years through to post-16. In early years and primary, pupils build foundational attitudes and skills including a 'can-do' mindset, task completion, following instructions, teamwork, and exploring interests through topic work and visitors. In secondary (KS3-4), pupils engage with explicit careers education, work-related learning through enterprise activities and school jobs, and develop employability skills such as timekeeping, organisation, and communication. In post-16 (KS5), pupils follow vocational learning pathways with extended work experience/supported internships where appropriate, functional skills qualifications,

PfA Outcome Two: Independent Living

Pupils develop self-care, domestic, and life management skills progressively across all phases. In early years and primary, pupils develop self-care skills (toileting, handwashing, dressing, feeding), learn to make choices, understand daily routines, build physical independence through Conductive Education, and learn about staying safe. In secondary (KS3-4), pupils develop advanced self-care and domestic skills including preparing simple meals, understanding nutrition, managing personal belongings, understanding money and budgeting, travel training, and developing digital skills for independence. In post-16 (KS5), pupils follow an independent living skills curriculum covering all aspects of running a home, including cooking complete meals, managing personal finances, accessing community facilities with gaining independence, and using assistive technology.

PfA Outcome Three: Community Inclusion and Participation

Pupils develop confidence and skills to participate fully in their communities. In early years and primary, pupils access local venues (parks, shops, libraries), learn about their local area, develop social skills, understand community helpers, and participate in whole school community events. In secondary (KS3-4), pupils make regular community visits, begin to understand citizenship and rights, and learn to challenge discrimination. In post-16 (KS5), pupils participate in decision-making, understand adult services, and plan social activities.

PfA Outcome Four: Health (Including Physical, Mental, and Sexual Health)

Pupils develop understanding and skills to manage their physical, mental, and sexual health. In early years and primary, pupils learn about body parts and functions, healthy eating and physical activity, personal hygiene, understanding emotions, staying safe, appropriate touch, and accessing healthcare. In secondary (KS3-4), pupils receive comprehensive RSHE education covering puberty, relationships, consent, and sexual health, learn to manage personal health needs, understand mental health and emotional regulation, learn about healthy relationships, understand online safety, and develop self-advocacy for health needs. In post-16 (KS5), understand sexual health and contraception, manage medication where appropriate, understand health screening, make informed lifestyle choices, and advocate for their own health needs.

Transition Planning

Effective transition planning is central to preparation for adulthood. We ensure:

From Year 9 Onwards:

- Annual reviews have a clear preparation for adulthood focus
- Pupils, families, and relevant professionals collaborate to identify post-school aspirations
- Person-centred planning approaches ensure the pupil's voice is central
- EHCP outcomes are reviewed and updated to reflect adulthood goals
- Transition plans identify the steps needed to achieve desired outcomes

Post-16:

- Detailed transition planning with receiving colleges, training providers, or employers
- Supported visits to potential post-school placements
- Transition reviews involving adult social care, health services, and other agencies
- Preparation of transition documents, profiles, and communication passports

Partnerships: We work closely with:

- Local further education colleges offering specialist provision
- Adult social care teams for care and support planning
- Health services for transition to adult healthcare
- Local employers offering work experience and employment opportunities
- Voluntary sector organisations providing community activities and support

Parental Partnership in Preparation for Adulthood

We recognise that families are central to supporting their child's transition to adulthood. We:

- Involve parents fully in transition planning and decision-making
- Provide information about post-school options, adult services, and entitlements
- Offer workshops and information sessions about preparation for adulthood
- Support families to develop their child's independence at home
- Signpost to parent forums, support groups, and advocacy services

- Encourage families to share their aspirations and concerns
- Work together to ensure consistency between school and home in developing independence

Careers guidance

Careers education is an integral part of the secondary curriculum. Pupils are supported to:

- develop an understanding of future pathways
- explore further education, employment, and training options
- build employability and life skills
- prepare for adulthood and increased independence

Careers guidance is personalised and linked to pupils' strengths, interests, and EHCP outcomes.

Please see Careers Policy for further information.

Cultural Capital

We are committed to ensuring that all pupils develop the knowledge, experiences, and cultural awareness needed to thrive in modern British society. At Ingfield Manor School, cultural capital includes understanding the world, experiencing arts and culture, developing social and communication skills, recognising future opportunities, building rich vocabulary, and growing confidence and aspiration.

We build this through a broad curriculum that introduces pupils to diverse texts, cultures, histories, arts, languages, and scientific developments using accessible, multi-sensory approaches. Enrichment experiences including educational visits, visiting experts, performances, community engagement, celebrations, and virtual experiences further broaden pupils' horizons.

Daily practice reinforces cultural development through rich language, current affairs discussions, diverse role models, and supportive social experiences. To ensure equity, we prioritise first-hand, accessible experiences, adapt activities for individual needs, work closely with families, and remove practical barriers so every pupil can participate fully. Curriculum Pathway Leads monitor cultural capital opportunities across subjects and pathways, ensuring all pupils access a wide range of meaningful experiences that build their knowledge, confidence, and understanding of the world.

Home Learning

At Ingfield Manor School, we recognise that learning extends beyond the school day and that families play a crucial role in supporting their child's development. Our approach to home learning is flexible, purposeful, and designed to strengthen the partnership between home and school.

Our Approach to Home Learning

Home learning at Ingfield Manor School:

- Reinforces and consolidates skills and knowledge taught in school, supporting long-term retention
- Provides opportunities for practice in the home environment, promoting generalisation and independence
- Involves families in their child's learning journey, strengthening home-school communication
- Builds confidence by enabling pupils to demonstrate their learning to family members
- Is accessible and achievable, designed to be completed successfully with appropriate family support
- Is optional, recognising that families have different circumstances and capacities

What Home Learning Looks Like

Home learning is personalised to each pupil's needs, interests, and family circumstances. It may include reading/storytelling, using pupil's AAC system, practicing Life Skills, embedding CE practises, topic-related tasks as well as targeted maths and English activities.

Curriculum Quality Assurance

At Ingfield Manor School, curriculum quality is monitored through a robust and ongoing triangulation cycle of quality assurance activities. This systematic approach ensures that our curriculum remains ambitious, coherent, accessible, and continuously improving, and that all pupils make strong progress towards their EHCP outcomes and long-term aspirations.

Quality Assurance Activities

Our quality assurance framework includes the following activities, conducted at regular intervals throughout the academic year:

Learning Walks

- **Frequency:** Half termly
- **Led by:** Head of School, Principal, Curriculum Pathway Leads, and members of the Senior Leadership Team
- **Focus:** Observing teaching and learning in action, checking curriculum implementation, reviewing use of assessment for learning strategies, observing pupil engagement and independence, and evaluating the effectiveness of curriculum adaptations and differentiation
- **Outcomes:** Immediate verbal feedback to staff, identification of excellent practice for sharing, targeted support where needed, and themes for whole-school CPD

Planning Scrutiny

- **Frequency:** Half-termly
- **Led by:** Curriculum Pathway Leads in collaboration with the Head of School
- **Focus:** Reviewing medium-term planning for coherence and progression, checking alignment with long-term curriculum plans and EHCP outcomes, ensuring appropriate differentiation and adaptation, verifying that assessment informs planning, and confirming that Personal Learning Goals (PLGs) are embedded in lesson planning
- **Outcomes:** Feedback to individual teachers, identification of planning strengths and areas for development, and refinement of planning templates and expectations where needed

Work Scrutiny and Moderation

- **Frequency:** Half termly
- **Led by:** Curriculum Pathway Leads, with participation from all teaching staff
- **Focus:** Reviewing pupils' work across subjects and pathways, moderating assessment judgements to ensure consistency, checking progression over time, evaluating the quality and impact of feedback, and ensuring that work reflects appropriate challenge and ambition
- **Outcomes:** Agreed standards and exemplars, consistent assessment practice across the school, identification of gaps in curriculum coverage, and targeted interventions for pupils not making expected progress

Progress Reviews

- **Frequency:** Half termly

- **Led by:** Head of School and Curriculum Pathway Leads, with input from the transdisciplinary team
- **Focus:** Analysing pupil progress data from Earwig, reviewing progress towards EHCP outcomes and PLGs, identifying pupils making accelerated, expected, or less than expected progress, evaluating the impact of interventions and adaptations, and tracking progress across different groups (e.g., by pathway, key stage, area of need)
- **Outcomes:** Data-informed discussions about curriculum effectiveness, targeted support plans for pupils and staff, curriculum adjustments where patterns of underachievement are identified, and celebration of strong progress and achievement

Pupil Voice Activities

- **Frequency:** At least termly
- **Led by:** Class teachers and Curriculum Pathway Leads, with support from the speech and language therapy team
- **Focus:** Gathering pupils' views on their learning using accessible methods (e.g., symbols, AAC systems, visual scales, observations of engagement and choice-making), understanding what pupils enjoy and find challenging, checking pupils' understanding of their learning goals, and identifying barriers to learning from the pupil perspective
- **Outcomes:** Pupil-centred curriculum adjustments, increased pupil agency and self-advocacy, evidence of pupil engagement and wellbeing, and insights that inform teaching approaches

Parent and Carer Feedback

- **Frequency:** Termly (through progress meetings) and annually (through surveys and annual reviews)
- **Led by:** Class teachers and the Head of School
- **Focus:** Gathering parents' views on curriculum relevance and impact, understanding how learning transfers to the home environment, identifying family priorities for learning and development, and seeking feedback on communication about learning and progress
- **Outcomes:** Strengthened home-school partnership, curriculum content that reflects family priorities, improved communication strategies, and evidence of parental confidence in the school's curriculum offer

External Review

- **Frequency:** Annually (minimum), with additional reviews as needed
- **Led by:** Salutem Quality Team, external consultants, and local authority representatives (where applicable)
- **Focus:** Independent evaluation of curriculum quality and impact, compliance with statutory requirements, benchmarking against best practice in special education, and review of curriculum leadership and governance
- **Outcomes:** External validation of strengths, identification of areas for strategic development, recommendations for school improvement planning, and assurance for governors and stakeholders

Using Quality Assurance Findings

Quality assurance activities are not conducted in isolation; findings directly inform curriculum development, teaching practice, and staff professional development:

Informing Curriculum Development: Curriculum Pathway Leads use quality assurance findings to refine long-term plans, ensuring content is well-sequenced, knowledge builds systematically, and gaps are addressed. Where patterns emerge across classes, curriculum plans are reviewed and adjusted. Successful innovations identified through learning walks or work scrutiny are embedded into curriculum design.

Shaping Staff CPD: Quality assurance findings directly inform the school's CPD program. Whole-school training addresses common themes (e.g., inconsistent AAC use), while individual staff receive targeted coaching and mentoring based on specific development needs. Excellent practice is shared through staff meetings, peer observation, and collaborative planning.

Targeted Interventions: Progress reviews identify pupils requiring additional support, and targeted interventions are implemented promptly. The impact of interventions is monitored through ongoing assessment and reviewed at subsequent progress meetings. Where interventions are not effective, they are adapted, or alternative approaches are trialed.

Celebrating Success: Quality assurance activities identify and celebrate excellent practice, strong pupil progress, and innovative teaching. Successes are shared with staff, governors, parents, and the wider Saltem community, reinforcing a culture of continuous improvement and high expectations.

Through this comprehensive and systematic approach to quality assurance, Ingfield Manor School ensures that the curriculum remains dynamic, responsive, and effective in meeting the needs of all pupils and preparing them for fulfilling adult lives.

Curriculum Adaptation and Accessibility

To ensure that all pupils can access a meaningful and ambitious curriculum, teaching and learning are adapted in ways that directly reflect each pupil's individual profile and needs. Our adaptations maintain high expectations while ensuring full accessibility, reflecting our belief that every pupil can learn and progress.

Sensory Adaptations

All pupils have a pen portrait which identifies any:

Sensory Adaptations

- **Environmental adaptations:** Adjusting lighting (e.g., reducing glare, using natural light, providing individual task lighting), managing noise levels (e.g., using sound-absorbing materials, providing quiet spaces, using visual timers instead of audible alarms), controlling visual stimulation (e.g., reducing clutter, using neutral backgrounds, providing visual boundaries)
- **Resource adaptations:** Providing tactile, auditory, and visual learning materials, using high-contrast resources for pupils with visual impairments, offering fidget tools or sensory objects to support regulation, incorporating movement breaks and sensory circuits into the school day

- **Teaching approach adaptations:** Using multi-sensory teaching methods, allowing processing time after instructions, providing sensory preparation before transitions, incorporating proprioceptive and vestibular input into learning activities

Physical and Mobility Adaptations

- **Positioning:** Use of specialist seating (e.g., standing frames, supportive chairs, floor sitters, wedges) to ensure pupils can engage with learning in optimal positions that support postural control, breathing, and hand function. Positioning is varied throughout the day to promote different movements and prevent fatigue
- **Access to learning materials:** Height-adjustable tables, angled work surfaces, book stands, and adapted writing tools ensure pupils can access resources independently. Large-button technology, touch screens, and switches enable access to ICT
- **Environmental layout:** Classrooms are arranged to allow wheelchair access to all areas, with clear pathways and appropriately spaced furniture. Learning stations are positioned to encourage movement and independent navigation
- **Movement opportunities:** Learning activities incorporate purposeful active movement (e.g., reaching for resources, moving between stations, participating in physical tasks) reflecting CE principles. Pupils are supported to move as independently as possible with facilitation gradually reduced

Communication Adaptations

- **Consistent system use:** Each pupil's AAC system (e.g., symbols, communication books, voice output devices, eye gaze technology, signing) is used consistently by all staff across all activities, not just during designated communication sessions
- **Modelling:** Staff model language using the pupil's AAC system throughout the day, demonstrating how to express ideas, ask questions, make comments, and engage in conversation
- **Access in all contexts:** AAC systems are available and accessible during lessons, routines, social times, and personal care, ensuring pupils can communicate in all situations
- **Vocabulary progression:** Communication systems are regularly updated to include curriculum-specific vocabulary, enabling pupils to engage with subject content and express their learning
- **Multi-modal communication:** We recognise and respond to all forms of communication including body language, facial expressions, vocalisations, and behaviour, while supporting pupils to develop more conventional communication methods

Cognitive Adaptations

- **Task breakdown:** Complex tasks are broken into small, sequential steps using the algorithmic approach of Conductive Education. Each step is taught explicitly, practised, and consolidated before moving to the next
- **Concrete-Pictorial-Abstract progression:** Concepts are introduced through hands-on, concrete experiences before moving to pictorial representations and finally abstract understanding

- **Reduced cognitive load:** Information is presented in manageable chunks with clear, simple language. Visual supports, written instructions, and models reduce the demand on working memory
- **Extended processing time:** Pupils are given sufficient time to process information, formulate responses, and complete tasks without pressure
- **Repetition and over-learning:** Key concepts and skills are revisited regularly in different contexts to support long-term retention and transfer of learning

Medical Needs Adaptations

- **Seamless integration of care:** Medical routines (e.g., tube feeding, medication, physiotherapy exercises, catheterisation) are scheduled to minimise disruption to learning while prioritising health and safety
- **Curriculum access during care:** Where appropriate, learning continues during medical routines (e.g., communication practice during feeding, counting during physiotherapy exercises)
- **Energy management:** Timetables are adapted to account for fatigue, with rest periods, reduced demands, or alternative activities provided when needed
- **Emergency planning:** All staff are trained in relevant medical procedures, and Individual Healthcare Plans are in place and regularly reviewed
- **Collaborative planning:** Teachers, therapists, and medical staff work together to ensure pupils can access the full curriculum safely

The Graduated Approach to Adaptation

We use the assess, plan, do, review cycle to ensure adaptations remain effective:

1. **Assess:** The transdisciplinary team gathers information from observations, assessments, family input, and the pupil's voice to understand barriers to learning
2. **Plan:** Specific adaptations are identified and recorded in the pupil's pen portrait
3. **Do:** Adaptations are implemented consistently by all staff, with training and support provided as needed
4. **Review:** The impact of adaptations is evaluated termly through progress data, observations, and stakeholder feedback. Adaptations are refined, extended, or withdrawn based on this evidence

Maintaining Challenge

Crucially, adaptations are designed to **remove barriers, not lower expectations**. We ensure that:

- Pupils access age-appropriate content, adapted in presentation rather than reduced in ambition
- Tasks remain cognitively challenging while being physically, sensorily, and communicatively accessible
- Pupils are encouraged to work at the edge of their current capability, with support gradually withdrawn as competence develops
- Progress is measured against pupils' own starting points and EHCP outcomes, not against arbitrary norms

Classroom Environments

Classroom environments reflect CE principles by being intentionally designed to support independence, active participation, and holistic development. The physical layout is fully accessible, allowing pupils to navigate the space safely and independently while engaging with peers and materials. Furniture and learning stations are arranged to encourage functional positioning, postural control, and self-initiated movement rather than passive placement.

Augmentative and Alternative Communication (AAC) systems are seamlessly integrated across all aspects of the school day, supporting expressive and receptive communication for all pupils. Visual supports, communication devices, and symbol systems are consistently modelled by staff to promote meaningful interaction, choice-making, and language development.

Sensory-appropriate design further enhances learning by balancing stimulation and regulation. Lighting, sound, textures, and visual input are carefully considered to reduce overload while maintaining engagement.

Together, these elements create a cohesive environment that aligns physical, communicative, and sensory supports with instructional goals, ensuring that every pupil can actively participate and develop functional skills within the classroom context.

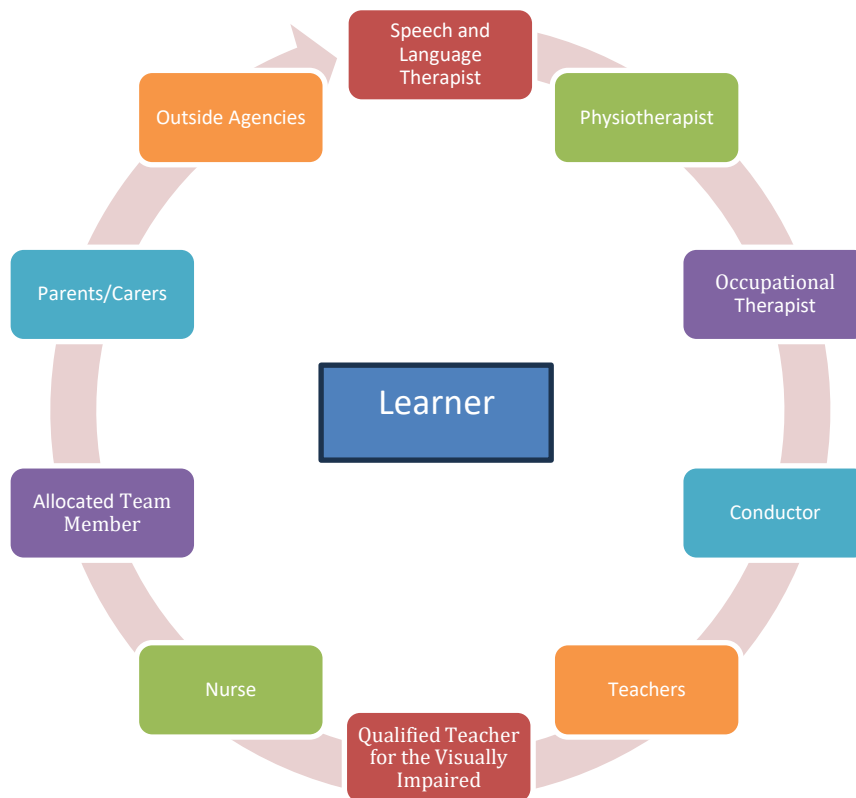
Role of the Transdisciplinary Team within the curriculum

The transdisciplinary team is central to Ingfield Manor School's Conductive Education approach and is one of the key features that distinguishes the school's provision. This team brings together professionals from multiple disciplines, including teachers, conductors, physiotherapists, occupational therapists, and speech and language therapists to work collaboratively in supporting each pupil's holistic development. These professionals do not work in isolation; instead, they actively share expertise, co-plan, and co-deliver learning, ensuring that every pupil benefits from a unified, coherent, and deeply personalised approach.

In this model, the team jointly assesses pupils' needs, designs integrated programmes, and embeds communication, physical development, and functional skill-building into all aspects of the school day. Collaboration is not an added feature but a foundational practice: staff collectively develop strategies, monitor progress, and adjust interventions so that learning remains responsive and meaningful. The team's work extends "beyond traditional boundaries," creating a seamless support system that views each pupil through a holistic lens and ensures continuity across environments, routines, and curriculum areas.

Weekly transdisciplinary team meetings further strengthen this coordinated approach by providing dedicated time to share insights, review pupil progress, and plan next steps. This shared responsibility ensures that every professional contributes to the pupil's developmental pathway, and that programmes reflect a full understanding of each pupil's complex and interconnected needs. In

keeping with the principles of Conductive Education, the transdisciplinary team ensures that every moment becomes a learning opportunity, embedding functional skills, communication development, and independence throughout the day.



Assessment

At Ingfield Manor School, assessment is integral to evaluating the impact of the curriculum and ensuring pupils make strong progress from their individual starting points. Progress is measured against pupils' EHCP outcomes as well as our bespoke assessment system for tracking English and Maths progress, reflecting the school's commitment to personalised learning and preparation for adulthood. To support accurate academic assessment, the school has developed bespoke English and Mathematics assessment frameworks which break National Curriculum objectives into smaller, sequenced and achievable steps, allowing progress to be identified precisely for pupils with complex needs.

Assessment information is recorded and tracked using Earwig, providing a clear, cumulative picture of each pupil's progress over time. Summative assessment takes place through tracking progress towards EHCP outcomes and academic targets, which is reviewed termly, enabling the transdisciplinary team to evaluate how progress and use this information to purposefully to inform curriculum planning, adapt teaching approaches and adjust levels of support for the subsequent term. As a result, pupils make sustained and meaningful progress, gaps in learning are identified quickly, and the curriculum continues to be ambitious, well matched to need and impactful.

Assessment for Learning (Formative Assessment)

While summative assessment tracks progress over time, assessment for learning is the ongoing, day-to-day process through which teachers gather evidence of pupils' understanding and adapt teaching in response. This formative assessment is integral to our practice and ensures that every pupil makes the best possible progress.

Strategies for Assessment for Learning

Questioning and Discussion:

- Teachers use carefully crafted questions to check understanding, probe thinking, and encourage pupils to explain their reasoning
- Questions are adapted to pupils' communication methods, using AAC systems, symbols, yes/no responses, or choice-making as appropriate
- Teachers allow sufficient wait time for pupils to process questions and formulate responses
- Pupils are encouraged to ask their own questions, fostering curiosity and metacognition

Observation:

- Staff continuously observe pupils' engagement, understanding, and application of skills during lessons and routines
- Observations focus on what pupils can do independently, what they can do with support, and where misconceptions or gaps exist
- Observational evidence is shared within the transdisciplinary team to build a holistic picture of each pupil's learning

Responsive Teaching:

- Teachers adapt their teaching in the moment based on pupils' responses, re-explaining concepts, providing additional examples, or extending challenge as needed
- Lessons are flexibly structured to allow time for consolidation or acceleration depending on pupils' needs
- Support staff provide real-time feedback to teachers about pupils' understanding, enabling immediate adjustments

Pupil Self-Assessment:

- Pupils are supported to understand their learning goals and reflect on their progress towards them
- Visual supports (e.g., 'learning ladders', 'I can' statements with symbols, traffic light systems) help pupils identify what they have achieved and what they are working towards
- Pupils are encouraged to recognise their own successes and identify when they need help, developing self-awareness and self-advocacy

Peer Assessment:

- Where appropriate, pupils provide feedback to each other, learning to recognise success and offer constructive suggestions

- Collaborative learning activities enable pupils to learn from each other's strategies and approaches
- Peer assessment is carefully scaffolded to ensure it is supportive and constructive

Mini Plenaries:

- Teachers pause during lessons to check understanding, address misconceptions, and consolidate learning before moving on
- These checkpoints ensure that all pupils have grasped key concepts before new content is introduced
- Mini plenaries provide opportunities for pupils to demonstrate their learning and receive immediate feedback

Feedback

Feedback is a critical component of assessment for learning. At Ingfield Manor School:

- Feedback is immediate and specific: Pupils receive clear, timely feedback about what they have done well and what they need to do to improve
- Feedback is accessible: We use verbal feedback, visual feedback (e.g., thumbs up, symbols), written feedback (where appropriate), and modelling to ensure all pupils understand the feedback they receive
- Feedback focuses on the learning: Comments relate to the learning objective and success criteria, helping pupils understand how to improve
- Feedback is developmental: Pupils are given opportunities to act on feedback, practise skills, and demonstrate improvement
- Feedback celebrates effort and progress: We recognise the hard work pupils put into their learning, reinforcing a growth mindset and 'can-do' attitude

Using Assessment for Learning to Adapt Teaching

Information gathered through assessment for learning directly informs responsive teaching and at Ingfield Manor School. Teachers provide same-day interventions, offering additional support, re-teaching, or extension activities within the same lesson or subsequent lessons to address misconceptions or consolidate learning whilst it is still fresh. Next-lesson planning is adjusted based on what pupils have understood and what needs further work, ensuring that teaching builds systematically on secure foundations.

Pupils are flexibly grouped based on current understanding, with tasks adapted to provide appropriate challenge and support, recognising that learning needs are fluid and responsive grouping maximises progress. Formative assessment evidence directly informs the setting and reviewing of Personal Learning Goals, ensuring that individual targets remain relevant, ambitious, and achievable. Pupils who require additional support are identified quickly through ongoing assessment, and targeted interventions are put in place promptly to prevent gaps in learning from

widening, with clear objectives set for each intervention and progress carefully monitored to evaluate impact and inform next steps.

Involving Pupils in Assessment

We believe that pupils should be active participants in the assessment process and support them to understand what they are learning and why it is important, know what success looks like through clear success criteria and models, reflect on their own learning and identify their strengths and areas for development, set personal goals and work towards them with increasing independence, and celebrate their achievements and take pride in their progress.

Moderation and Consistency

To ensure that assessment for learning is consistent and reliable across the school, teachers meet termly in regular moderation meetings to review pupils' work, discuss assessment judgements, and ensure consistency in expectations. Staff collaboratively develop and review success criteria, exemplar work, and progression frameworks to maintain a shared understanding of standards, whilst peer observation enables teachers to observe each other's practice and share effective assessment for learning strategies. Transdisciplinary input from therapists and support staff contributes observations and assessments, ensuring a holistic view of each pupil's learning that encompasses physical, communication, social, emotional, and cognitive development alongside academic progress.

Please see Assessment, Marking and Feedback Policy for further information on assessment.

Accreditations at Ingfield Manor School

At Ingfield Manor School, pupils work towards a range of nationally recognised qualifications and programs, selected carefully to reflect their individual needs, strengths, communication profiles and future aspirations. These accreditation routes are offered where appropriate for individual pupils and are chosen to ensure they are accessible, meaningful, ambitious, and supportive of preparation for adulthood.

Pupils may work towards Functional Skills English and Mathematics, enabling the development of practical literacy and numeracy skills that can be applied in real-life contexts. They also have access to a breadth of recognised programs including WJEC Entry Pathways, WJEC Personal Progress, WJEC Entry Level Humanities and Science, Edexcel Mathematics Entry Level Certificates, City & Guilds AAC, Open Awards Accessible ICT, and the Arts Award, which promotes creativity, self-expression and personal development.

All qualifications are delivered and assessed in accordance with JCQ regulations and as detailed in the school's Exams Policy, ensuring rigor, fairness and compliance. Accreditation pathways are aligned closely with pupils' EHCP outcomes, and progress is monitored carefully through the transdisciplinary team to ensure pupils experience success, build confidence, and leave school with

recognised achievements that support smooth transition into further education, training, employment, or adult life.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Outside Provider Quality Assurance
- Relationship and Sex Education Policy
- Exams Policy
- Positive Relationships Policy
- Assessment, Marking and Feedback Policy
- Careers Policy

6. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance Team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by SLT. The people we support will be involved in the review to ensure it captures the important issues for them.

7. Areas of Responsibility

Curriculum Roles and Responsibilities

Governing Board

The Governing Board monitors the effectiveness of the curriculum policy and holds the Principal and Head of School to account for its implementation. It ensures that a robust framework is in place for setting curriculum priorities and aspirational targets, and provides appropriate support and challenge to senior leaders, acting as critical friends to drive school improvement.

Salutem Care and Education

The Education Division and Salutem Quality Team monitor the impact of teaching and learning strategies on pupil progress and attainment. They ensure the effectiveness of this policy, hold senior leaders to account, and confirm that all school policies align with and support the curriculum and learning framework.

Principal and Head of School

The Principal and Head of School are responsible for the effective implementation of this policy and for maintaining a clear, ambitious vision for curriculum and learning. They ensure statutory curriculum requirements are met, oversee assessment procedures, manage curriculum-related withdrawal requests, and advise governors on whole-school targets. They lead quality assurance processes, support staff through coaching and CPD, and monitor curriculum impact in collaboration with Curriculum Coordinators.

Curriculum Pathway Leads

Curriculum Pathway Leads design and develop a broad, balanced, and well-sequenced curriculum that embeds Conductive Education practices. They ensure progression from pupils' starting points, monitor subject-specific outcomes using a range of evidence, and lead subject improvement planning. Curriculum Pathway Leads support staff, promote the sharing of good practice, ensure effective timetabling, and maximise accreditation opportunities.

Teachers

Teachers deliver curriculum pathways in line with long-term plans and embed the Conductive Education philosophy in their practice. They plan engaging, inclusive learning that supports curiosity, independence, and holistic development, using a range of approaches including multi-sensory and active learning. Teachers assess learning effectively, encourage reflection, and communicate regularly with parents/carers about progress and outcomes.

Support Staff

Support staff work flexibly to support teaching and learning, knowing pupils well and adapting support to individual needs. They promote independence, maintain high expectations, contribute to assessment for learning, provide feedback to teachers, and model positive learning behaviours.

Pupils

Pupils are encouraged to take responsibility for their learning, demonstrate positive behaviour for learning, and actively develop their knowledge and skills. They are supported to understand their targets, engage fully in lessons, and complete home learning when appropriate, ensuring they are ready to learn when their holistic needs are met.

Parents and Carers

Parents and carers play a key role by valuing learning, supporting attendance and readiness for school, encouraging their child as a pupil, and engaging in discussions about progress and attainment. They communicate promptly with the school and support learning at home where appropriate.

8. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.

9. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1	January 2026	Draft	New policy