Curriculum Policy

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1. Curriculum Aims

Our curriculum is designed to inspire and empower our young people to achieve personal success in their future. It aims to:

- Provide a broad and balanced education that is inclusive, ambitious, and carefully structured to meet the diverse needs of all learners.
- Enable pupils to develop knowledge, understand concepts, and acquire skills that allow them to navigate the wider world safely, healthily, and confidently.
- Support pupils' spiritual, moral, social, and cultural (SMSC) development and embed Fundamental British Values through meaningful, experiential learning.
- Promote Good Mental Health and Personal Success by fostering resilience, self-esteem, and positive relationships.
- Equip pupils with the knowledge and skills needed for Employability and independence, preparing them for adulthood.

These aims are underpinned by our core values: Positivity, Curiosity, Resilience, Community, and Respect.

2. Our Curriculum Drivers

The educational experience is fundamentally shaped by three core curriculum drivers:

- Employability: This driver focuses on preparing students for independence and fostering a sense of belonging in the community. The curriculum aims to provide students with the functional skills and knowledge necessary to navigate the world of work and participate actively in society.
- Good Mental Health: The school prioritises equipping students with the skills to be happy and resilient. This involves promoting self-esteem, self-regulation, and positive relationships, ensuring students can navigate the wider world safely and confidently.
- Personal Success: This driver is centred on exploring individual possibilities for the future. Recognising that success looks different for every student, the

curriculum is highly personalised to enable each individual to grow in confidence and achieve their own unique version of a successful future.

These three drivers ensure that our curriculum provision—including both the formal curriculum and EHCP outcomes—is holistic and focused on supporting every student toward a happy and successful adulthood

3. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010.

The curriculum acknowledges the Early Years Foundation Stage (EYFS) statutory framework and follows the Northamptonshire Agreed Syllabus for Religious Education. It also complies with the DfE statutory guidance for Relationships and Sex Education (RSE) and Health Education.

4. Roles and Responsibilities

4.1 The Governing Board

The Local Governing Board (LGB) monitors the effectiveness of this policy and holds the headteacher to account for its implementation. They ensure a robust framework is in place for setting curriculum priorities and aspirational targets.

4.2 Headteacher

The headteacher is responsible for ensuring this policy is adhered to and that proper provision is in place for pupils with different abilities and needs.

4.3 Subject Leaders and Staff

The delivery and development of our curriculum is a collaborative effort involving staff at all levels. To facilitate this, we have established subject teams consisting of a mixture of leaders, teachers, and teaching assistants. These teams meet formally three times per year to review provision and progress, with specific curriculum-related tasks assigned to members to be completed between these meetings.

Our subjects are strategically grouped into broad areas to ensure cohesive leadership:

- STEM
- English
- Preparation for Adulthood (PfA)

A senior leader holds accountability for each area, providing strategic oversight and monitoring impact. Within these areas, other leaders and upper pay scale teachers take the lead on individual subjects (such as Art, Science, or Maths). These subject

leads are responsible for maintaining subject policies and ensuring high-quality implementation, supported by the collective expertise of their wider subject team.

All staff members are responsible for implementing the curriculum in accordance with school policy and the specific needs of the students. Subject leads further support this by monitoring how their subjects are taught through methods such as planning scrutiny, learning walks, and the management of subject-specific resources

5. Organisation and Planning

5.1 School Structure

The curriculum at Daventry Hill School is organised into distinct phases linked to a student's chronological age, with each phase serving an overarching purpose to support development into the next stage. The journey begins with Foundations for Learning (EY & KS1), where the focus is on developing skills and knowledge through playful experiences. This is followed by Learning to be Me (KS2), which supports students in exploring their own identities, and My Place in the World (KS3), which helps them understand their role in the surrounding community. As students move into Skills for Life (KS4), the curriculum shifts toward acquiring the specific knowledge needed for their personal futures. Finally, Foundations for the Future (KS5) focuses on achieving realistic yet aspirational outcomes for adulthood, ensuring every student is prepared for their next steps

5.2 Curriculum Pathways

Our curriculum is delivered through pathways that are tailored to a student's developmental stage rather than their chronological age. This ensures that the content and pedagogical approach are matched to each individual's learning needs. Students are continually assessed to ensure they are on the most appropriate pathway and may transition between them as their skills and abilities evolve.

- **Yellow Pathway (Pre-formal Stage):** This pathway is designed for students at the earliest stages of development who require a pre-formal approach. The curriculum profile focuses on sensory exploration, cause and effect, and developing early awareness of themselves and their environment. Learning is primarily experiential and focused on building the fundamental communication and physical skills necessary to engage with the world.
- **Green Pathway (Semi-formal Stage):** This pathway is for students at a semi-formal developmental stage who benefit from a curriculum that blends play-based, experiential learning with structured subject input. The profile for these students emphasises the application of skills in practical contexts, supporting them to bridge the gap between early exploration and more formal subject-specific knowledge.
- **Black Pathway (Formal Stage):** This pathway is designed for students at a formal developmental stage who are able to access a more traditional

academic structure. The curriculum focuses on academic achievement and formal subject teaching, with a clear trajectory toward accreditation (such as Entry Levels or other national qualifications). The profile for these students is centred on gaining deep subject knowledge and developing the study skills required for further education or training.

Once students move into Post 16 education, they will access one of four pathways depending on their outcome for adulthood:

- **Pathway 1:** This pathway is designed for learners with significant and complex needs, who are functioning cognitively within the 0–84 month (0–7 years) developmental range. These learners typically present with a broad range of learning difficulties that require a highly individualised and structured approach to support their development and independence across all areas. The curriculum focuses on delivering learning in a personalised and pre-formal or semi-formal environment that prioritises communication, engagement, and exploration of the real work in preparation for Adulthood.

- **Pathway 2:** This pathway is designed for learners cognitively between 8 and 11 years focusing on developing independence, functional life skills, and preparing for adulthood in a supportive and structured environment.
  The curriculum is personalised and practical, promoting skills in communication, social interaction, functional numeracy and literacy, personal care, and community participation. The curriculum is designed to help each young person build confidence, develop meaningful relationships, and gain the skills needed for greater independence and a positive transition into adult life.

- **Pathway 3:** This pathway is designed for learners working between 12 and 16 years and is designed to build on prior learning and support students in developing the skills, confidence, and independence required for adulthood. Learners at this level can hold meaningful conversations and engage in purposeful interactions with peers and adults. They are often confident communicators, though they may still require support with understanding more complex social situations or abstract concepts.
  Students are generally independent in managing personal care and daily routines, allowing for greater focus on preparing for employment, independent living, further education, and active participation in the community. The curriculum includes opportunities for work-related learning, travel training, money management, and personal development, promoting independence, resilience, and self-advocacy, with tailored support to help each student achieve their individual aspirations and successfully transition into adult life.

- **Pathway 4:** This Pathway is designed for learners working between 16 and 18 years focuses on preparing students for a successful and confident transition into adulthood.

Students at this level are typically able to manage their personal care independently and are working towards greater autonomy in other areas of life, including decision-making, time management, and self-advocacy. The curriculum is tailored to support functional academic learning, vocational training, and personal development, with a strong emphasis on employability, independent living, and community participation.
Learners are supported through real-world learning experiences such as extended work experience placements, enterprise projects, and travel training. Opportunities are provided for developing communication, teamwork, problem-solving, and digital skills, all of which are essential for adult life to build confidence, expand choices, and equip students with the tools they need to make informed decisions about their futures, whether moving into employment, supported living, further education, or training.

5.3 Key Approaches

Teaching is supported by two core school-designed approaches:

- **Total Communication:** Supports pupils to acquire knowledge using their preferred and appropriate communication strategies (visuals, symbols, signs).
- **Curiosity Approach:** Encourages exploration through sensory, practical, and interactive experiences.

5.4 Subject Delivery

5.4.1 Communication / Speaking and Listening

At Daventry Hill School, we believe that communication is at the heart of all learning, relationships and personal development. We recognise that every young person communicates differently and that all forms of communication are valued, respected and encouraged. Our approach is underpinned by a total communication ethos, ensuring that every student has opportunities to express their needs, wants, thoughts, feelings and ideas in a way that is meaningful to them.

Our Communication and Curiosity Approach places the young person at the centre of their learning. We recognise that curiosity, exploration and play provide meaningful opportunities to develop communication, language, independence, problem-solving and social interaction. Through positive relationships and responsive adult interactions, we create enabling environments where students feel safe, motivated and confident to explore and communicate.

Staff use the Language Development Pyramid to understand and support each student's communication development, building foundations in attention, listening, looking, exploration and understanding before developing expressive communication. We promote the ShREC approach (Shared attention, Respond, Expand and Conversation) to support high-quality adult interactions, alongside

meaningful commenting and appropriately pitched questioning using Blank's Levels of Questioning.

We celebrate and respond to all communication attempts, including speech, vocalisations, facial expressions, gestures, signs, symbols and communication aids. Through consistent modelling, responsive interactions and individualised support, we aim to develop confident communicators who can make choices, build relationships and participate meaningfully in school and the wider world. Yellow Pathway and Green 1 pathway learners access the My Communication curriculum and EHCP communication and interaction targets.

As appropriate, students indicated through Development Ladders, in line with the National Curriculum, we provide opportunities for students to develop speaking and listening skills, including listening and responding, expressing ideas, participating in discussions and developing vocabulary. These skills are embedded across the curriculum and tracked alongside writing genre overviews within long-term plans to ensure progression, coverage and meaningful opportunities for communication.

5.4.2 Writing (including handwriting)

Handwriting is taught explicitly and progressively at Daventry Hill School to develop fluency, automaticity, and confidence in written communication. Our approach follows the principle of large movements before small movements, beginning with gross motor development and physical literacy through the "Squiggle Whilst You Wiggle" programme. Fine motor skills and finger strength are subsequently developed using multisensory interventions such as "Dough Disco" and "Write from the Start". For students ready for formal instruction, we utilise the Read Write Inc handwriting scheme, which moves from letter formation and mnemonics to joined cursive script based on individual readiness and functional need. Throughout this journey, staff remain mindful of cognitive load, balancing the physical demands of transcription with the student's ability to develop stamina and express their ideas

At Daventry Hill School, Talk for Writing is used to develop students' language, communication and writing skills through an engaging, structured approach. Students are supported to become familiar with high-quality texts through listening, exploring vocabulary, story mapping, imitation and oral rehearsal. As their confidence and understanding develop, students move towards innovating texts, creating their own ideas and applying their learning through independent writing.

The approach is adapted to meet individual needs and developmental stages across pathways, providing opportunities for students to access stories through visuals, symbols, drama, sensory experiences, Makaton and other communication strategies. Adults model language, sentence construction and key vocabulary to support understanding and expressive communication.

Students are encouraged to develop their imagination, creativity and independence through shared writing, innovation and opportunities to write for

different purposes. Cold and hot writes are used where appropriate to capture progress and demonstrate the development of writing skills over time. Talk for Writing is underpinned by our Curiosity and Communication Approach, ensuring that meaningful interaction, exploration and communication remain central to English learning.

5.4.3 Reading (including phonics)

At Daventry Hill School, we develop a love of reading through a personalised, child-centred approach that recognises each student's starting point, individual needs and developmental stage. Reading opportunities are embedded throughout the curriculum and include pre-reading activities, sensory stories, shared reading, daily story time, individual reading and opportunities to explore a wide range of texts. We aim to make reading enjoyable, meaningful and accessible to all students.

Phonics is taught progressively, with all students accessing opportunities to develop phonological awareness and early sound recognition. This begins with pre-phonics experiences and interventions, including TACPAC, Sensology, Let's Listen and immersive sound sessions, progressing to Read Write Inc. (RWI) Nursery and Speed Sounds, as appropriate. Students are supported to develop their blending, segmenting and decoding skills and apply their phonic knowledge to reading and writing. Daily individual reading provides opportunities to practise and develop fluency, including the recognition of green and red words.

Alongside word reading, we prioritise language comprehension through vocabulary development, discussion, questioning and shared reading. Blank's Levels of Questioning support appropriately pitched comprehension activities, enabling students to develop their understanding, recall, prediction and reasoning. We develop fluency skills through regular reading aloud opportunities. Library visits, class reading and reading aloud further promote enjoyment and a lifelong love of reading.

5.4.4 Mathematics

Our maths curriculum aims to develop pupils' confidence, understanding and practical mathematical skills, providing a strong foundation for everyday life, further learning and future employment. Through a personalised, inclusive and progressive approach, pupils develop mathematical knowledge through practical activities, play, problem-solving, reasoning and real-life experiences. Teaching focuses on building conceptual understanding rather than rote learning, using concrete resources, pictorial representations and a consistent calculation policy. Learning is carefully sequenced and adapted to individual needs through assessment, ensuring pupils build on prior knowledge and progress towards their next steps. Key mathematical vocabulary, mental calculations, number facts and times tables are explicitly taught and reinforced through regular practice and resources such as Times Table Rockstars. In Key Stages 4 and 5, pupils develop functional maths skills

and work towards appropriate accreditation, applying their learning to real-life situations. Overall, the curriculum aims to equip all pupils with the mathematical skills, confidence and independence needed to navigate everyday life and access future opportunities.

5.4.5 Computing

Computing at Daventry Hill School is designed to provide a secure foundation of basic skills essential for digital literacy, everyday life, and future employment. Our curriculum is ambitious and inclusive, adapted to meet diverse developmental needs across the pathways. For Yellow Pathway learners, the focus is on a pre-formal approach using technology to develop awareness of cause and effect through assistive devices such as switches, touchscreens, and Eye Gaze. As students progress through the Green and Black Pathways, they engage in more formal subject teaching including coding, programming, and digital creativity using frameworks like Teach Computing and Oak National Academy. A cornerstone of the subject is online safety, which is embedded into every lesson through a mandatory 15-minute activity using the STAR Toolkit (Safe, Trust, Action, Respect) and Project Evolve to foster responsible digital citizenship. This journey culminates in the Skills for Life and Post-16 phases, where students work toward formal accreditation in Functional Skills ICT or Digital Skills Qualifications, ensuring they are prepared for the technological demands of adulthood.

5.4.6 Science

Our science curriculum aims to enable pupils to explore, understand and engage with the world around them through an ambitious, inclusive and practical approach. Learning is personalised to meet the needs of pupils across Pre-formal, Semi-formal and Formal pathways, following a four-year rolling programme that incorporates National Curriculum content and a clear progression of scientific knowledge and skills. Through sensory exploration, guided discovery, practical investigations and structured enquiry, pupils develop curiosity, questioning, observation, measurement, problem-solving and the ability to draw conclusions. Learning is carefully sequenced to revisit and build on prior knowledge, ensuring all pupils have meaningful opportunities to develop their understanding at an appropriate level.

Science also supports pupils' wider personal development by promoting communication, independence, confidence and collaboration. Pupils are encouraged to share observations, express ideas, work together and apply scientific knowledge to real-life situations and functional skills. Ongoing assessment, practical activities and recorded evidence help teachers monitor progress and identify individual next steps. Through exploring the natural and physical world, pupils develop respect for living things, an understanding of their environment and

opportunities to experience British Values, SMSC and the wider Preparation for Adulthood curriculum.

5.4.7 PSHE

Personal, Social, Health and Economic (PSHE) education is a core component of the curriculum, central to the mission of ensuring students achieve happy and successful futures. The curriculum is holistic and inclusive, specifically designed to develop self-regulation, emotional resilience, and self-advocacy to help learners navigate the wider world as safely and confidently as possible. In the Primary phase, the school utilises the Jigsaw PSHE scheme, which provides a spiralled curriculum integrating emotional literacy and social skills through themes such as "Being Me in My World" and "Healthy Me". The Secondary and Post-16 phases follow the PSHE Association framework, focusing on Health and Wellbeing, Relationships, and Living in the Wider World. This provision is seamlessly integrated with SMSC development and Fundamental British Values, using the school's Curiosity and Total Communication approaches to ensure concepts like democracy and mutual respect are accessible to all. Ultimately, PSHE at Daventry Hill School serves as a vital preventive lever, supporting healthier choices and improving life chances in alignment with individual Preparation for Adulthood (PfA) outcomes

5.4.8 RSE

Relationships and Sex Education (RSE) at Daventry Hill School is a fundamental part of the Personal Development curriculum, designed to ensure students are happy, healthy, and equipped with the skills to lead safe and fulfilling lives. Our provision complies with statutory DfE guidance and anticipates the 2026 updates, ensuring that content - ranging from healthy relationships and consent to online safety and digital intimacy - is age-appropriate, sequenced, and responsive to local needs. Delivery is fully inclusive and adapted to meet the diverse cognitive, communication, and sensory needs of our learners, utilizing specialist approaches such as Total Communication, social stories, and the Jigsaw and PSHE Association frameworks. The curriculum is strategically phased, with tailored sessions for Primary students in Year 6, ongoing secondary instruction, and specific Post-16 "Seven Pillars of Health" modules that include input from external providers like the NHS. By embedding Fundamental British Values and SMSC development, RSE at DHS empowers pupils to make informed choices, respect themselves and others, and prepare effectively for the transitions of adulthood. The school maintains transparency through parental consultation and a clear policy regarding the right to request withdrawal from sex education, always balancing parental wishes with the safeguarding needs of our students

5.4.9 Religious Education

Religious Education (RE) at Daventry Hill School is a statutory subject that follows the Northamptonshire Agreed Syllabus, delivered through the disciplinary lenses of Theology, Social Sciences, and Philosophy. The curriculum is designed to be

ambitious and inclusive, utilizing a "worldviews" approach to help students understand themselves, explore "big questions" about life and morality, and engage meaningfully with a diverse world. For our learners, RE is personalized through communication-focused, sensory, and experiential strategies, ensuring that concepts like belonging, respect, and community are accessible at every developmental stage. The subject is a key driver for Spiritual, Moral, Social, and Cultural (SMSC) development and Fundamental British Values, creating an open-ended environment where pupils learn to celebrate diversity through real-life experiences and collaboration. Furthermore, RE is intrinsically linked to our Preparation for Adulthood (PfA) outcomes, ensuring that learning about different faiths and beliefs remains functional and purposeful as students prepare for life in modern Britain

5.4.10 Physical Education

Physical Education (PE) is a vital part of every student's development, wellbeing, and preparation for adulthood. We believe that all students' have the right to access a broad, balanced, ambitious, and inclusive PE curriculum that enables them to develop physically, socially, emotionally, and cognitively regardless of their individual needs or starting points.

Physical activity provides our students with opportunities to develop confidence, communication, resilience, independence, self-regulation, and positive relationships. Through carefully planned and differentiated learning experiences, students develop the knowledge, skills, and attitudes needed to lead healthy, active, and fulfilling lives both within and beyond school.

Our curriculum is designed to meet the diverse needs of learners with communication and interaction needs, cognition and learning difficulties, social, emotional and mental health needs, sensory needs, and physical disabilities. The Real PE curriculum is delivered to primary students as we recognise that for many student, PE provides a unique opportunity to develop fundamental life skills, improve wellbeing, and experience success. PE in Secondary is delivered through a spiral curriculum building on prior learning to become more competent, confident, and analytical in various sports and physical activities while understanding the long-term health benefits of exercise

5.4.11 Preparation for Adulthood

Independent Living:

Independent Living at Daventry Hill School is designed to foster resilience, autonomy, and personal responsibility, equipping students with the essential life skills needed for a successful transition into adulthood. The curriculum is systematically structured to encourage self-directed action, moving away from adult intervention for routine tasks—such as managing transitions or organising personal belongings—to strengthen executive functioning and adaptive problem-solving. Students explore a wide range of practical units, including Travel and Personal Safety, Household

Management, Money Management, and Food Preparation, ensuring that academic knowledge is effectively generalised into everyday life. This provision is deeply integrated with the Preparation for Adulthood (PfA) outcomes and is delivered through the school's Curiosity and Total Communication approaches, utilising tools like the Language Development Pyramid and "I can..." statements to ensure learning is accessible and progress is measurable for all students. Furthermore, the subject serves as a vital vehicle for promoting British Values and SMSC, as students learn to exercise individual liberty, participate in democratic decision-making regarding their routines, and develop a clear understanding of their moral and social responsibilities within the community.

Friends, Relationships and Community

Friends, relationships and community gives student an opportunity to gain knowledge and skills that will prepare them to develop and maintain as many friendships and relationships as possible in adulthood. Students learn and acquire the skills needed to access their local, and potentially, wider community and feel safe and confident when doing to. Students have an opportunity to explore elements within Friends, Relationships and Community within a safe and structured way, being able to build upon knowledge and skills as they progress through the school.

Future readiness (Employability)

At Daventry Hill School Future Readiness is a whole-school commitment. Every member of staff plays a role in delivering high-quality, impartial Careers Education, Information, Advice and Guidance (CEIAG), ensuring that all learners can access the information, experiences, and personalised support needed to make informed decisions about their futures.

Our Future Readiness programme aligns with the most recent statutory careers guidance (2025) and is structured to support achievement of the eight Gatsby Benchmarks. Provision is inclusive, ambitious, and tailored to meet the needs of our SEND cohorts, ensuring equitable access for learners across all pathways.

Future Readiness is not a stand-alone initiative; it is woven throughout the curriculum, personal development offer, Preparing for Adulthood (PfA) outcomes, and enrichment activities. We aim for students to clearly understand how their learning connects to future pathways, including further education, employment, adult social care, volunteering, supported internships, training, and greater independence.

Students are given an opportunity to gain knowledge to develop the skills that inspire them to progress on their future pathways. This could be a path to employment, or it could be a path to increasing independence and belonging in the community. The curriculum is to provide students to live as independently as possible in an ever-changing world to be successful learners, confident individuals and responsible citizens to become happy successful adults.

Careers Detectives

Employability and careers education will be delivered through Career Detectives at primary level. This will be complimented through enterprise education, age-related employer enrichment activities, student vacancies, and work experience.

Hill top village

Hilltop Village is an inclusive, immersive and hands-on learning environment that builds upon the Careers Detectives Box concept. It moves Futures learning beyond the classroom, providing meaningful opportunities for students to learn through play, explore the world around them and develop the skills, confidence and aspirations needed for adulthood and their future.

Learning Through Play – *The How*

Learning through play is central to "The How" – our teaching and learning approach. Students learn through exploration, experience, participation, practice and reflection, using role play, realistic scenarios, props, visual supports and sensory-appropriate resources

Hilltop Village creates a bridge between classroom learning and the wider world – enabling every student to explore possibilities, discover their strengths and develop the skills and aspirations they need for adulthood and their future.

5.4.12 Music

Daventry Hill School selected the Charanga Music Scheme as it creates a curriculum which classes can tailor and adapt to suit the needs of their cohort as well as providing a SEND curriculum which can be used for students with complex needs. In the short term we have achieved this by writing options into pathways and giving guidance as to how school can tailor what is there.

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme Charanga as well as the opportunity to sing in the school choir and performances throughout the year. The elements of music are taught in the classroom lessons so that children can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to improvise, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

5.4.13 Art

Art at Daventry Hill School aims to foster creativity, imagination, and confidence while exposing pupils to a diverse range of artists, materials, and cultural traditions.

The school utilizes the AccessArt Curriculum, which is tailored to combine technical skills with contextual and conceptual understanding, ensuring every student feels entitled to embrace their own creativity. Instruction is structured around six core strands, including Drawing and Sketchbooks, Print, Colour and Collage, and Working in Three Dimensions, with skills like observation and interpretation revisited and embedded across yearly cycles. Progress is captured through ongoing formative assessment, using Floor Books in Primary and Sketchbooks in Secondary to document the "Drawing Journey," experimentation, and growth over time. Furthermore, Art serves as a significant vehicle for Personal Development and British Values, encouraging individual liberty through creative risk-taking and fostering mutual respect by celebrating diverse global art practices

5.4.14 Outdoor Learning

Outdoor Learning at Daventry Hill School is a core element of our commitment to holistic development, designed to inspire independence, creativity, and imaginative play while building resilience and a growth mindset. As an integral part of the Preparation for Adulthood (PfA) curriculum, it provides hands-on, learner-inspired experiences in natural settings that encourage students to take appropriate risks within safe boundaries. Adopting the school's Curiosity and Total Communication approaches, outdoor learning uses multisensory tasks and the Language Development Pyramid to ensure all students can investigate and problem-solve regardless of their communication needs. This subject is also a vital driver for SMSC and British Values, fostering a deep respect for the environment and teaching democracy through collaborative group work and decision-making

5. Inclusion

Daventry Hill School is a nurturing environment where inclusion means every student is known, valued, and enabled to achieve personal success. Barriers to learning are removed through:

- Sensory adjustments and assistive technology.
- Differentiated resources matched to developmental stages.
- The use of Developmental Ladders to assess readiness for formal learning.

6. Monitoring Arrangements

Governors and leaders monitor the curriculum through:

- Pupil meetings held three times per year to review progress against curriculum pathways.
- Continuous formative assessment via conversation, observation, and "I can..." statements.

- Evidence collection in Floor Books (Primary) and Student Portfolios/Journals (Secondary) to capture "wow moments" and progress over time.