AEM Sutherland House School | Braithwell

Sutherland House School Braithwell

Curriculum Policy

2026-2027

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Curriculum Intent

At Sutherland House School Braithwell, we are dedicated to providing a nurturing and dynamic learning environment tailored to the unique needs of our autistic pupils. Our curriculum is guided by our core values: Innovative, Promoting Independence, Person-Centred Focused, Efficient and Effective, and Aspirational.

We provide and deliver an individualised and aspirational curriculum. We understand that the needs of every child are unique, and we work closely with parents, carers and families to ensure a holistic approach to our education this ensures the needs of every child are met.

Positive Behaviour Support (PBS) is at the heart of everything at Sutherland House School. This values led data driven person centered approach means that our focus is on improving pupils' lives. This embraces co-production and therefore ensures parents/ carers, relevant stakeholders and all staff involved with that pupil can work coherently and consistently to achieve the best outcomes for the pupil.

Our curriculum is designed to be meaningful, engaging, and motivating with clearly structured lessons suitably differentiated to pupils' needs and exciting outcome led community visits.

The intent of the curriculum is to **enable** autistic pupils to engage in learning which is meaningful, enriching and specific to their talents and interests. Educational, Health & Care Plan outcomes inform the Individual Learning Plan (IEP) targets.

The Sutherland House School curriculum provides a holistic approach to developing cognitive learning, emotional learning and functional learning. This is achieved through the multi-disciplinary approach of educational and therapeutic approaches with particular focus on developing Communication, Social Relationships, Thought Processing and Sensory Processing.

We value and celebrate each pupil's individuality and achievements. We want our pupils to have a voice and be actively engaged in their learning and life. Our aim is to support each pupil to improve their life opportunities and ensure their preparation for adulthood is specific to them, their hopes and dreams and to living a meaningful and fulfilled life. The curriculum supports pupils in preparation for adulthood by offering learning which encompasses cognitive, emotional and functional development. This focuses on strengths and areas of need, with the intention of also supporting good mental health.

Our curriculum is divided into two pathways, pathway 1 and pathway 2. The pathway 1 curriculum enables young people who are engaged in non-subject specific learning to develop their communication, numeracy, creative arts, physical development and independent living skills. The pathway 2 curriculum prepares young people to access qualifications to help them secure college, work placements, apprenticeships and to live independently.

The curriculum is split into three distinct parts which allows our young people to **learn** the foundations (EYFS, KS1 & KS2), **practice** their skills (KS3) and then to **apply** this prior knowledge to support transition into a post-16 setting (KS4/KS5). The three curriculum stages are therefore referred to as learn, practice and apply to show the progression of learning from primary to post-16.

Pathways for learning need to consider each pupil's starting points and aspirations for adulthood. EHCP plan outcomes need to be well defined and directly related to 'targets / outcomes. Sixth Form learning needs to have a distinct focus on transition towards adulthood (accredited courses; next steps into further education). Therapeutic learning with input from speech and language therapists, occupational therapy, educational psychology and Emotional Literacy Support Assistants and any other relevant therapies need to be an integral part of joint planning, implementing and assessing. Termly multi-disciplinary team meetings take place to ensure the whole child is developed alongside academic skills.

Curriculum Implementation

Curriculum	Pathway 1		Pathway 2
The two curriculum pathways at Sutherland House School are designed to meet the wide range of learners with an EHCP. Each pupil is provided with a bespoke educational experience which allows our pupils to work towards curriculum and EHCP outcomes with therapeutic support.	An education at Sutherland House School enables our young people to thrive and achieve to reach their potential into adulthood		
	Intent	To enable our pupils, giving opportunities to progress towards thriving and develop independence. Developing methods of communication and engagement through multi-sensory activities. To learn, practice and apply in all aspects of the curriculum as pupils' progress through the school.	To reach academic potential whilst developing independence and life skills to be independent, safe and thrive. Progress through school achieving key milestones and developing a positive work ethic and skills for employment. Working towards qualifications (L1 or L2) to build on next steps to access college courses and build future aspirations.
	Implementation	Implementation of a sensory based curriculum utilising different therapies, based around 6 core areas including therapies. Evidence tracked and recorded using BSquared. Photographic evidence to record progress.	Adapted national curriculum and statutory assessments. Accreditation to include GCSE. Curriculum that is broad, balanced with a focus on develop life skills and independence skills to support life beyond school. Supporting young adults to develop independent living skills
	Impact	Happy, safe and secure young people with increased communication and independence skills who feel celebrated for their individuality. Opportunity to learn, practice and apply learning throughout their education at Sutherland House School.	Independent, happy and secure young people who have gained a place at college, employment or apprenticeship.

Core Subjects

The curriculum is planned and sequenced so that the key concepts are understood and applied throughout the pupils' time at Sutherland House School. The curriculum is designed and underpinned by the principles of the Early Years Foundation Stage (EYFS) and the National Curriculum, which is supported by our B-Squared assessments and tailored to the interests of our pupils. The sequence of our curriculum has a clear progression with key terms and knowledge identified and revisited where appropriate to allow pupils to retain, deepen and transfer their knowledge to variety of different situations and prepare pupils to use in everyday life. To ensure pupils are well supported and prepared, staff ensure pupils have clear systems and routines in place to support independence and growth of pupils, whilst individualising systems to meet individual needs. If any misconceptions or areas of concerns are noticed pupils are supported through their individualised timetable to get the right support implemented at the right time.

The curriculum offers pupils a range of learning experiences to enrich and engage pupils in their learning journey. The curriculum is reviewed and updated annually to reflect the needs, interests and age ranges the school supports in that academic year.

In English we offer language and literature teaching through termly topics and ability appropriate lessons. The use of 'Little Wandle' is a motivating DfE approved systematic synthetic phonics scheme that encourages and engages pupils to enjoy reading and writing with confidence. Within English we aim, first and foremost, to embed the skills required to develop fundamental skills for speaking, reading and writing across a wide range of settings. The text types are revisited each year as pupils' progress through Primary to build on key skills and delve deeper into the themes, features and structure associated with each text type.

By the end of primary education, pupils will feel confident with a variety of text types and their purposes. This will then enable pupils to move through school with the core skills that will be enhanced as pupils work towards suitably recognised qualifications and accreditations matched to their abilities.

In Math's we offer a broad and balanced curriculum covering: Number, Measurement & Geometry and Statistics and probability. All these areas are carefully placed over a three-year cycle for each key stage to ensure core skills are developed and consolidated. We aim, to embed the core skills needed within Math's that enable our pupils to feel confident and see how these skills transfer to the real world. These skills are then applied in the community, via role play or scenarios discussed within lessons. This aims to allow pupils to move through school with the core skills and progression that will be enhanced as pupils work towards suitable qualifications matched to their abilities.

Formative Assessment

- Our curriculum for core subjects is sequenced and structured using milestone targets.
- Pathway 1 - B Squared engagement framework is used to assess and identify gaps in learning.
- Pathway 2 – B Squared progression framework is used to assess and identify gaps in learning
- EYFS pupils would be assessed against B Squared early steps framework to assess and identify any gaps in learning
- Each assessment statement identifies the skills the pupil can demonstrate.
- Progress is mapped against the objectives on the progression maps, through Individual Education Plans (IEP) that map the progress against the 'I can' targets and stages.
- Data is submitted termly and progress is reviewed and analysed.
- Where pupils are identified as not making progress, intervention is put in place to narrow any gaps developing.
- IEP data is reviewed termly and EHCP outcomes are updated in line with progress against IEP targets.

Summative Assessment – Qualifications

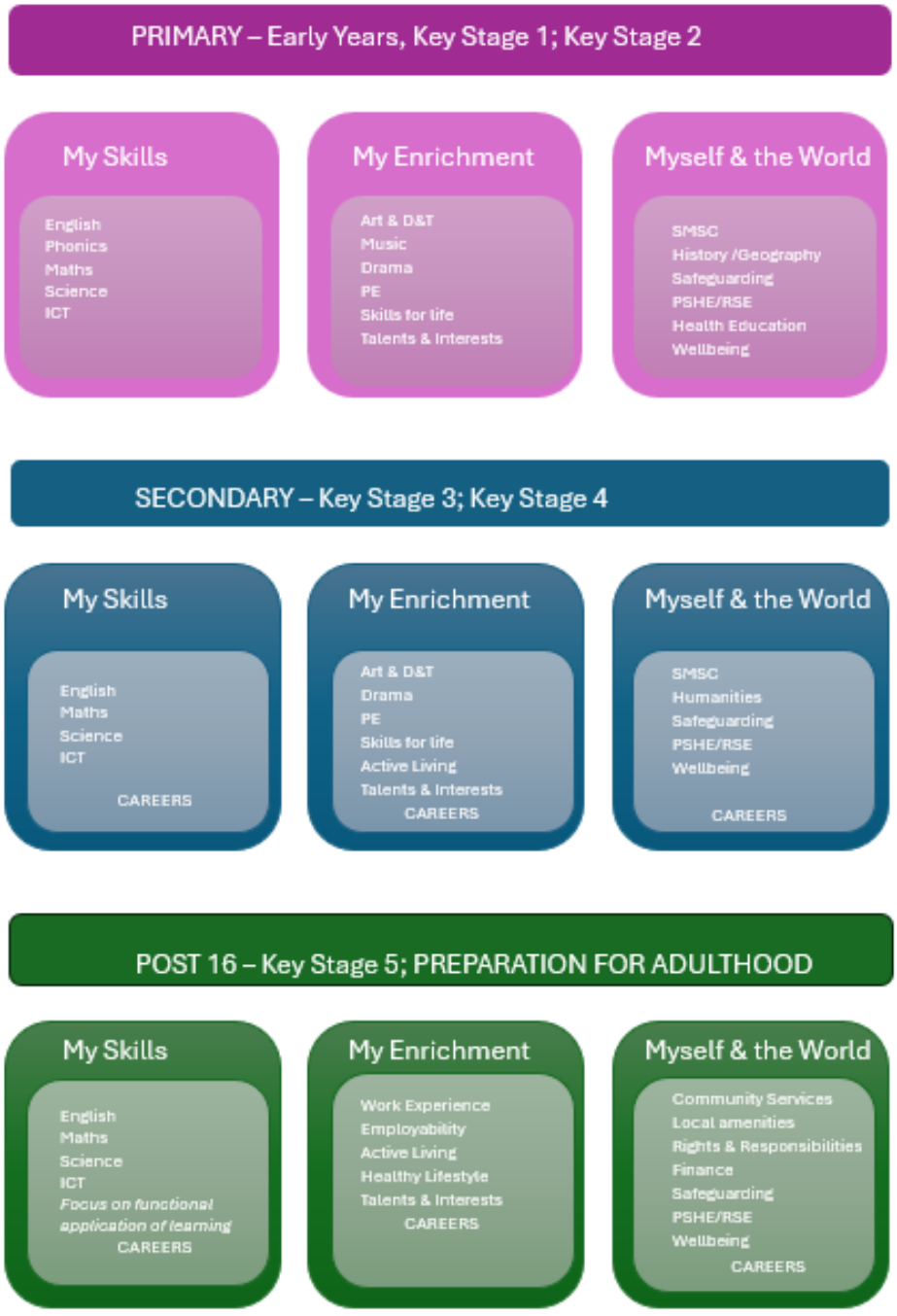
Pupils accessing post-14 education will access a wide range of qualifications which are individual and relevant to the needs of the pupil. Qualifications range from Entry Level to GCSE, and we have a wide range of subject specialists available to support with the delivery of these.

- As well as academic qualifications, pupils can access ASDAN qualifications linked to independent living, Duke of Edinburgh awards, climbing skills as well as many others linked to individual interests.

Curriculum Implementation: Person-centered curriculum

The Sutherland House School Curriculum has been organised into three phases: primary, secondary and post-16.

Each phase has three Modules: My Skills; My Enrichment; Myself & The World. The Sutherland House School Curriculum is designed to offer sequenced learning through structured steps which build supporting our pupils to apply their skills. Each subject has specific curriculum maps to demonstrate progression over time. The Sutherland House Curriculum has a distinct approach to post-16 with focus on preparation for adulthood. Post-16 pupils have the option to access external college placements, work experience and placements.



Curriculum Implementation: Pathways

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Curriculum Implementation – EHCP and IEPs

Education, Health and Care Plans (EHCPs) are reviewed annually and the EHCP outcomes are reflected in the Individual Education Plans (IEPs) which are reviewed three times per school year. The IEPs facilitate learning across the curriculum and are personalised to the individual needs of each pupil. Summative assessments of pupil progress at Cognitive, Emotional and Functional levels take place three times per school year at the end of each term (Autumn, Spring, Summer) in line with the IEP target review. In addition to this, there are mid-term reviews of progress at the end of each half term. These reviews focus on tracking progress and making any adjustments needed. Summative assessment of cognitive levels supports the setting of IEP targets by identifying the attainment levels of each pupil and informing differentiation of learning through the different Learning Pathways. The Multi-disciplinary Team (MDT) meetings offer opportunities for formative and summative assessments of pupil progress and contribute to a holistic approach to assessment. The MDT meetings offer invaluable qualitative evidence of progress and identification of areas of need for each pupil in the school. There are opportunities for pupils to reflect on their learning at their level of ability and, in doing so, they are empowered to contribute to their ow learning journey. Formative assessment takes place every day through direct observations of learning by all education staff, pupil reflection on learning at plenary and other suitable opportunities.

Learning Approaches

At Sutherland House School we offer personalised learning that has a balance between challenge and repetition:

- By enabling choice and offering more than one way for our pupils to demonstrate that they know, understand and can do.
- By enabling pupils to work together in peer groups.
- By enabling adapted pace and learning styles.
- By referencing to prior knowledge and learning to ensure long-term learning and generalisation of knowledge and skills.
- By enabling learning environments that offer low arousal to suit sensory processing styles of autistic pupils.
- By enabling opportunities for pupils to develop resilience and to manage potentially challenging situations.
- By encouraging the use of technology where appropriate to support pupils' learning, talents and interests.
- By being creative with teaching and the learning activities offered.
- By encouraging independent learning projects to develop pupils' talents and interests.
- By offering a well-coordinated approach to learning with the support of a strong clinical team.
- By offering interventions where needed, led by detailed functional analysis and systematic analysis of progress data.
- By offering pupils, where appropriate, the opportunity to develop self-assessment techniques and by encouraging pupils to set their own challenges.

What does our curriculum offer?

Accreditation opportunities

There are opportunities for pupils to gain accredited qualifications, where relevant. These are always used to support transition in adulthood and will form part of a bespoke curriculum tailored to meet individual needs.

- GCSE English, Maths, Science, Art, Physical Education, History, Geography, RE, Computing
- OCR Unit Award Scheme
- AQA Unite Award
- Entry Level Qualifications
- Pre-entry level qualifications
- ASDAN Short courses
- Duke of Edinburgh

Work Experience

We work closely with local businesses and employers to develop relevant and meaningful opportunities for our pupils to engage with work experience placements. As a setting in Nottingham City Centre, we are in a unique position to widen our pupils experiences and develop meaningful relationships to support young people with their lives beyond school. All placements are designed to develop a range of transferable skills which may be adapted to education or work beyond school.

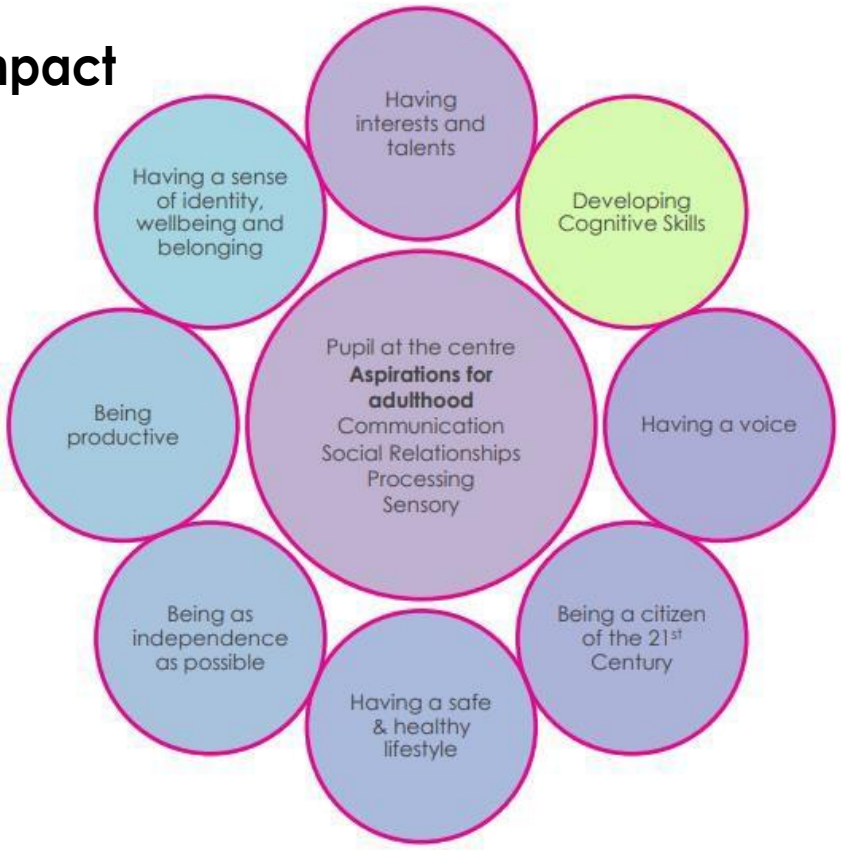
Careers and Preparation for Adulthood

Sutherland House School has a nominated Careers Lead who works with our pupils to support them with their transition beyond school life. All pupils are supported by the careers lead from KS3 onwards and from year 9 they will also attend annual reviews to support with next steps and support with preparation for adulthood outcomes. Sutherland House School also has access to a careers advisor for more tailored guidance and support when required.

Sutherland House School also works with guest speakers and outside providers to talk to pupils about their options when leaving school. Careers Fairs also provide opportunities for pupils to learn about options available to them. Weekly careers and preparation for adulthood lessons also help to prepare our young people for the world beyond school.

Personal Development is at the heart of everything we do and our structured personal development calendar helps staff to highlight careers and events taking place throughout the year

Curriculum Impact



The impact of the curriculum at Sutherland House School is demonstrated through evidence of learning against aspirational expectations for each pupil. We look at impact in an integrated way:

- Pupils are engaged, enjoy learning and develop a sense of pride in their achievements.
- Pupils' make good progress at cognitive, emotional and functional levels from their starting points.
- Pupils develop emotional resilience and as much independence as possible from their starting points.
- Pupils access learning opportunities through a rich curriculum with differentiated Learning Pathways in line with their EHCP outcomes.
- Pupils develop reading Skills through phonics and other approaches where relevant.
- Pupils learn about life in a multi-cultural society where equality and diversity are celebrated.
- Pupils' learning is validated through accreditation routes such as OCR, AQA and GCSE.
- Pupils develop self-esteem, learn to value their identity and have opportunities to develop their talents and interests.
- Pupils learn to keep themselves safe and to have a healthy lifestyle.
- Pupils are prepared to transition into adulthood at suitable destinations which offer opportunities and support at the right level.
- Pupils have opportunities to be productive and to access employability in adulthood.