



ABINGDON  
HOUSE SCHOOL

# Curriculum Policy

<p><b>Responsible Person:</b> Deputy Headteacher (Curriculum, Teaching and Learning) <b>Reviewed:</b> December 2025 <b>Review Cycle:</b> Annual <b>Next Review Date:</b> December 2026</p>
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In all AHSP Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact the AHSP Office.

**AHSP employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:**

**Peninsula HR Online**  
**Peninsula Business Safe (Health and Safety)**  
**Care Check (DBS)**  
**Educare (online CPD)**

### Introduction

Abingdon House School, Purley (AHSP) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in AHSP documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996 as updated, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a 'parent' to include: all biological parents, whether they are married or not any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR  
Peninsula Health and Safety  
Atlantic Data (DBS)  
Educare (online CPD)  
SchoolPro (data protection)  
Marsh Commercial (insurance)  
VWV (legal)

AHSP is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at AHSP.

The policy documents of AHSP are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect before the scheduled re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

### Introduction

This Policy document is one of a series of AHSP Policies that, taken together, are designed to form a comprehensive, formal Statement of AHSP's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures being put into place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its Core Principles:

**Self-belief/confidence**

**Respect**

**Perseverance**

**Kindness/empathy**

**Independence**

**Resilience**

### Overview

At Abingdon House School, Purley, we are committed to providing a quality learning experience for students with specific learning difficulties. We achieve this by providing a stimulating and exciting learning environment that develops each child holistically and equips them with the necessary social skills and life skills required to become independent and responsible citizens. Teaching and learning will be influenced by the promotion of SMSC education and students are encouraged to develop personal skills that reflect British values and the values of our school community.

## AHSPurley Curriculum Aims

The curriculum at AHSP aims to:

- Ensure all students make progress in line with their age, aptitude and additional need, with reference to their individual starting points;
- Provide a broad and balanced curriculum;
- Build up each student's confidence and motivation to learn through the use of multisensory teaching techniques;
- Embed key skills in order to prepare students for real-life and everyday situations;
- Stimulate our students' natural curiosity, giving them the confidence to be curious by working through topics that engage them;
- Develop students' skills as effective communicators and learners;
- Teach students the appropriate skills of English, Maths;
- Enable students to recognise the connection between different subjects;
- Encourage the integration of ICT into all curriculum areas;
- Develop social and life skills which encourage students to become more active citizens within the school community and beyond;
- Make students aware of their own spiritual development, the rights of others and the difference between right and wrong;
- Give students an understanding of the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Encourage students to respect themselves and be able to live and work cooperatively with others;
- Prepare students for independence and preparation for the future.
- Give students the opportunity to gain qualifications that represent their underlying ability

## Principles of Teaching and Learning

- To provide opportunities to apply knowledge and learning in practical ways;
- To shape our curriculum to meet the needs of our students through individual support plans, involving the children in the planning and the direction of the learning;
- To revisit and extend learning;
- To promote literacy, numeracy and functional life skills in all lessons/ subject areas;
- To use a multidisciplinary approach to teaching that is tailored to the needs of each student;
- To provide opportunities for students to extend their learning inside and outside the classroom with an emphasis on enrichment;
- To monitor student progress according to the skills required in the curriculum;
- To set common, open ended tasks to elicit a variety and depth of response;
- To set tasks of increasing difficulty, scaffolding where appropriate;
- To group students in core subjects by ability and differentiate within tasks.

The curriculum policy should be read in conjunction with the Abingdon House School, Purley Provision document.

## Organisation and Planning

The curriculum at AHSPurley follows an adapted National Curriculum and is thoroughly planned and reviewed in a variety of ways. We are a new school and as such the curriculum is developing inline with the needs, strengths and interests of our students.

### Long-term Plan (Available on request)

SLT and curriculum leads agree on a long-term curriculum plan for each class/ability group in each subject. This indicates the topics taught in each half term and to which groups of students. These are made available to families on-line.

We have a number of shorter themes of the week where the whole school works together to promote cross phase work and celebrate national and international days of celebration; these are developed by SLT and class teachers and are changed on a yearly basis. Topics are based on worldwide events and important concepts, for example: Protected Characteristics, World Cup, Diversity, Teamwork, National elections, or Olympic Games.

### Medium-term Plans

We do not insist on a style of Medium term plan; allowing different subject areas to plan appropriately. However all subjects will take from the long term plans and break down the learning into weekly objectives. In our medium term plans we take each subject area individually and give more detail such as including what should be taught week to week. Teachers are expected to make their own medium term plans and SLT or the appropriate Curriculum Lead will review these to make sure the sequence is appropriate. Teachers plan their individual lesson sequence from the medium term plans.

### Short-term (Weekly or daily) Plans

Short term (weekly or daily) plans are taken from the medium term plans. Each teacher is provided a planning folder either physically or online and will either plan for the week, by subject, or plan their lessons per day. Each session will identify the learning objectives, the outline of the lesson and what resources and activities are going to be used.

After the sessions, teachers evaluate each lesson and note if the learning objective was met and if further support is needed for the next lesson. These evaluations, alongside formative assessment throughout the lessons, inform the teaching and learning in each lesson.

### Individual Support Plans

Each term the class/ multidisciplinary team develops each individual students' support plan (we call these Pupil Profiles). These will include behaviour support strategies as well as academic or therapeutic targets that staff will work towards.

## Curriculum Outline

Teaching and learning at AHSPurley is designed around the National Curriculum, which is adapted to support the needs of our students and enhanced by an integrated therapeutic programme.

We do not currently offer a modern Foreign Language but all students in years 7 and 8 receive lessons in British Sign Language.

Opportunities for Speaking and Listening are optimised and basic skills are delivered through this holistic approach to teaching. Teaching staff are encouraged to broaden the experience for the children in their topic work through educational visits, inviting visitors into school and shared experiences of the wider school community.

Students join us with good learning capability. On entry we are aiming to gain the students 7 or 8 GCSE and equivalent qualifications.

At the end of year 9 students take options.

We offer Functional Skills in both English and Maths as appropriate for our students' individual pathways.

In September 2026 we will open our 'post-16' offer which will provide a safety net and the additional time that some of our students will need in order to sit Level 2 qualifications that they were not ready to sit at the age of 16.

Please note that all students will be taught Life Skills and Communication Skills throughout their time at Abingdon House School, Purley. These will primarily be delivered by our Therapeutic team.

KS3 subjects taught will be;  
English, Maths, Science , IT , PE, Art , Drama, DT, Geography, History, BSL (but not for year 9), Music, PSHCE, RE

KS4 subjects taught;  
*Taught towards qualifications*; English Language GCSE, English Literature GCSE, Maths GCSE, Science (Double Award) GCSE, Science (Triple Award) if appropriate, IT (NCFE Level 2 Equivalent).

*Taught but not towards a qualification*; RE, PSHCE and PE.

*Option subjects (taught towards qualifications)*; These will be based upon the interests of our students in year 10 but are likely to consist of the following; Art (GCSE), History (GCSE), Food (NCFE Level 2 Equivalent) and Level 1 Certificate in Sport (NCFE).

In addition some of our students come to us and are already proficient in a language. We are exploring the use of AI in order to provide suitable teaching so that the students can obtain qualifications in these areas.

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## Literacy Statement

English is taught as a discrete subject but there are opportunities for literacy progress across all subjects of the curriculum. There is a strong emphasis upon developing the students' speaking and listening skills through oracy tasks; and vocabulary through using the Word Aware teaching approach. Speech therapy programmes, where appropriate, will be integrated into the curriculum, and relevant strategies will be employed. It is acknowledged and recognised that students may have specific learning challenges in acquiring literacy skills. Occupational therapists also work with students during literacy sessions to support them around handwriting, typing skills and fine motor difficulties.

### Aims

1. To enable students to have key skills in reading and spelling to access the curriculum (through letters and sounds and the phased phonics programme).
2. To deliver the National Curriculum for English through appropriate, challenging and meaningful lessons.
3. To provide opportunities for learning experiences in all areas of English.
4. To promote literacy throughout the curriculum.
5. To encourage and develop key attitudes of co-operation, independent study and perseverance.
6. To widen students' experience of English and to teach an appreciation of literature and language in their everyday lives.
7. To enable students to gain enjoyment from reading and the ability to access a range of information texts by regular use of the library and other mediums.
8. To enable students to use ICT as appropriate for a range of tasks and to encourage creative use of the media available.
9. To enable students to achieve their individual potential at an appropriate level for their age, ability and emotional and behavioural difficulties. This goes up to (but not always including) external certification.
10. To use differentiation to the extent that all pupils will make progress according to ability.
11. To employ intervention strategies for those pupils in need of catch up.

### Assessment

For whole school assessment and marking see AHSP Assessment Policy and *AHSP Marking and Feedback Policy*.

## Numeracy Statement

Maths is taught as a discrete lesson. There are opportunities planned for numeracy skills to be practised and used across other subjects of the curriculum, with relevance to everyday use of number and its practical application. It is recognised that students will require individual and tailored programmes for developing their mathematical skills. They will have individual learning targets for mathematics, from their individual education plan.

## Aims

1. To build a pupil's confidence in their own ability and develop mathematical skills for use at school and in the outside world;
2. To develop an understanding of all the different components and complexities of Maths;
3. To set realistic yet challenging targets, with high expectations for all pupils;
4. To ensure all pupils leave AHSP with a Maths qualification which reflects the best of their ability which will help them in their next stage of education or work;
5. To engage and motivate students through offering a variety of approaches to teaching and learning, encouraging their active participation in Maths;
6. To foster a love and enjoyment of maths;
7. To see the purpose and function of Maths in the world;
8. To develop and extend a pupil's ability to solve problems using creativity and logic;
9. To develop confidence in using specialist mathematical language;
10. To develop fluency in numeracy;

## Intervention Sessions

We are working towards delivering daily intervention sessions that are taught as discrete lessons at the start of each school day.

As we get to know our students we are identifying the priority of need for each student which ensures that all students are allocated individually targeted interventions to support their learning. These lessons are ran by the class teachers and TAs, supported by speech and language and occupational therapists, and overseen by the SLT.

The progression of all students is monitored from an initial baseline at the beginning of the academic year. This allows priority of need to be monitored and the individual interventions to be scrutinised for efficacy.

During these lessons, students may be allocated one or more interventions from the list below.

- IDL Literacy – After undertaking a baseline assessment, this evidence based multisensory programme supports learners with dyslexic profiles, and other difficulties that may impact on their literacy acquisition, to increase their reading and spelling ages. Data is generated and used for the monitoring of individual progress.
- Sight Word Reading – This multisensory learning programme works towards generalising skills across contexts. Fluency and retention are achieved and monitored through Precision Teaching. Students are baselined and words are selected for each student from the Pearson Entry Level Word Lists. Ongoing progress is recorded after weekly retesting.
- Accelerated Reader – selects books at an appropriate age/interest level at the Zone of Proximal Development for each student using the Star Reader Assessment.

Comprehension is checked as students sit quizzes at the end of each book. Progress is monitored by the Accelerated Reader programme from which teachers pull data to help inform the level language input in their lessons.

- Guided Reading – These sessions are run for small groups of up to 4 students, matched in ability with similar needs, and focus on developing comprehension skills. Students read with the teacher or speech and language therapist and answer questions to encourage deeper understanding of the text through discussion around the meaning of abstract concepts, inference and non-literal language.
- IDL Numeracy – This is an adaptive games-based maths intervention where mathematical puzzles are presented in an engaging way. Mathematical language development is supported as each challenge is presented with auditory instructions. Self-help strategies support independence where students can use devices to break down more challenging tasks.
- Touch Typing – Typing Club is used in these sessions across the school. It is an engaging and motivating online touch typing programme that reinforces correct finger positioning on the keys enabling speed and accuracy improvements. The voice over feature supports spelling associations and contributes to the built-in multisensory learning opportunities. Accuracy and typing speeds are monitored on the student accounts.

## Further Curriculum Overview

AHSPurley aims to offer our students a broad and balanced curriculum that supports their Special Educational Needs. Our core curriculum in Literacy (English), Numeracy (Maths), Science, ICT, Humanities is enhanced by the teaching of the following subjects.

### PSHE

**PSHE is taught in line with guidance from the PSHE Association and covers all statutory topics, in line with the latest recommended guidance.**

Abingdon House School, Purley is proud to have a progressive PSHE curriculum which covers the key topics of self awareness, healthy living, personal and online safety, growing up and puberty, SRE and careers. All these topics are taught in an age and need appropriate manner in a safe and open environment.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies, form times and PSHE lessons, on important cultural and religious festivals and commemorative days.

For more information, please see the school's PSHE policy.

### Relationship and Sex Education

Relationship and Sex Education is taught in PSHE lessons at a level appropriate to the degree of understanding of the young people.

We source resources from a range of providers including:

- So Safe
- CEOP/Thinkuknow
- Jigsaw

At AHSPurley we want all of our students to be actively engaged in these lessons. However, parents may request that their child is excused from non-statutory parts of the Sex Education. When this occurs, we engage parents in dialogue to determine whether adaptations can be made in order for the student to participate.

We actively seek input from parents regarding the needs of our students and appropriate content cover. We run sessions with our parents that allow us to gather information and tailor our RSE approach to ensure our students are adequately informed and that they stay safe.

For more information on the RSE curriculum see the RSE policy.

### **Careers Education**

All students at KS3/4 have access to impartial careers education and advice through Scope's external careers advisors. Abingdon House School, Purley also uses the Career Education Centre's Compass tool to track and measure student's career activities; uses resources from Inspiring the Future, Young Enterprise and Barclays LifeSkills.

### **Wellbeing**

Well being is delivered throughout the curriculum; but especially through our Life Skills, Social Skills Groups, therapeutic offer, Tutor Times and Enrichment Offer.

### **Enrichment**

Enrichment activities at Abingdon are designed to nurture pre-existing talents and allow our students to develop new ones. Enrichment activities play an essential part in enhancing the educational experience of all our students as well as supporting the development of non-cognitive skills and well-being.

As a school we place value, not just on academic achievement, but student involvement, enthusiasm and personal development. We recognise that it is important to provide cultural, physical, intellectual and community enrichment. Two days a week, activities are built into the curriculum to enrich students' learning and support them in seeing school as a place where they can learn outside of the traditional classroom lesson. These activities are delivered in a way that builds on the skills taught in the core therapeutic and curriculum provision.

Currently on a Wednesday all students take part in a large group activity that exposes the students to new activities and skills. So far students have had a go at activities including cake decoration and origami.

On a Friday students can choose from enrichments such as Dodgeball, Landscape Art, Jewellery making, exercise circuits and gaming.

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## **Art, Drama and Music**

At Abingdon House School, Purley, through the creative arts we aim to promote; creativity, confidence, competence and develop character in all our students.

Students use a range of materials and techniques to produce individual and collaborative pieces of art. The skills developed in the younger years build to the project work the students complete in the Senior School where the students are aiming for accreditation in GCSEs.

Music is taught as a discrete subject. It is our aim to immerse our students in a range of musical genres. They will have experience of playing various percussion instruments, the guitar and singing. Students have the opportunity to develop their skills with specific instruments via individual tuition from our instrumental teachers. Whilst we initially will not offer the option to sit a qualification in Music at the end of the Gold Stage/ Year 11 we will review this and respond to the needs and interests of the students.

Through Drama our students are encouraged to experiment their voice and with improvised story ideas. They will also be expected to perform in a drama, be that one of their own devising or an existing script. This will either be as a live piece of theatre or as an edited video recording. Students are encouraged to use editing and filming software to supplement their work in music and drama. Whilst we initially will not offer the option to sit a qualification in Drama at the end of the Gold Stage/ Year 11 we will review this and respond to the needs and interests of the students.

## **Physical Education**

At Abingdon House School, Purley, we strive to provide our students with high quality, wide ranging, inclusive, yet challenging, PE and school sport opportunities. Teaching objectives are taken from the National Curriculum and are then adapted to suit the specific needs of the students. The school promotes participation in team and individual sports, and supplies opportunities for students to partake in competitive events such as sports days and inter school competitions. The aim of Abingdon House School, Purley is to inspire students to continue their learning beyond the classroom, supporting them to lead healthy, and active lifestyles.

## **Touch Typing**

All students are taught touch typing skills explicitly using online keyboarding resources such as [www.typingclub.com](http://www.typingclub.com). These skills are further developed and reinforced throughout the curriculum learning with ICT being used to support learning in the classroom.