Melrose Education
SCHOOL

THE STABLE SCHOOL

Curriculum Policy

Reviewed by:	Denise Carpenter, School Principal
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At The Stable School (TSS) we pride ourselves on providing education that is engaging, creative and accessible to our learners, regardless of their starting point. We understand that most of our learners join TSS either having a negative or traumatic experience in their previous school or have had a significant amount of time out of education. Our staff team, through their empathetic approach, provide motivation, support, and guidance to our learners in every way possible to cater for their educational and social and emotional needs. Our curriculum strives to raise learner wellbeing, personal self-esteem, and academic aspiration.

We have an aspirational and clearly sequenced curriculum which provides our learners with a pathway through secondary education, preparing them for Post 16 education and ultimately employment and lifelong success into adulthood. We believe in providing our learners with a positive and robust educational experience, encouraging them to develop to their full potential, recognising their talents, and building on their interests, whilst increasing their confidence and resilience.

As each learner with special needs is unique, a crucial part of effective special needs teaching is to ensure that those working with the learner understand how to maximise their opportunities to progress both academically and socially. Our learners are taught a curriculum that meets their individual needs and is an aspirational learning journey that if appropriate, will include accreditation and qualifications, dependent on the learners' needs and ability to access the learning package. We meet the needs of each learner through an adaptive curriculum that is delivered with expert teaching. Staff have a forensic knowledge of learners' EHCP's and adapt learning planning accordingly. All staff have training in trauma informed practice and support learners through a trauma informed, therapeutic framework.

At the heart of our offer is improving the personal development of the learner and then we support their aspirations with an adapted National Curriculum. All our learners have an EHCP, and their individual targets are supported through the curriculum. Our wider curriculum offer is based on increasing the wellbeing of our learners by meeting their individual needs and interests with the option to gain accreditation, certificates, and life skills in many subject areas.

What is the Policy About?
The curriculum policy sets out the intention of our curriculum approach, how we implement it, and how we measure the impact of our curriculum for our learners. It covers our approach to curriculum content and delivery.

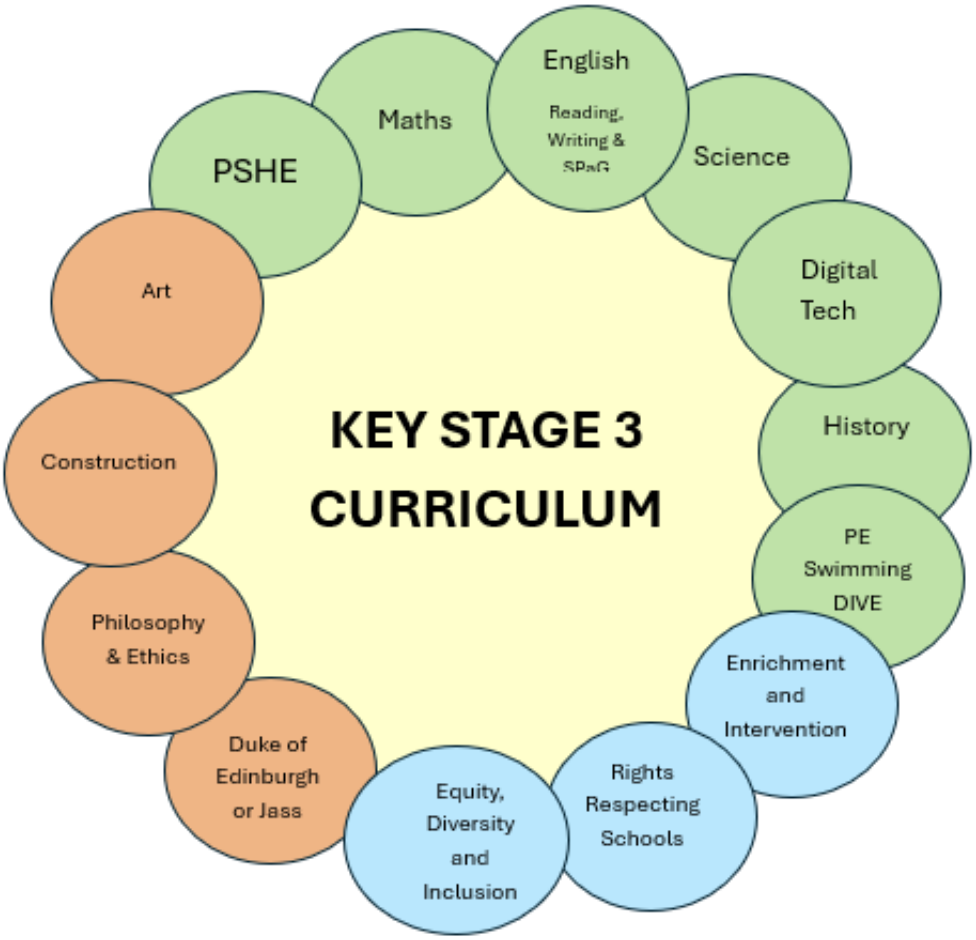
Our Intention
For our learners to acquire skills and qualifications that will enable successful destinations into education, training, or employment.

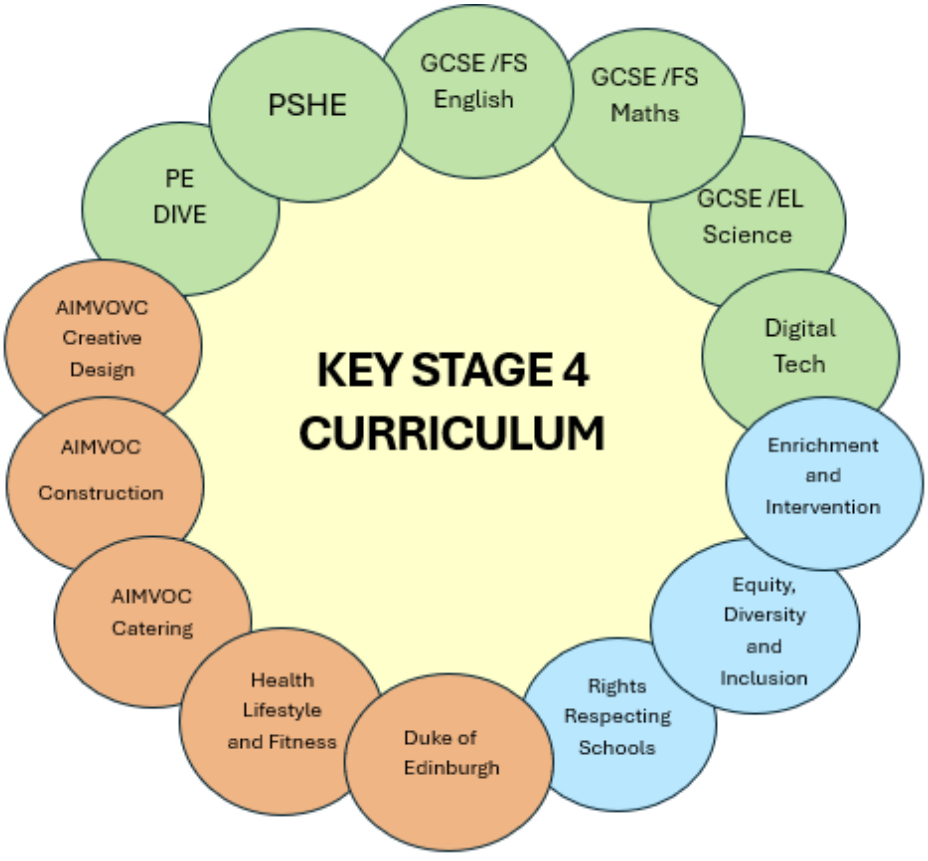
We will achieve this through a qualifications framework that is designed to meet their specific needs and ensures that learners access all areas of the curriculum:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative

The curriculum will be sequenced through logical pathways from KS3 through to KS4. This will enable the learners to work towards KS4 qualifications that will provide them with the skills, knowledge, and outcomes to transition into post-16 education and training successfully.

Implementation:





Our Curriculum Rationale Revolves Around the Following Key Principles:

- Core Academic Foundation: We recognise the importance of a strong academic foundation. To this end, English and Maths are at the core of our curriculum. These subjects not only form the bedrock of academic success but also nurture essential communication and problem-solving skills vital for life beyond school.
- Scientific Literacy: This is to empower learners with an understanding of the natural world. It encourages curiosity, critical thinking, and provides insight into global challenges, such as climate change and healthcare. Kinaesthetic learning is a fundamental aspect of this part of the curriculum and its delivery.
- Digital Technology: This offers innovative digital learning solutions designed to enhance workforce skills and knowledge retention. The course emphasises instructional design, multimedia integration, and the use of emerging technologies like 3D modelling, augmented reality (AR), and virtual reality (VR). Digital Technology enables learners to critically engage with various forms of media, understand its impact on society, and become discerning consumers and creators of content.
- Personal, Social, Health, and Economic (PSHE) Education: We are dedicated to nurturing well-rounded individuals who are emotionally resilient and informed about personal well-being and mental health. PSHE education equips learners with the knowledge and skills to make informed decisions about their lives.
- Practical Skills and Vocational Education: We offer a range of practical and vocational subjects such as Catering, Construction, Creative Design, and Sport. These courses provide learners with hands-on experience, fostering creativity, problem-solving, and physical well-being.
- Transition to Post-16 Education: Our curriculum is designed to ease the transition to Post-16 education. We offer a diverse range of subjects that align with learners' interests and career aspirations, enabling them to make informed choices for their future studies.
- Holistic Development: Our curriculum focuses not only on academic achievement but also on personal development. It encourages critical thinking, resilience, adaptability, teamwork, and ethical behaviour. British Values and 9 Protected Characteristics are woven through the curriculum. Philosophy and Ethics is included in the curriculum to ensure our learners have exposure to the diversity they will encounter in the community increasing their cultural capital.
- Our Social Skills Curriculum is designed to develop confident, self-aware, resilient, and socially competent learners who can successfully navigate the challenges of school, relationships and the wider world. Drawing upon the principles of the SPARK Mentoring Curriculum and evidence-informed approaches to executive functioning and self-regulation, we aim to equip learners with the knowledge, skills and understanding needed to thrive both academically and personally.
- Enrichment Opportunities: We provide a wealth of enrichment opportunities through extracurricular activities, field trips, and engagement with the local community, ensuring learners have a broad and enriching educational experience.
- Sustainability and Global Awareness: We embed sustainability and global awareness across the curriculum to prepare learners for the challenges and opportunities of an interconnected world.
- Careers**:** For Key Stages 3 and 4 Careers Education is embedded within the PSHE curriculum and meets the requirements of the eight Gatsby Benchmarks. Learners receive a bespoke and targeted offer to address any barriers to participation in education and employment. The Stable School is fully compliant with the Baker Clause and all learners from Year 7 onwards have at least one employer/workplace encounter each year. It also prepares learners for the world of work and entrepreneurship is a priority.
- Extra-curricular activities are a vital part of school life, supporting learners' social and academic growth. A variety of trips and visits—such as theatre outings, museum and exhibition visits, and excursions to local colleges—offer opportunities to explore different cultures and enrich learning beyond the classroom.
- Rights respecting schools – whole class learning provides opportunities for learners to collaboratively understand their own, and others, rights in alignment with the UNCRC (United convention rights of the child).
- Equity, diversity, and inclusion (EDI). Weekly sessions within their year groups provide an opportunity for each learner to build empathy, understanding and knowledge of other's lives and views beyond their own.

Why our Curriculum Model is Best for our Learners

Our school provides a curriculum designed to meet the diverse needs of our learners, supporting their social, emotional, and mental well-being through tailored, therapeutic approaches.

We believe every learner should have the opportunity to achieve well-being - realising their potential, managing challenges, working productively, and contributing to their community.

Our curriculum focuses on connection before correction, using trauma-informed, therapeutic approaches delivered by trauma informed trained staff. It offers full access to the national curriculum, including core and vocational subjects, with a strong emphasis on reading for all.

We tailor learning to support emotional intelligence, empathy, and self-awareness, with a deep understanding of attachment needs.

Our goal is for every learner to leave with positive destinations, the ability to flourish independently, and a strong foundation for life beyond school. Our clear ambition is for all learners to succeed, guided by a coherent, sequenced curriculum from Year 7 to Year 11.

Curriculum Knowledge and Skills Intentions
We aim to equip learners with the knowledge and skills needed for current learning and a successful transition to their next stage. Our curriculum follows National Curriculum expectations, tailored to each learner's chronological or working age. Literacy and numeracy are prioritised, with regular opportunities for skill development across the curriculum. All learners will leave with essential first aid knowledge.

We offer a broad, ambitious curriculum, including experiences aligned with the DfE Activity Passport, and work towards the Rights Respecting Schools Award to promote learner voice and values. Learners are supported with personal development opportunities and individual aspirations.

Our flexible, personalised curriculum combines academic and vocational learning, with therapeutic support and collaboration with external agencies.

Cultural Capital
At our school, we are committed to developing learners' cultural capital through a broad and enriching curriculum. Our PSHE programme includes RSE, mental health, well-being, and first aid, helping learners stay safe and build strong personal values and respect for others.

SMSC, British values and protected characteristics are fully embedded across our teaching, alongside careers advice and guidance to support informed choices and positive future destinations.

Therapeutic support is tailored to individual needs, helping to remove barriers to learning and promote personal growth.

We enhance learning with visits, guest speakers, charity days, and activities such as the DfE Activity Passport, Anti-Bullying, Online Safety, and work with the local Heathland warden supporting conservation. Learners can stand for school council and take part in the Youth Parliament and Safeguarding Council ensuring their voices are heard locally and nationally.

We are also working towards the Rights Respecting Schools Silver Award, reinforcing our commitment to helping learners understand their own rights and those of others.

At A Classroom Level
At classroom level, we implement an engaging and inclusive approach to teaching that supports all learners to succeed. Lessons are adapted to meet individual needs, guided by EHCPs, Engagement Support Plans and Motional assessments.

Classroom environments are carefully planned to meet both academic and emotional needs. Literacy, numeracy, ICT, SMSC, and personal development are embedded wherever possible, ensuring a joined-up, holistic learning experience.

Learners receive personalised support, which may include 1:1, small group interventions, or technology, depending on their specific barriers to learning. Feedback follows our school policy and is moderated across sites to maintain consistency and support progress.

We track learner development through teacher judgment, regular work scrutiny, and moderation. Formal assessments are used sparingly, with a focus on meaningful, ongoing evaluation. Learning is revisited regularly to support retention and help learners make connections across subjects.

Holistic Learner Support
Outside of lessons, our approach to supporting learners extends beyond the curriculum. Trusted adults work with learners when additional support is needed, collaborating closely with families and services. Staff trained in specific interventions, such as Motional, ELSA, Trauma Informed Practice and reading will support learners needs.

Our school fosters a supportive, encouraging environment where learners are heard, express themselves freely, and have their successes celebrated. Staff maintain high academic and personal standards for both them and the learners.

Reading

Reading is prioritised to ensure learners can fully access the curriculum. Our rigorous, sequential approach builds fluency, confidence, and enjoyment in reading. Progress is regularly assessed, and any gaps are addressed promptly. We focus on developing phonics and language comprehension for younger learners, providing a strong foundation for future learning. Teachers model strong speaking, listening, writing, and reading skills to support language and vocabulary development. Learners are encouraged to read widely and frequently, with fluency and comprehension appropriate to their age. We aim for learners to develop the confidence and enthusiasm to read to a high standard, use their imagination, and read for pleasure. Our goal is for learners to access lesson content easily, leave school with strong literacy skills for adult success, and explore the world through reading.

Achieved Through

- Regular reading.
- Completing comprehension tasks to improve understanding and retention.
- Practising inference skills to make informed assumptions.
- Expanding vocabulary through decoding, phoneme awareness, and new words.
- Incentivising home reading and allowing learners to take books home.

KS4 TSS Key Stage 4 Curriculum Rationale - Preparing Learners for The Wider World And Transition To Post-16

At The Stable School, our Key Stage 4 curriculum is designed with a clear focus on not only providing learners with academic skills but also on nurturing their emotional well-being, social development, and mental health. Our primary goal is to equip our learners for the wider world beyond school and ensure a smooth transition to post-16 education. Learners choose a learning pathway at Year 9, following accredited courses through years 10 and 11.

Impact: See Also Assessment Policy

We Measure The Impact Of Our Approach Through:

- Progression and achievement data.
- Improvements in their behavioural assessments (including personal, social, and emotional mental health)
- Their destinations leaving us (tracked for a whole year, and support provided where necessary).
- Regular review of the taught curriculum, and shared discussions on pedagogical approaches to ensure it remains relevant and meets the needs of our young people.
- Regular review of our monitoring processes to ensure the highest quality of teaching and learning and sharing best practice.
- Continual improvements in quantity and quality off-site provisions and experiences to develop our learners' experiences and ambitions.
- SEF reviews to monitor effectiveness of the whole curriculum.
- EHCPs and Engagement Support Plan's reviewed regularly and amended as necessary.
- Annual reviews for SEND learners showing progress for our learners.
- Improvements in attendance and reductions in behaviour incidents confirm the appropriateness of the curriculum for our learners.
- Learner data from national tests.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum Programmes of Study and, where appropriate, the Early Years Foundation Stage (EYFS) statutory framework. It takes account of the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and takes account of curriculum-related expectations of governance as set out in the Department for Education Governance Handbook.

This Policy takes account of the following documentation:

- British Values Policy
- Careers and IAG Policy
- Equity, Diversity, and Inclusion Policy
- PSHE Policy
- RSE Policy
- SEND Policy