

Curriculum Policy

Rational:

- At Samuel Rhodes School we believe that students' self-confidence and feelings of positive self-worth are absolutely essential to their access to learning, development and are necessary for them to reach their full potential. We pride ourselves in the comprehensive holistic support we provide in collaboration with families and other agencies. We consider staying safe and regulation is an essential life skill for all and imperative to students' access to community and learning Emotional learning is part of the curriculum at SRS.
- At Samuel Rhodes students follow an adapted curriculum that is carefully scaffolded to meet the wide range of need within our cohort. There are 3 specific pathways across all key stages to ensure the students' learning trajectories are ambitious and delivered at a pace that matches developmental stage.
- Students are grouped by 'stage not age' allowing further adaptation of learning opportunities, including social and relational learning.
- Leaders' ongoing analysis of the curriculum ensures students at different stages benefit from a broad, balanced and age-appropriate offer.
- The curriculum is designed to fulfil the school's mission:
To provide students with the life skills, social competencies, practical abilities, and qualifications to find a meaningful role in our community as resilient & increasingly independent adults.
- The Samuel Rhodes curriculum has evolved and been adapted over many years in order to meet the very specific needs of our learners. Ongoing development and sequencing means we ensure that students build skills and knowledge in order to achieve ambitious outcomes. The review process ensures the school can be agile in mapping learners trajectory in line with the changing availability/quality of next destinations.
- The school curriculum is a vehicle to support students towards reaching EHCP targets.
- The school uses well established partnerships and networks and continues to pursue additional partnerships that enable us to diversify our curriculum and ensure it remains current, purposeful and has long-lasting impact.
- Students are supported to advocate for themselves at every opportunity, understand their own needs, and communicate to others what support best helps them, so they can leave school being confident, well-connected lifelong learners.
- Our curriculum celebrates the diverse community in which our students live and encourages students to understand their role as a global citizen. We aim to ensure everyone understands their own uniqueness and difference. We expect and champion inclusion and acceptance throughout our provision at all times.

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- The school works intensely with all agencies in order to take a multi-disciplinary approach to students' development across the curriculum and beyond.

Curriculum vision:

At Samuel Rhodes we:

- Prioritise students' emotional and social competency development to support their wellbeing and lifelong access to the community and workplace.
- Ensure the curriculum is purposeful, engaging, current and relevant to the students' needs and outcomes.
- Provide a layered communication environment.
- Promote the key skills needed to develop increasing independence and self-advocacy in order to negotiate the neurotypical world.
- Provide aspirational exposure to the workplace and provide the support and opportunities necessary to transition into the world of work.
- Provide an ambitious cross-curricular reading and writing offer that develops students' skills and knowledge through a range of adapted strategies and resources, high-quality texts and an increasingly broad vocabulary across all subjects.
- Develop student skills to stay safe and lead healthy lifestyles.
- Ensure students learn about race, equality, diversity, inclusion, and acceptance.
- We ensure students develop the ability to build and maintain different relationships through daily whole school and bespoke individualised interventions.
- Students learn about their own talents and what strategies and environments best support them to achieve their best.

Belonging:

At Samuel Rhodes we develop students' sense of belonging so they feel safe to be their true selves and thrive. Relational understanding, negotiating societal norms, behaviours and routines is explicitly taught.

We believe in the value of the whole school experience and create opportunities to learn together. Providing access to the curriculum at our school includes continuous comprehensive work with families and other agencies to ensure high expectations for student attendance.

A wide range of enrichment opportunities support students to widen their interests. Drop-down days offer thematic learning broadening the curriculum and supporting soft skills development.

Independence & Autonomy:

We want our students to become as independent as they possibly can be. Every opportunity for developing independence from self-care to negotiating the community safely is optimised upon. Certain curriculum subjects are weighted to support this, such as using money in maths. Embedded whole school enterprise project presents opportunities to develop independent living skills as classes raise money, budget, stock take etc.

There is a multi-agency approach to developing strategies to effectively teach self-care skills. Intervention program also includes focused holistic sessions for identified students. In 'The 'Flat' in the Sixth form building students can develop competent domestic skills including a kitchen which students use to prepare their own breakfast and coffee mornings for families. KS4 students take turns to run the tuck shop and KS5 classes take turns to run the Independence café.

All students access opportunities for travel training in the community as groups on trips or as individuals on the travel training program. Sixth formers can go into the community, increasingly independently, for lunch once a week. The school now funds a travel training program in addition to using the Action for Kids offer for those who qualify.

Students are supported to appropriately discuss their opinions and aspirations in group discussions and through weekly P4C lessons and bespoke annual projects such as 'It's my move'. School council, Head students, EDI student ambassadors, voting sessions for Jack Petchey winners and Islington Youth councillors are carefully scaffolded, inclusive and are embedded opportunities for students to understand democracy, make their voice heard and represent themselves and others.

Careers:

The school recognises that all students have a future place in the world of work. We provide as many opportunities to raise aspirations of students and families as possible, e.g. in meetings, parent consultation days, college and next steps fayres. We engage with a wide range of local individuals, we also work with organisations and partners to be able to provide a broad and comprehensive careers offer.

The curriculum is weighted towards the development of key skills necessary to successfully access the local community, further education, and the workplace. Careers is taught from year 7 to year 14. In key stage 4 & 5 students take relevant qualifications, learn vocational skills and benefit from a wide range of contact with the workplace. Encouragement of communication with a range of unfamiliar individuals support navigating the neuro-typical world and practice appropriate professional conversations.

We ensure that all students have meaningful encounters with a range of employers in order to make informed decision as they move into KS4, KS5 and post 19. Career fayres, visits provide immersive opportunities for students to understand a range of employment roles at a greater depth. The life skills offer includes 'jobs' that students can apply to do in school, fruit shop, independence café, tuck shop, SRS radio.

The emotional learning offer supports students to understand that regulation is fundamental to forming successful relationships that will allow them to access their community, the world of work and avoid isolation. At our school it is viewed very much as part of our curriculum and students understand how important learning techniques to stay regulated is in keeping safe and access the community and world of work. (Students are encouraged to talk about what others can do to support them stay regulated and avoid triggers.)

Health and Wellbeing:

We place a high value on supporting students in maintaining good health and wellbeing. The Zones of Regulation program is heavily embedded and supports learning about regulation techniques throughout the school day. Parents are offered support from the SALT team, resources are sent home and can be modelled directly in the home by the Pastoral Support Coordinator. All staff are trained in Trauma Informed Practice.

The school commissions additional CAMHS days. The clinician supports staff to help students learn how to prioritise their mental health and offer clinic time so class teams can develop individualised resources. The school offers a comprehensive range of strategies to support staff wellbeing in order that they can offer the best holistic support possible and model good self-care techniques.

Pathways:

At Samuel Rhodes all students are on one of 3 pathways. These pathways ensure that targets are aspirational but also that small steps towards their goals are recognised. Many students are on different pathways in different subjects as they may find areas of the curriculum, e.g. social understanding more challenging than others. They will need a greater level of support in these areas in order to make progress. They may also be on different pathways at various times throughout their learning journey for circumstantial or developmental reasons.

Explorer

Students access areas of the national curriculum heavily adapted to meet their needs. They are developing a greater understanding of how their actions can impact on people and the environment and will need support in order to form and sustain friendships. A heavily layered communication approach is

used to scaffold all areas of learning and students are supported in developing reciprocal communication skills. They are working towards greater independence and access individualised help with self-care skills development.

Discoverer

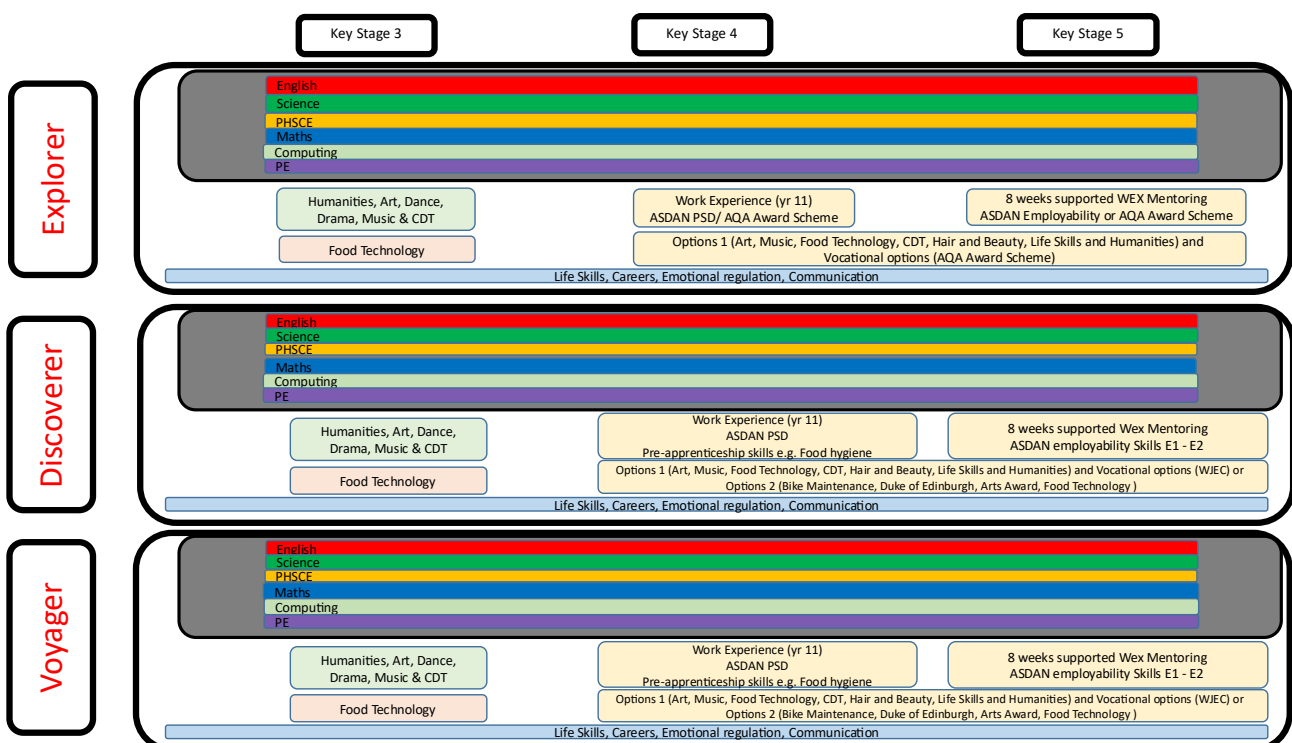
Students working on the discoverer pathway are developing more formal, subject based knowledge and skills within areas of the National Curriculum. They are learning how to use and apply the knowledge they have and make connections between concepts and ideas. They can communicate at conversational level with minimal support. These students will support to apply knowledge flexibly and in more than one context. Learning about keeping themselves and others safe is an important element of the offer they access.

Voyager

Students working on the voyager pathway are embedding subject-based knowledge and skills within national curriculum. They understand how to use the knowledge for practical purposes across the curriculum. They can communicate, with increasing complexity, appropriately in different settings. They can often travel independently by the time they reach key stage 4. They are able to talk about their own needs with more confidence and start to recognise any adaptations they need in order to succeed in further education and the world of work.

Subject spread over the pathways

For some students, areas of certain subjects may need to be taught over a much longer period of time to ensure enough opportunities are provided to revisit and embed relevant learning.



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The visiting professionals team support the school implement evidence-based practices and multisensory strategies, ensuring that lessons are accessible, engaging, and effective for diverse learners.

Effective collaboration with families enable us to continually refine and adapt our methods to best support individual academic, social, and emotional development.

The school commits to providing continuous training and learning opportunities for staff to stay updated with the latest pedagogical strategies and research designed to meet the widening range of need met by the school.

Monitoring Arrangements

Governors monitor effective coverage of our curriculum/subject areas and compliance with other statutory requirements through:

- FGB & committee meeting discussions.
- Visits, focused learning walks and meetings with school leaders, staff members, students and families.
- Monitoring development and outcome data.

Senior team members assess the impact of the curriculum through:

- Continuous Monitoring: Progress is tracked regularly through a combination of formal and informal assessments.
- Comprehensive data collection and analysis.
- Middle leaders create an annual Action plan with the support from their coach that links with the school development plan and is reviewed termly.
- Analysis of deep dive, observational, work scrutiny and learning walks data allow leaders to assess quality of delivery.
- Termly analysis of whole school progress (including EHCP target data).
- Analysis of progress data groupings e.g. different protective characteristics.
- SDP focus groups are tracked throughout the year.

Students share their views through surveys led by school council and scaffolded reflective discussions in the classroom.

Parents discuss their expectations at parent support, PCD, CIN & CP meetings and in check ins. A questionnaire is completed by parents termly.

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Legislation and Guidance:

- This policy reflects the requirements of the [National Curriculum programs of study](#), which all maintained schools in England must teach.
- It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

Current version reviewed by: Cerys Normanton

Next review date: January 2027