Curriculum Policy

Policy: Curriculum Policy
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Approved by: Governing Body
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Interim review: Earlier where statutory guidance, national curriculum requiremen or significant changes to school provision require amendment.

1.0 Purpose and Statutory Framework

This policy explains how Cleaswell Hill School fulfils its curriculum duties as a maintained all-age special school while adapting curriculum and teaching to the individual needs of pupils with EHCPs. It should be read alongside the school's pathway rationales, subject curriculum documentation, Assessment and Feedback Policy, SEND and Inclusion documentation, RSHE Policy, Careers programme, Accessibility Plan and relevant safeguarding policies.

The school provides the statutory basic curriculum and maintains an ambitious breadth and depth of learning for pupils across Engagement, Core and Extended. The National Curriculum provides an important statutory and aspirational reference point for pupils of compulsory school age. Where pupils require substantial adaptation, leaders preserve appropriate curriculum breadth and ambition while selecting content, pedagogy, communication approaches and assessment that make learning meaningful and accessible. Any formal modification or disapplication is made only where lawful and appropriate.

The policy has regard to the Education Act 2002; the National Curriculum in England; the Equality Act 2010; the Children and Families Act 2014 and SEND Code of Practice; the current EYFS statutory framework; the revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education; current careers statutory guidance; current 16–19 study programme guidance; and relevant requirements for Religious Education and collective worship.

2.0 Curriculum Rationale

At Cleaswell Hill School, curriculum design is an ongoing, evidence-informed process. The curriculum starts with an ambitious entitlement for every pupil and is continually refined in response to pupils' starting points, changing needs, assessment, EHCP priorities, therapeutic evidence, Preparation for Adulthood and evaluation of what pupils know, understand and can do.

Our curriculum draws on the statutory National Curriculum and other statutory curriculum requirements, the current EYFS framework where applicable, the SEND Code of Practice, high-quality educational and clinical evidence, and sustained practitioner enquiry within school. Engagement, Core and Extended provide different but equally ambitious routes through this entitlement; adaptation changes how pupils access and demonstrate learning rather than unnecessarily limiting what they can achieve.

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Across all pathways, pupils progressively develop knowledge, communication, literacy, numeracy, regulation, independence and the skills needed to participate in their communities and prepare successfully for their next stage of education, training, employment or adult life.

Our curriculum is continually evolving as we work with pupils, families and other partners to proactively and creatively respond to reflect the complexity of need in our pupil cohort.

3.0 Curriculum Intent

Cleaswell Hill provides an ambitious, age-respectful curriculum for pupils with a wide range of complex learning needs. Curriculum design recognises that communication, regulation, engagement and physical and sensory readiness can be prerequisites for successful learning, but these needs do not place a ceiling on curriculum ambition.

Our intent is that every pupil acquires increasingly secure knowledge and skills from their individual starting point, communicates and participates with greater agency, develops independence and applies learning across different people, places and situations. Curriculum planning therefore connects subject and developmental learning with EHCP priorities, integrated therapy, Preparation for Adulthood and pupils' intended future destinations.

3.1 Personalisation and National Curriculum Entitlement

Curriculum and teaching are personalised from a detailed understanding of each pupil's strengths, needs, communication profile, barriers, interests and prior learning. Teachers make reasonable adjustments and use specialist pedagogy, communication approaches, therapy strategies, resources and environments to enable pupils to access ambitious learning and demonstrate what they know.

The National Curriculum provides statutory content and an important reference point for breadth and ambition. Cleaswell adapts curriculum organisation and delivery according to pupil need: some pupils access clearly defined subject-specific learning, while pupils at earlier developmental stages may encounter curriculum knowledge and experiences through highly personalised and interdisciplinary contexts. Adaptation is designed to increase access, participation and progression, not to lower expectations.

3.2 Holistic Curriculum, Metacognition and Generalisation

Curriculum learning is deliberately connected to pupils' lives beyond the immediate lesson. Staff provide repeated opportunities for pupils to retrieve, practise, apply and generalise knowledge and skills across different adults, environments, subjects, functional activities and community contexts. Metacognitive and self-regulatory approaches are adapted developmentally so that pupils increasingly recognise strategies that help them learn, solve problems and act with less adult dependence.

4.0 Curriculum Entitlement and the Three Pathways

Cleaswell organises its curriculum through three through-school pathways: **Engagement, Core and Extended**. The pathways provide different but equally ambitious routes through the curriculum, matched to pupils' developmental profiles, prior learning, communication, cognition, independence and access needs. Placement is based on evidence rather than diagnosis or chronological age alone.

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Pathways are deliberately fluid. Assessment may indicate that a pupil should move between pathways or access elements of more than one pathway in particular areas. Leaders, teachers, therapists, pupils and families review provision so that pathway organisation responds to changing strengths and needs while maintaining ambition and appropriate preparation for the next stage.

4.1 Engagement Pathway

The Engagement Pathway is for pupils who are not yet accessing subject-specific learning and who require a highly personalised, developmental and therapeutic curriculum. Learning prioritises communication, interaction, emotional and sensory regulation, engagement, independence, social development and life and living skills. Individual priorities connect closely to EHCP outcomes and PLIMs, and pupils learn through structured routines, meaningful experiences, sensory and communication-rich approaches and repeated opportunities to explore, anticipate, persist, initiate and respond.

Progress may be small-step and non-linear. Assessment therefore considers increased initiation, engagement, communication, tolerance, regulation, independence, maintenance and generalisation as meaningful indicators of learning.

4.2 Core Pathway

The Core Pathway provides a broad, balanced and ambitious curriculum for pupils with uneven learning profiles who benefit from significant adaptation and therapeutic support. It combines knowledge-rich learning with functional and transferable skills through a coherent spiral model in which important concepts are revisited with increasing depth and complexity.

English and mathematics are taught explicitly, with content and accreditation matched appropriately to need and future progression. Reading and phonics follow the school's agreed approach. PSHEE is taught discretely and through wider personal development, while foundation learning, including science, is organised through the Core Foundation curriculum to support purposeful interdisciplinary connections and real-world application. Physical Development is taught discretely.

4.3 Extended Pathway

The Extended Pathway provides ambitious, subject-specific learning that is progressively sequenced through clearly defined subjects. Pupils build increasingly secure and cumulative knowledge and skills while receiving specialist adaptation where required to support communication, cognition, regulation or access.

As pupils progress through the pathway, they access appropriately challenging accreditation and qualifications from Entry Level through to GCSE where suitable, alongside vocational learning and Preparation for Adulthood. The pathway develops academic knowledge together with independence, confidence, communication and self-advocacy so that pupils are well prepared for education, training, employment and adult life.

5.0 Securing Strong Foundations

Communication and language, reading, spelling and written output, mathematics, regulation and independence are treated as foundations for later learning across the school. These priorities are not confined to particular chronological ages: where older pupils have not yet secured prerequisite knowledge, assessment identifies the specific gap and age-respectful additional teaching and practice are provided.

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Communication and oracy are developed across pathways and subjects through speech and language, signing, symbols, AAC and other individual communication systems. Staff explicitly model and extend vocabulary, listening, interaction and expression so that every pupil can increasingly communicate needs, ideas and learning in their most effective form.

Systematic synthetic phonics is taught rigorously where it is the appropriate route to reading, with adaptations made intelligently for pupils' communication and developmental profiles without compromising necessary sequence. Where pupils require a different developmental route, early literacy, comprehension, communication and functional reading are systematically developed so that all pupils continue to progress towards greater access to text and the wider curriculum.

Mathematical foundations are developed through explicit teaching, modelling, manipulatives, practical application, mathematical vocabulary, repetition and overlearning. Teachers identify and secure prerequisite number, calculation, measure, time, shape and wider mathematical knowledge appropriate to each pupil's curriculum pathway.

6.0 Curriculum Implementation and Teaching

Teaching is evidence-informed, highly responsive and matched to both the intended curriculum and the pupil's current understanding. Staff use explicit instruction, modelling, scaffolding, questioning, retrieval, repetition, overlearning, appropriate sensory and communication support and developmentally adapted metacognitive strategies. Support is reduced carefully as pupils become more secure so that adult help increases access without creating unnecessary dependence.

Teachers establish what pupils already know and identify prerequisite knowledge before introducing new learning. They check understanding throughout teaching and adapt explanation, communication, pace, resources, challenge, prompting or task demand where required. Misconceptions and gaps are addressed promptly and pupils receive sufficient opportunities to practise until learning is secure.

Curriculum sequences deliberately support pupils to remember, connect and apply important knowledge over time. Staff provide opportunities for learning to be generalised beyond its original context so that pupils increasingly use their knowledge and skills independently in other lessons, daily routines, community settings and Preparation for Adulthood.

6.1 Evidence-informed Practice and Professional Enquiry

Cleaswell Hill uses evidence-informed practice, professional learning and practitioner enquiry to continually refine teaching for pupils with complex SEND. Staff are expected to understand the rationale for the approaches they use, evaluate their impact on pupils and adapt practice when evidence shows that a different approach is required. Class-based practitioner enquiry, coaching, specialist therapeutic expertise and external partnerships contribute to this continuous improvement.

The role of teachers in the curriculum process is to help pupils develop an engaged relationship with the content. Active learning increases the focus and retention of the learning, resulting in an exciting learning environment.

6.2 Integrated Therapy and Communication

Speech and Language Therapy and Occupational Therapy are integrated within curriculum design and everyday teaching rather than operating as separate additions to learning. Assessment and

clinical advice inform communication systems, sensory regulation, positioning, physical access, written output, assistive technology, learning environments and individual strategies. Therapists work alongside teachers and support staff to develop consistent practice and to review whether adjustments improve pupils' access, participation and independence.

Total Communication underpins access across the school. Staff use the communication mode most appropriate to each pupil, including speech, signing, objects, photographs, symbols and AAC, while maintaining high expectations for understanding, expression and participation.

6.3 Planning, Launching Into, Vocabulary and Core Foundation

Long-term pathway and subject documentation identifies the important knowledge and skills pupils are intended to develop over time. Sequencing reflects statutory curriculum content where applicable, the specific structure of each subject, prerequisite learning and the developmental needs of pupils. Engagement planning similarly identifies purposeful progression while recognising that learning may be highly personalised and non-linear.

Launching Into and other pathway-specific assessment frameworks are used where appropriate to identify prerequisite knowledge and support progression towards more formal subject learning. Teachers use assessment to determine starting points rather than treating a framework as a fixed curriculum.

Communication and vocabulary are deliberately planned across subjects. Core and Fringe Boards, pre-teaching, modelling and SaLT-informed approaches support access to high-frequency and subject-specific vocabulary. Teacher Knowledge Organisers and collaborative subject leadership strengthen staff subject knowledge where appropriate.

Within Core, foundation learning is organised through the **Core Foundation** spiral curriculum. Interdisciplinary teaching is purposeful: subject knowledge remains identifiable while pupils are supported to make connections, revisit concepts and apply learning functionally across contexts.

6.4 Short- and Medium-Term Planning

Teachers plan at a level of detail that supports effective, coherent teaching and communication within the staff team. No single short-term planning format is required: planning may be electronic or paper-based and should remain proportionate to its purpose. The quality of planning is judged through the coherence between curriculum intent, pupils' starting points, teaching and subsequent learning rather than by the volume or format of documentation.

7.0 Early Years Foundation Stage

Reception provision follows the current statutory EYFS framework for group and school-based providers, supported by Development Matters where useful. Curriculum and teaching are adapted to pupils' SEND while maintaining the seven statutory areas of learning and development: Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

The curriculum places particular emphasis on high-quality interaction, communication, relationships, physical development, early literacy and mathematical foundations. Play, exploration, modelling, shared stories, songs, rhymes, practical experiences and carefully structured adult interaction enable pupils to build the prerequisite knowledge and skills needed for later learning.

Assessment in the earliest stages of learning combines statutory EYFS assessment requirements, where applicable, with Cleaswell's pathway-specific developmental assessment, baseline information, observation and evidence of pupils applying learning over time. Assessment identifies individual starting points and prerequisite knowledge and informs the most appropriate pathway, teaching approach and next steps.

For pupils progressing into Engagement or Core provision, developmental and curriculum assessment connects coherently with the relevant pathway framework, including IDAF within Engagement and Launching Into where appropriate, ensuring assessment identifies meaningful starting points and next steps. Assessment is used to inform teaching rather than to impose chronological age expectations on pupils whose developmental profiles are substantially different.

8.0 14+, Appleby Centre and Post-16

From Year 9 onwards, curriculum planning increasingly connects academic and developmental learning with accreditation, vocational experience, independence, careers and intended destinations. Pupils continue to follow their appropriate pathway while receiving personalised Preparation for Adulthood opportunities.

The Appleby Centre provides a more mature satellite environment, typically for pupils from Year 9 onwards who are following qualification-based routes and preparing for further education, employment or training. Pupils access English, mathematics and science alongside personalised qualifications, vocational learning, work-related learning and Preparation for Adulthood. Therapy remains available but is increasingly targeted to support autonomy and transition.

Post-16 study programmes are individually designed around assessed need, prior attainment, EHCP outcomes and intended destination. Programmes combine approved qualifications where appropriate, English and mathematics in accordance with current 16–19 requirements, vocational and work-related learning, non-qualification activity, community participation, independence and meaningful preparation for the next stage.

9.0 Preparation for Adulthood, Careers and Real-World Learning

Preparation for Adulthood is embedded progressively across all pathways and is organised around the development of independence, health, employment or meaningful activity, and community inclusion. Expectations are adapted to each pupil's communication, cognition and independence while maintaining ambition for increasing agency and participation.

Careers education is age- and stage-appropriate and linked to pupils' EHCP aspirations and intended destinations. From secondary age, pupils receive progressive careers education, meaningful employer encounters, statutory education and training provider encounters, work-related learning and appropriately supported workplace experiences. Provision is adapted for pupils with SEND without reducing entitlement, and subject and pathway learning makes meaningful connections to future education, training, employment and adult-life opportunities.

Leaders evaluate the impact of careers and Preparation for Adulthood through pupil voice, work-related learning records, provider and employer feedback, EHCP outcomes, accreditation and sustained destination information.

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10.0 RE and Worldviews

Religious Education is provided in accordance with the current Northumberland Agreed Syllabus and relevant special-school guidance. Curriculum content is adapted to pupils' communication and cognitive profiles while retaining meaningful opportunities to encounter religious and non-religious worldviews, beliefs, practices, values and lived experience.

As a maintained special school, Cleaswell makes provision, so far as practicable, for pupils to receive Religious Education and participate in collective worship in accordance with the applicable legal framework. Parents and carers retain the statutory right to request withdrawal from RE and collective worship; relevant rights for pupils over compulsory school age are applied in accordance with current legislation.

11.0 PSHE, Relationships Education, RSE and Health Education

PSHEE is developmentally sequenced and adapted so that pupils acquire increasingly meaningful knowledge about relationships, health, safety, identity, community participation, personal care and adulthood. Learning is assessed using pathway-appropriate evidence so that staff can identify what pupils understand, what requires repetition and where communication or cognitive barriers require further adaptation.

Cleaswell follows the statutory guidance for Relationships Education at primary age, Relationships and Sex Education at secondary age and Health Education. Teaching is age-respectful but matched carefully to pupils' developmental understanding and communication needs. Parents and carers are consulted and statutory withdrawal rights from sex education are applied in accordance with the current guidance; there is no parental right to withdraw from Relationships Education or Health Education.

12.0 English and Mathematics

English, communication and mathematics are prioritised throughout the school at a frequency and level appropriate to each pathway. Teaching secures prerequisite knowledge, provides sufficient repetition and practice and progressively develops literacy, communication and mathematical understanding towards functional application, subject study and accreditation where appropriate.

13.0 Assessment and Achievement

Assessment is proportionate to the curriculum pupils are following and measures meaningful progress from individual starting points. Evidence may include curriculum and subject assessment, IDAF and other pathway-specific developmental assessment, EHCP and PLIM outcomes, communication and therapy evidence, observation, pupil work or performance, independence and generalisation, phonics and reading assessment, accreditation and qualification outcomes, and Preparation for Adulthood.

PLIMs translate priority EHCP outcomes into meaningful learning priorities. The frequency and form of targets and review reflect the pupil's pathway and the nature of the learning rather than imposing one assessment cycle on all pupils. Progress may be linear or non-linear; leaders consider maintenance, fluency, initiation, reduced prompting and successful application in different contexts when judging achievement.

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Qualifications and accreditation are selected for their relevance, challenge and value to the pupil's intended destination rather than to maximise the number of qualifications achieved. Current pathways range from developmental and life-skills accreditation through Entry Level and Functional Skills to GCSE and vocational qualifications where appropriate.

13.1 Assessment Informing Curriculum Design

Assessment is integral to curriculum and teaching. Teachers use baseline information, formative assessment, pathway and subject assessment, EHCP/PLIM evidence and therapeutic information to establish what pupils already know and can do, identify prerequisite knowledge and emerging gaps, and decide what should be taught next. Where an approach is not securing the intended learning, teaching, intervention or curriculum access is reviewed rather than ineffective provision continuing unchanged.

Formative and summative assessment is brought together through our online evidencing platforms and the school's pathway-specific assessment processes to provide a coherent picture of progress over time. Evidence is selected according to what is being learned and may include observation, photographs or video, pupil work, communication and independence evidence, curriculum assessment, IDAF and Engagement Profiles where appropriate, phonics and subject assessment, EHCP/PLIM outcomes, therapy evidence and qualification tracking.

Assessment evidence is moderated and triangulated so that judgements are valid and sufficiently reliable. The purpose of the system is to support better teaching and clearer understanding of pupil achievement, not to generate unnecessary evidence or workload.

13.2 PLIM and EHCP Golden Thread

PLIMs translate relevant EHCP priorities into purposeful, measurable learning priorities within everyday provision. They are working documents and are considered alongside curriculum learning rather than operating as a separate curriculum.

EHCP outcomes, annual-review priorities, PLIMs, curriculum assessment and therapy are deliberately connected so that statutory needs are reflected in teaching and progress can be evaluated coherently. Target timescales and review arrangements are appropriate to the pathway and nature of the learning; pupils requiring longer developmental periods are not forced into artificial termly progress measures.

13.3 Intervention and Keeping Up

Teachers identify gaps in foundational or curriculum knowledge as early as possible and prioritise additional teaching, practice or intervention before these become established barriers. Intervention is targeted to a clearly identified need, time-limited or reviewed at appropriate intervals, and evaluated through the pupil's subsequent learning. Where evidence shows that an intervention is not having its intended effect, provision is adapted rather than simply continued.

13.4 Reporting

Pupil progress is reviewed at planned points through the year and communicated to families through the school's established reporting and review processes. Reporting brings together relevant curriculum, EHCP/PLIM, attendance, engagement, behaviour, therapy, accreditation and

Preparation for Adulthood information where these contribute meaningfully to understanding the pupil's achievement.

14.0 Curriculum Impact

The intended impact of the curriculum is that pupils know more, can do more and communicate more, and increasingly retain, apply and generalise what they have learned with greater independence. Impact is judged from individual starting points and may be demonstrated through subject knowledge, communication, regulation, engagement, literacy, numeracy, independence, EHCP and PLIM outcomes, therapy outcomes, qualifications, Preparation for Adulthood and successful transition to the next stage.

Leaders do not equate curriculum impact simply with the quantity of work completed, qualifications entered or interventions delivered. They evaluate whether learning has become secure, meaningful and increasingly independent and whether pupils can use it in contexts that matter to their lives.

15.0 Inclusion, Equality and Accessibility

Cleaswell maintains the same high ambition for all pupils, including disadvantaged pupils, pupils who are known or previously known to children's social care and pupils facing additional barriers to learning or wellbeing. Leaders analyse participation, access and achievement so that disadvantage does not result in reduced curriculum entitlement or lower expectations.

The school complies with the Equality Act 2010 and makes reasonable adjustments so that disabled pupils can participate as fully as possible in the curriculum. Where appropriate and lawful, positive action is used to address disadvantage. The school's Equality Objectives and Accessibility Plan set out the wider arrangements for equality of opportunity and increasing curriculum access.

Physical, social and emotional wellbeing, communication and regulation are integral to curriculum access. They are supported alongside academic and developmental learning so that pupils are increasingly safe, available for learning and able to participate independently.

15.1 Pupils Learning English as an Additional Language

Where pupils are at an early stage of learning English as an additional language, staff distinguish English-language acquisition from SEND and maintain high expectations based on the pupil's existing linguistic competence. English proficiency is assessed and reviewed appropriately, and teaching provides structured interaction, clear modelling, repetition, explicit vocabulary and access to systematic phonics where appropriate.

16.0 Enrichment

The curriculum is enriched through educational visits, residential opportunities where appropriate, clubs, specialist learning, sport, creative and performing arts, STEM, RE and worldviews, outdoor learning and partnerships with community organisations. Access is planned according to pupils' needs and interests, with leaders monitoring participation to ensure that disadvantaged pupils and those facing additional barriers benefit equitably from the wider curriculum. We provide opportunities to practice and apply taught skills in functional settings.

17.0 Roles and Responsibilities

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The Governing Body provides strategic oversight of curriculum breadth, ambition, statutory entitlement and equality of access. Governors hold leaders to account for curriculum quality, pupil achievement, use of resources and the impact of improvement priorities.

The Headteacher and senior leaders are responsible for ensuring that the curriculum meets statutory requirements, reflects the school's vision and remains ambitious and responsive to changing pupil need. They ensure that staffing, professional learning, therapy, assessment and resources support effective implementation.

Curriculum, pathway and subject leaders define and evaluate curriculum intent, sequencing and expected progression within their areas. They develop staff expertise, monitor implementation, identify variation and use evidence to refine provision.

Teachers and higher-level teaching assistants are responsible for understanding the intended curriculum, assessing pupils' starting points and prior learning, teaching content effectively, adapting provision where required and evaluating what pupils have learned.

Teaching assistants and other supporting adults work under the direction of teachers and relevant specialists to improve pupils' access, communication, regulation and participation. Support should promote increasing independence and be reduced appropriately as pupils become more secure.

Therapists work as part of the multidisciplinary curriculum team. They assess barriers, advise on adaptations and contribute to curriculum design, teaching, staff development, EHCP/PLIM review and evaluation of pupil outcomes.

Pupils and families contribute to curriculum planning and review through EHCP processes, pupil voice, family feedback, transition planning and discussion of aspirations and Preparation for Adulthood.

18.0 Curriculum Quality Assurance

Leaders evaluate curriculum and teaching through a coherent cycle of pathway and subject review, curriculum conversations, learning walks and observations, work and response scrutiny, assessment analysis, moderation and comparative judgement, pupil-progress review, pupil and family voice, therapy evidence and case sampling. Governor monitoring, School Improvement Partner review and relevant external quality assurance provide additional challenge.

Evaluation focuses on **typicality and impact**: whether intended curriculum knowledge is being taught, whether pupils are learning it, whether adaptations are removing barriers and whether strong practice is consistent across pathways and phases. Where variation is identified, leaders use coaching, professional learning, curriculum refinement or targeted support and return to the evidence to establish whether practice and pupil outcomes have improved.

Curriculum implementation is reviewed half-termly through leadership processes and impact is evaluated termly. Securely embedded practice remains part of normal school business; leadership attention is concentrated on identified priorities and emerging pupil need.

19.0 National Curriculum Reform

This policy reflects the statutory curriculum requirements applying during the 2026–27 academic year. The government is developing a revised National Curriculum for first teaching from September 2028. Leaders will review the final published curriculum and determine its implications for Cleaswell Hill's

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Engagement, Core and Extended pathways and subject curricula, making any necessary changes in a planned and proportionate way before implementation.

20.0 Linked Policies and Documentation

This policy should be read alongside the current: Curriculum and Teaching Implementation Plan; Assessment and Feedback Policy; Pathway Rationales and Curriculum Overviews; Subject Rationales and Long-Term Curriculum Plans; SEND/Inclusion documentation; Equality Objectives; Accessibility Plan; Relationships, Sex and Health Education Policy; Religious Education curriculum; Reading and Phonics documentation; Careers and Preparation for Adulthood programme; Personal Development and Wellbeing documentation; Intervention arrangements; relevant safeguarding policies; and Post-16/Appleby curriculum information.

21.0 Parent and Public Information

Cleaswell publishes sufficient curriculum information on its website for families and other stakeholders to understand what is taught in each academic year and subject, including mandatory curriculum areas, the school's reading/phonics approach and the courses offered at Key Stage 4. Detailed pathway rationales, curriculum overviews and information about how to obtain further curriculum information are also published.

Parents, carers and other stakeholders can find detailed curriculum information through the Curriculum section of the school website or request further information from the relevant Pathway, Subject or Curriculum Lead via admin@cleaswellhill.org.

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