

Kings Meadow School

Curriculum Policy



Connect – Reflect - Grow

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Ratified by IEB	
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1. Introduction

Kings Meadow School provides specialist education for pupils with Social, Emotional and Mental Health (SEMH) needs. All pupils have an Education, Health and Care Plan (EHCP) and require personalised provision that supports their emotional development alongside academic learning.

Our curriculum is built upon the belief that children must feel safe, understood and connected before they can engage successfully with learning.

Our vision is:

To develop strong and effective relationships in a place of felt safety, enabling children to learn about themselves, others and the wider world.

KMS Curriculum

At the heart of the curriculum are the school values of:

- Connection
- Communication
- Resilience
- Independence
- Reflection

KMS Curriculum

These values underpin the school culture and shape the design and delivery of our curriculum.

2. Curriculum Intent

The Kings Meadow curriculum is intentionally designed to support the development of the whole child.

Many pupils arrive at Kings Meadow having experienced disrupted education, trauma or barriers that have prevented them from accessing learning successfully. Our curriculum therefore prioritises the development of:

- emotional regulation
- secure relationships
- communication and interaction
- engagement in learning
- independence and life skills.

Research shows that social and emotional competencies are strongly linked to improved academic attainment, wellbeing and life outcomes.

KMS Curriculum

Our curriculum aims to ensure that pupils:

- Develop positive relationships with adults and peers
- Learn to understand and manage emotions
- Build communication and interaction skills
- Access an ambitious academic curriculum
- Gain knowledge and experiences about the wider world
- Develop independence and preparation for adulthood skills.

By the time pupils leave Kings Meadow, they will be better equipped to:

- understand themselves and others
- manage emotions and relationships
- participate positively in their community
- continue their education successfully.

3. Curriculum Design

The Kings Meadow curriculum is organised through a tiered model designed to ensure that all pupils receive the appropriate balance of relational support, academic learning and therapeutic intervention.

This structure ensures that pupils' social, emotional, cognitive, communication and physical development are supported simultaneously.



- SAFE Curriculum**
Sequential Active Focussed Explicit
- Essential**
Everyone accesses the whole school Essentials;
KMS Values Relational approach Communication Enabling Environment
- Exclusive**
Explicitly designed differently for each of our Provision groups
according to pupils needs **BASE BRIDGE BEYOND**
- Expert**
Targeted /therapeutic support that embeds sequential SEMH,
cognitive, sensory or Communication development
- Enriched**
Building rich knowledge, skills and experiences about our world
that envelops National Curriculum subjects, Personal
Development and Preparation for adulthood through a thematic
project-based approach

Essential Curriculum Tier

The Essential tier forms the foundation of all school experiences and is accessed by every pupil.

It ensures consistency in:

- relational practice
- communication-rich environments
- enabling learning environments
- predictable routines and expectations.

This tier reflects the school's commitment to relational and trauma-informed practice.

Core approaches embedded within this tier include:

- relational and attachment-aware practice
- PACE approaches
- Zones of Regulation
- communication-rich classrooms
- structured environments and routines.

These approaches help pupils feel safe, enabling them to engage in learning.



KMS Values

Positive reinforcement and reward



Relational Approach

AATI, PACE, TEACCH, ZoR



Communication Rich

ShREK, social opportunities, talking classrooms, Oracy explicit enquiry



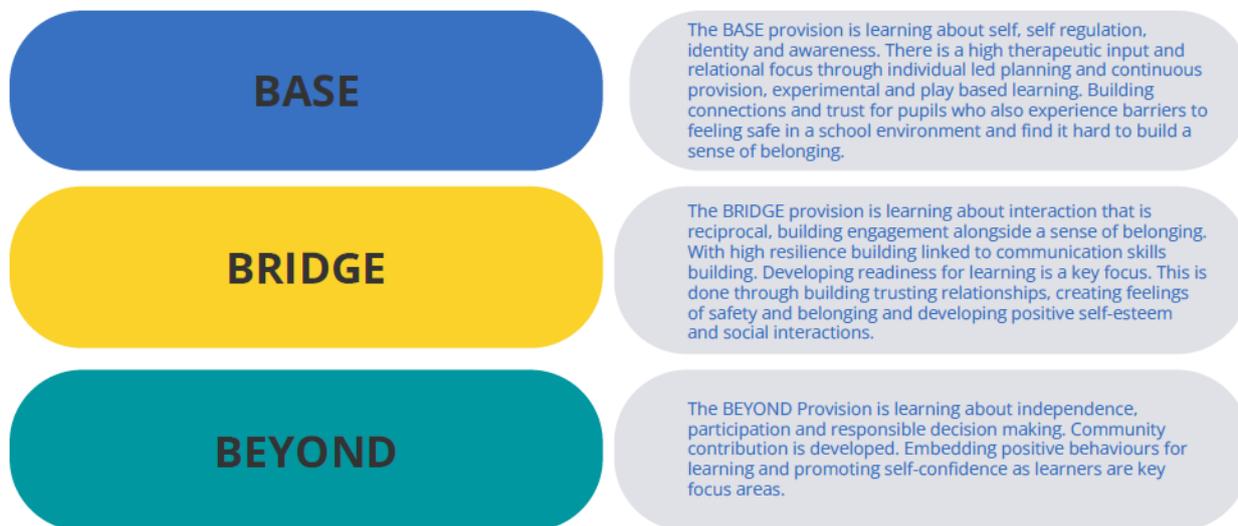
Enabling Environments

Space, Structure, Nurture, Sensory kind, Active

Exclusive Curriculum Tier

The Exclusive tier provides provision-specific pathways that meet pupils at different stages of emotional, social development and mental health circumstances.

The school is organised into three provisions:



BASE Provision

BASE supports pupils requiring significant relational and therapeutic support.

Focus areas include:

- self-awareness
- emotional regulation
- identity and belonging
- building trust.

Learning is highly relational and includes play-based and sensory experiences.

BRIDGE Provision

BRIDGE supports pupils who are developing readiness for learning.

Focus areas include:

- engagement with learning
- reciprocal interaction
- communication development
- building resilience.

Pupils develop increased ability to participate in structured learning experiences.

BEYOND Provision

BEYOND supports pupils who are developing increasing independence as learners.

Focus areas include:

- independence
- responsible decision making
- community participation
- preparation for adulthood.

Pedagogy

Teaching at Kings Meadow follows the SAFE curriculum model.

SAFE stands for:



This approach supports pupils to develop both academic and social-emotional competencies effectively and is in line with best practice;

Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility



Staff at Kings Meadow recognise the importance of delivering the curriculum in such a way that is engaging as well as challenging without being threatening to the needs of the individuals. They do this through ensuring each day has a clear routine and structure that the children are familiar with. Each day is predictable and where there needs to be change it is clearly signposted to the children.

Staff have a clear set of pedagogical drivers to ensure the curriculum is delivered as intended.

Driver	Rationale
Play 	<ul style="list-style-type: none"> - Through play a child develops their cognitive, social, emotional and physical capacities. - 12 features of Play (Bruce)
Structure 	<ul style="list-style-type: none"> - Routine and predictability - Increased independence with learning - Clear expectations - Increased sense of felt safety -
Dual Coding 	<ul style="list-style-type: none"> - Secondary area of need at KMS - words and visuals together - more efficient use of working memory - combines phonological loop with visual-spatial sketchpad in working memory - Communicate and print
Regular Recall 	<ul style="list-style-type: none"> - low stakes/no stakes testing - material must be taught before recall - pupils <i>trying</i> to recall is the key - needs to be regular and 'interleaved' - variety of method and material is best - involve everyone (no 'opt out')
Live Feedback 	<ul style="list-style-type: none"> - helps avoid 'encoding failure' - our marking policy - live feedback is teaching (not assessing) - avoids 'evidence obsessed culture'

Curriculum Content

The curriculum integrates several carefully chosen programmes to support learning:

- Essential Letters and Sounds (phonics)
- White Rose Maths
- Literacy Shed
- PSHE Association
- The Mulberry Bush Curriculum Programme.



Social and emotional learning is structured around five core competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making.

These competencies are embedded throughout the school day.

6. Thematic Curriculum

The Kings Meadow curriculum includes a thematic project-based approach that provides meaningful contexts for learning.

Themes are taught across the academic year and allow pupils to explore knowledge through connected subjects.

The thematic curriculum supports pupils to:

- build knowledge across subjects
- develop communication and enquiry skills
- connect learning to real-life experiences
- explore the wider world.

Themes are explored through:

- high-quality texts
- practical investigations
- creative activities
- educational visits.

This ensures that pupils access a broad and balanced curriculum while maintaining engagement and accessibility.

Kings Meadow Whole School Thematic Curriculum Map			
	Autumn Term	Spring Term	Summer Term
Year A 2023 – 2024	Commotion in the Ocean	Visiting the Victorians	Rumble in the Jungle
Year B 2024 – 2025	The Stone Age	Chocolate Cake and Golden Tickets	Walk the Plank
Year C 2025 - 2026	Explorers	Our Living World	Heroes

7. Enriched Curriculum Tier -Personal Development

Personal development is a key element of the Kings Meadow curriculum and supports pupils' spiritual, moral, social and cultural development.

SMSC Development

Pupils develop understanding through activities such as:

Spiritual

- reflecting on big questions
- exploring beliefs and values.

Moral

- restorative approaches
- discussions about fairness and responsibility.

Social

- teamwork and friendships
- travel training
- collaborative learning.

Cultural

- celebrations including Black History Month, Chinese New Year, Eid and Diwali.

British Values

Pupils learn about:

- democracy through pupil voice and school council
- rule of law through routines and expectations
- individual liberty through choice and expression
- mutual respect through school values
- tolerance of different beliefs.

Citizenship and Community Engagement

Opportunities include:

- supporting local charities
- community litter picking
- links with local organisations
- community projects

Independent Learning and Life Skills

Opportunities include:

- enterprise activities
- leadership roles
- travel training
- community learning experiences.

Wider Experiences

Pupils take part in:

- educational visits
- sports days
- World Book Day
- British Science Week
- cultural celebrations.

These experiences help build confidence and cultural capital.

8.Expert Curriculum tier and Inclusion

Kings Meadow School is committed to ensuring all pupils can access a meaningful and ambitious curriculum.

Individual Understanding of Pupils

Each pupil has:

- an EHCP
- a One Page Profile outlining strengths, interests and support strategies.
- Behaviour support plan

This ensures staff understand how best to support pupils.

Personalised Learning

Provision includes:

- differentiated teaching
- personalised learning provision
- flexible timetables where appropriate
- sensory-friendly environments.

Attendance and Engagement

Where pupils experience attendance difficulties, individual attendance plans are implemented.

These may include:

- personalised transitions
- gradual reintegration
- additional relational support.

Family Support

The school works closely with families through:

- regular communication
- parent meetings
- family support meetings.

Parents are seen as key partners in supporting pupils.

Multi-Agency Collaboration

The school works closely with external professionals including:

- speech and language therapists
- occupational therapists

- educational psychologists
- social workers
- mental health professionals.

This ensures pupils receive coordinated support.

Targeted/ therapeutic support that embeds and/or develops sequential SEMH, Communication, cognitive, sensory/physical or independent development are delivered through;



10. Assessment and Impact

Assessment at Kings Meadow School is designed to provide a holistic understanding of pupil development and progress. As a specialist SEMH setting, assessment considers both academic progress and social, emotional and behavioural development, ensuring that provision addresses the full range of pupils' needs.

Assessment information is used to:

- identify starting points and barriers to learning
- monitor academic and social-emotional progress
- inform teaching and curriculum planning
- determine the most appropriate provision group for pupils
- identify the need for additional support or intervention
- evaluate the effectiveness of provision.

The school uses a balanced approach to assessment, combining both formative and summative assessment to ensure that teaching and support remain responsive to pupils' needs.

Formative Assessment

Formative assessment is used continuously throughout the school day and enables staff to adapt teaching and provision in response to pupils' learning.

Teachers use a range of strategies including:

- observation of learning behaviours
- questioning and discussion
- analysis of pupil work
- ongoing monitoring of engagement and regulation
- review of EHCP short-term outcomes.

Formative assessment allows staff to identify emerging needs quickly and adjust teaching approaches, environmental supports or intervention strategies accordingly.

This responsive approach ensures that pupils are supported to overcome barriers to learning and remain engaged in the curriculum.

Summative Assessment

Summative assessment is used at key points throughout the academic year to provide a clearer picture of pupils' progress over time.

The school uses a range of assessment tools to measure both academic development and social-emotional progress.

Academic Assessment

Academic progress is monitored through:

Independent Writing

Independent writing tasks provide evidence of pupils' writing development and support moderation processes within the school.

Phonics Assessment

Progress in phonics is tracked through Essential Letters and Sounds (ELS) phonics tracking, ensuring that pupils receive appropriate phonics teaching and targeted support where required.

Reading Assessment

Reading development is monitored through Salford Reading Tests, which assess reading accuracy and comprehension and provide standardised information about pupils' progress. Every child works within their book banded development stage which is continuously tracked.

Mathematics

Mathematics progress is assessed through White Rose Maths assessment materials, alongside teacher assessment and observation of pupils' understanding.

SEMH and Personal Development Assessment

Social, emotional and behavioural development is assessed through a number of tools including:

Boxall Profile

The Boxall Profile is used to assess pupils' social and emotional development and to identify areas requiring targeted support.

Strengths and Difficulties Questionnaire (SDQ)

SDQ data provides further insight into pupils' emotional wellbeing, behaviour and relationships.

These tools support the identification of SEMH needs and inform appropriate interventions.

EHCP Outcome Tracking

Progress towards EHCP outcomes is closely monitored through structured tracking processes.

Staff regularly review pupils' short-term targets and long-term outcomes, ensuring that provision is aligned with the specific needs identified within the EHCP. Kings Meadow School uses Evidence for Learning as a platform to collect observations of short step targets being achieved.

This monitoring ensures that pupils are making progress towards their personalised developmental and educational goals.

Pupil Progress Meetings

Pupil progress meetings are held **termly** and involve senior leaders and class teachers.

These meetings provide an opportunity to:

- review assessment data
- evaluate progress towards EHCP outcomes
- discuss pupils' engagement with learning
- identify barriers to progress
- plan next steps for teaching and provision.

The meetings ensure that decisions about provision and intervention are informed by a comprehensive understanding of each pupil's progress and needs.

Using Assessment to Inform Provision

Assessment information plays a key role in determining the most appropriate provision group placement for pupils within the school.

Pupils may move between the **BASE, BRIDGE and BEYOND provisions** depending on their emotional development, learning engagement and readiness for increasing independence.

Assessment information is therefore used to ensure that pupils are placed within the provision that best supports their development.

The Graduated Response

Assessment information informs the school's graduated response to supporting pupils' needs.

The graduated response follows a cycle of:

Assess – Plan – Do – Review

Through this process, staff:

1. **Assess** pupils' needs through observation, assessment data and professional discussion.
2. **Plan** appropriate support, teaching strategies or interventions.
3. **Do** implement the provision and support strategies.
4. **Review** the effectiveness of the provision and adapt where necessary.

This approach ensures that support is continually evaluated and refined so that pupils receive the most effective provision.

Evaluating Impact

The impact of the curriculum is evaluated through a range of indicators including:

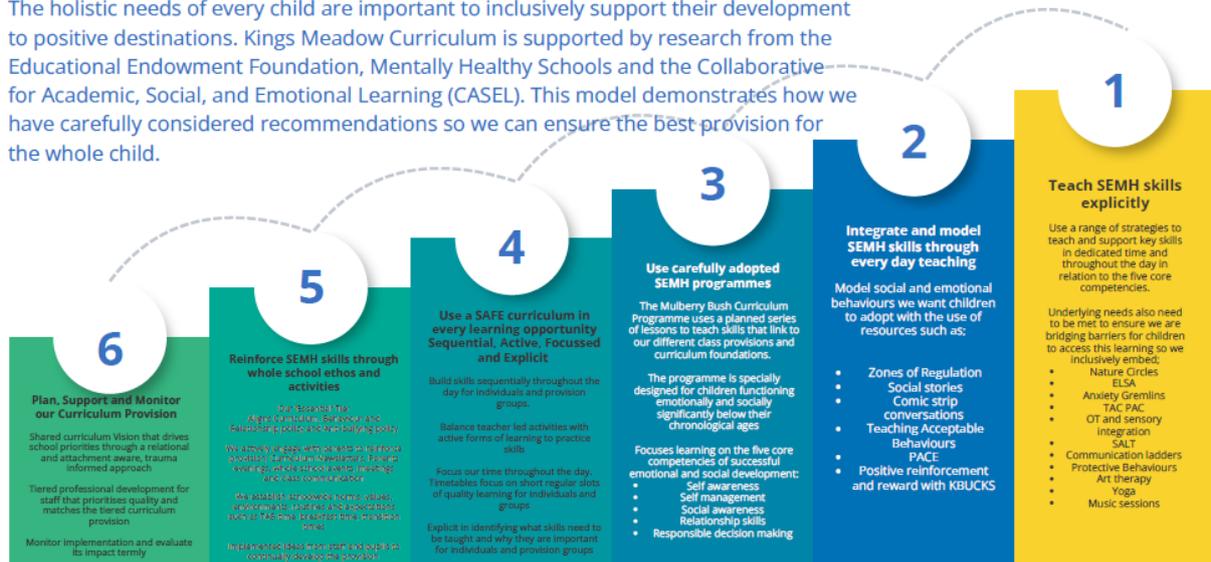
- progress towards EHCP outcomes
- improvements in social and emotional development
- progress in reading, writing and mathematics
- increased engagement with learning
- improved attendance and participation
- increased independence and confidence.

Leaders use this information to evaluate the effectiveness of the curriculum and ensure that provision continues to meet the needs of pupils.

Appendix 1 Kings Meadow Learning

THE WHOLE CHILD

The holistic needs of every child are important to inclusively support their development to positive destinations. Kings Meadow Curriculum is supported by research from the Educational Endowment Foundation, Mentally Healthy Schools and the Collaborative for Academic, Social, and Emotional Learning (CASEL). This model demonstrates how we have carefully considered recommendations so we can ensure the best provision for the whole child.



Appendix 2 Whole School Thematic Curriculum Map

	Autumn Term	Spring Term	Summer Term
Year A 2023 – 2024	Commotion in the Ocean	Visiting the Victorians	Rumble in the Jungle
Year B 2024 – 2025	The Stone Age	Chocolate Cake and Golden Tickets	Walk the Plank
Year C 2025 - 2026	Explorers	Our Living World	Heroes

Year A Long-Term Plan 2023 - 2024	Commotion in the Ocean			Visiting the Victorians			Rumble in the Jungle		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PSHE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Great Britain			The Victorians			Charles Darwin		
Geography	Location: Continents and Oceans			Human and Physical			Location: World's Rainforests		
RE	Festivals			Festivals			Festivals		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Build structures			Build structures			Build structures		
Music	Sing and perform			Play and improvise			Listen to appreciate		
Computing	Coding			Coding			Coding		
Physical Education	Movement			Dance			Team Games		

Year B Long-Term Plan 2024 - 2025	The Stone Age			Chocolate Cake and Golden Tickets			Walk the Plank		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PSHE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Stone Age to Iron Age			The Industrial Revolution			Invasion and The Vikings		
Geography	Location: Continents and Oceans			Human and Physical			Location: World's Rainforests		
RE	Festivals			Festivals			Festivals		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Build structures			Build structures			Build structures		
Music	Sing and perform			Play and improvise			Listen to appreciate		
Computing	Coding			Coding			Coding		
Physical Education	Movement			Dance			Team Games		

Year C Long-Term Plan 2025 - 2026	Explorers			Our Living World			Heroes		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PSHE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Ernest Shackleton			Local History Study			The Romans		
Geography	Location: Continents and Oceans			Human and Physical			Location: World's Rainforests		
RE	Festivals			Festivals			Festivals		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Build structures			Build structures			Build structures		
Music	Sing and perform			Play and improvise			Listen to appreciate		
Computing	Coding			Coding			Coding		
Physical Education	Movement			Dance			Team Games		

Appendix 3 Personal Development Framework

