

# Kings Meadow School

## Curriculum and Assessment Policy



Connect – Reflect - Grow

<b>Written By</b>	Peter Georgou/Jennifer Reeves
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## 1. Introduction

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

Within the school community, relationships, communication and emotional wellbeing are recognised as fundamental to successful learning. For many pupils, feeling safe, understood and connected is a necessary first step before meaningful engagement in education can take place.

Our vision is:

**To develop strong relationships within a place of felt safety, enabling every child to understand themselves, build connections with others and engage confidently with the wider world.**

The school's values of **Connection, Communication, Resilience, Independence and Reflection** underpin the culture of the school and shape both the design of the curriculum and the way learning experiences are delivered.

### **Safeguarding and the Curriculum**

At Kings Meadow School, safeguarding is understood as the foundation of all aspects of school life. Many pupils attending the school have experienced adversity, trauma or complex life circumstances, and the school recognises the importance of providing a safe and supportive environment in which pupils can develop trust, confidence and security. The curriculum plays an important role in safeguarding pupils by helping them to understand themselves, develop positive relationships and recognise situations that may place them at risk. Through relational practice and carefully planned learning experiences, pupils are supported to develop the knowledge, language and confidence needed to express concerns and seek support from trusted adults.

Safeguarding is therefore embedded across the curriculum. Through personal development learning, social and emotional learning, and everyday interactions with adults, pupils develop an understanding of safe relationships, personal wellbeing and how to keep themselves safe both within and beyond the school environment.

Staff at Kings Meadow recognise that effective safeguarding relies on strong relationships. By building trust and understanding pupils' experiences, adults are able to identify concerns early and respond in ways that support pupils' safety and wellbeing.

Through this approach, the curriculum not only supports pupils' academic development but also equips them with the understanding and confidence needed to navigate relationships, recognise risk and seek help when needed.

## **2. Readiness for learning**

Successful learning is closely linked to pupils' emotional wellbeing, relationships and sense of safety. Many children arrive at Kings Meadow having experienced disrupted education, trauma or barriers that have affected their confidence as learners.

For this reason, developing readiness for learning is a central priority. Pupils are supported to build trusting relationships with adults and peers, develop emotional regulation skills and experience a sense of belonging within the school environment.

Predictable routines, relational practice and supportive learning environments help pupils develop confidence and resilience. As these foundations strengthen, pupils are increasingly able to engage with learning and participate in the wider curriculum.

Progress at Kings Meadow is therefore understood not only in academic terms but also through the development of emotional security, engagement and independence.

## **3. The Kings Meadow Learner**

The curriculum aims to develop learners who understand themselves, build positive relationships and participate confidently in the world around them.

Through carefully designed learning experiences, pupils develop the knowledge, skills and personal qualities needed to engage successfully in education and community life.

A Kings Meadow learner grows in self-awareness and emotional understanding, develops the ability to communicate thoughts and feelings effectively and builds trusting relationships with others. Alongside these personal qualities, pupils develop resilience when facing challenges and increasing independence as learners.

Through reflection and meaningful experiences, pupils are supported to understand their role within their community and develop confidence for future education and life beyond school.

#### **4. Curriculum Intent**

The curriculum at Kings Meadow has been intentionally designed to support both emotional development and academic progress.

Many pupils arrive having experienced barriers that have limited their access to learning. As a result, the curriculum prioritises emotional regulation, communication and secure relationships as the foundations for educational engagement.

Once these foundations are established, pupils are able to access a broad and ambitious curriculum that develops knowledge, curiosity and independence. Learning experiences enable pupils to explore ideas, understand the wider world and develop confidence in their own abilities.

Through this approach, pupils are prepared to participate positively in their community and to continue their educational journey with increasing independence.

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

#### **5. The Kings Meadow Learning Framework**

The curriculum is organised through The Kings Meadow Learning Framework, a four-tier model designed to support pupils' emotional development, engagement with learning and academic progress simultaneously.

Each tier plays a distinct role in supporting pupils' development.

The four tiers are:

Essential – relational foundations for learning

Exclusive – provision pathways responding to emotional readiness

Enriched – experiences that broaden knowledge and cultural capital

Expert – specialist and therapeutic support

Working together, these tiers provide a balanced and personalised curriculum that responds to the needs of pupils with SEMH.

Across all tiers, learning is delivered through the SAFE pedagogy model, while assessment processes ensure that pupils' progress and development are carefully monitored.

The Kings Meadow Learning Framework reflects the graduated approach described in the SEND Code of Practice. Universal relational practice and structured learning environments within the Essential tier create the foundations that enable all pupils to engage in learning. The Exclusive tier provides provision pathways that respond to pupils’ emotional development and readiness to participate in learning. Where additional support is required, the Expert tier provides targeted and specialist intervention to address individual needs. Through this layered approach, the school ensures that provision is responsive, personalised and carefully matched to pupils’ development.



- 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

## 6. Essential Tier – Foundations for Learning

At the heart of the Kings Meadow curriculum lies the Essential tier, which establishes the relational and environmental conditions required for learning.

Within classrooms and across the school environment, consistent routines and clear expectations help pupils develop a sense of security and belonging. Communication-rich environments encourage interaction and support pupils in expressing their thoughts and feelings.

Trauma-informed and attachment-aware approaches guide staff practice, recognising the importance of trust, safety and relational consistency. Through these approaches, pupils develop emotional awareness, regulation and readiness to participate 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

## 7. Exclusive Tier – Provision Groups

Provision groups within the Exclusive tier respond to pupils' emotional development and readiness to engage in learning.

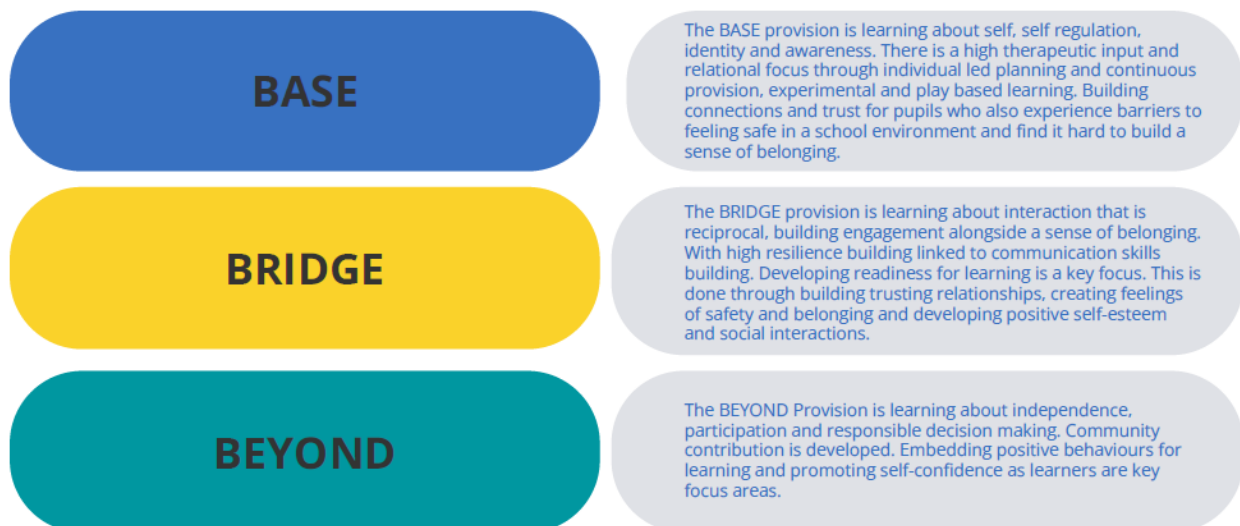
The school operates three provisions: BASE, BRIDGE and BEYOND these provision-specific groups meet pupils at different stages of emotional, social development, mental health circumstances and academic readiness for learning.

BASE provides highly relational learning experiences for pupils requiring significant emotional and therapeutic support. Building trust, developing emotional awareness and fostering a sense of belonging are central priorities within this provision.

Within BRIDGE, pupils begin to develop greater readiness for structured learning. Communication, interaction and resilience are strengthened as pupils gradually increase their engagement with learning activities.

BEYOND supports pupils who are developing increasing independence as learners. Learning experiences encourage responsible decision-making, participation in the wider community and preparation for future education.

Movement between provisions reflects pupils' emotional development and readiness to engage in learning.



## 8. Pedagogy – The SAFE Teaching Approach

Teaching across Kings Meadow is guided by the SAFE pedagogical approach, which supports pupils' academic learning alongside their social and emotional development.

SAFE represents Sequential, Active, Focussed and Explicit teaching. These principles help ensure that learning is structured, engaging and accessible for pupils with SEMH needs.

Learning is carefully sequenced so that knowledge and skills develop progressively over time. By breaking learning into manageable steps, pupils are able to experience success and build confidence as learners.

Active participation is an important part of learning. Through discussion, exploration, practical activities and play-based experiences, pupils are encouraged to engage with ideas and develop deeper understanding.

Maintaining focus within lessons supports pupils' attention and engagement. Clear learning intentions, predictable routines and well-structured learning environments help pupils feel safe and ready to learn.

Explicit teaching enables pupils to understand both the knowledge being taught and the strategies needed to succeed. Staff model learning clearly, provide structured explanations and guide pupils through new learning.

A range of additional teaching strategies further support this approach, including play-based learning, structured routines, dual coding strategies, regular recall and live feedback.



## 9. Curriculum Content

A range of carefully selected programmes support pupils' academic development and social-emotional learning.

These include:

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

Social and emotional learning is structured around five key competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These competencies are woven throughout daily learning experiences and across the wider curriculum.

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"> <li>• Identifying emotions</li> <li>• Accurate self-perception</li> <li>• Recognising strengths</li> <li>• Self-confidence</li> <li>• Self-efficacy</li> </ul>
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"> <li>• Impulse control</li> <li>• Stress management</li> <li>• Self-discipline</li> <li>• Self-motivation</li> <li>• Goal setting</li> <li>• Organisational skills</li> </ul>
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"> <li>• Understanding emotions</li> <li>• Empathy/sympathy</li> <li>• Appreciating diversity</li> <li>• Respect for others</li> </ul>
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"> <li>• Communication</li> <li>• Social engagement</li> <li>• Relationship building</li> <li>• Teamwork</li> </ul>
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"> <li>• Identifying problems</li> <li>• Analysing solutions</li> <li>• Solving problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Ethical responsibility</li> </ul>



## Thematic Curriculum

Alongside subject-specific learning, the Kings Meadow curriculum includes a thematic approach that provides meaningful contexts for learning across the academic year. Themes enable pupils to explore knowledge and ideas through connected learning experiences that draw upon a range of subjects.

This approach supports pupils in making links between areas of learning and helps them develop a broader understanding of the world around them. For many pupils with SEMH needs, learning that is contextualised and purposeful can increase engagement, curiosity and motivation.

High-quality texts, practical investigations and creative activities provide opportunities for pupils to explore themes in depth while developing communication, enquiry and problem-solving skills. Learning experiences are carefully planned to ensure that knowledge and skills build progressively while maintaining accessibility for pupils with differing levels of readiness for learning.

Educational visits and real-world experiences are used where appropriate to deepen understanding and support pupils in applying their learning beyond the classroom.

Through this thematic approach, pupils are able to access a broad and balanced curriculum while developing confidence, curiosity and an understanding of the wider world.

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

## **10. Enriched Tier – Personal Development**

Personal development is a central element of the Kings Meadow curriculum. Through a range of planned experiences and opportunities, the school supports pupils' spiritual, moral, social and cultural development (SMSC), enabling them to develop confidence, resilience, independence and a strong sense of belonging in their community.

### **Spiritual, Moral, Social and Cultural Development**

The curriculum promotes SMSC development by providing opportunities for pupils to:

- reflect on beliefs, values and important questions about life
- develop a sense of right and wrong and understand fairness and responsibility
- build positive relationships and learn to work collaboratively
- explore and respect different cultures, traditions and perspectives.

### **British Values**

Kings Meadow actively promotes fundamental British Values. Pupils develop understanding of:

- democracy, through pupil voice and opportunities to contribute to school life
- the rule of law, through clear expectations, routines and restorative approaches
- individual liberty, through supported choice and self-expression
- mutual respect and tolerance, through the school's values and inclusive ethos.

### **Citizenship and Community Engagement**

Pupils are encouraged to develop a sense of responsibility and connection to the wider community. Opportunities are provided for pupils to contribute to community initiatives, engage with local organisations and understand the importance of active citizenship.

### **Independence and Life Skills**

The curriculum supports the development of independence and preparation for adulthood through opportunities to build life skills, leadership, enterprise and participation in community experiences where appropriate.

### **Wider Experiences**

Pupils participate in a range of enrichment opportunities, including educational visits, themed events and cultural celebrations. These experiences broaden pupils' understanding of the world and contribute to the development of confidence, cultural capital and personal identity.

## **11. Expert Tier – Specialist and Collaborative Support**

The Expert tier ensures that all pupils can access a meaningful and ambitious curriculum through personalised support and specialist intervention. This tier reflects Kings Meadow's commitment to inclusion and recognises that pupils with SEMH needs often require carefully coordinated support in order to engage successfully with learning.

### **Understanding the Individual Pupil**

Developing a deep understanding of each pupil is central to effective provision. Every pupil at Kings Meadow has an Education, Health and Care Plan (EHCP) that outlines their strengths, needs and intended outcomes.

In addition, each pupil has a One Page Profile which captures their interests, strengths and strategies that support them to learn successfully. Behaviour support plans further guide staff in responding to pupils' emotional and behavioural needs.

Together these documents ensure that staff understand how best to support each pupil's development and engagement with learning.

### **Personalised Learning**

Teaching approaches are adapted to meet individual needs so that all pupils can access the curriculum successfully. Differentiated teaching strategies, personalised learning provision and flexible timetables allow pupils to engage with learning at an appropriate pace.

Where appropriate, sensory-friendly learning environments and carefully structured routines help pupils regulate their emotions and participate in learning activities.

### **Attendance and Engagement**

For some pupils, barriers to learning may affect attendance and engagement with school. Where difficulties arise, the school works closely with pupils and families to develop individual attendance plans.

These plans may include personalised transitions into school, gradual reintegration and additional relational support to help pupils feel safe and confident in returning to learning.

### **Partnership with Families**

Strong partnerships with families play an important role in supporting pupils' development. Regular communication, parent meetings and family support discussions ensure that parents and carers are actively involved in supporting their child's progress.

Families are recognised as key partners in helping pupils develop confidence, emotional security and engagement with learning.

## Multi-Agency Collaboration

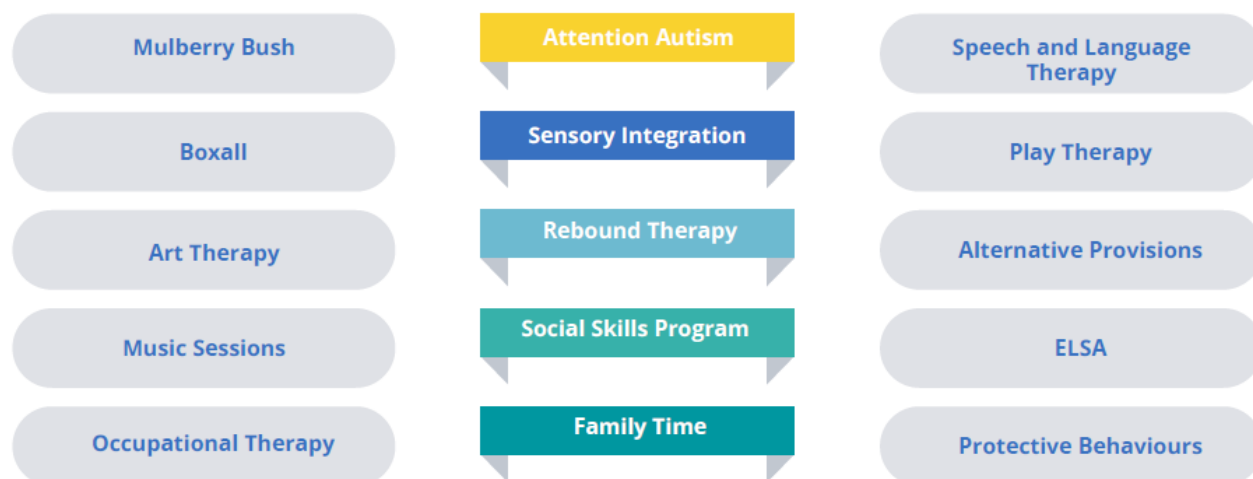
Supporting pupils with SEMH needs often requires collaboration with a range of professionals. The school works closely with external specialists including speech and language therapists, occupational therapists, educational psychologists, social workers and mental health professionals.

Through this collaborative approach, pupils receive coordinated support that addresses their emotional, developmental and educational needs.

## Targeted and Therapeutic Support

In addition to universal classroom provision, some pupils require targeted or therapeutic support. These interventions are designed to strengthen pupils' SEMH development while also supporting communication, cognitive development, sensory needs and independence.

Through carefully planned support, pupils are able to develop the skills required to engage more successfully with learning and the wider curriculum.



## 12. Assessment and Impact

At Kings Meadow, assessment provides a holistic understanding of pupil development. Progress is recognised across emotional development, engagement with learning and academic attainment.

Understanding pupils' SEMH development is particularly important, as improvements in emotional regulation and relationships often form the foundation for academic success.

Assessment is closely aligned with pupils' EHCP outcomes so that personalised progress can be monitored effectively. Evidence for Learning supports the collection of observations and examples of progress toward individual targets.

Academic development is monitored through teacher assessment alongside structured assessment tools including:

- Essential Letters and Sounds phonics tracking
- Salford Reading Tests
- White Rose Mathematics assessments
- independent writing assessments

Tools such as the Boxall Profile and Strengths and Difficulties Questionnaire (SDQ) support the monitoring of pupils' social and emotional development.

Both formative and summative assessment approaches are used. Through observation, questioning and discussion, teachers continually adapt learning experiences to respond to pupils' needs. At key points in the year, summative assessment provides a broader picture of progress over time.

Assessment information supports decisions about teaching approaches, provision placement and the identification of additional support. As pupils develop emotional regulation and independence, movement between the BASE, BRIDGE and BEYOND provisions may occur.

Regular pupil progress meetings bring together teachers and senior leaders to review SEMH development, academic progress and progress toward EHCP outcomes.

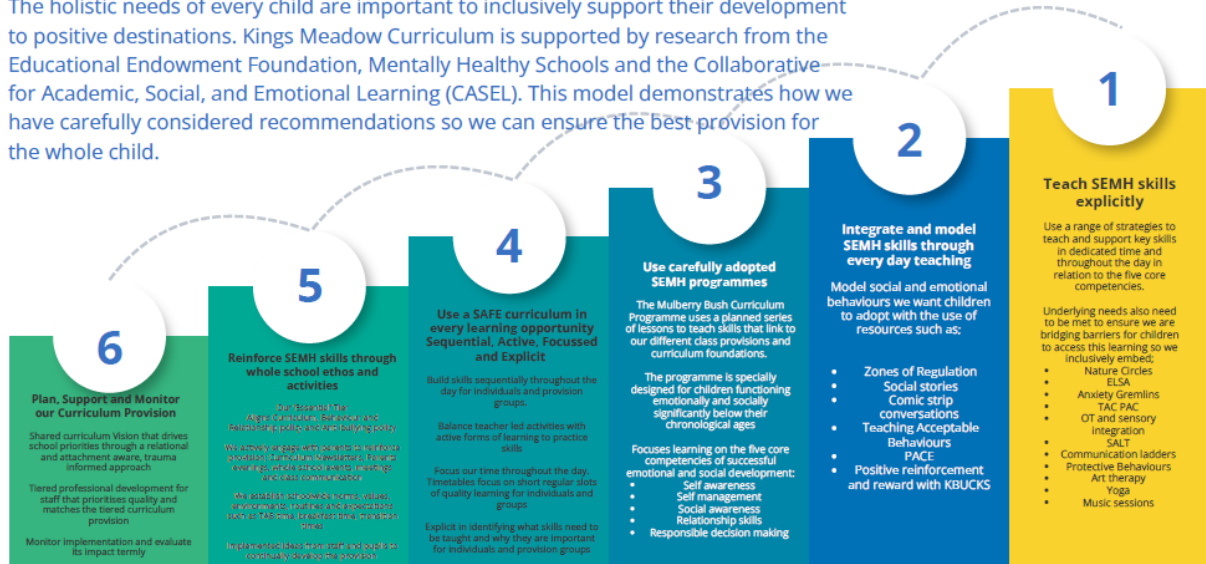
Assessment also informs the school's graduated response, following the cycle of Assess – Plan – Do – Review. Through this process, provision is continually refined to ensure that pupils receive the most effective support.

Leaders review assessment information alongside observations of pupils' engagement and behaviour for learning to evaluate the effectiveness of the curriculum and ensure that provision continues to meet pupils' needs.

# 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

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	

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
PE/CE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Ancient Civilisations			The Victorians			Charles Darwin		
Geography	Location: Continents and Oceans			Human and Physical			Location: World's Rainforests		
RE	Festivals			Christianity			Islam		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Design and use mechanical systems			Build structures			Strengthen structures		
Music	Sing and perform			Play and improvise			Listen to music		
Computing	E-safety			Coding			Digital Literacy		
Physical Education	Movement			Dynamics			Stance		

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
PE/CE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Stone Age to Iron Age			Tribal Kingdoms			Industrial Revolution		
Geography	Evolution and Inheritance			Everyday Materials			Electricity		
RE	Festivals			Hinduism			Christianity		
Art and Design	Collage			Digital media / animation			Tools		
Design and Technology	Build structures			Strengthen structures			Use mechanical systems		
Music	Sing and perform			Play and improvise			Listen to music		
Computing	E-safety			Coding			Digital Literacy		
Physical Education	Movement			Dynamics			Dance		

Year C Long-Term Plan 2025 - 2026	Explorers			Our Living World			Heroes		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2	KS1	LKS2	UKS2
PE/CE	Relationships			Living in the wider world			Health and wellbeing		
Science	Working Scientifically			Working Scientifically			Working Scientifically		
History	Everyday Materials			Materials and their properties			Plants		
Geography	Earth and Space			Living things and their habitats			Living things and their habitats		
RE	Festivals			Sikhism			Buddhism		
Art and Design	Drawing			Painting			Sculpture		
Design and Technology	Build structures			Strengthen structures			Use mechanical systems		
Music	Sing and perform			Play and improvise			Listen to music		
Computing	E-safety			Coding			Digital Literacy		
Physical Education	Movement			Dynamics			Dance		

# Appendix 3 Personal Development Framework

