

Hidelow Grange School

Curriculum Policy

Reflect. Believe. Develop. Achieve.

Policy:	Curriculum Policy		
School:	Hidelow Grange School	Version:	Summer 2026
Written by:	Benjamin J. Neasom, Headteacher	Approved by:	Rob McConomy: Regional Lead
Date:	June 2026	Next Review:	September 2026
RRS Articles:	Article 28 (right to education); Article 29 (education develops talents and abilities); Article 31 (right to play and rest)		

CareTech Community Services Ltd: Policy Monitoring and Review

This policy will be monitored on an ongoing basis through HGS governance and quality assurance systems. Responsibility for ensuring the policy remains compliant with legislation and regulatory frameworks sits with the Director of Education (Proprietor Representative) and the Headteacher.

A formal review will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, inspection frameworks or operational requirements necessitate it. The CareTech Head of Policy will identify relevant changes in legislation, regulation and emerging best practice and incorporate learning from inspections, audits and practice developments into future revisions.

Signatories:

Regional Lead / Proprietor Representative: Rob McConomy/Andrew Sutherland

Headteacher: Benjamin J. Neasom

Date: June 2026

Next Review: June 2029 (or sooner if legislation or inspection framework requires)

Terminology

The following terms are used consistently throughout this policy and all supporting documentation, in line with CareTech Community Services Ltd universal policy standards:

Term	Definition
School / Establishment	Hidelow Grange School: the independent specialist day school operated by CareTech Community Services Ltd within the Branas Isaf group.
Learner	Any young person aged 11 to 18 who receives education at Hidelow Grange School. The school does not currently admit learners over 18, though post-18 provision may be arranged individually.
Service Head / Headteacher	The Headteacher (Benjamin J. Neasom): the senior person with overall responsibility for the school's educational provision, safeguarding and quality.
Teacher / Tutor	Any member of staff with direct teaching responsibility for learners.
Parent / Carer	The parent or person with parental responsibility for the learner, including Local Authority representatives where the learner is Looked After.
Regulatory Authority	Ofsted: the independent regulatory body responsible for inspecting and regulating Hidelow Grange School under the Independent School Standards and the Education Inspection Framework.
Social Worker	The allocated social worker for each learner; if none is allocated, the Duty Social Worker or Team Manager holds responsibility.

Placing Authority	The local authority or agency responsible for placing the learner and commissioning the provision.
Virtual Schools Head (VSH)	The designated officer within the Placing Authority responsible for the educational progress of Looked After Children.
Staff	All staff working at HGS, including employed teachers, teaching assistants, residential support workers in school, contractors, agency staff and volunteers.

Scope

This policy applies across Hidelow Grange School and is aligned to the CareTech Community Services Ltd universal Curriculum Policy. It includes:

- All learners aged 11 to 18 at Hidelow Grange School
- All teachers, tutors and education staff
- The wider residential and care staff team in their educational support role
- The multi-agency team supporting curriculum delivery, including therapists, Virtual Schools Heads, social workers and health professionals
- The Headteacher and senior leadership
- The Director of Education in the proprietorial oversight role
- Visiting professionals and specialists contributing to curriculum planning and delivery

CareTech Community Services Ltd: Curriculum Policy Statement

Across the CareTech organisation, the curriculum is the shared thread that connects every site, every classroom, every conversation and every aspiration. It is more than a sequence of subjects or qualifications. It is the way we tell learners: you matter, you can achieve, and your future belongs to you.

We work with learners whose educational experiences have often been characterised by interruption, exclusion, transitions, health needs, anxiety or trauma. Many come to us holding both potential and pain. We approach this with respect and humility. A curriculum that is ambitious, well-sequenced and trauma-responsive is a powerful act of restoration: it rebuilds trust where trust has been fractured, rekindles curiosity where learning became unsafe, and creates the conditions where learners can experience consistency, dignity and belonging.

The tone, values and commitments in this policy represent who we are as an educational provider and reflect our belief that education must meet learners where they are, lift them to where they can be, and walk with them at a pace that honours their experiences and strengths.

1. Description and Ethos of Hidelow Grange School

Hidelow Grange School (HGS) is an independent specialist day school operating within CareTech Community Services Ltd, part of the Branas Isaf group of schools. The school is registered for up to 12 pupils aged 11 to 18 years and provides specialist secondary education for young people with Social, Emotional and Mental Health (SEMH) needs, including those who have displayed Harmful Sexual Behaviour (HSB). The school is located in Acton Beauchamp, Herefordshire.

All pupils at HGS are placed by local authorities from across England and Wales. Most hold an Education, Health and Care Plan (EHCP). Many have had significantly disrupted educational histories, including exclusion, non-attendance and placement breakdown. All have experienced some combination of trauma, adversity, loss or disrupted attachment. A number are Looked After Children.

The school operates as an integrated model, in which education, care and therapeutic support work together as a single system around each young person. Therapy is informed by the Good Lives Model (GLM), which is grounded in the ethical concept of human dignity and universal human rights. The curriculum is the educational

expression of that model: it places aspiration, agency and a genuine belief in each young person's capacity to grow at its centre.

HGS was judged Good with Outstanding Features by Ofsted in November 2024.

2. Our Vision, Mission and Values

Our Vision

Every young person who comes through the doors of Hidelow Grange School is capable of achieving more than they, or the systems around them, may currently believe. Our vision is to be a school where that belief is lived out daily, where educational ambition and therapeutic safety are not in tension but are mutually reinforcing, and where every pupil leaves with recognised qualifications, a positive destination, and a clearer sense of who they are and what they can become.

Our Mission Statement

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection, so that our pupils develop the knowledge, skills and confidence to achieve their potential in all aspects of their lives.

Our School Values

- Reflect: we learn from our experiences and those of others
- Believe: we hold an unconditional belief in each young person's capacity to grow
- Develop: we build knowledge, skills and confidence systematically and ambitiously
- Achieve: we expect every pupil to leave with recognised qualifications and a positive destination

Our Three Non-Negotiable Commitments

- Every pupil will leave HGS with at least one nationally recognised qualification and a positive, planned post-16 destination. Ambition is not optional. It is the baseline.
- Every pupil will be known, believed in, and genuinely challenged. Following Mary Myatt, we hold to a low threat, high challenge ethos: the environment is safe and the relationships are strong, so that the expectations can be uncompromising.
- The curriculum will be broad, balanced and ambitious. Not a reduced version of what other young people receive. It is the quality of what pupils encounter every day that determines their outcomes, not the complexity of their needs. (Myatt, 2016)

3. Curriculum Philosophy and Intent

The curriculum at HGS is the sum of all planned learning experiences: taught subjects, enrichment activities, therapeutic integration, outdoor education, careers, PSHE, and the daily relational environment in which all of this takes place. It extends from the moment a pupil arrives in the morning to the moment they leave at the end of the day, and is supported beyond the school day by care staff through structured life-skills activities.

The curriculum is designed in explicit alignment with the Education Inspection Framework (2019, updated 2023) and the Independent School Standards (2023). It is also shaped by the following theoretical and practical frameworks:

- Mary Myatt (2016): low threat, high challenge. Educational ambition and emotional safety are not opposites. The most nurturing environment is often the most academically stretching.
- Bowlby and attachment theory: secure relational base as the prerequisite for learning. Pupils learn best when they feel safe with the adult in front of them.
- Van der Kolk (2015): trauma reorganises the body and brain. Teaching must account for this without using it as a reason to lower expectations.
- Good Lives Model (Ward, 2002): every young person has the same fundamental human aspirations. The curriculum is designed to make those aspirations attainable.
- Youell (2005): the Headteacher as the outer container of the organisation. Leadership provides the stability within which staff can teach and pupils can learn.

The curriculum is inclusive and needs-led: every pupil accesses a full-time educational programme. It is dynamic: it evolves each year in response to the cohort, the evidence base, and the review process. It is holistic: academic, personal, social and therapeutic development are understood as inseparable.

The curriculum supports and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are not treated as a discrete programme but are woven into every subject, every lesson and every interaction.

Curriculum Principles

- **Ambition for all:** every pupil is entitled to a curriculum of the same standard as their mainstream peers, adapted for their needs, not reduced.
- **Coherent sequencing:** knowledge and skills are built cumulatively across five years, with prior learning activated and extended at every stage.
- **Therapeutic integration:** the Good Lives Model underpins all provision. IEP outcomes, Boxall Profile data and Zones of Regulation provide the SEMH framework within which academic learning takes place.
- **Breadth and enrichment:** RYA Sailing, British Canoeing, Archery GB, Duke of Edinburgh, Arts Award, music and horticulture are curriculum entitlements, not rewards.
- **Relational pedagogy:** relationships are the vehicle through which learning travels. No instructional strategy works in the absence of trust.

CareTech Curriculum Framework: Four Integrated Strands

In line with the CareTech Community Services Ltd universal curriculum framework, the HGS curriculum integrates four strands. These strands are not separate timetable slots. They are woven throughout every subject, year group and school day.

1. Core Learning	2. Specialist Learning	3. Vocational and Employability	4. Enrichment and Cultural Capital
<ul style="list-style-type: none"> • Communication and oracy • Literacy: functional and academic • Numeracy: functional and conceptual • Digital competence and online safety • Personal, social and emotional development • Health, wellbeing and relationships (Jigsaw PSHE) 	<ul style="list-style-type: none"> • Therapeutic input (Good Lives Model) • SEMH support and Zones of Regulation • Specialist HSB curriculum (PSHE) • Trauma-responsive teaching approaches • Fresh Start Phonics and Numicon (targeted) • Boxall Profile-driven IEP targets • Nurture Pathway (Year 7) 	<ul style="list-style-type: none"> • Careers (all 8 Gatsby Benchmarks) • XELLO careers platform • Work-related learning and DofE • Independent Living Skills • CV, applications and interview skills • Post-16 transition planning 	<ul style="list-style-type: none"> • RYA Sailing, Canoeing, Archery • Duke of Edinburgh Bronze and Silver • Arts Award Bronze and Silver (Trinity) • Music, horticulture, gardening • School Council and pupil leadership • Community projects and volunteering • Rights Respecting Schools activities

4. Curriculum Structure: KS3 and KS4

The HGS curriculum covers Year 7 to Year 11 across two key stages. It is set out in detail in the accompanying Five-Year Curriculum Plan (2025-2030). This policy provides the principles and rationale that underpin that plan.

Key Stage 3 (Years 7, 8 and 9)

All Year 7 to 9 pupils follow the same broad curriculum. Subjects are delivered in 45-minute lessons. The daily timetable includes a whole-school reading session (13:00-13:15) and a handwriting and vocabulary session (13:15-13:30, Monday to Thursday). These are not optional extras. They are curriculum time.

The KS3 curriculum includes:

- English (4 lessons per week): AQA and Pearson/Edexcel schemes; daily reading embedded

- Mathematics (4 lessons): White Rose Mastery sequencing with Pearson schemes
- Science (4 lessons): Developing Experts and White Rose KS3, integrated Biology, Chemistry and Physics
- Humanities Project (3 lessons): one term each of History, Geography and RE through enquiry-led project work
- PSHE and RSE (2 lessons): Jigsaw programme, age-appropriate units for Year 7, 8 and 9; Careers embedded and half-termly sessions
- PE and Outdoor Education (2 lessons plus enrichment): RYA Sailing, British Canoeing, Archery GB
- Art and Creative Arts (2 lessons): skills-based programme; Arts Award Bronze from Year 8
- Duke of Edinburgh Bronze (from Year 8): all four sections embedded in the timetable

Year 7 pupils who arrive working significantly below age-related expectations are assessed using the Boxall Profile and GL Assessment suite, and may be placed on the HGS Nurture Pathway. This is a structured, therapeutic curriculum that meets pupils at their current level while maintaining high expectations and an ambitious long-term trajectory. The Nurture Pathway is described in a separate companion document.

Key Stage 4 (Years 10 and 11): Two Pathways

At Key Stage 4, pupils follow one of two personalised pathways determined through half-termly Pupil Progress Meetings (PPMs), GL Assessment data, IEP review and pupil and family consultation. Both pathways carry the same expectation of engagement, effort and progress. No pupil is locked into a pathway. Movement between pathways is possible at any point if evidence supports it.

GCSE Pathway (Pathway A)	Foundation Pathway (Pathway B)	All Pupils: Additional Awards
<ul style="list-style-type: none"> • AQA GCSE English Language (8700) • AQA GCSE English Literature (8702) • Edexcel GCSE Mathematics (1MA1): Higher or Foundation tier • Edexcel GCSE Combined Science (1SC0) or Separate Sciences (1BI0/1CH0/1PH0) • AQA GCSE History (8145) • OCR A GCSE Geography (J383) • AQA GCSE Art, Craft and Design (8203) or Trinity Arts Award Silver • AQA Spoken Language Endorsement (English) 	<ul style="list-style-type: none"> • Pearson Functional Skills English Level 1 and Level 2 • Pearson Functional Skills Mathematics Level 1 and Level 2 • Edexcel Entry Level Certificate Science or Pearson BTEC Award in Science • Pearson BTEC Award in Humanities with AQA Unit Award certificates (Geography, History, RE) • Trinity Arts Award Bronze or Silver • Independent Living Skills embedded in PSHE (Jigsaw) 	<ul style="list-style-type: none"> • Duke of Edinburgh Bronze Award (from Year 8) • Duke of Edinburgh Silver Award (from Year 10, GCSE pathway) • Trinity Arts Award Bronze (all pupils, KS3) • RYA Sailing Stage 1 and Stage 2 • British Canoeing Paddlesports Awards • Archery GB participation awards • AQA Unit Award certificates (individual subject units)

The KS4 pathway decision is reviewed at every half-termly PPM. The criteria for Pathway A include GL Assessment standardised scores broadly at or approaching 85 in two or more core areas, IEP targets aligned to GCSE grade descriptors, and the ability to access extended writing tasks with appropriate support. Pathway B is not a lower expectation. It is a different, equally ambitious route to nationally recognised achievement.

5. Curriculum Spine: Schemes, Frameworks and Accreditation

The following schemes provide the structural backbone of teaching and learning at HGS. They ensure rigour, appropriate sequencing and alignment to national qualification standards:

- Pearson: core scheme and structure across Maths, English and Science. Edexcel GCSE specifications for Maths, Science and English.
- White Rose Maths and Science: mastery sequencing; spiral retrieval; concrete-pictorial-abstract progression; GCSE tier mapping.
- Developing Experts: science depth and enquiry; Working Scientifically; required practicals; STEM careers exposure.
- AQA: English Language (8700) and Literature (8702); History (8145); Art, Craft and Design (8203).
- OCR A: Geography (J383).
- Pearson BTEC and Edexcel Entry Level: Foundation Pathway Science, Humanities and vocational awards.
- Trinity College London: Arts Award Bronze and Silver.
- Duke of Edinburgh Award: Bronze from Year 8; Silver from Year 10 (GCSE pathway).

6. Curriculum Threads: What Runs Through Everything

The following threads are not discrete programmes. They are embedded throughout the curriculum in every subject, every year, every lesson. They are evidenced in planning, lesson observations, book scrutiny, pupil progress meetings and half-termly governance reports.

Literacy Spine

- Daily whole-school reading: 13:00-13:15, non-negotiable across all year groups
- Fresh Start Phonics (Ruth Miskin): targeted 1:1 and small group intervention for any pupil requiring foundational decoding support
- Bedrock Learning: systematic vocabulary development, used as homework and in-session activity
- Nelson Handwriting: embedded in the daily 13:15-13:30 session (Monday to Thursday)
- SPAG marking policy: all staff mark for punctuation, grammar and spelling, not only English teachers
- GL Assessment: reading age and spelling age tracked every term; data shared at PPMs and with Virtual Schools

Numeracy Spine

- White Rose Mastery sequencing provides cumulative number and calculation development
- GL Assessment maths standardised scores tracked every term
- Problem-solving and mathematical reasoning threaded across Science, Geography and PSHE (financial literacy)
- Times Tables Rock Stars: used across KS3 for multiplication fluency in a low-threat, engaging format

Oracy

- Structured discussion, debate and presentation embedded in English, PSHE, Humanities and Science
- AQA Spoken Language Endorsement (GCSE pathway): formally assessed in Year 11
- Arts Award Silver (sharing component): pupil leads an arts activity for peers
- School Council and pupil voice activities structured throughout the year

Careers (Gatsby Benchmarks 1-8)

- Stable, school-led careers programme (Benchmark 1): PSHE Jigsaw careers units each year, Year 7 to 11
- Curriculum links to careers in all subjects (Benchmark 4): STEM careers in Science; legal and media careers in English; creative careers in Art
- Employer encounters in enrichment weeks (Benchmark 5) and employer contacts for projects (Benchmark 6)
- DoFE volunteering section meets Benchmark 7: experience of workplaces and community contributions
- Personal guidance (Benchmark 8): 1:1 careers guidance with Headteacher, linked to EHCP and PEP planning
- XELLO careers platform used by pupils from Year 8 for independent research and aspiration planning

SMSC and British Values

- Spiritual, Moral, Social and Cultural development mapped explicitly to every unit of work in every subject
- British Values (democracy, rule of law, individual liberty, mutual respect, tolerance) woven into PSHE and Humanities and evidenced termly
- Rights Respecting Schools (UNCRC) framework: Article references mapped in unit plans; pupil voice embedded
- Jigsaw PSHE provides the primary SMSC and RSE delivery vehicle

Therapeutic and Trauma-Informed Practice

- Good Lives Model underpins all provision: the 11 GLM Primary Goods are referenced in curriculum planning and IEP review
- Zones of Regulation: common emotional language used by all staff across the school day
- Boxall Profile: completed on entry and each term; scores drive IEP targets and timetable adaptations

- EHCP outcomes explicitly referenced in subject unit plans; evidenced at annual review
- Pupil Progress Meetings (PPMs): every 6 weeks, Headteacher, class teacher, key worker, and where possible Virtual Schools lead

7. Subject Rationales, Intent, Implementation and Impact

Each section below sets out why the subject matters for our pupils, how it is taught, and what pupils will achieve. Full half-term curriculum maps for every subject across all five year groups are set out in the HGS Five-Year Curriculum Plan (2025-2030).

Subject	Implementation: How this is taught	Impact: What pupils will achieve
English (AQA GCSE + Pearson FS)	<ul style="list-style-type: none"> • AQA GCSE English Language (8700) and Literature (8702): sequenced from Year 7 foundations through Paper 1 and 2 preparation in Year 10 to final exams in Year 11 • Texts chosen for cultural richness and resonance with pupils' experience: A Christmas Carol, Macbeth, An Inspector Calls, Power and Conflict Poetry • Non-fiction writing skills developed across all year groups: argumentation, persuasion, journalism, speeches • Reading for pleasure: teacher-chosen daily read-aloud; Literacy Tree texts from Year 7; pupil-choice sessions in Year 8 and 9 • RWI Fresh Start Phonics: daily 1:1 or small group for any pupil needing foundational decoding • Bedrock Learning: academic vocabulary development across all year groups • Pearson Functional Skills L1 and L2: Foundation Pathway route to nationally recognised English qualifications 	<ul style="list-style-type: none"> • Every pupil leaves with a recognised English qualification: AQA GCSE grades 1-9 or Pearson FS L2 • Pupils develop confidence as readers, writers and speakers • Reading ages tracked termly via GL Assessment; all pupils make measurable progress from their starting point • GCSE pupils complete AQA Spoken Language assessment in Year 11 • Foundation Pathway pupils achieve FS L1 by end of Year 10 and FS L2 by end of Year 11 (on-demand entry)
Mathematics (Edexcel GCSE + Pearson FS)	<ul style="list-style-type: none"> • White Rose Mastery sequencing across KS3: concrete, pictorial, abstract progression; prior learning activated through retrieval starters • Pearson schemes provide lesson-by-lesson structure; problem-solving and reasoning embedded throughout • Numicon Big Ideas used for pupils with gaps in number sense (Nurture Pathway and targeted intervention) • GL Assessment maths tracked every term; IEP maths targets reviewed each PPM • Times Tables Rock Stars: multiplication fluency in low-threat, gamified format • GCSE Pathway: Edexcel GCSE Mathematics (1MA1), Higher or Foundation tier, three written papers • Foundation Pathway: Pearson Functional Skills Maths L1 and L2, on-demand entry 	<ul style="list-style-type: none"> • Every pupil leaves with a recognised mathematics qualification: Edexcel GCSE or Pearson FS L2 • All pupils develop functional numeracy skills applicable to adult life and employment • GCSE tier (Higher or Foundation) determined at Year 10 PPM based on GL data and teacher evidence • Foundation Pathway pupils achieve FS L1 by end of Year 10 and FS L2 by end of Year 11 • Mathematical reasoning and problem-solving skills evidenced in all subjects, not only Maths lessons
Science (Edexcel GCSE + ELC/BTEC)	<ul style="list-style-type: none"> • Developing Experts and White Rose Science provide KS3 structure: integrated Biology, Chemistry and Physics; Working Scientifically embedded throughout • Required practicals developed from Year 9 in preparation for GCSE; practical skills assessed formatively each term • GCSE Pathway: Edexcel Combined Science (1SC0) Double Award or Separate Sciences (1BI0/1CH0/1PH0) • Foundation Pathway: Edexcel Entry Level Certificate in Science or Pearson BTEC Award in Science 	<ul style="list-style-type: none"> • GCSE pathway pupils sit 6 written papers in Year 11 (Biology 1 and 2, Chemistry 1 and 2, Physics 1 and 2) • Foundation Pathway pupils achieve Edexcel ELC or Pearson BTEC Award, teacher-assessed with external moderation • All pupils develop scientific literacy: the ability to read, question and evaluate scientific information • Required practicals completed and evidenced across Year 10 and 11

	<ul style="list-style-type: none"> STEM careers linked explicitly to topics in every year group, in partnership with Developing Experts platform 	
<p>Humanities Project (History / Geography / RE) GCSE: AQA History + OCR A Geography</p>	<ul style="list-style-type: none"> KS3: one term each of History, Geography and RE through an integrated enquiry-led Project approach; topics bridge deliberately into GCSE content in Year 9 AQA GCSE History (8145): four units studied across Year 10 and 11; Medicine Through Time; Elizabethan England; America 1840-1895; Gulf and Afghanistan 1990-2009 OCR A GCSE Geography (J383): three components; Our Natural World, People and Society, Geographical Exploration; fieldwork investigations embedded RE at KS3: one term per year, age-appropriate topics including Religious Celebrations, Buddhism, Islam, Pilgrimage and inspirational figures across faiths SMSC and British Values explicitly mapped to every Humanities unit; RRS UNCRC article references embedded in planning 	<ul style="list-style-type: none"> GCSE History pupils sit two written papers in Year 11 and develop historical source analysis, narrative and essay skills GCSE Geography pupils complete two investigations for assessed fieldwork and sit three component papers Foundation Pathway pupils achieve Pearson BTEC Award in Humanities and AQA Unit Award certificates in Geography, History and RE All pupils develop as informed, empathetic citizens with a coherent understanding of the world they live in
<p>PSHE and RSE (Jigsaw; Gatsby Benchmarks 1-8)</p>	<ul style="list-style-type: none"> Jigsaw PSHE programme: six age-appropriate units per year for all year groups (Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; Changing Me) RSE delivered in line with the RSHE statutory guidance (2021); content is age-appropriate, inclusive and sensitive to pupils' histories Careers: Gatsby-mapped programme using XELLO platform from Year 8; all 8 Benchmarks met across the five years Independent Living Skills embedded in Foundation Pathway PSHE from Year 10 Financial literacy, online safety and mental health management threaded across all years 	<ul style="list-style-type: none"> All pupils develop the knowledge, skills and values to make safe, healthy and informed choices All 8 Gatsby Benchmarks evidenced and reported half-termly in governance reports Every Year 11 pupil has a positive, planned post-16 destination by the point of leaving RSE content evidenced in PSHE lesson observations and pupil voice; statutory obligations met in full
<p>PE and Outdoor Education (DofE Bronze and Silver)</p>	<ul style="list-style-type: none"> Two PE/Outdoor Education lessons per week across all five year groups, plus weekly enrichment Outdoor education programme: RYA Sailing Stages 1 and 2; British Canoeing Paddlesports Awards; Archery GB DofE Bronze: all four sections (Volunteering, Skill, Physical, Expedition) from Year 8; qualifying expedition in Year 8 or 9 DofE Silver: GCSE pathway pupils from Year 9/10; qualifying expedition in Year 10 or 11 PE curriculum covers invasion sports, gymnastics, athletics, striking and fielding, dance, net sports and personal fitness 	<ul style="list-style-type: none"> All pupils complete RYA Stage 1 by end of Year 8; GCSE pathway pupils progress to Stage 2 All pupils hold DofE Bronze Award by end of Year 9 or 10; GCSE pathway pupils work towards Silver Physical activity embedded as part of a therapeutic, regulated school day, not as a reward Pupils develop resilience, teamwork, leadership and self-regulation through managed outdoor challenge
<p>Art and Creative Arts (AQA GCSE + Arts Award)</p>	<ul style="list-style-type: none"> Skills-based art curriculum from Year 7: drawing, painting, printmaking, sculpture, photography and digital arts Arts Award Bronze from Year 8 for all pupils: arts log; arts experience; own arts activity; sharing with others Arts Award Silver from Year 9 for GCSE pathway pupils: arts leadership component; moderated portfolio GCSE Art, Craft and Design (AQA 8203): portfolio development across Year 10 and 11; externally set assignment 	<ul style="list-style-type: none"> All pupils hold Arts Award Bronze by Year 10 as a minimum GCSE pathway pupils achieve AQA GCSE Art or Arts Award Silver; externally moderated Foundation Pathway pupils achieve AQA Art Unit Award certificates All pupils develop a personal sketchbook as a record of creative growth across five years

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| | <ul style="list-style-type: none"> • Therapeutic value of art recognised and embedded: creative expression as a regulated, self-aware activity | |
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8. Assessment, Tracking and Reporting

Baseline Assessment

Every pupil entering HGS completes a structured baseline assessment process within the first two weeks of arrival. This includes:

- GL Assessment suite: Progress Test in Reading (PTR), Progress Test in English (PTE) and Progress Test in Maths (PTM), providing standardised age-equivalent scores
- Boxall Profile: completed by the key adult who knows the pupil best; Developmental and Diagnostic Scale scores used to set IEP targets and design timetable adaptations
- Fresh Start Phonics screening: all pupils assessed for phonics decoding regardless of age or presentation
- Teacher observation and curriculum engagement record: structured over the first two weeks alongside the timetabled curriculum

Ongoing Assessment

- GL Assessment: repeated every term (Autumn, Spring, Summer) for all pupils; standardised scores tracked against IEP targets
- Boxall Profile: repeated each term; Developmental and Diagnostic Scale scores tracked from baseline to show progress in SEMH
- Half-termly teacher assessment: against curriculum unit objectives, shared with care team at PPM
- IEP targets: set half-termly against academic, personal and social objectives derived from EHCP outcomes and Boxall subscale scores
- Pupil Progress Meetings: every 6 weeks, Headteacher, class teacher, key worker; Virtual Schools Head and social worker included where possible
- Book scrutiny: half-termly; Headteacher reviews pupil work against planning and IEP targets
- Lesson observations: at least one formal observation per teacher per term; Headteacher-led with written feedback

Reporting

- Half-termly Governance Report to Director of Education: includes GL Assessment data, attendance, accreditation progress, Boxall Profile trends, behaviour data and curriculum compliance
- Annual Review of EHCP: curriculum evidence submitted; Headteacher attends all annual reviews
- Virtual Schools annual report (PEP): educational progress shared at each PEP meeting
- Parent and carer communication: half-termly written update minimum; phone or video call on request

9. Inclusion, SEND and the Nurture Pathway

Every pupil at HGS has significant and complex SEMH needs and a history of educational disruption. Inclusion at HGS does not mean placing all pupils in the same lessons and expecting them to access identical provision. It means ensuring every pupil accesses a curriculum that is:

- Ambitious: grounded in high expectations and national qualification frameworks
- Personalised: adapted to individual starting points, learning profiles and EHCP outcomes
- Evidenced: tracked through standardised assessment and reviewed at every PPM
- Safe: delivered within a relational, trauma-informed environment

Every pupil has an Individual Education Plan (IEP) with SMART targets reviewed half-termly. Targets are drawn from EHCP outcomes, Boxall Profile subscale scores and GL Assessment data. All teachers reference IEP targets in their subject planning.

Pupils who arrive in Year 7 working significantly below age-related expectations (typically at Year 3 or Year 4 level) are assessed using the Boxall Profile and GL Assessment suite and may be placed on the HGS Nurture Pathway. This is a structured, therapeutic curriculum providing intensive literacy and numeracy intervention

alongside a broad and engaging wider curriculum. The Nurture Pathway uses RWI Fresh Start Phonics, Literacy Tree, Numicon Big Ideas, Bedrock Learning, Zones of Regulation and the Teodorescu Perceptuo-Motor Programme. It is described in full in the companion Nurture Pathway document.

The Headteacher holds the interim SENCO role while recruitment for a permanent SENCO and Maths Specialist is underway. All SEND responsibilities, including EHCP coordination, annual review paperwork and IEP review, are managed by the Headteacher in this interim period.

10. Curriculum Implementation

Timetable Structure

The school day is structured around 45-minute lessons. The teaching week provides a minimum of 25 hours of educational contact time. The timetable is designed to prioritise literacy and numeracy in the morning when cognitive load is lowest, and to embed enrichment, outdoor education and PSHE in the afternoon.

- Each teaching day includes 6 timetabled lessons of 45 minutes
- Daily reading: 13:00-13:15 (whole school, non-negotiable)
- Daily vocabulary/handwriting: 13:15-13:30 Monday to Thursday
- Enrichment sessions are embedded within the timetable, not additional to it
- One afternoon per week is designated for outdoor education and enrichment activities

Lesson Structure

While teaching styles will vary appropriately by subject and pupil, the following principles apply in all lessons at HGS:

- Retrieval practice starter (5-10 minutes): activates prior learning and supports memory consolidation
- Learning objective shared and explained (not simply read): pupils understand what they are learning and why
- Main teaching and learning (20-30 minutes): sequenced, scaffolded, adapted to individual need
- Plenary or exit task (5-10 minutes): assesses learning in the lesson and informs next steps
- Transitions are signalled in advance: 5-minute and 2-minute warnings; never sudden
- No cold calling: participation is invited, not demanded; the environment is always low threat

Curriculum Planning

Every teacher maintains the following planning documents, which are reviewed by the Headteacher half-termly:

- Long-Term Plan (LTP): sets out the full year's content per subject, aligned to the Five-Year Curriculum Plan
- Medium-Term Plan/Scheme of Work (SOW): half-term detail including learning objectives, assessment opportunities and cross-curricular links
- Lesson plans: available on request; must evidence IEP target integration and differentiation
- IEP integration record: how each pupil's IEP targets are addressed within subject planning

Cross-Curricular Links

The Five-Year Curriculum Plan maps explicit cross-curricular links across subjects to avoid repetition and deepen understanding. Key examples include:

- The Industrial Revolution (History Y8) linked to Materials and Recycling (Science Y8)
- Climate Change (Geography Y9) linked to Atmosphere and Carbon Cycle (Science Y9)
- Financial literacy embedded in both PSHE and Mathematics
- The Holocaust (History Y9) bridging into Medicine Through Time (History GCSE Y10)
- Biodiversity (Geography Y9) linked to Ecosystems and Interdependence (Science Y9)

11. Monitoring, Evaluation and Quality Assurance

The Headteacher is responsible for monitoring the quality of curriculum implementation. The following processes are in place:

- Formal lesson observations: at least once per term per teacher; graded feedback provided in writing; targets agreed in supervision
- Learning walks: informal, unannounced; at least fortnightly; Headteacher visits classrooms and notes evidence of planning, engagement and progress
- Book scrutiny: half-termly; pupil work reviewed against planning, IEP targets and curriculum content
- Pupil voice: half-termly pupil questionnaire; individual conversations at PPM; School Council discussion
- Data review: GL Assessment scores analysed each term; Boxall Profile trends reviewed each term; attendance and accreditation progress reviewed half-termly
- Staff supervision: every teacher has a minimum of one formal supervision meeting per term with the Headteacher; CPD needs identified and actioned
- Governance reporting: half-termly written report to the Director of Education including curriculum compliance, ISS audit findings, GL data, accreditation progress, safeguarding data and financial summary
- External quality assurance: Tonia Lewis (Quality Improvement Lead, CareTech) provides half-termly support visit; findings contribute to the SEF

12. Post-16 Transitions and Destinations

HGS is committed to securing a positive, planned post-16 destination for every pupil. Transition planning begins no later than Year 9 and is reviewed at every subsequent PPM, annual review and PEP meeting. The Headteacher works with the Virtual Schools Head, social worker and care team to identify appropriate post-16 options for each pupil.

- Post-16 destinations include: further education college (academic and vocational), supported apprenticeships, Mencap Supported Internships, employment with training, and specialist post-16 provision
- Applications to post-16 providers are supported by the school: personal statements, references, taster visits and transition plans
- Where a pupil remains at HGS beyond Year 11, an individual post-16 education plan is produced, focused on the pupil's interests and career aspirations, and agreed with the Headteacher, social worker and Virtual Schools Head
- Re-sit opportunities in English and/or Mathematics are available post-16 for any pupil who did not achieve their target grade at Year 11

13. Roles and Responsibilities

Role	Person	Responsibility
Director of Education	Andrew Sutherland	Strategic oversight; proprietorial approval; governance reporting
Headteacher	Benjamin J. Neasom	Curriculum design, implementation and monitoring; policy ownership; pupil progress; interim SENCO; DSL
Deputy Headteacher	Juliet Smith	PSHE, Humanities and Art lead; DDSL; SMSC and RRS coordination; timetable
English and Literacy Lead	Victoria Cooper	AQA GCSE English; RWI Fresh Start Phonics lead; Literacy Spine coordination; reading culture
Science Lead	Vacancy	Edexcel GCSE Science; Developing Experts/White Rose KS3; required practicals; RRS lead
Maths Lead	Vacancy	Mathematics (Edexcel GCSE + Pearson FS); White Rose
Quality Improvement Lead	Tonia Lewis	Group quality assurance; curriculum resource support; CareTech/Branas network

Safeguarding in the Curriculum

Safeguarding is not a standalone process at HGS. It is woven through every aspect of curriculum design, teaching and learner experience. Our curriculum consciously develops the knowledge, confidence and competence learners need to stay safe, make informed choices and understand their rights. This is particularly important given that all of our learners have histories involving harm, trauma and disrupted relationships, and that all have displayed or been affected by harmful sexual behaviour.

Safeguarding within the curriculum at HGS is delivered through six mechanisms:

1. Embedding Protective Learning

- PSHE (Jigsaw): age-appropriate teaching on consent, healthy relationships, exploitation, online safety, emotional literacy and self-regulation; delivered every year from Year 7 to Year 11
- HSB-specific curriculum: delivered in PSHE and supported by therapeutic work; addresses recognition of harmful behaviour, victim awareness, developing empathy and understanding boundaries
- Digital literacy: online safety threaded across all year groups; critical thinking about media, information and identity
- RSE (statutory): delivered in full compliance with the RSHE statutory guidance (2021); sensitive to the histories of individual learners

2. Building Self-Advocacy and Voice

- School Council: half-termly agenda with standing items on curriculum and school life
- Pupil voice: half-termly questionnaire; individual voice captured at PPM and annual review
- IEP co-production: where learners are able to, they contribute to setting their own targets
- Arts Award sharing and oracy: pupils develop confidence to express needs, opinions and feelings

3. Safe and Predictable Learning Environments

- Zones of Regulation used daily by all staff: common language for emotional states and regulation strategies
- WINN board (Nurture Pathway): pupil co-constructs the day each morning; builds predictability and agency
- Visual timetables and advance notice of transitions: 5-minute and 2-minute warnings; never sudden changes
- Non-shaming approaches to behaviour: no punitive consequences; relational repair embedded in daily practice

4. Recognising and Responding to Vulnerability

- Boxall Profile: identifies SEMH patterns including undeveloped sense of self, self-negation and high negativism — all of which increase vulnerability to exploitation and harm
- All staff trained in HSB awareness (Branas Isaf, November 2025) and Good Lives Model (Branas Isaf, May 2026)
- Risk assessments reviewed at every PPM; safeguarding implications of curriculum content discussed with care team
- Close liaison with Virtual Schools Heads, social workers and therapists ensures safeguarding context informs curriculum planning

5. Integrating Safeguarding Across All Subjects

- English: texts chosen include narratives about injustice, identity and moral responsibility; analytical writing develops critical thinking
- PSHE: primary vehicle for protective education; Jigsaw programme sequenced deliberately across Year 7-11
- Humanities: citizenship, rights, law, democracy and community explored in every year group
- Science: health, reproduction, substances and lifestyle taught factually and without shame
- PE and Outdoor Education: consent in physical activity, risk management, teamwork and body awareness
- DofE: volunteering, community participation, and peer leadership develop agency and responsibility

6. Safeguarding Contacts and Reporting at HGS

Designated Safeguarding Lead (DSL): Benjamin J. Neasom, Headteacher

Deputy Designated Safeguarding Lead (DDSL): Juliet Smith, Deputy Headteacher

Director of Education (Proprietorial safeguarding oversight): Andrew Sutherland

All safeguarding concerns are reported in line with the HGS Safeguarding and Child Protection Policy, KCSIE (current version), and Herefordshire Safeguarding Children Partnership procedures. Any member of staff who has

a concern about a learner's welfare in relation to curriculum content, disclosure or behaviour must report immediately to the DSL or DDSL.

Inclusion, Equality and Diversity

HGS is committed to ensuring the curriculum is fully inclusive. Every learner, regardless of background, protected characteristic, diagnosis, prior attainment or complexity of need, is entitled to an ambitious, broad and balanced curriculum.

The HGS curriculum:

- Actively represents diverse identities, cultures and life experiences in the texts, topics and materials selected
- Removes barriers to access through personalised planning, IEP adaptation and the Nurture Pathway
- Promotes belonging and participation: no learner is educated in isolation from the school community
- Challenges discrimination and stereotypes through Humanities, PSHE, English and SMSC content
- Celebrates identity, culture and voice through RRS, Arts Award, School Council and enrichment
- Makes reasonable adjustments for learners with disabilities, communication needs or sensory profiles
- Is reviewed against equality objectives at each annual strategic review

The school complies fully with the Equality Act 2010. Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) are actively considered in curriculum planning, resource selection and assessment design. Where curriculum content touches on protected characteristics, it is taught factually, with sensitivity and in age-appropriate terms.

For further detail see the HGS Equality, Diversity and Inclusion Policy and SEND Policy.

Staff Learning and Development

High-quality curriculum delivery depends on confident, well-supported and well-developed staff. CPD at HGS is planned, evidenced and reviewed. All staff receive training relevant to their curriculum role and to the specialist nature of the provision.

Core CPD priorities at HGS:

- Trauma-responsive practice: foundational training for all staff; updated annually
- Good Lives Model (GLM): all staff trained through Branas Isaf (May 2026); refreshed as required
- HSB-specific awareness and curriculum: all teaching staff (Branas Isaf, November 2025)
- Safeguarding and KCSIE: all staff every year; DSL and DDSL advanced training
- RWI Fresh Start Phonics: Victoria Cooper (qualified trainer); cascaded to relevant staff
- Subject-specific CPD: Developing Experts (Science), White Rose (Maths/Science), Jigsaw (PSHE)
- Curriculum planning and sequencing: half-termly staff meetings; peer review of planning
- Assessment and moderated judgement: half-termly book scrutiny; teacher self-reflection
- Leadership development: NPQH (Headteacher, 2025); MA Educational Leadership (in progress); DDSL advanced training (Deputy HT)

CPD needs are identified through supervision (at least once per term), lesson observation feedback, book scrutiny findings and pupil progress data. All CPD is recorded and reported in the half-termly governance report to the Director of Education. An annual CPD plan is produced by the Headteacher each September as part of the SDP review.

For further detail see the CareTech Learning and Development Policy.

Curriculum Information and Publishing Duties

HGS makes clear and accessible curriculum information available to parents, carers, placing authorities, Virtual Schools Heads and prospective families. This includes:

- Overview of curriculum pathways (KS3 and KS4 GCSE and Foundation Pathways)
- Curriculum model and subject offer (Five-Year Curriculum Plan 2025-2030)
- Qualification routes and accreditation schedule
- Enrichment and additional awards offer (DofE, Arts Award, RYA, etc.)
- Approach to careers education and preparation for adulthood
- How the curriculum meets the specific needs of learners at HGS
- Assessment framework and progress reporting arrangements

This information is maintained and updated by the Headteacher. It is available in the following formats: as part of the school prospectus; in the half-termly governance report to the Director of Education; in the annual review paperwork shared with Virtual Schools, social workers and families; and on request from any placing authority or family. The Curriculum Policy, Five-Year Curriculum Plan, Nurture Pathway document and one-page Curriculum Overview are all reviewed annually and updated as required.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual rights and ensure fair and inclusive practice across HGS. The potential impact of the policy on children, young people and staff with protected characteristics has been considered in line with the Equality Act 2010 and the CareTech Community Services Ltd Equality, Diversity and Inclusion framework.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing and participation for every learner. Any emerging risks of differential impact must be reported to the Headteacher and addressed through the ongoing review and quality assurance cycle.

Appendix A: Legal and Regulatory Framework (England)

Hidelow Grange School operates in England and is governed by the following statutory duties, regulatory frameworks and inspection arrangements. All curriculum provision is designed in compliance with these requirements.

Framework	What It Requires	How HGS Addresses It
Education (Independent School Standards) Regulations 2014 (Statutory):	Broad and balanced curriculum; SMSC; British Values; welfare and health; premises; information; complaints; leadership and management (Parts 1-8)	ISS compliance audit conducted each term by Headteacher; half-termly report to Director of Education; ISS mapped explicitly in Five-Year Curriculum Plan and SEF
Independent School Standards Guidance (DfE, 2019) (Non-statutory):	Clear curriculum intent; SMSC development; safeguarding; complaints procedures; leadership capacity	Curriculum intent, implementation and impact documented in this policy, Five-Year Curriculum Plan and SEF. SMSC mapped to every unit of work
Ofsted Independent School Inspection Framework (2026):	Secure curriculum intent, implementation and impact; strong safeguarding; effective leadership and management	EIF three-part framework explicitly used in curriculum design; QA cycle mirrors Ofsted inspection model; Headteacher and DHT jointly monitor curriculum quality
Keeping Children Safe in Education (KCSIE, current version) (Statutory):	Safe recruitment; DSL structure; staff training; referral processes; online safety; Part 1 all staff	DSL: Headteacher; DDSL: Deputy HT. All staff receive KCSIE Part 1 annually. Safeguarding content embedded in curriculum (PSHE, RSE, digital literacy). Online safety threaded across all year groups

SEND Code of Practice (0-25, 2015) (Statutory):	Graduated approach (assess-plan-do-review); EHCP processes; co-production; high-quality teaching for all	IEPs reviewed half-terminly against EHCP outcomes. GL Assessment and Boxall Profile provide assessment data. Annual reviews attended by Headteacher. Interim SENCO: Headteacher
RSHE Statutory Guidance (2021) (Statutory):	Age-appropriate RSE and health education from Year 7; inclusive; sensitive to vulnerability	Jigsaw PSHE programme delivers full statutory RSHE content across Years 7-11. HSB-specific provision extends statutory content. Reviewed annually by Headteacher
Gatsby Benchmarks for Careers Guidance (2014) (Non-statutory):	Eight benchmarks for high-quality careers education from Year 7	All 8 Gatsby Benchmarks mapped across the five-year curriculum. XELLO platform used from Year 8. Evidenced and reported half-terminly in governance reports

14. Related Policies and Documents

- HGS Five-Year Curriculum Plan 2025-2030
- HGS Nurture Pathway (Year 7)
- HGS Curriculum Overview: One-Page Briefing (Summer 2026)
- Teaching, Learning and Observation Policy
- Assessment, Recording and Reporting Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Positive Behaviour Support Policy
- Equality, Diversity and Inclusion Policy
- Careers Education, Information, Advice and Guidance Policy
- Attendance Policy
- Health and Mental Well-Being Policy
- Learning and Development Policy (CareTech)
- Governance, Leadership and Management Policy (CareTech)
- CareTech Community Services Ltd Universal Curriculum Policy (Feb 2026)
- Branas Isaf Schools Curriculum Policy (reference document)