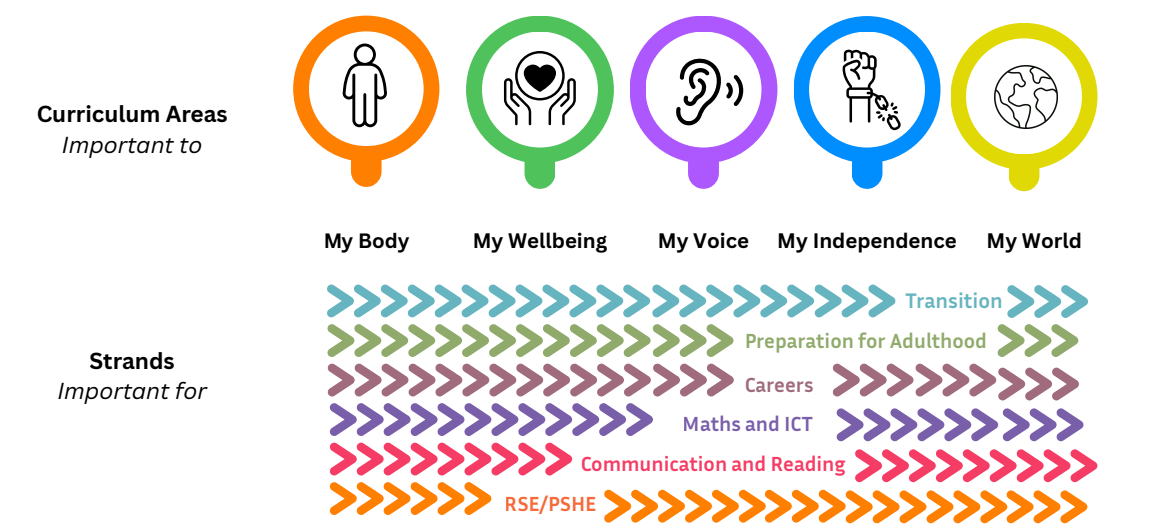


What does our curriculum aim to do?

- Provide personalised, real-life learning experiences based on each pupil’s interests and needs.
- Promote communication and engagement using varied strategies like AAC and Intensive Interaction.
- Build independence and life skills for use beyond Rutherford.
- Support holistic development across all EHCP areas.
- Foster joy, curiosity, and emotional well-being in a safe environment.
- Ensure progression through cross-curricular, experiential learning.
- Maintain high expectations and dignity for every learner.



How is the curriculum organised to ensure a broad and balanced approach?



At Rutherford, students follow a personalised curriculum across five holistic areas—My World, My Well-being, My Voice, My Body, and My Independence—with core skills like literacy, maths, RSE, PSHE, physiotherapy, and Preparation for Adulthood themes embedded meaningfully. Learning is flexible, multisensory, and shaped by student voice, family input, and individual needs, combining a core programme with enrichment choices to create bespoke timetables that foster skills, independence, and aspirations..

Learning is contextualised through themes. Students follow a core programme of sessions designed across the breadth of our curriculum areas and then choose from a range of exciting enrichment options to form their own bespoke timetables. Learner voice, student profile documents, EHCP Outcomes, co-production with families and trans-disciplinary input drive bespoke curriculum design. In practice this means that students choose their ASDAN options each term, choose which Book Club they want to join and join in with topic planning to ensure that sessions incorporate their interests and passions. This means that students have access to a rich curriculum with ambitious outcomes linked to student aspirations.



How is the Rutherford Curriculum personalised, meaningful and individual for our students?

Students at Rutherford follow a personalised curriculum, creating bespoke learning pathways to take in to account their individual strengths, needs and engagement through a holistic multidisciplinary approach. Outcomes and aspirations set in EHCPs inform target setting. Parent’s views on targets and approaches and students views are collated formally bi-annually through reviews and on an informal basis through daily contact with families. Students’ targets and engagement is reflected on daily to ensure they are adequately supported and challenged enabling them to reach their full potential. Rigorous monitoring and a multidisciplinary approach ensures that these targets and learning pathways are reflected on and amended to meet the evolving needs of our students and sit within the wider contextual framework of our curriculum.

From information collated through thorough formative assessment, individual student targets and student engagement are intrinsically woven in to session planning and specialist programmes so that students follow their individual learning pathways throughout all aspects of their day. Reflective practice ensures that sessions are constantly evolving to make sure they are tailored to support each student’s engagement and progress. Sessions include evidence based interventions such as Tac Pac and Sensory Journeys as well as more bespoke sessions to cultivate curiosity through multisensory approaches. Specialist programmes include Physiotherapy and Occupational Therapy and there is a continuity of targets throughout all sessions which form part of a student’s day including during music therapy and sensory sessions.

Rutherford uses Routes for Learning and Q Skills to plan for progression for every individual. Students follow their own pathways through these learning maps allowing for contextual progress such as increasing engagement and participation in a session to be celebrated alongside the acquisition of new skills. These targets are reviewed daily and amended when needed and progress meetings are held with SLT each term to ensure that they remain challenging and any additional support from the multi-disciplinary team required, is in place. Session plans are contextualised through Medium Term Plans which ensure that learning across a term is engaging and allows for the progression and reinforcement of skills.



How do we know that our curriculum is working?

1. Progress Towards Individual EHCP Outcomes

- We track small-step, personalised progress using tools aligned with EHCP targets.
- Termly reviews ensure that curriculum delivery remains directly tied to the four areas of SEND need.
- Staff triangulate evidence using professional judgement, observation, and specialist input (e.g. SALT, OT)



2. Evidence of Learning Over Time

- Teachers collect photo/video/audio evidence, supported by learning journals and session logs.
- Progress is reviewed against individual learning intentions using frameworks such as:
 - Engagement Model (DfE)
 - Routes for Learning
 - Q Skills

3. Learner Engagement & Motivation

- We use the Engagement Profile and Levels of Engagement to track how motivated and connected learners are to the curriculum.
- These insights inform curriculum planning, teaching style, and resource adaptation.

4. Professional Observation and Moderation

- Regular learning walks, peer moderation, and multi-disciplinary reviews help quality-assure the learning experience.
- SLT ensures consistency of approach and alignment with curriculum intent.

5. Family and Multi-Agency Feedback

- We value feedback from families and professionals who work closely with the pupil.
- STAR reviews and Annual Reviews offer insights into how school learning transfers to home and wider life.