



Curriculum policy

Created: September 2025

Review: September 2026

Copies of all of our policies can be found
in the school office, and online at
rutherfordschool.org.uk

1. Introduction

Rutherford School and Life Skills Centre, part of The Garwood Foundation, is a specialist independent mixed day provision for pupils and students aged 3–25 with profound and multiple learning disabilities (PMLD).

Our curriculum integrates education, therapy, and health needs, ensuring personalised pathways that prepare pupils for adulthood. This policy complies with the **Independent School Standards (ISS)**, the **Ofsted Education Inspection Framework (EIF)**, the **SEND Code of Practice (2014)**, the **Equality Act (2010)**, the **EYFS Statutory Framework (2024)**, and the **RSE and Health Education statutory guidance (2019)**.

2. Curriculum Intent

- To engage students actively in learning.
- To build knowledge and skills in small steps.
- To develop communication, language, and interaction.
- To support independence, agency, and functional life skills.
- To prepare students for adulthood and successful transitions.
- To promote emotional well-being, persistence, and resilience.
- To deliver a holistic education integrating therapy and health needs.
- To embed British values, SMSC development, equality, and inclusion.

Our curriculum is ambitious, broad, balanced, and tailored to meet the unique needs of students with PMLD.

3. Statutory Compliance

The curriculum ensures:

- **Broad and balanced coverage** (ISS Part 1) across literacy, numeracy, science, PSHE, SMSC, RSE, careers, and preparation for adulthood.
 - **SEND Code of Practice (2014)** – all teaching is individualised and responsive to EHCPs.
 - **Equality Act (2010)** – high expectations for all pupils, eliminating discrimination and promoting access.
 - **EYFS Framework (2024)** – statutory learning and development requirements delivered for pupils aged 3–5.
 - **Engagement Model (DfE 2021)** – statutory assessment used for pupils not engaged in subject-specific learning.
 - **RSE/Health Education (2019 guidance)** – adapted to meet SEND needs, ensuring compliance.
 - **Careers Guidance (Baker Clause 2018/2023)** – impartial, independent advice and access to vocational and technical providers.
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4. Roles and Responsibilities

- **Governing Body:** monitors curriculum quality, ensures compliance with statutory requirements, and holds the Headteacher accountable.
 - **Headteacher:** ensures full compliance with statutory frameworks, curriculum breadth, assessment arrangements, and inclusion.
 - **Staff:** deliver the curriculum in line with EHCPs and ensure access, inclusion, and personalised progress.
 - **Curriculum Leads:** ensure effective subject delivery, assessment, and monitoring.
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5. Implementation

- Multi-disciplinary delivery using teachers, therapists, and support staff.
 - Planning structured around **Routes for Learning, Q-Skills, Engagement Model, and ASDAN accreditation**.
 - Bespoke learning pathways designed using student voice, family co-production, and professional input.
 - Thematic and cross-curricular approaches to integrate functional learning.
 - Post-16 and Post-18 curriculum focused on **Preparation for Adulthood** (Good Health, Independent Living, Community, Employment).
 - Careers guidance delivered through the **Gatsby Benchmarks**.
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6. Impact and Assessment

Impact is measured by:

- Progress towards **EHCP outcomes**.
 - Use of **Engagement Model**, Routes for Learning, and Q-Skills.
 - Evidence portfolios (photo, video, observation logs).
 - Accreditation via **ASDAN Challenges**.
 - Annual reviews and STAR reviews with families and professionals.
 - Monitoring through learning walks, planning scrutiny, peer review, and governor oversight.
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7. Safeguarding and Curriculum

The curriculum actively promotes safeguarding by:

- Embedding online safety, RSE, and PSHE throughout.
 - Preparing students to recognise safe and unsafe situations.
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- Promoting student voice, independence, and dignity.
- Ensuring compliance with **KCSIE 2025** in all curriculum planning.

8. Compliance Checklist

The following table provides evidence of compliance with statutory curriculum requirements:

Requirement	Source	Covered in Policy
Broad and balanced curriculum (literacy, numeracy, science, PSHE, SMSC, careers, RSE)	ISS Part 1	Section 3
Individualised provision in line with EHCPs	SEND Code of Practice 2014	Sections 3, 5, 6
Equality and inclusion duties	Equality Act 2010	Sections 3 & 5
EYFS statutory learning requirements	EYFS Framework 2024	Section 3
Engagement Model for pupils not in subject-specific learning	DfE 2021	Section 3 & 6
RSE and Health Education adapted for SEND	DfE 2019	Section 3 & 7
Careers guidance including access to providers (Baker Clause)	Education Act 2018/2023 update	Sections 3 & 5
Preparation for Adulthood (Good Health, Independent Living, Employment, Community)	SEND Code of Practice 2014	Section 5
British values, SMSC and UNCRC values	ISS Part 2, Ofsted EIF	Sections 2 & 7
Safeguarding embedded across curriculum	KCSIE 2025	Section 7

9. Monitoring and Review

- The Headteacher and SLT will monitor curriculum delivery, equality of access, and impact.
 - Governors will review statutory compliance annually.
 - Policy reviewed annually or sooner if statutory guidance changes.
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Next Review Date: September 2026 (unless statutory guidance changes sooner).