



Blue Skies School: Curriculum Policy

Reviewed by:	Danielle Atterbury	Date: March 2026
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Introduction

Blue Skies School offers a unique education to children and young adults on the autism spectrum.

Provision of a rich, inclusive learning environment, whereby every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Blue Skies School. The curriculum encompasses the whole learning experience offered by the school; how students learn is as important as what they learn. Students should have the opportunity to learn at all times and it is our responsibility to optimise learning opportunities throughout the school day.

Within our established ethos, students develop confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities work in partnership, continuously developing their skills and competencies to provide an appropriate range of adaptive strategies to inspire and support all learners.

INTENT:-

Our intent is to support our students to develop holistically and achieve their full potential. We will provide a safe base for the students to transition through the key stages and then onto their next step. As our students progress through the school and develop in their academic subjects they are able to learn key life skills alongside them.

At Blue Skies school we give particular emphasis on our curriculum development of:

- Communication and interaction Skills
- Cognition and Learning Skills (Literacy and Numeracy)
- Social, Emotional and Mental Health Skills (PSHE and Wellbeing)
- Sensory and Physical Skills
- Vocational and Life and Skills (Preparing for Adulthood, aligned with Medway priorities)

Across the school we focus on a curriculum model which allows pupils to develop key life skills alongside making academic progress. This is underpinned by a graduated response model, ensuring high-quality teaching for all, targeted support where required, and specialist provision for learners with more complex needs.

In Key Stage 3 we acknowledge that students may experience social and emotional anxieties and will therefore benefit from the support that we put in place during the school day. We devise a bespoke curriculum, based on learners' starting points, where priority is given to maintaining and developing their mental and physical wellbeing, ensuring that all their needs are met. To support pupils, we have embedded a wellbeing

and social framework to identify students' current mental health and respond in a timely manner to any changes.

As learners transition from Key Stage 3 to Key Stage 4 and beyond, the emphasis focuses on ensuring appropriate qualifications are achieved to allow for a strong pathway in future life, alongside the wellbeing and social support offered. There is also a clear focus on preparation for adulthood, including independence, employability, community participation, and health, where relevant opportunities are provided to participate in college courses, Life and Living Skills, and work experience. This supports students in preparing for life after school.

IMPLEMENTATION:- The Curriculum

Through our curriculum we will provide a structured timetable that ensures allocated time for academic subjects, social skills and personal development (for young learners on the autism spectrum).

The aim of our curriculum is that all our young people become:

- Successful students who enjoy learning, make progress, and achieve their full potential
- Confident individuals who are able to live safe, healthy, and fulfilling lives
- Responsible citizens who make a positive contribution to society

We aim to ensure that the curriculum:

- Is broad, balanced, and relevant, focussing on functionality
- Encourages all students to reach their full potential
- Is flexible enough to meet the needs of the diverse population within the school and is matched to individual needs through adaptive teaching
- Builds on students' existing knowledge, skills, and understanding
- Reflects the multicultural nature of the local community and builds on British Values with due regard to cultural capital
- Develops confidence, high self-esteem, and independence
- Develops respect for other people and the environment
- Prepares students for the opportunities, responsibilities, and experiences of adult life

Personalised Learning and Inclusion

We adapt the curriculum for individual learners according to their needs through a graduated response approach. We recognise students' strengths, needs, and interests and build on these to promote achievement and success.

We identify pupils' needs through an annual review process and termly pupil progress meetings, which feed into Person Centred Annual Reviews (PCARs), wellbeing (positive behaviour) support plans, and academic profiling. These processes inform planning and the adaptation of provision and learning opportunities to meet evolving needs.

We are committed to providing the best learning opportunities, including access to community resources (i.e. libraries, sports facilities, guest speakers, educational trips etc.) and learning programmes that link classroom learning to meaningful and relevant life skills.

All students learn best from first hand experience. To develop a full understanding of a concept a student must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the curriculum, the school has a range of therapeutic interventions that support young people with social communication difficulties. These include speech and language therapy, social skills sessions, mindfulness, wellbeing sessions and sensory sessions These inform classroom practice and support adaptive teaching approaches to meet individual needs.

Planning

In planning the curriculum and putting this policy into practice, Blue Skies School aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students
- A range of relevant teaching approaches are employed, using adaptive teaching strategies to meet pupils' individual needs
- On-going assessment informs planning and supports a graduated response to learning

Student learning progresses smoothly through the school and prepares them for life beyond school. It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences that develop knowledge, skills, and understanding, enabling students to value themselves as learners. Teachers remain accountable for the progress of all learners in their class.

IMPACT:-

Students will leave Blue Skies having achieved appropriate qualifications and would have built on their personal development to be ready to take on the next challenge.

Assessment, Record Keeping and Accreditation

In Key Stage 3, students study appropriate National Curriculum programmes in core and foundation subjects, alongside life skills and social communication programmes of study.

In Key Stage 4 and Post 16, students are assessed and can gain a range of accreditation, including GCSEs, Functional Skills, Entry Levels, and BTEC qualifications. These are taught alongside a wider range of life, social, and employability skills.

All courses are continually reviewed to provide the best possible options to support students' development as learners. Subject teachers are responsible for reviewing progress and maintaining accurate records.

Pupil progress is reported to parents throughout the school year, including through the Annual Review process, progress reports, and parent consultations. Parents are also welcome to discuss their child's progress at any time by prior arrangement.

A range of self and peer assessment is used alongside formal and informal teacher assessment. Monitoring includes:

- Books
- Student voice
- Formal teacher assessment

Evaluation of impact includes academic progress, engagement, independence, and preparation for adulthood outcomes, ensuring all learners are supported to achieve their full potential.

Monitoring

Monitoring procedures are in place and coordinated by the Headteacher and Quality of Education Lead, with appropriate delegation to senior staff. Monitoring includes lesson observations, learning walks, and work scrutiny, with a focus on the quality of teaching, adaptive practice, and curriculum implementation.

Termly visits from Proprietors focus on developments within the curriculum and ensuring that it provides appropriate challenge, rigour, and meets the needs of all learners, including those with SEND.