



CAVENDISH
EDUCATION

Dovecote School

DC023 - Curriculum Policy

Responsible Person	Deputy Head
Approved By	Dovecote School Governance Body
Review Cycle	Annual
Last Review Date	11 August 2026
Next Review Date	11 August 2027

Dovecote School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Dovecote School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance 'Understanding and dealing with issues relating to parental responsibility' considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- WorkNest (HR & employment law)
- SchoolPro TLC (data protection)
- iAmCompliant (compliance management)

For the purposes of this policy, references to staff include employees, workers, agency personnel, volunteers and contractors where relevant.

Dovecote School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Dovecote School.

The policy documents of Dovecote School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Document Version Control Log

Version	Date	Description of changes and person/organisation responsible
2.0	11 August 2026	Annual review. Renumbered as DC023 and transferred to the Dovecote School master policy template. Existing Dovecote needs-led curriculum, Thrive approach, phased pathways, accredited offer, reading, careers and assessment model retained. Updated for KCSIE 2026, revised RSHE guidance for September 2026, 2026 careers guidance, current Independent School Standards and Dovecote governance arrangements. Dovecote School / Cavendish Education.
2.1	15 Sept 2026	Addition from previous policy missed section that make explicit curriculum delivery

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Statement of Intent

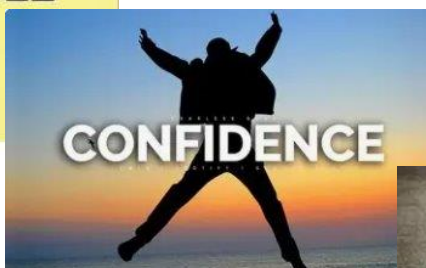
Dovecote School recognises the importance of offering a broad and balanced **Needs-Led** curriculum. This underpins our shared school vision and prepares our students for adulthood.

Our **Needs-led** curriculum is designed to develop:

- Social and communication skills
- Emotional literacy- (recognise, understand, and express emotions effectively, in oneself and others).
- Physical wellbeing
- Cultural awareness including British Values
- Cognition and learning skills

Through our curriculum, we meet the individual needs of our students by providing appropriate adaptations to enable all students to thrive. All students and their families at Dovecote have access to:

- a nurturing, therapeutic environment which celebrates success (in all forms).
- a school that uses autistic friendly approaches.
- an individualised and supportive transition process.
- an effective home – school communication strategy.
- a shared understanding of the use/application of the THRIVE (Therapeutic) approach used at Dovecote.
- therapeutic interventions outlined in section F of the EHCP.
- personalised academic pathways.
- a wider team of multi-agency SEND support (Thrive practitioner, SENCO, Therapy team).
- an individualised and appropriate accreditation/ qualification pathway.
- preparation for adulthood



1. Legal Framework

This policy has due regard to relevant legislation and statutory guidance including:

- Education Act 1996.
- Education Act 2002.
- Children Act 2004.
- Equality Act 2010.
- Children and Families Act 2014.
- The Education (Independent School Standards) Regulations 2014, particularly Part 1 (Quality of Education) and the requirement for a written curriculum policy which takes account of pupils' ages, aptitudes and needs, including pupils with an EHC plan.
- DfE Special educational needs and disability code of practice: 0 to 25 years.
- DfE The national curriculum in England, used as a curriculum reference framework where appropriate to Dovecote's independent-school status.
- DfE Keeping Children Safe in Education 2026, for implementation from 1 September 2026.
- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance for introduction from 1 September 2026.
- DfE Careers guidance and access for education and training providers, updated 23 June 2026.
- Current DfE independent school standards guidance, updated April 2026.

As an independent special school, Dovecote is not required to follow the National Curriculum in the same way as a maintained school. It uses national curriculum programmes and expectations as an appropriate reference point while designing provision around each student's age, aptitude, needs, EHCP and pathway to adulthood.

2. Curriculum Intent

At Dovecote School, we deliver a carefully designed curriculum that is tailored to meet the needs of pupils with Special Educational Needs (SEN). The overarching aim of our curriculum is to prepare pupils for adulthood by equipping them with the knowledge, skills, and attributes they need to succeed in life.

Through a positive and supportive framework, we enable pupils to overcome barriers to learning and develop as:

- **Responsible individuals** who can make productive contributions to society, understand democracy and follow the rule of law.
- **Confident learners** who understand themselves and can lead safe, healthy and fulfilling lives.
- **Successful learners** who enjoy school, make progress and achieve skills and accreditations which support further education, training, employment and adult life.

We, at Dovecote, believe that education is shaped around the individual - rather than expecting the individual to fit a system. This helps meaningful progress become possible.

Our aim:

‘Making the unimaginable, Achievable!’.

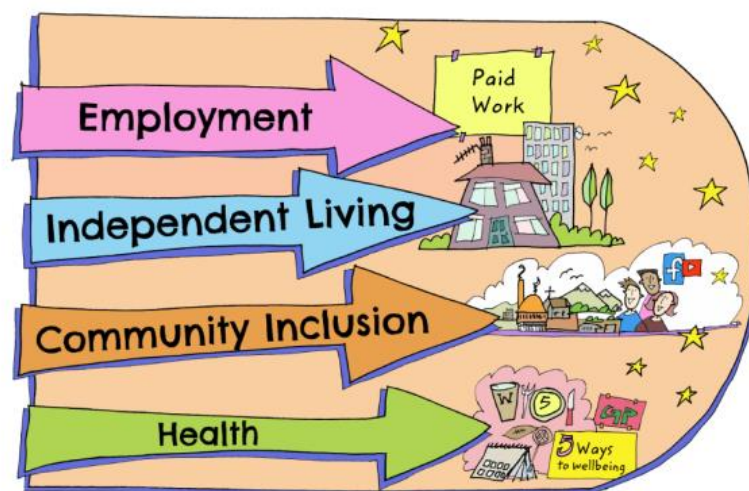
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Dovecotes curriculum is ambitious for each student. Ambition at Dovecote means helping each young person make strong progress from their individual starting point, widening participation, developing independence and securing meaningful next steps (Accreditations & Life skills).

We aim for every pupil to:

- Feel safe and ready to learn
- Develop communication and relationships
- Access a broad curriculum
- Gain qualifications
- Develop independence
- Prepare for adulthood



Therapeutic Interventions (Need as defined in EHCP)

- SALT Interventions
- Occupational Therapy Interventions
- Thrive
- Cognition and Learning
- Wellbeing and Play therapy
- Drawing and talking therapy
- Mental Health
- Drama therapy
- Art therapy

Academic Subjects

- English
- Mathematics
- Science
- Personal Development (Combine projects built around Careers, Life skills and PSHE)
- Humanities (Phase 2-3), (History Phase 4 &5)
- Art

- Performing Arts (Music & Drama)
- Design Technology
- Home cooking
- Computing
- PE (Which can Include Outdoor Education, Forest school, Swimming, Trampolining, Farm and Horticulture as relevant to phase & interest & EHCP Need)

Accreditations offered

- GCSEs (English & Maths)
- iGCSEs (English, Maths, Science & History)
- BTECs (Animal care L1/2, & Home cooking)
- BTEC's Functional Skills (English and Maths)
- Entry Level (English, Maths and History)
- Trinity Arts Award
- NCFE- (Sport & Life skills)
- DofE

Our curriculum is underpinned by our three-year Accessibility Plan and Equality Objectives, which support our commitment to removing barriers and ensuring that every pupil can access, participate in and benefit from their education. We recognise that pupils with autism and additional needs may experience barriers relating to communication, sensory processing, emotional regulation, the physical environment, information or engagement. We therefore make reasonable adjustments to teaching, learning environments, resources, communication methods and assessment, ensuring that pupils can access learning in ways that reflect their individual needs and strengths. Staff receive appropriate training and work collaboratively with families and specialist professionals to identify and address barriers to progress. Through our curriculum, pastoral and therapeutic provision, we promote inclusion, dignity, respect, pupil voice and equitable opportunities, enabling every pupil to develop academically, socially, emotionally and personally.

Compulsory Components

Understanding essential parts of curriculum

Section F EHCP Provision

A crucial element for tailored support in education planning.



Career Pathways

Preparing students for future opportunities and qualifications.

Negotiable Elements

All other lessons that can vary among phases.



Lifelong Skills

Emphasizing the importance of skills for future success.

Flexible Learning Options

Options that cater to student interests and future paths.



2.1 What are the Key components of the Dovecote curriculum?

There are 4 components that form our compulsory curriculum design. They are;

- Section F EHCP Needs provision/ interventions
- Therapeutic lessons Dovecote place value upon (examples include:- Group THRIVE, 1:1 THRIVE, Interoception, LFBAE etc...)
- Preparation for adult life- (PSHE/ RSE, Life Skills & Careers)
- Core academic studies of Maths, English & Science.

The negotiable parts of the curriculum then comprise of all other lessons/ enrichment, and in Phase 2 these can be interest led, while in Phase 3 these are option led for accreditations/ qualifications.



3. Roles and Responsibilities

The Dovecote School Governance Body will approve this policy, provide strategic oversight of curriculum quality and ensure the curriculum meets the Independent School Standards and Dovecote's safeguarding, equality and SEND responsibilities.

The Headteacher and Senior Leadership Team will ensure the curriculum is implemented effectively, appropriately resourced and regularly quality assured.

The Curriculum Lead and subject leads will plan, sequence, monitor and review curriculum provision, assessment and accreditation, supporting staff to maintain high expectations and appropriate adaptation.

Teachers and support staff will deliver the curriculum in accordance with agreed schemes, individual plans and professional standards, adapting teaching to students' readiness, communication, sensory, social-emotional and learning needs.

The SENCO and wider SEND/therapy team will contribute to curriculum planning so that EHCP provision, therapeutic needs, access arrangements and Preparation for Adulthood outcomes are integrated rather than treated as separate from learning.

4. Curriculum Implementation

4.1 How does Dovecote implement its curriculum for a child's Needs?

Dovecote School is a therapeutic, Needs-Led specialist setting for autistic students (ASC) with social, emotional and mental health needs (National Autistic Society approved). Many of our students arrive having experienced anxiety, trauma, school refusal, or repeated exclusion. Our ethos (Autistic centered, Thrive & Trauma informed practice) reflects a deep understanding of these experiences. We are commitment to doing things differently.

The curriculum is designed to be **Needs-Led**, with all learning shaped by pupils' individual Education, Health and Care Plans (EHCPs) Needs. It ensures that provision is personalised, enabling every pupil to make meaningful progress.

Curriculum delivery is structured around the **four areas of need identified in the SEND Code of Practice**:

- **Communication and Interaction** – developing functional communication and social understanding

- **Cognition and Learning** – supporting access through adapted teaching and personalised pathways
- **Social, Emotional and Mental Health (SEMH)** – promoting emotional wellbeing, regulation and positive relationships
- **Sensory and/or Physical Needs** – ensuring access through appropriate adaptations, resources and support

This approach ensures a **rounded curriculum** that supports pupils' learning, independence and preparation for adulthood.



4.2 How Dovecote builds confidence and success.

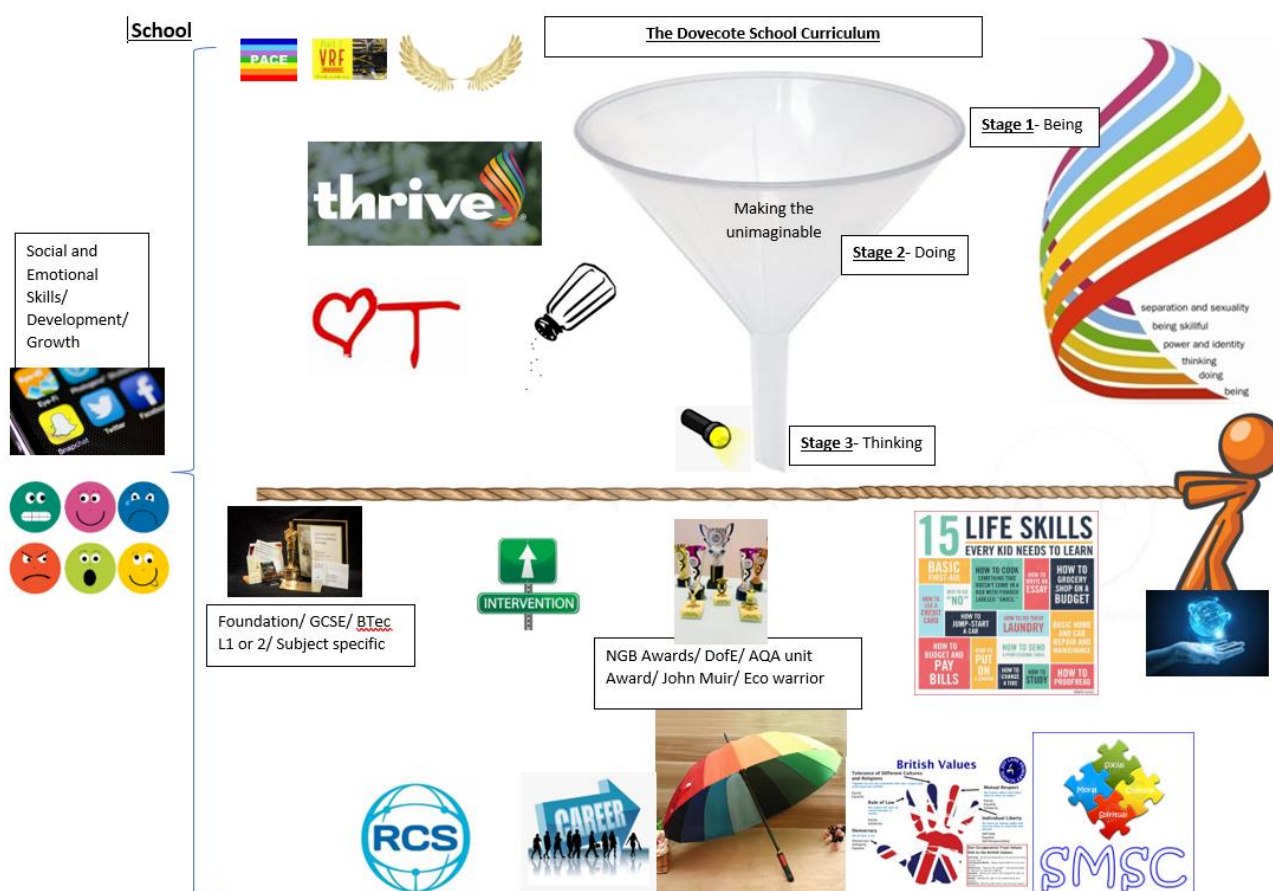
Our **Needs - Led** curriculum is therefore therapeutic in design and delivery. The starting point of the curriculum build, once students have settled, is to first focus on a student's THRIVE stage. This allows us to depict which Phase of Education a student is placed in. Students can revert to an earlier phase (THRIVE level) if challenges overwhelm them. This can result in a short-term adaption to a student's timetable to help them recover back to their most recent stage of development and get them back on track with Needs Led and Academic Learning. As a school, the key is always to make students feel safe, special and secure, fulfilling the BEING stage of Thrive or the Safety Needs (identified by Maslow in his hierarchy of needs model).

Once students have settled and these basic needs are fulfilled and relationships with staff around them develop, staff then co-adventuring alongside them (DOING stage) building in emotional regulation skills and a creative indirect educational curriculum based upon play, projects or interests. Once students are ready to learn and can access spells of formal learning, students enter the THINKING stage of Thrive.

Once students reach the THINKING stage, they start to access EHCP section F provisions (the foundation block of the **Needs-Led** curriculum) along with the start of their more formal academic education journey (access to the national curriculum ([The National Curriculum: Overview - GOV.UK](#))). When students show they are able, they also access programs that build upon social and life skills outside the school grounds including; Adventure Education, trampolining, swimming and enrichment excursions. Before entering Phase 2, students can find the demands of formal education overwhelming. This process is unique to each student and not time bound. As a student's journey progresses, less time is focused upon teaching

social and emotional regulation techniques (as these skills have been developed in Phase 1 and only need reinforcement) and more time is focused upon the blend of ECHP interventions (needs) and further academic study in line with the National curriculum. In Phase 3 students work towards appropriate qualifications (stage related).

Regardless of age, all students' entry curriculum is designed to support the development of safe, secure relationships with adults and a strong sense of emotional safety. This means that although students may enter at Key Stages 3 or 4, there may be a delay in the uptake of formal academic learning until the student is ready to engage. It is important to note that the approach, language, and style of engagement used by staff will always be age-appropriate.



Dovecote **Needs-led** curriculum is delivered within a safe, nurturing environment. The physical space of the school grounds and the open-door policy and number of breakout spaces support emotional regulation and psychological safety, while offering access to indoor and outdoor areas that develop or build upon students' interests. These include our gardens, farm, forest school, trim trail, climbing frames, Thrive pods, music area or sports facilities.

4.3 What is Thrive and how does this fit into the Dovecote curriculum

At the heart of our therapeutic approach is the THRIVE approach. This approach focuses on;

- **emotional safety**
- **emotional control**
- **building social skills**
- **building Independence.**

All staff are trained in the THRIVE approach. As a school we then have a number of Licensed practitioners who also undertake 1:1 reparative and right time development sessions, completing right-time PSHE/ RSE developments. Thrive staff also undertake mental health support work and through check-in or play sessions can support additional needs as they arise. These are reviewed termly. THRIVE allocation is defined by EHCP's Needs and as part of our ongoing universal provision. Thrive is used by Dovecote to deliver Elsie or PSHE EHCP developments.



As a school, all staff can therefore work in therapeutic and trauma informed way that is Playful, Curious, Empathetic and Excepting (P.A.C.E). Staff know how to use the Vital functional relationship skills and are able to use/ practice 'Shine the light' which names and reflects upon situations. This allows staff to help students learn from difficult social or emotional experiences through reframing and establishing skills for future life.

This therapeutic practice (THRIVE approach) focuses on helping students build a understanding of the VRF's (the vital relationships functions), where staff model to students daily (between staff and peer) and reinforce personal management strategies and how to hold good relationships. This reinforces the British values of mutual respect and builds students to feel **confident** and **responsible** citizens. This makes the feel of Dovecotes delivery more friendly, safe and family-focused. Staff commonly use techniques of common language; these are noninvasive and lead to open communication. For example: W.I.N.G - I **W**onder, I **I**mage, I **N**otice, I **G**uess..., or Asking telling, going to... The THRIVE approach also prioritises regulation, trust and build consistency in routines, helping student establish patterns of communication and self-regulatory techniques, so that students feel safe to engage, take risks and make progress.

Through this THRIVE approach, staff build safe relationships, promote positive mental health and support the development of student's sense of well-being, self-awareness and self-esteem. Through the THRIVE approach and restorative sessions (run by our licenced

practitioners) students: make progress socially and emotionally; readdress missed learning opportunities in skills and structure, power and identity and in their own independence, preparing them for adult hood. Dovecote staff will work hard to overcome barriers to social and emotional developments. *Right time* Thrive sessions focus on framing life experiences and or personal development, these supporting us to help students bridge the gaps from missed social and emotional opportunities and gain skills and tools to tackle future events. Dovecote THRIVE (therapeutic) approach allows us to meet a child's needs in the 'here and now' and to adapt our approach to support what can be a changing emotional landscape. As part of our therapeutic practice, approaches can be graduated to meet; engagement needs, autistic needs and developmental needs at varying levels.

At Dovecote, we use taking young peoples' readiness to engage as an indicator of confidence to take risks in learning. The approach ensures we consider young people's readiness to learn so that we can identify where young people might need support to develop resilience. The quality of relationships in school, supports students' engagement and attendance. This process is ***not timebound*** and can be revisited even after students' progress onto a higher Thrive stage.

For more information about how Thrive is used in Dovecote- please look at the Positive relation policy DC017.



4.4 Dovecotes compulsory needs led curriculum

Our compulsory needs-led curriculum is centered on meeting each child's individual needs. As we get to know each student and develop a positive working relationship, and as they progress into the "Thinking" stage (or beyond), we begin to address the needs and outcomes outlined in their EHCP (Phase 2).

It is important to recognise that we do not address all EHCP requirements simultaneously. Instead, targets are prioritised and delivered on a rolling basis across the academic year, or across the key stage in which they are set.

Many EHCP targets are embedded within Dovecote's Universal Provision and are reinforced through daily practice. Where targets are delivered in small, naturally occurring opportunities throughout the day, these may not be recorded individually but will be reviewed and measured on a termly basis against the agreed outcomes.

Where an EHCP need or target requires a more focused approach, it may be delivered as a targeted intervention (Stage 2 provision). In these cases, progress and engagement will be recorded for each session.

The curriculum underpins the five areas of need outlined in Section F of the EHCP: communication and interaction; social, emotional and mental health; sensory and physical needs; cognition and learning; and preparation for adulthood.

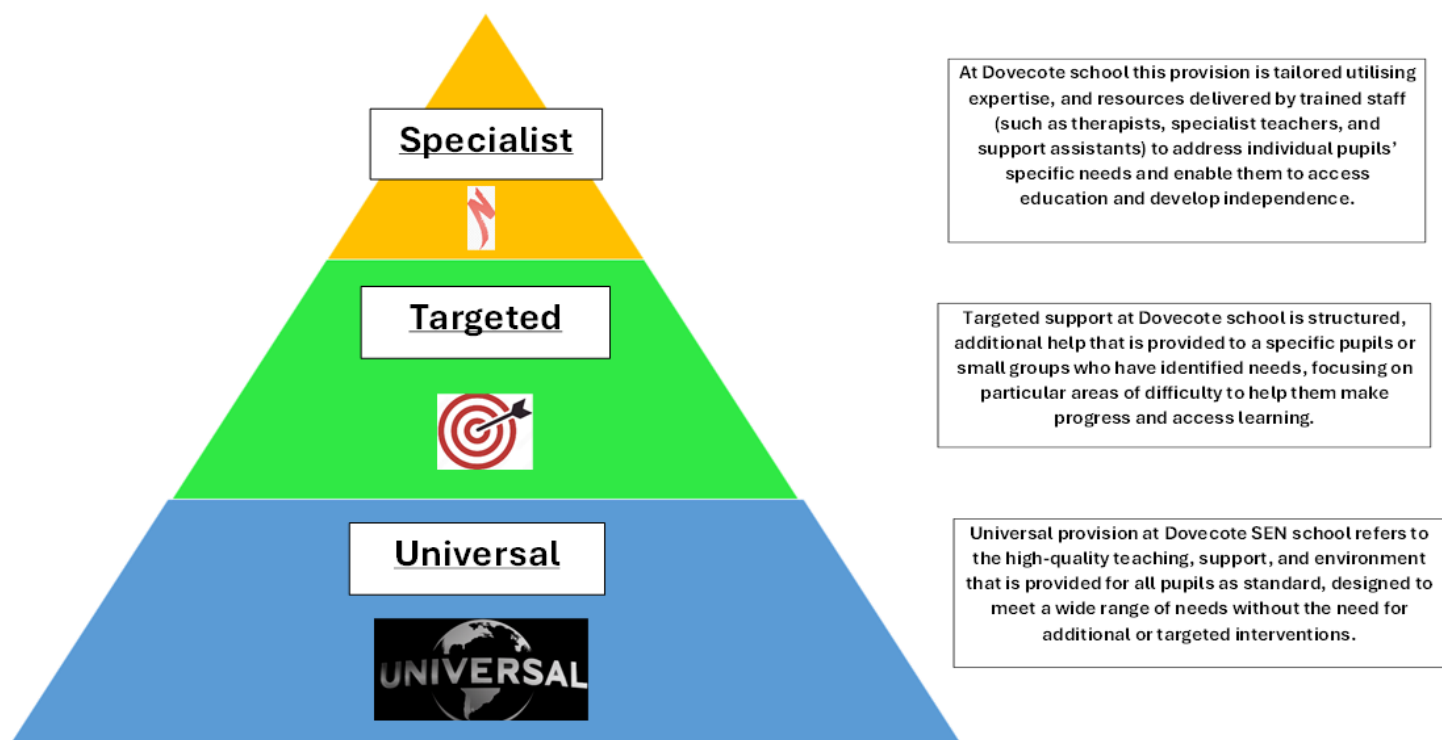
When students are ready to learn and are in the *Thinking* stage of Thrive, compulsory provision is extended to include; Group Therapeutic interventions, 1:1 Cognition & Learning interventions, Therapeutic (SALT/OT) 1:1 and group interventions, PSHE, Careers, Life skills, and National Curriculum subjects such as English, Math and Science. As a school we offer a broad range of National Curriculum Subjects including Art, Drama, Music, I.T, DT (resistant & home cooking), Humanities (topic), Farm/ animal care, Outdoor education and PE (including trampolining and Swimming). For those showing an interest, we can also provide Textiles, Horticulture and Languages.

This approach prioritises individual needs (**Needs-Led**) over academic study, allowing flexibility where appropriate.

4.5 How is the Needs led provision delivered?

At Dovecote, the curriculum is delivered through a graduated approach that responds to individual pupils' needs. **Universal provision** is provided through high-quality teaching, appropriate support and adaptations, flexible learning environments, appropriate staffing ratios and effective teamwork. Where required, **targeted interventions** are delivered by the class teacher or LSA as part of a planned daily or weekly timetable. **Targeted provision** includes structured programmes addressing cognition and learning, Occupational Therapy (OT), Speech and Language Therapy (SALT), Thrive, and social and emotional needs. These may be delivered by trained in-house staff at Dovecote, either individually or in groups, or by the class teacher/LSA with appropriate monitoring and guidance from OT/SALT teams. **Specialist provision** draws on internal and external expertise and resources, including therapists and specialist teachers, to provide more individualised support where a pupil's needs require specialist assessment, intervention or advice.

Dovecote School Tiered Provision Support



	<u>Specialist Support.</u>	<u>Targeted Support</u>	<u>Universal Provision</u>
<u>Support can involve</u>	- Specialist teachers/Therapy staff with expertise in areas like autism, speech and language, or sensory needs - Therapies, such as speech and language therapy, occupational therapy, or physiotherapy - Individualised learning plans (often linked to EHCPs in the UK) - Assistive technology and adapted resources - Behavioural and emotional support strategies - Small group or one-to-one teaching	Targeted support sits between Universal provision/ support and highly specialised interventions. It is: Planned and purposeful Aimed at pupils with similar needs Focused on specific outcomes (e.g. improving reading, communication, or behaviour) Examples - Small group literacy or numeracy interventions - Social skills groups - Behaviour support programmes - Booster sessions for key skills	What it includes - Differentiated teaching and adapted lessons - Consistent routines and structured environments - Visual supports (e.g. timetables, symbols) - Positive behaviour strategies - Inclusive classroom resources and communication methods
<u>Provision-Examples:</u>	- Specialist Equipment/resourcing/ adoptions. - Assessment- SaLT/ OT/ SEN. 1:1 -SaLT /OT / dyslexia / transitional support.	- Lego Therapy. - Narrative Group. - Language for behaviour and emotions – Phase 2 (LFBAE). - SaLT Observations with recommendations.	<i>Staff way of working:-</i> - Whole-school staff therapeutic combined THRIVE approach - Neurodivergent affirming practice. - Crisis Prevention trained approach. - Graduated response. <i>Therapeutic delivery focuses on:-</i>

	• Transitional therapy report. • MDTs facilitation and attendance. • collaboration with external agencies. • Specialist referrals-external to school. • supporting evidence for external agencies and/or funding LA funding requests. • 1:1 family support. • Dyslexia screening. • Precision Teaching. • Individualised Literacy/ Numeracy or Specific subject interventions. • Mental Health Support/signposting including OT. • 1:1 THRIVE/ Play Therapy/ Mental health practitioner sessions. • Handwriting assessment and intervention. • Offsite enrichment opportunities. • Work experience. • Attendance support. • TAC. (Team around a child) • TAF. (Team around a family) • Drawing and talking intervention. • PHSE Intervention. • Safeguarding support.	• OT observations with recommendations. • Barclays Life-Skills intervention. • understanding my neurodivergence intervention. • Motor skills team work intervention. • preparation for life beyond Dovecote intervention. • Sensory explorers intervention. study skills group intervention. Nessy (lower). • 1:1 family support and coaching. group Thrive assessment and action plans. • Food Explorers intervention. • Sensory strategies and movement break observations and recommendations. • Observations for independence skills. • inclusion support provisions. • enrichment opportunities. • Student council	•Sensory- Friendly breaks & Activities including: - Movement breaks/ •Emotional Awareness and expression techniques/ Social Stories. •Mindfulness and relaxation – •Self -management tools and routines- Visual schedules/ Use of visuals/ Check list for independence • Reinforcement & reward systems- Positive behaviour rewards, role play, modelling reponses, transition cues, calming transitions <i>Embedded practice include;</i> •Attention autism. •Sensory smart practice /exploring sensory strategies. •Embedded Motor skills development (PE). •Enriching and meaningful life-skills. •Interception Curriculum. •Sensory circuits/ Wake ‘n’ Shake/ morning circuits. •Transition support plan for both students and staff. •Adaptive practice. •Word aware. <i>Dovecote approach / Paperwork:-</i> •Daily handovers. •Annual Review Paperwork. •Book creator ‘all about me’. •Student ‘my’ Targets – meaningful and focused. •Therapeutic input to reports. •Therapeutic contribution to annual reviews/ Daily briefing and debrief. •Therapy Team dynamic involvement in daily reporting and reflection. •Individual student grab files. •Individual risk assessments. •At a glance documents. <i>Support for families:-</i> •Family THRIVE Sessions. •Parent Workshops (Rolling calendar). •Therapy Drop-in for parents •Named Therapy lead. <i>On Curriculum/ Timetable offers;</i> •Therapeutic timetable including therapy provisions. •Thrive group targets and group Lessons •IXL (Maths/English/ Reading) •Touch typing/ Dictation/ Laptop use of universal symbol •Active Trampolining. •Swimming (Phase 1&2). •Outdoor education (Forest school, Farm, Horticulture, Outdoor Adventure Activities) •Life skills- Home cooking skills.
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			•Exam access arrangements. •Extra-curricular clubs/ activities. •Offsite trips and experiences. •Assessments.- National Curriculum (KS,2,3,4)/ SEN/ Exam boards qualifications (from E1-2/L1/L2/GCSE/IGCSE & NCFE) •Careers advice.
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At Dovecote, education, therapy and pastoral support work closely together to remove barriers to learning and help every pupil achieve their full potential. Our curriculum is designed around each child's individual strengths, needs, EHCP outcomes and starting points, with teaching adapted to support communication, emotional regulation, sensory needs, social development and independence. Therapeutic approaches and specialist support are integrated into the school day so that pupils are better able to access learning, develop confidence and manage challenges. Alongside this, pastoral support helps pupils to feel safe, understood and valued, enabling them to build positive relationships and develop the skills they need for life beyond school. By working collaboratively, our education, therapy and pastoral teams provide a consistent, holistic approach that supports both academic progress and wider personal development.

4.6 Skills specific to support Autism and readiness for life.

We deliver a curriculum that explicitly develops skills to support autism and readiness for life. Teaching is highly differentiated, with lessons adapted to meet the individual needs, strengths, and learning profiles of each student. We maintain consistent routines and structured environments to promote predictability, security, and engagement. A range of visual supports, including timetables and symbols, are used to aid understanding and communication. Positive behaviour strategies underpin all practice, supporting students to regulate and engage successfully. Classrooms are inclusive, with carefully selected resources and communication approaches that ensure all students can access learning and participate meaningfully.





4.9 How does Fundamental British Values get delivered

British Values are actively promoted and embedded throughout the curriculum and wider school life in Dovecote school across all Phases. These values;

- democracy,
- the rule of law,
- individual liberty,
- mutual respect,
- and tolerance of those with different faiths and beliefs

These are taught explicitly through PSHE, RSE, and themed curriculum activities, and are reinforced consistently through daily interactions, routines, and behaviour expectations, modelled by and between staff at the school.

For many learners, these concepts are taught in a highly structured, practical, and experiential way to support understanding and application in real-life contexts. Opportunities are provided for students to make choices, understand rules and consequences, express opinions safely, and engage respectfully with others. Through consistent modelling and guided support from staff, students are helped to develop an understanding of their rights and responsibilities, enabling them to participate positively in school and prepare for life within a diverse society.

British Values

Tolerance of Different Cultures and Religions

Together we are on community who care, respect and understand one another.

Compassion
Respect

Mutual respect

We respect others and expect them to show us respect

Compassion
Respect

Individual liberty

We know our human rights and exercise these in school life and beyond.

Compassion
Resilience
Responsibility
Respect

Rule of Law

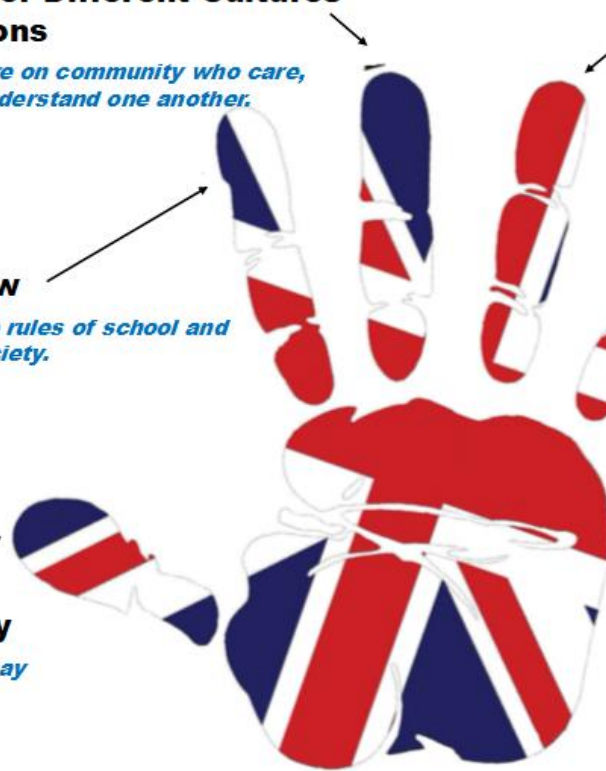
We respect the rules of school and the laws in society.

Compassion
Respect
Responsibility
Honesty

Democracy

We all have a say

Respect
Honesty



BPS Values link to the British Values:

Compassion We consider other people's feelings and show care, kindness, understanding and empathy to all.

Courage We are brave and believe we can. With courage, we can show determination to follow our morals/beliefs/aspirations and stand up for what is right, even when no one is looking.

Honesty We are honest with each other and ourselves at all times.

Resilience We strive to overcome challenges and to find our own way to succeed.

Respect We value everyone and everything in how we listen, speak and in what we do. Our kind hands, kind words and kind heart reflect our true selves; the BPS community.

Responsibility We make good choices because our actions matter; through our choices we can inspire others.

5. Curriculum Content

At Dovecote school, academic learning is mapped, to the;

- Primary National Curriculum [<https://www.gov.uk/national-curriculum/key-stage-1-and-2>]
- National Curriculum frameworks for Key Stages 3 & 4 [<https://www.gov.uk/national-curriculum/key-stage-3-and-4>]
- Accreditation specification

This delivery supports breadth, sequencing and national reference points. Students access learning by stage rather than chronological age. Starting stage is based upon assessment using;

- Standardised scores (Cat 4/ NGST/ NGRT/ Star)
- Teacher Assessments
- Pre data provided by previous settings
- Ongoing observations.
- Internal assessments

As students access longer phases of learning more Subjects are built into each child's curriculum. Dovecote Long term plans are map to the National curriculum, demonstrating coverage and sequential skill/ knowledge and understanding development that progressively build year upon year. This starts from EYFS experiences and feed up through Key Stage 1-4. Schemes of work are built using teacher assessment (See Assessment section) against the National Curriculum. Dovecote personalise learning and Schemes of work for;

- Needs
- Maths,
- English
- and through outcome.



All other academic subjects are taught to students as a class with differentiation for extension and enabling of learning. PSHE/ RSE is delivered combined except for age specific learning.

Please refer to the PSHE/ RSE policy for more details of delivery. (DCS040).

5.2 How are classes set to support learning?

At Dovecote students are grouped into classes based upon Needs, Academic ability, age and personality, in an effort to engage and build self esteem through peer relationships. As student progress through the school the model of delivery changes leading to a curriculum delivery shared across class teachers, specialist teachers and instructors. This supports transition towards Phase 5, Dovecote's accredited/qualification pathway.

5.3 How is learning phases defined at Dovecote?

At Dovecote we have 5 phases of learning. In each phase the curriculum content and delivery style alters to create greater independence and self reliance with students. These phases are:-

- Phase 1- Creative Curriculum (key Stage 1 - 4)
- Phase 2- Academic blend (Key stage1 & 2)
- Phase 3- Academic Focus (Key stage 1-3)
- Phase 4- KS3 Academic Focus
- Phase 5- Accreditations

Primarily Phase 1-3 operationally can be viewed similar to a Traditional (Main stream) primary model with a fixed class teacher and LSA's. The difference with Dovecote reflects in Needs, environment, subjects, and adaption to access and support daily engagement. Phase 4-5 can be viewed as being operationally similar to a Mains stream Secondary model with specialist teacher, and a shift into building independence and resilience, still with Needs, environment and subject adaptations.

At Phase 5, subjects are delivered through discrete lessons designed to meet awarding-body requirements. Students are entered for qualifications at levels appropriate to their needs, starting points, engagement and assessment data. The offer may include Entry Level awards, Functional Skills, BTEC/other vocational awards, Arts awards, GCSEs and IGCSEs, subject to awarding-body availability and individual pathways.

Dovecote is registered for students aged 5 to 19. **It does not operate a conventional Key Stage 5 curriculum**; where older students remain on a Phase 5 pathway, their programme is tailored around EHCP outcomes, qualifications, life skills, independence, communication, emotional regulation, work-related learning and transition to post-18 destinations.

All Phase 4 & 5 students access a personal development programme which may include Life Skills, Careers, PSHE/RSE, group and individual Thrive, speech, communication and language support, study skills, touch typing and targeted interventions. Work experience and enterprise opportunities are used where appropriate.

Please see the PSHE policy & Careers Policy for more details.

Students throughout all phases are encouraged to use imagination and connect learning to their interests and real-life experience. Learning challenges develop problem-solving, creativity and the ability to communicate knowledge and understanding.

Dovecote's Education Phases

A colourful guide to student phases

Phase 1- Creative Curriculum (KS 1-4)

Engaging students through hands-on activities and imaginative projects to foster creativity and critical thinking. These creative projects are intertwined with National Curriculum subjects.



Phase 2- Academic Blend (KS 1&2)

Combining foundational academic skills of Maths, English and Science with creative enrichment (fun projects/ outdoor learning & play).



Phase 3- Academic Focus (KS 2+3)

Deepening academic knowledge and skills in Key Stage 2 through structured learning and assessments. Enrichment includes Forest School, Farm, Drama, Art and Music by specialists.



Phase 4- KS3 Academic Focus

Students now work towards preparation for certifications and accreditations. Building their skills and knowledge for future success. Accessing Specialists in all subjects:- Maths, English, Science, PE, Music, Art, Outdoor Education, Science, Drama, Design Technology, IT (Information Technology) & Humanities.



Phase 5 - Accreditations

Students receive certifications and accreditations, validating their skills and knowledge for life beyond Dovecote in English & Maths. Some student undertake a life skills focus while other may access up to 3 chosen accreditation subjects. They all study Careers.

All student will have Personal Development (PSHE, life skills and from KS3 Careers)
+ an Individual Needs Met (INM) curriculum based upon EHCP requirements.

5.4 What does the Educational Curriculum look like in each Phase:

5.4.1 Phase1- Creative Curriculum (Key stage 1 – 4)

Students in Phase 1 are typically assessed as being in the “Being” or “Doing” stages of Thrive, where they may not yet demonstrate secure emotional regulation, may experience difficulties with social interaction, and are not yet be ready to access formal National Curriculum learning.

Curriculum design at this stage therefore focuses on indirect delivery of Mathematics, English, Science, Design Technology and PSHE through creative, practical, and interactive approaches. Learning is flexible and child led and based around the ‘Sensory Curriculum.’ The Sensory Curriculum focuses on including the four areas of SEND needs in all subjects across the curriculum;

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

Through high-quality interactions, adults engage alongside students in co-adventuring experiences to build relationships, increase tolerance, and develop confidence in tasks, learning environments, and peer interactions. Staff aim to design learning around children’s interests, delivered through one-to-one or small group contexts.

In the Lower School (typically KS1 and early KS2 equivalent, aged approximately 6–9), this may include short, structured bursts of phonics, mathematics, English, and reading (5–15 minutes), integrated with interest-led play, exploration ‘tuff trays,’ and open-ended challenges within a free-flow environment. This provision includes distinct zones for indoor and outdoor play, structured activities, a quiet/snug or breakout space, and a dedicated learning zone. Students access learning that meets EHCP needs, universal provision, identified additional needs, and emerging interests.

A dedicated sensory room and enclosed outdoor play area are also available, similar in provision to a mainstream primary reception setting. Teaching is carefully tailored to developmental stage and individual need.

Students aged 9 and above, in Phase 1, are typically based within the main school environment, if they are socially and emotionally ready. They may be working towards increased independence in group learning or accessing smaller group settings. Their curriculum follows the same principles as the Lower School but is adapted to be age-appropriate, with interests such as mechanics, art, farming, work experience, and real-world exploration. Where appropriate, Speech and Language Therapy (SALT) and Occupational Therapy (OT) are embedded into their programmes of learning.

Students are grouped with peers of similar age and developmental stage to support the development of early social learning skills. Hands-on, experiential learning is central to success in this phase and supports students to develop awareness of their emotional and social development, as well as the interpersonal skills required for life beyond Dovecote. As students progress, subject-specific knowledge and vocational interests are gradually introduced, including areas such as animal care, farming, landscaping, mechanics and trade skills.

Example Students Time Tables showing the curriculum:

Phase1 - Creative curriculum

[Students aged 6+, Key Stage 1, Year 1]

Dovecote	Mole	Monday	Tuesday	Wednesday	Thursday	Friday
9.10 – 9.25		Wake and Shake/Sensory Circuits/Offer toast, fruit, snack and drink				
9.25 – 10.10 Session 1	9:25-10:30 LSA – CP Literacy/maths xxxxx	Continuous provision/ child-led learning(choosing)/EHCP target focus	Cooking	Continuous provision/ child-led learning(choosing)/EHCP target focus		
		Adult-led interaction	Adult-led interaction	Adult-led interaction		
		Snack time before session 2				
10.10 – 10.55 Session 2	10:40-11:40 Literacy/maths	Adult-led interaction	Adult-led interaction	Adult-led interaction	Adult-led interaction	Georgie (see separate planning)
10.55 – 11.05 Break	EHCP targets					Snack after forest school
11.05 – 11.50 Session 3						
11.50 – 12.30 Session 4	11:50-12:15 T&LSA	Continuous provision/ child-led learning(choosing)/EHCP target focus				
12.30 – 13.05	12:15 – 13:05	Lunchtime				
13.05 – 13.20	13:05 – 13:20	Attention Bucket				
13.20 – 14.05 Session 5	13.20 – 14.30 LSA – CP Topic/sensory curriculum	Continuous provision/ child-led learning(choosing)/EHCP target focus Farm offered (weather dependent)				PE – Will Carlisle (see separate planning)
14.05 – 14.50 Session 6		Adult-led interaction with whole class	Adult-led interaction with whole class	Adult-led interaction with whole class	Adult-led interaction with whole class	Adult-led interaction with whole class
14.50 – 15.00	14:30 – 15:00	Storytime/quiet area				

[Student aged 14, Stage KS1]

Time		MON	TUE	WED	THU	FRI
8.30am	Briefing: Mon whole school Tues-Fri Upper					
8.50- 9.10	Gates open 8.50am.					
9.10-9.25	Wake & shake/ Sensory circuits	JB- (Farm Cabin)			Katie - community project work	
9.25 - 10.10	Session 1	Farm projects- Flick (Farm Cabin)	Farm English- JB (Farm Cabin)	Farm Art projects- (Farm Cabin)- LH		Careers/ Project - CM (Farm Cabin)
10.10-10.55	Session 2	Project FH- (Farm Cabin)		Farm- Project (English/ Maths)- GB (Farm Cabin)		Farm- Animal Care) Libby B (Farm Cabin)
10.55- 11.05	Break					
11.05- 11.50	Session 3	Project Selina L- English	Farm Animal care/ Maths)- WC	Farm Animal care/ Maths)- FH	Katie- 1:1 THRIVE- (Farm Cabin)	Lit intervention Yasmine (Farm Cabin)
11.50 - 12.30	Session 4	Molly - Pro Activiites	Cooking (SL)	Comunity (English/ Maths)- FH (Farm Cabin) project	Farm Animal care/ project- Rhys	Community Project- SL
12.30-13.05	Lunch	Farm/ Fletcher- JB				
13.05-13.20	Reading time (story time, revision, independant reading)	LR	SW	LR	SW	SW
13.20-14.05	Session 5	Dani H- (Farm Cabin) farm tasks	Maths project - GB (Farm Cabin)	Farm- JV (Farm Cabin)	Farm Art Project- FH (farm cabin)	Thrive- SW (Farm Cabin)
14.05-14.50	Session 6	DT- R.M-(GB)- DCS Workshop	PSHE- Isabelle A (Farm Cabin)	Farm- GB (Farm Cabin)	(FH) Maintance team. Shane/ Pete- RA available to collect.	Life skills- EA (Farm Cabin)
14.50-3pm	Pastoral time/ CF= transfer time	GB	JB	JB	SW	SW

Students once ready and show able to engage in learning will either over into Phase 2, 3, 4 or 5 (with a life skills focus) if aged 14+

5.4.2 Phase 2- Academic Blend (Key Stage 1 & 2)

Once students are ready to engage with an academic curriculum (Phase 2), typically when they are in the “Thinking” stage, the needs outlined in Section F of their EHCP inform the planning of their timetable. This ensures that cognition and learning needs, social and emotional needs, physical and sensory needs, and communication needs are all appropriately addressed.

[As a school, we do not attempt to address all needs simultaneously. Instead, priorities are identified through assessment by the SENCO and therapy teams, and targeted over time across the academic year or phase. Delivery is achieved through Dovecote’s Universal Provision alongside targeted interventions, including Thrive, therapy input, and Therapeutic Learning Support Assistants (TLSAs). These are embedded within the timetable and prioritised alongside, and where appropriate above, academic (National Curriculum) learning. Ongoing communication between parents/carers and the Special Educational Needs Coordinator (SENCO) ensures that each child’s curriculum remains balanced, appropriate, and responsive to need. It is important to note that not all EHCP targets will be delivered at the same time.]

Phase 2 typically spans Key Stages 1 to 2. Classes are primarily led by a class teacher, delivering core subjects in a structure similar to a mainstream primary model. However learning/ engagement time may still not constitute a full lesson and high levels of adaptation and creative enrichment are still needed to help students manage a school day. Enrichment may still include outdoor learning and play. In phase 2 curriculum subjects will be limited to core plus interests, and as time progresses others will be added.

In phase 2 a consistent teacher and assigned LSA promote familiarity, build trusting relationships, and support emotional and social regulation, while also reducing the number of transitions. This stable staffing model has been shown to support engagement, attendance, and individual progress.

Class - Hedgehog			Cillian			
Time		MON	TUE	WED	THU	FRI
8.50- 9.10	Gates open 8.50am					
9.10-9.25	Wake & shake/Sensory circuits- support- Kirsty					
9.25 - 10.10	Session 1	Maths - Piper	Maths - Piper Swimming 10-10.30	Music - Tom	Maths - Piper	Maths - Piper
10.10-10.55	Session 2	Handwriting skills/Motor Skills - Piper	I.C.T - Piper Swimming 10-10.30	TEACCH - Piper	I.C.T - Piper	Interception - Piper
10.55- 11.05	Break	Break				Break
11.05- 11.50	Session 3	Personal Development - Piper	English - Piper	English - Piper	Art - Lucy	English - Piper
11.50 - 12.30	Session 4		Topic - Piper	Science - Piper	English - Piper	Topic - Piper
12.30-12.45	Lunch service	Lunch service - Piper				
12.45-13.05	Club/social time	Lunchtime club/social time - Piper				
13.05-13.20	Piper- Reading time (story time, revision, independant reading) - Piper					
13.20-14.05	Session 5	Phase 2 PE (Hedgehog, Vole, Rabbit & Mink)- Will	Art- Lucy	Forest School - Georgie	Science - Piper	Phase 2 Drama (Hedgehog, Vole & Rabbit)- Jess
14.05-14.50	Session 6		Team bulding - Piper		Thrive - RO	
14.50-3pm	Pastoral time/transfer time to taxi - Piper & LSA					

5.4.3 Phase 3- Academic Focus (key stage 2 & 3)

As students' progress into Phase 3 a deeper focus is placed upon knowledge and skills. The curriculum broadens to the full capacity of subjects Dovecote offers. Operationally the model of staff is similar to Phase 2, however we start to use specialists to deliver in areas like Art, drama, farm, Music. Student still have access to forest school and have enrichment lessons of swimming.

Class= Hares			Thomas			
Time		MON	TUE	WED	THU	FRI
8.50- 9.10	Gates open 8.50am					
9.10-9.25	Wake & shake/Sensory circuits- support-Stacey, Elisha & Tabby					
9.25 - 10.10	Session 1	Forest school - Georgie W	English - Izzy A	Maths - Izzy A	DT- Sarah (3)	Topic- Izzy A
10.10-10.55	Session 2	English - Izzy A	Topic - Izzy A	Music - Tom	Maths - Izzy A	English - Izzy A
10.55- 11.05	Break	Break				
11.05- 11.50	Session 3	Individual thrive- Simon	Maths - Izzy A	Phase 3- Science- John	English - Izzy A	Maths - Izzy A
11.50 - 12.30	Session 4	Personal Development- Izzy A & Therapy	IXL/Touch typing - Izzy A		Regulation Strategies - Kate I	Topic - Izzy A
12.30-12.45	Lunch service	Lunch service - Izzy A				
12.45-13.05	Club/social time	Lunchtime club/social time - Izzy A				
13.05-13.20	Reading time (story time, revision, independant reading) - Izzy A					
13.20-14.05	Session 5	Art- Flick	SALT 1:1 - Kate L x 25 mins	SALT - Kate L x 25 mins & Drama- Jess	Phase 3 PE- Will	ICT- Matt
14.05-14.50	Session 6		Farm- Heather			Skills Quest - Izzy A
14.50-3pm	Pastoral time/transfer time to taxi - Izzy A & LSA					

5.4.4 Phase 4- Key stage 3 Academic Focus

As student move towards accreditation they enter Phase 4 where they undertake studies that cover the Key stage 3 content. Specialist staff also provide enrichment teaching in subjects such as Art, Music, Home Cooking, Physical Education, Drama, and Design Technology, enhancing teaching and learning experiences. Where specialist teachers are delivering lessons, the class LSA remains present to provide continuity and support.

A class timetable outlines coverage of National Curriculum subjects; however, individual timetables are also in place, allowing students to step in and out of lessons to access interventions or additional EHCP support where required.

In Phase 4, students also participate in enrichment opportunities such as Adventure Education (including canoeing, kayaking, mountain biking, climbing, sailing, team-building, and navigation). Additional activities may include swimming and trampolining if outlined in the EHCP as a need for physical development. These experiences are designed to build confidence, promote safe engagement with the wider world, and develop social interaction, teamwork, problem-solving, and peer relationships.

Students with specific interests, such as farming, horticulture, or mechanics, are also supported through adapted timetables where appropriate. These experiences further reinforce emotional regulation strategies beyond the classroom environment. Overall, enrichment activities are designed to build resilience, confidence, and independence while enhancing learning.

Careers and life skills education in Phase 4 (Key Stage 3 age equivalent) provides the foundation for students' preparation for adulthood. Learning is designed to introduce

students to a broad range of future pathways, including further education, employment, training, and independent living. Teaching focuses on developing essential life skills such as communication, decision-making, teamwork, problem-solving, personal organisation, and an understanding of the world of work. Where appropriate, students are given opportunities to engage with real-life contexts, community experiences, and employer encounters to build awareness and aspiration. This early exposure ensures that students begin to develop the skills, knowledge, and confidence required for their future transitions, while also supporting independence and personal development within a structured and supportive environment.

Class = Badger			Tutor = Sarah W (Mon/Wed/Thur/Fri) & John (Tues) LSA = Luke & Sarah D Thrive =						
Time		MON	TUE Sept/Oct	TUE	WED	THUR	THURS Nov/Dec	FRI	
8.50- 9.10	Gates open 8.50am								
9.10-9.25	Wake & Shake/Sensory circuits - Sarah & LSA		John	John	Wake & Shake/ Sensory circuits - Sarah & LSA				
9.25 - 10.10	Session 1	Art- Flick	Badger Outdoor Ed with Georgie Sept & Oct	Music- Tom	Drama- Jess	Animal Care- Heather	Badger Outdoor Ed with Georgie Nov/Dec	History- William	
10.10-10.55	Session 2	English- Ed A		English Ed A		English - Ed A		English- Selena L	
10.55- 11.05	Break			Break				Break	
11.05- 11.50	Session 3	Science - Matt		Science - Matt	Badger - Project Molly	Science - Matt		Science - Matt	
11.50 - 12.30	Session 4	Maths - George		Maths - George		Maths - George		Maths - George	
12.30-12.45	Lunch service	Lunch service - Sarah W		John	Lunch service - Sarah W	Lunch service - Sarah W		Lunch service - Sarah W	
12.45-13.05	Club/social time	Club/social time - Sarah W		John	Lunchtime club/social time - Sarah W	Lunchtime club/social time - Sarah W		Lunchtime club/social time - Sarah W	
13.05-13.20	Reading time - Sarah W & John (Tues)			Reading time - Sarah & John (Tues)		Reading time - Sarah		Reading time - Sarah	
13.20-14.05	Session 5	Personal Development - Matt		Drama - Jess	DT - Sarah	Careers - Cheryl		Phase 4 PE - Will (Deer, Badger & Otter)	
14.05-14.50	Session 6			ICT - Matt	DT - Sarah	Art - Flick			
14.50-3pm	Pastoral time/Transfer to taxi time - Sarah W & LSA		John & LSA	John & LSA	Pastoral time/Transfer to taxi time - Sarah W & LSA				

5.4.5 Phase 5- Accreditations

Students in Phase 5 focus upon accreditations and qualifications. These are aligned with their individual stage of learning. Dovecote is ambitious and holds high expectations of each student. As a school we want students to leave with both the highest accreditations as well as a suitable bank of Accreditations (our target for each child is individualised, however on average we aim for student to achieve 5-6 accreditations). Accreditations are based upon a child's ability to study and starting point. For students with lower starting points who have missed educational content at Key stage 3, the accreditations. These may not always correspond directly with age-related expectations (i.e. 14 and starting GCSE's); however, where appropriate, students may undertake dual accreditation routes to support success and enable them to achieve their full potential.

Curriculum pathways are flexible and designed to match students' preferred learning styles, rather than being fixed. Students may therefore study alternative accreditations either instead of/ or alongside, GCSEs (age-expected qualifications), depending on their ability and readiness.

Students in Phase 5 are based primarily at the Church Farm site, located approximately two minutes' walk from the main Dovecote site. This setting, promotes increased independence, including access to an open kitchen for hot and cold drinks, breakfast preparation, and, at times, cooking lunch. The environment is designed to support a more adult learning

experience, with reduced movement demands (Proprioceptive Needs) associated with younger phases.

The Church Farm site also provides enhanced social learning opportunities (right time/ age related), including access to shared spaces such as a pool room, library, and dining areas. Staffing ratios are designed to promote independence, enabling students to develop emotional regulation, self-management, and social skills in preparation for transition into further education or college. Staff remain available to support when required and may offer alternative spaces, Thrive input, or mental health support to assist with regulation and problem-solving strategies.

Students at Church Farm also access selected lessons at the main Dovecote site, such as Design Technology, Drama, Physical Education, and Farm-based learning, while maintaining the increased independence provided at Church Farm.

Dovecote offers a range of accreditation pathways, including Entry Level, Functional Skills (Levels 1 and 2), BTEC Tech Awards (Levels 1 and 2), and GCSE/IGCSE qualifications. Progression to GCSE study is determined individually, based on a student's ability to access;

- the style of assessment
- the ability to demonstrate secure knowledge of the required content, typically evidenced through successful completion of the Key Stage 3 National Curriculum.

This decision is informed by assessment at the start of Key Stage 3 and Key Stage 4, including CAT4 testing, with further adjustments informed by mock examinations and ongoing teacher assessment throughout Year 10 & 11.

All subjects are delivered by specialist teachers with subject-specific knowledge and training. Lessons in Phase 5 may extend up to 1 hour 40 minutes (double sessions) and are carefully structured into manageable sections to support engagement and examination readiness, aligned to relevant specification content and National Curriculum expectations.

Students in Phase 5 have a tutor base where they engage in daily settling routines, PSHE, life skills, careers education, and therapeutic input. They also rotate between lessons and, where appropriate, may travel between Church Farm and the main site for specific subjects.

EHCP-related needs continue to be met through planned provision within the timetable. Students also have access to mental health support and targeted Thrive interventions. Additional therapeutic input may include study skills, exam stress management, LFB AE, and independent study support. While learning is primarily guided by accreditation specifications and required guided learning hours, opportunities for interest-led learning are still incorporated where appropriate.

Enrichment in Phase 3 includes life skills collapsed days, themed learning days, and outdoor education or team-building activities spread across the year.

Towards the end of Phase 3, a two-week life skills programme is delivered to consolidate learning and extend prior work. This includes travel training, planning, money management, and community-based experiences.

As part of transition planning, students are supported through visits to colleges, open days, and early exposure to further education environments during their final year, once placements have been agreed. This early preparation is designed to reduce anxiety, build familiarity, and increase the likelihood of a successful transition to their next stage of education.

Careers and life skills education in Phase 3 (Key Stage 4 equivalent) builds on the foundations established in earlier phases and focuses on preparing students for their transition into further education, employment, training, and independent adulthood. Teaching is increasingly applied and personalised, supporting students to explore specific post-16 pathways, develop realistic aspirations, and make informed choices about their future. Learning includes practical life skills such as managing time, money, travel, personal organisation, and workplace expectations, alongside structured careers guidance and employer engagement opportunities. Students are supported to develop independence, resilience, and confidence through real-world experiences, including work-related learning, college visits, and community-based activities. This provision ensures students are well prepared for their next stage and are equipped with the skills required for successful transition beyond school.

Example Students Time Tables showing the curriculum:-

Phase 5 Accreditations

9.10-9.25	Wake & shake/ Sensory curcuits- FH support CF2	Precision Teach- Maths- Alima	Precision Teach- Maths- Alima	Precision Teach- English Alima	Precision Teach- English Alima	Precision Teach- English Alima
9.25 - 10.10	Session 1	GCSE Maths GH- CF3		GCSE Maths GH- CF3	GCSE Eng JB - CF3	
10.10-10.55	Session 2			GCSE Eng JB - CF3		
10.55- 11.05	Break					
11.05- 11.40	Session 3	PSHE (LB)- CF2	Independant skill building (AT) CF	BSL (Kate & Ellie)- CF2	Independant Study (FH) CF2	Maths additional revision (GB) C16
11.40- 11.50				IXL - (Kate & Ellie) CF2		
11.50 - 12.30	Session 4	Option2- Geography (MT) CF 5		Indpendant Study- (JB)- CF2	Option 2- Geography (MT) CF 5	
12.30-12.45	Lunch service					
12.45-13.05	Lunchtime club/ social time					
13.05-13.20	Reading time (story time, revision, independant reading)- FH					
13.20-14.05	Session 5	Opt 3= Eng Lit - JB (CF3)		Careers- (CM)- CF2	Opt 1 = Scienc-JV (CF16 or DCS Lab)	
14.05-14.50	Session 6			Indpendant Study- (LB)- CF2		
14.50-3pm	Pastoral time/ CF= transfer time- FH CF2					

5.5 Curriculum content - what is this measured against?

The Phase 1 & Phase 2 curriculum (KS1, KS2 and KS3) is mapped against the **2014 Primary National Curriculum** and the **Key Stage 3 National Curriculum in England**. Phase 1 coverage of the National curriculum is by design limited and used to map skills/ knowledge and understanding when compared to Phase 2 learning. This mapping is personalised. All student have a Individual Student Passports to ensure coverage of National Curriculum (Government) expectations. Where National Curriculum learning objectives are only partially achieved, Dovecote Teachers revisited these to support consolidation and unified progress.

Alongside academic learning, we embed EHCP provision (Needs), personalised autism approaches, and therapeutic support (including group interventions). We prioritise a strong foundation in **English, Maths, PSHE, Life Skills, and Physical Education** (including opportunities such as swimming, trampolining, forest school, farm-based learning, and adventure education).

PSHE and RSE are fundamental components of the curriculum within a SEN setting, as they directly support students' personal development, wellbeing, and preparation for adulthood. Many learners require explicit, structured and repeated teaching to develop understanding of relationships, personal safety, emotional regulation, consent, and appropriate social interaction.

***** Please refer to the PSHE Policy for details of delivery and operation. *****

PSHE and RSE are subjects that are delivered in a safe, supportive and developmentally appropriate way, allowing concepts to be revisited and reinforced over time to support understanding and retention. Within the SEN curriculum, PSHE and RSE are not additional subjects but are integral to learning through our therapeutic approach (THRIVE), Thrive sessions and through the extra curricula work undertaken by School council, Theme days, community events, assemblies and tutor time programmes. They enable students to develop confidence, make safe and informed choices, build positive relationships, and increase independence in preparation for life beyond school.

Research shows that students engage more effectively when learning is connected to their interests and real-life experiences. Our curriculum reflects this by incorporating opportunities for **problem-solving, creativity, and practical application of knowledge**. Student progress and skill development are monitored and recorded (including through systems such as Unifrog), enabling us to track attainment and identify individual learning needs.

As students develop the ability to engage in longer and more structured learning (Phase 2), delivery is supported by a combination of **class teachers, specialist teachers and instructors**, who oversee planning, assessment and implementation. This supports a smooth transition into Phase 3 (Key Stage 4/qualifications).



5.6 Key stage 5 curriculum

As a school, we do not offer a Key Stage 5 curriculum (e.g. A Level or BTEC Level 3 programmes). However, students may remain at Dovecote until the age of 19 if they are continuing to follow a Key Stage 4 programme.

For students whose academic level is below their chronological age, we are able to provide a suitably adapted Key Stage 4 curriculum, ensuring it is accessible and appropriate to their individual stage of development.

For students who join Dovecote after completing Key Stage 4 (typically aged 17–18) but are working at an earlier stage of learning, we offer a tailored two-year programme based on their individual EHCP needs. This programme focuses on consolidating core skills from the Key Stage 4 curriculum while providing personalised support through targeted interventions and therapies. Key elements include English and Maths (GCSE or Functional Skills), alongside individual option subjects where appropriate. In addition, there is a strong emphasis on developing life skills such as independence, communication, emotional regulation as well as opportunities for vocational learning, including work experience and enterprise activities to support preparation for adulthood.

Progress is reviewed regularly to ensure alignment with EHCP outcomes, with close collaboration between school, families, and external agencies. This supports a smooth transition into post-18 pathways, including further education, supported employment or other appropriate provisions.

5.7 What Accreditations do Dovecote offer? (2025 offer)

GCSEs & iGCSEs

Subject	Qualification	Exam Board
Combined Science (Single/Double Award)	iGCSE	Cambridge (CIE)
History (9–1)	iGCSE	Cambridge (CIE)
English Language (9–1)	iGCSE	Cambridge (CIE)
Art & Design	GCSE	AQA
Design & Technology	GCSE	AQA
Geography	GCSE	AQA
English Literature	GCSE	AQA
French [External Virtual Tutors]	GCSE	AQA
Spanish [External Virtual Tutors]	GCSE	AQA
Mathematics (Foundation or Higher)	GCSE	AQA

Vocational & Technical Qualifications (BTEC / NCFE / OCR)

Subject Area	Qualification	Level	Exam Board
Animal Care	BTEC Tech Award	Level 1 / Level 2	Edexcel
Home Cooking Skills	BTEC	Level 1	Edexcel
Home Cooking Skills	BTEC	Level 2	Edexcel
Creative Design & Production	Technical Award	Level 1 / Level 2	NCFE
Creative Craft – Textiles	Award	Level 1	NCFE
Creative Craft – Textiles	Award	Level 2	NCFE
Sport (Coaching)	Certificate	Level 2	NCFE
Sport (Coaching)	Diploma	Level 2	NCFE
Creative iMedia [External Virtual Tutor]	Cambridge National	Level 1 / Level 2	OCR

Functional Skills (English & Maths)

Subject	Qualification	Levels Available	Exam Board
English	Functional Skills	Entry Level 1–3, Level 1, Level 2	Edexcel
Maths	Functional Skills	Entry Level 1–3, Level 1, Level 2	Edexcel

Essential Maths (Everyday Life)

Qualification	Levels Available	Exam Board
Essential Maths in Everyday Life	Entry Level 1–3, Level 1, Level 2	NCFE

Arts & Enrichment

Qualification	Level	Exam Board
Arts Award	Bronze	Trinity College London
Arts Award	Silver	Trinity College London

Entry Level & Foundation Learning

Subject	Qualification	Level	Exam Board
History	Entry Level	Entry Level	OCR
Science	Entry Level	Entry Level	OCR
Health & Social Care	Award	Level 1	NCFE
Exercise Studies	Award	Level 1	NCFE

5.8 How is Religious education delivered at Dovecote School?

At Dovecote, Religious Education (RE) is taught as an integral part of the Humanities curriculum in Phases 2,3,and 4 (key stage 1-3), rather than being delivered as a discrete subject. In Phase 5 student explore RE within Tutor times, PSHE and where there is crossover to academic subject content.

Religious education is meaningfully incorporated into topic-based learning, allowing pupils to explore religion, belief and worldviews alongside history, geography, culture, society and the wider world. This approach enables pupils to make meaningful connections between their learning and supports the development of knowledge, communication, social understanding and respect for others.

Across a range of topics, pupils are introduced to different religious and non-religious beliefs, traditions and worldviews in an age- and developmentally appropriate way. This may include learning about religious celebrations and festivals, places of worship, stories, artefacts, symbols, food, clothing, music, traditions and the ways in which beliefs can influence people's lives and communities. Pupils may explore Christianity alongside other major world religions and non-religious perspectives, with the specific content adapted according to the topic, pupils' needs and their stage of development.

RE also provides valuable opportunities to develop pupils' understanding of **difference, identity, belonging, values and respectful relationships**. Pupils are encouraged to recognise that people may hold different beliefs and that these beliefs can be an important part of an individual's identity and community. Teaching promotes curiosity, respect and tolerance without requiring pupils to adopt or affirm any religious or non-religious belief.

The teaching of RE remains **educational rather than devotional**. Staff present religious and non-religious perspectives accurately, sensitively and in a balanced and age-appropriate manner. Where differing or contested viewpoints are encountered, pupils are supported to understand that different people may hold different views, while staff avoid promoting a particular religious, ideological or political position. This supports Dovecote's wider commitment to inclusion, equality, respect and political impartiality.



5.9 How does the Dovecote curriculum prepares students for adulthood?

As a school, we want our learners to develop into **resilient, responsible and confident young people**, equipped with the skills, knowledge and understanding they need to live and participate positively in the wider world and their communities. To support this, we prioritise **reading, PSHE/RSE, life skills, careers education and the development of SMSC** across our curriculum and wider school programmes. These areas are developed progressively, building and revisiting key skills and concepts in a spiral curriculum as pupils grow and their needs change. For each child, this journey may look and feel different; however, all pupils will have access to, and be encouraged to engage with, appropriate programmes, resources and opportunities at the right time. This includes the bespoke **OT and SALT enhancement projects** and other personalised opportunities delivered through our new **Personal Development Platform**, ensuring that learning is meaningful, relevant and responsive to each individual pupil.

5.10 Reading for Life

Dovecote has a whole-school reading strategy which aims to nurture a love of reading. Reading is embedded throughout the curriculum and school environment and is taught explicitly where needed.

Reading for pleasure can provide cultural enrichment, companionship and intellectual challenge. Students are given opportunities to discover the enjoyment of reading for themselves, including listening to stories or texts shared by a trusted adult without unnecessary pressure or demand.

Assessment helps the SEND and curriculum teams identify gaps in literacy and provide timely whole-group or individual intervention.

As a school we have a clear reading strategy which aims to develop a whole school culture that nurtures a love of reading. Reading at Dovecote School is embedded within the fundamental structures of the school. Throughout their time at Dovecote, reading will be celebrated and nurtured through explicit teaching and embedding throughout the curriculum and school environment.

Reading for pleasure provides an individual with cultural enrichment, companionship, and intellectual challenge. It is our goal, as a school, to provide an environment where the young people in our care can discover the simple joy of reading for themselves, sitting with a book or listening to a story told by a trusted adult without pressure, or demand.

Our comprehensive assessment process means that our SEND team can identify gaps in learning and ensure rapid whole group or individual intervention takes place to enable a child to make accelerated progress in those targeted areas.



5.11 Dovecote's- Phonics Program

Phonics is interwoven into the Sensory Curriculum for our play-based children. They have a rich diet of interactive, physical activities through continuous provision. As the children develop and are able to access more structured learning, we deliver the RWI programme (Read, Write, Ink). Where gaps remain in phonic knowledge, we deliver targeted interventions and/ or move on to the Fresh Start programme. RWI is generally aimed at those older student (KS2) or those who have completed the Phonics programme (Ks1).



6. Adaptive teaching.

Adapting teaching and learning environments for students with Special Educational Needs (SEN) is essential for creating an inclusive educational setting. Here are some strategies that Dovecote staff consider for adapting teaching and learning environments for students:

- **Differentiated Instruction:** Dovecote Staff use a variety of teaching approaches and materials to cater to diverse learning needs within the classroom. This ensures that every student, receives instruction at their level of understanding and can actively participate in the learning process.
- **Individual Short-Term Targets (Individual Student Workbooks):** Develop personalised targets for students that outline specific therapeutic and academic targets, accommodations, and support strategies tailored to the individual student's needs.
- **Creating an Inclusive Learning Environment:** Dovecote staff consider and adapt the learning environment to promote access, participation and engagement for all students. Classroom layouts, seating, resources and learning materials are organised thoughtfully to reduce potential barriers and respond to students' individual needs. Where appropriate, adaptations are used to support sensory, communication, physical and emotional regulation needs, while promoting students' autonomy, independence and confidence as learners.
- **Adapting the Classroom Environment:** Dovecote staff adapt teaching approaches, resources and methods of assessment to enable students to access the curriculum and demonstrate their learning. This may include adapting the presentation or delivery of learning, using assistive technology, providing alternative methods of recording or demonstrating understanding, and adjusting the level or type of support provided. Adaptations are informed by students' identified strengths and needs, their views and, where appropriate, input from parents/carers and relevant professionals.
- **Recognising Strengths and Promoting Potential:** Dovecote staff recognise that every student has an individual profile of strengths, needs and abilities. Positive

relationships, clear and accessible communication, and appropriate emotional and regulatory support are used to create a culture in which students feel safe, valued and able to participate in their learning. Staff maintain high but realistic expectations, building on students' strengths and providing the appropriate level of support and challenge to enable each student to make progress, develop confidence and work towards their individual potential.

By implementing these strategies, Dovecote creates an inclusive learning environment that supports the diverse needs of students with SEN, ensuring that every child feels supported and valued.

7. PSHE, RSE and Careers



PSHE, RSE and careers education are central to Dovecote's explicit and implicit curriculum and to Preparation for Adulthood. PSHE/RSE may be taught through planned programmes, responsive teaching and Thrive-informed interventions according to individual need.

From 1 September 2026 the school will have regard to the revised statutory Relationships Education, RSE and Health Education guidance. Content will be age-appropriate, developmentally appropriate, inclusive and adapted for SEND, while safeguarding students and teaching them how to recognise healthy and unsafe relationships, online and offline.

Careers education and the world of work are delivered through planned learning, individual guidance, encounters and experiences. Dovecote has regard to the Gatsby Benchmarks and current DfE careers guidance, including the June 2026 update. Curriculum learning is linked to careers and students are supported to make informed transitions.

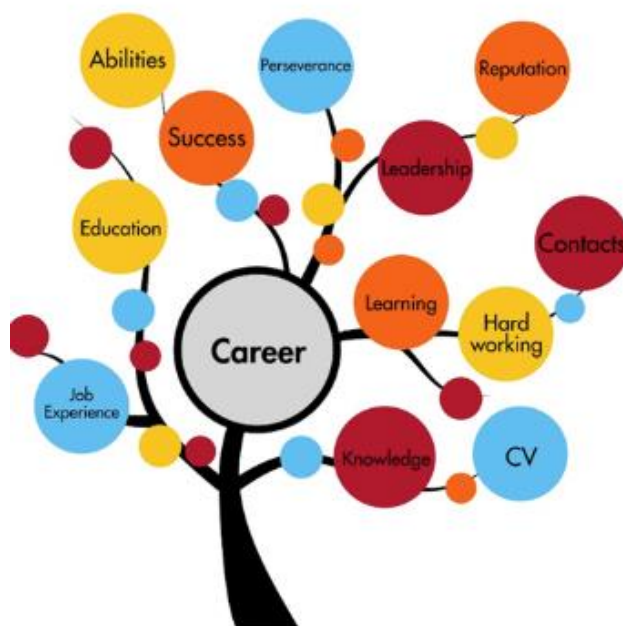
Independent careers advice is provided by an appropriately qualified adviser. Careers planning contributes to transition reviews and identifies suitable further education, training, supported employment, work-related or bespoke pathways.

PSHE/RSE, life skills and careers are at the core of Dovecote's explicit and implicit curriculum and a vital strand in our Preparation for Adulthood programme. Our explicit PSHE/RSE curriculum is implemented through schemes and resources from Jigsaw and the PSHE association. In conjunction with Thrive sessions, these can be taught independently or as a part of an intervention-based delivery dependent upon individual need. At Dovecote we also recognise the value of having a responsive PSHE/RSE program which responds to trending data from our analysis within our safeguarding and behaviour meetings.

Please refer to the PSHE Policy for further details.

7.1 Careers guidance and the World of Work

At Dovecote Careers will be delivered through explicit lessons meeting the Gatsby Benchmarks and in line with the DfE Careers guidance and access for education and training providers. More information about our careers programme can be found in our Careers Policy.



Independent Advice & Guidance is provided by a SEND specialist Level 7 qualified advisor. Students in Year 9 -11 receive one session per year, this includes students in Year 12/13 if they are KS4+) receive 2 across the two years. This guidance then contributes to their transition review planning into Post 16 provision run by the SENCO. This includes careers plan which includes the 1:1 information, recommendation for local colleges that offer the relevant courses and action plan for school/ parents and pupils to follow to achieve their goals.

Life skills are embedded throughout the curriculum and build upon:

- decision-making and problem-solving;
- creative thinking (*see also*: lateral thinking) and critical thinking;

- communication and interpersonal skills;
- self-awareness and empathy;
- assertiveness and equanimity; and
- resilience and coping with emotions and coping with stress.

This starts with programs early in phase 2 and include emotional regulation and positive social interaction, Careers, PSHE and life skill lessons. These skills are embedded in building experiences and knowledge and topics include hygiene, money management, and lifelong learning techniques.

PSHE is a spiral curriculum that is age-related and covers many topics intertwined across phases, 1-3. These include Personal safety, mental health, Physical Health, Bullying and discrimination, relationships and Sex education, physical health, mental health, money & careers, media and digital literacy and community responsibility. We use the PSHE association program.

Careers is delivered as a separate lesson in Phase 3 and for student age 11 if they can access this. As a school we map careers to Gatsby benchmarks and meet these standards through a variety of ways like, direct links to jobs within the curriculum, bespoke Careers lessons working on skills and understanding, as well as interview experience, CV writing, careers days.

For further details about how this curriculum is delivered, assessed, the advice and guidance student will gain and the preparation for future education- **please refer to the Careers Policy DCS 026.**



8. SMSC and Fundamental British Values

Spiritual, moral, social and cultural development is integrated throughout the curriculum, with particular visibility in PSHE, RSE, humanities, personal development and enrichment. Dovecote 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.

Curriculum planning must not undermine these values and will help students understand protected characteristics, difference, equality, respectful disagreement and participation in modern British society.

SMSC is integrated and mapped throughout the Dovecote Curriculum. SMSC will be particularly evident in the PSHE curriculum but is woven throughout our explicit and implicit curriculum. More information about our careers programme can be found in our SMSC strategy.



9. Physical Education At Dovecote school

At Dovecote, Physical Education (PE) forms an important part of the curriculum and is planned to support pupils' physical development, health, wellbeing, confidence and ability to participate in physical activity. Pupils in Phases 1–4 receive a minimum of one timetabled PE lesson each week. This provision is responsive to pupils' interests, engagement and individual needs, and additional physical activity sessions are incorporated into the school week where pupils demonstrate an interest or benefit from increased opportunities for movement and physical development. Our wider physical provision includes Forest School in Phases 1–3, Outdoor Adventure Education in Phase 4, farm and animal-care activities at our smallholding, horticulture and other practical outdoor learning experiences. At the Dovecote site, pupils are also offered Wake and Shake and sensory circuits each morning, with additional physical clubs and activities available during appropriate free-time

opportunities. Swimming is incorporated into the Phase 3 curriculum, while pupils in Phases 2 and 3 also have opportunities to participate in trampolining.

Physical activity is also used as an important tool to support pupils' sensory regulation, emotional wellbeing and readiness to learn. Where an individual pupil's EHCP or identified needs indicate that they require additional movement breaks, proprioceptive activities, specialist mobility work or physiotherapy-informed physical activities, these are incorporated into their personalised timetable. Dovecote recognises that pupils with autism and additional needs may experience physical activity in different ways and that a single model of PE delivery will not be appropriate for every pupil. While PE remains an important curriculum entitlement, our approach is therefore flexible and individualised, enabling pupils to engage with physical development through a range of activities and environments that reflect their abilities, interests, sensory profiles and therapeutic needs. The aim is for every pupil to develop positive experiences of movement and physical activity, build confidence and independence, and develop skills that support lifelong health and participation.

10. Wellbeing and Healthy Lifestyles

At Dovecote, pupil wellbeing and the development of a healthy lifestyle are integral to the curriculum and are supported through planned learning opportunities across all phases. Pupils are taught about physical health, emotional wellbeing, relationships, personal care, nutrition, hygiene, sleep, exercise and making healthy choices in ways that are appropriate to their age, developmental level and individual needs. These areas are reinforced through PSHE, physical education, therapeutic provision, pastoral support and everyday routines, enabling pupils to develop practical skills that can be applied in their daily lives.



Planned opportunities for physical activity include PE, sensory circuits, Wake and Shake, Forest School, Outdoor Adventure Education, swimming, trampolining, horticulture, farm and animal-care activities and other outdoor learning experiences. Pupils are also supported to understand and recognise their own emotions, develop strategies for self-regulation, communicate when they need help and identify trusted adults who can support them. For pupils with autism and additional needs, learning is carefully adapted through visual

supports, modelling, repetition, practical experiences and individualised communication approaches, ensuring that wellbeing and healthy-lifestyle concepts are accessible and meaningful.

Where identified through EHCP outcomes or individual assessment, additional movement, sensory, therapeutic or self-care opportunities are incorporated into pupils' personalised timetables. Through this integrated approach, Dovecote aims to equip pupils with the knowledge, skills and confidence to make positive choices, maintain their wellbeing and develop greater independence both within school and in their lives beyond school.

11. Digital Literacy, Online Safety and Responsible Use of Technology

At Dovecote, digital literacy, online safety and the responsible use of technology are embedded throughout the curriculum and are taught in ways that reflect the individual needs, developmental levels and communication profiles of our pupils. Pupils are supported to develop the practical skills needed to use technology safely, confidently and purposefully for learning, communication, creativity, leisure and, where appropriate, preparation for employment and greater independence.



Online safety is addressed through curriculum topics, computing and digital learning, PSHE, pastoral provision, collapsed days and everyday opportunities. Sessions have focused upon how to use technology, including understanding personal information, safe communication, appropriate online behaviour, recognising unsafe or inappropriate content, managing passwords and seeking help from a trusted adult. For our pupils teaching is highly structured and may use visual supports, social stories, modelling, role play and repeated practice to help pupils understand online risks and develop safe routines. Pupils are also supported to understand the importance of respect, consent, privacy, digital footprints and responsible communication, including how their online actions can affect themselves and others. As pupils progress through the school, learning is increasingly linked to independence, community access, relationships, employment and preparation for adulthood, enabling pupils to make safer and more informed choices when using technology both within school

and beyond. The pastoral team and Thrive practitioners have further supported deliver in 1/! Sessions where needed.

12. Assessment

At Dovecote we assess students' skills and knowledge and Understanding in core areas of cognition, communication and emotional literacy, using standardised assessments. These include GL English (NGRT & NGST), GL Maths (Star), GL Science (PTS), and upon entry/ change of phase- GL CAT4 (independent) test. NGST/ NGRT/ Star, & if relevant PTS are run twice a year (October & June).



In addition, we test using the RAN/ RAS, Phab 2, BVPS, and IDL testing yearly. Within units/ curriculum teaching, teachers are using pre/ post testing and assessing skills/ knowledge and understanding against the national curriculums (KS1-4) with mini tests, quizzes and formative assessment tasks. In Phase 5, Mock Exams with past papers for qualifications indicators are used post units both as means to preparation but to recall KSU within the subject.

Internal assessing and monitoring take place 3 times a year for those who can access it. Where necessary further specialist screening will take place to inform teaching and intervention planning. Pathway planning is informed by these standardised assessments, alongside formative and summative assessment of the skills, knowledge and understanding developed through delivery of the National Curriculum.

At KS4 the level at which students take different qualifications is based upon the holistic quantitative and qualitative assessment data available for that student. Students may swap course level, dependent upon need, engagement or ability to access and recall knowledge in the testing styles of the award.

Student progress, attainment and engagement is fed back and discussed with parents through reports (2 progress reports (Dec & April) and a full end of year report (July), tutors, Thrive family liaisons/ communications and annual reviews.

Additional assessments required for access arrangements is completed by an appropriate assessor in line with JCQ guidelines.

Standardised assessments include:

- York
- Youngs
- Read Write Inc/ Fresh Start
- IXL
- Dyslexia portfolio
- Lucid exact
- BPVS
- TALC
- RAN/RAS
- GL Progress Test in Eng /Math/Science
- THRIVE

Time scale	Year 1						
1-6 months	Cat 4 Baseline assessment	IDL/ IXL Baseline	GL (Maths, English & Science) Baseline	Thrive assessment Baseline	Therapeutic observations-ongoing		
6-12 months	Ran/ Ras/ BVPS/ Phab 2	IDL/ IXL End of year Assessment	GL End of year assessment	thrive assessment summary	Therapeutic Assessment & Year reports	Provision map review	
							Plus SEN Annual review/ Provision map review once per year
Time scale	Year 2+						
October	GL assessment (English/ Maths/ Science)	SEN yearly- Ran/ Ras/ BVPS/ Phab 2	IDL	Thrive assessment	Therapy Assessment (E.g- SALT, OT, Dyslexia, etc... (as required))- 1x per year		
June	GL assessment (English/ Maths/ Science)	SEN yearly- Ran/ Ras/ BVPS/ Phab 3	IDL	Thrive assessment		Provision map review	
Time scale	Phase ends						
Cat 4	End of Key stage 1	End Of Key stage 2	End of Key stage 3				

12.1 Internal Assessments

Internal assessment has staff map progress using **Pupil Passports**, which Dovecote designed from National Curriculum content. They focus upon the outlined skills, knowledge, and understanding that students should be taught at each stage from KS1–KS4.

At Dovecote, we assess pupils' level of recall and application by grading each National Curriculum statement as **Emerging, Developing, Secure or Mastery**. Progression to the next stage/ phase of learning only takes place when a pupil has achieved a secure understanding of the majority of skills.

Assessments are completed **three times per year**. These assessment points inform updates to the Pupil Passports and allow teaching to be adapted more precisely to meet each child's individual learning needs and requirements. This information is available to parents upon request.

Evidence for internal assessments is gathered through a range of planned and ongoing activities that reflect learners' knowledge, skills, and understanding over time. This may include observation of practical tasks, questioning, written work, portfolios, and discussions, all aligned to the assessment criteria. Assessors record evidence in a consistent and structured way, ensuring it is valid, reliable, and clearly linked to the required standards. Learners are supported to demonstrate their abilities in different contexts, and feedback is used to guide progress. All evidence is stored securely and is available for internal quality assurance to ensure assessment decisions are fair, accurate, and consistent across the provision.

For further information please see our assessment and examinations policy.

National Curriculum in England	Date covered	Knowledge	Skills	Understanding	Emerging 1-3	Achievement (data)	Developing 4-5	Achievement (data)	Secure 6-7
		Number - number and place value	Number - number and place value	Number - number and place value	Number - number and place value		Number - number and place value		Number - number and place value
1	Spring 26	Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number.	Counting forwards and backwards across 100 from any starting number.	I can count forwards and backwards up to 100, starting from 0, 1 or any number I'm given.	Counts forwards and backwards to 10 from 0, 1 or a given number with support.		Counts to and across 100 from any number, forwards and backwards with increasing accuracy.		Counts to and across 100, forwards and backwards, starting from any number.
2	Spring 26	Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.	Reading, writing and counting numbers to 100 in numerals, including counting in multiples of 2, 5 and 10.	I can count, read and write numbers up to 100, and I can count in 2s, 5s and 10s.	Reads and writes numbers to 20 in numerals and begins to count in 2s, 5s and 10s.		Reads and writes numbers to 100 and counts confidently in 2s, 5s and 10s.		Reads, writes and sequences numbers to 100; counts fluently in 2s, 5s and 10s.
3	Autumn 25	Given a number, identify 1 more and 1 less.	Identifying one more and one less than a given number.	I can say what number is one more or one less than a given number.	Identifies 1 more and 1 less than numbers up to 10 using number lines or visual aids.	Identifies 1 more and 1 less than numbers up to 10 using number lines or visual aids.	Identifies 1 more and 1 less than numbers up to 100 using number lines or visual aids.	Identifies 1 more and 1 less than any number to 100 with confidence.	Identifies 1 more and 1 less than any number to 100 with confidence.
4	Spring 26	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equals, more than, less than (fewer), most, and least.	Representing numbers using objects and pictorial models, and comparing quantities using appropriate mathematical language.	I can show numbers using objects, pictures and number lines, and I can use words like equal to, more than, less than, most and least.	Shows numbers and compares quantities using objects, pictures and number lines.	Shows numbers and compares quantities using objects, pictures and number lines.	Represents numbers using objects and pictorial models, and uses comparative language correctly.	Represents numbers using objects and pictorial models, and uses comparative language correctly.	Uses number lines and models to compare and represent numbers using more than, fewer than, most and least.
5	Spring 26	Read and write numbers from 1 to 20 in numerals and words.	Reading and writing numbers from 1 to 20 in both numerals and words.	I can read and write numbers from 1 to 20 in both numerals and words.	Reads and writes numbers from 1 to 20 in numerals and words.	Reads and writes numbers from 1 to 20 in numerals and words.	Reads and writes numbers from 1 to 20 in both numerals and words.	Reads and writes numbers from 1 to 20 in both numerals and words.	Writes numbers from 1 to 20 accurately in both numerals and words.
6		Number - addition and subtraction	Number - addition and subtraction	Number - addition and subtraction	Number - addition and subtraction		Number - addition and subtraction		Number - addition and subtraction
		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Reading, writing and interpreting number sentences using addition, subtraction and equals signs.	I can read, write, and understand number sentences using +, -, and = signs.	Recognises +, - and = in simple number sentences.	Recognises +, - and = in simple number sentences.	Reads and writes number sentences using +, -, and =.	Reads and writes number sentences using +, -, and =.	Interprets and writes addition/subtraction statements confidently.

Assessments are used to inform curriculum planning, teaching and interventions. Data is reviewed and analysed termly which are then used to influence the next phase of learning. Within the school we use the Assess/ Plan/ Do/ Review model. When reviewing, Dovecote evaluate achievement, progress, engagement, attendance, and personal development.



12.2 Monitoring and review

Governors and SLG in conjunction with Subject practitioner monitor the standards of curriculum delivery through robust quality assurance systems which include.

- Learning walks/observations
- Work and planning scrutiny
- Marking Scrutiny
- Progress data analysis
- Pupil Progress Teacher meetings
- Curriculum deep dives
- Sharing good practice sessions

13. Offering an Ambitious Curriculum with High expectations.

To ensure we offer an ambitious curriculum, that has high expectations of our students, we promote a love for learning through a range of teaching styles, activities and targeted interventions that start in Phase 2 and continue in Phase 3. These are designed to meet the personalised needs of each student. The use of Technology is used both as an adaptation and as a tool for life is used across the school.

Our more personalised approach to learning throughout the school aims to ensure that our students leave with the necessary skills and knowledge to become independent functional adults. Regular cognitive, social and emotional assessments mean we can ensure that a child's curriculum is both challenging and realistic – maximising their Post 16 options.



14 Mobile phone

Mobile phone use at Dovecote is managed in accordance with the school's **Mobile Phone Policy** and is considered within our wider behaviour, safeguarding and online-safety arrangements. Clear and consistent expectations are in place to support pupils' safety, privacy, wellbeing and engagement in learning. Where pupils require access to a mobile phone due to individual circumstances or identified needs, appropriate arrangements and reasonable adjustments are made. Staff respond to inappropriate or unsafe use in line with the school's behaviour and safeguarding procedures, including concerns relating to communication, privacy, photography, recording, online activity or contact with others. Further detail regarding the storage, permitted use and management of mobile phones is set out in the **Dovecote Mobile Phone Policy**.



16. Temporary Curriculum

At Dovecote School, a temporary curriculum may be implemented where a pupil's individual circumstances, needs or level of engagement mean that they are temporarily unable to access their usual curriculum offer. This may be required during periods of significant transition, changes in presentation or behaviour, emotional or sensory dysregulation, medical or therapeutic need, extended absence, reintegration following a period away from education, or while a pupil's needs are being assessed.

A temporary curriculum is individually planned and remains purposeful, ensuring that pupils continue to develop key skills in communication, regulation, learning, independence and social development while barriers to accessing the wider curriculum are addressed. The provision may include increased therapeutic or pastoral support, shorter or more structured learning sessions, additional sensory or movement opportunities, practical learning and a reduced or adapted curriculum.

Temporary curriculums are reviewed regularly with the pupil, family and relevant professionals including the Assistant headteacher Phase lead, Senco, Assistant head for Pastoral and attendance and at key points with the Local Authority. The aim of the reviews is to support the pupil to return to their full curriculum entitlement as soon as this is appropriate and achievable.

For more details around timescales, reviews and attendance plans, please see the attendance policy which outlines the schools review process.



17. Equality, SEND and Accessibility

The curriculum will be accessible and inclusive. Staff will make reasonable adjustments and adapt teaching, resources, communication, environment and assessment so that disabled students and students with SEND can participate as fully as possible.

Curriculum decisions will take account of EHCP provision and will not lower ambition because a student has SEND. Where a student cannot currently access a conventional subject or timetable, Dovecote will identify the skills, experiences and support needed to increase access over time.

The curriculum will promote equality and respect and will not unlawfully discriminate. Safeguarding concerns arising through curriculum content, student disclosures or emerging themes will be managed in accordance with DC008.



18. Monitoring and Review

The Curriculum Lead, Senior Leadership Team and subject leads monitor curriculum implementation through a range of quality assurance activity, including:

- Learning walks and observations.
- Work and planning scrutiny.
- Progress and assessment data analysis.
- Curriculum and subject reviews/deep dives.

- Student voice and, where appropriate, parent/carer feedback.
- Review of EHCP outcomes and Preparation for Adulthood progress.
- Sharing of effective practice and staff development.

The Dovecote School Governance Body will receive appropriate assurance about curriculum quality, breadth, outcomes and statutory compliance. This policy will be reviewed annually, or sooner where curriculum, legislation, statutory guidance, inspection requirements or school provision change. The next scheduled review date is 11 August 2027.

19. Links with Other Policies

- DC008 Child Protection and Safeguarding Policy
- DC014 Assessment Policy
- DC017 Behaviour (Building Positive Relationships) Policy
- DC022 Attendance Policy
- DC029 Dovecote School Careers Policy Statement including Provider Access Policy
- DC031 SEN Policy
- DC038 Student Equality, Equity, Diversity and Inclusion Policy
- DC040 PSHE and RSE Policy
- DC054 Supporting Pupils with Medical Conditions Policy
- Dovecote Reading Strategy
- Dovecote SMSC Strategy

Appendix A - Dovecote Curriculum Phases

Phase	Core purpose	Typical features
Phase 1	Safety, relationship, regulation and readiness to learn.	Thrive-informed relational work; play/hands-on experiences; communication; engagement; interests; regulation; gradual introduction of learning.
Phase 2	Increasing access to a broad academic curriculum.	National Curriculum reference points; personalised timetable; EHCP Section F provision; specialist teaching/interventions; progression by stage rather than age where appropriate.
Phase 3	Accreditation, independence and transition to adulthood.	Qualifications at appropriate levels; English and maths; option subjects; PSHE/RSE; careers; life skills; therapies/interventions; work-related learning; preparation for post-18 pathways.

Appendix B – Common parental questions.

AB1. Who is Dovecote *right* for?

Dovecote School is right for students who:

- Have a diagnosis of autism as their primary need. Students may have additional needs such as ADHD, PDA, OCD, Dyslexia, and a range of processing and communication difficulties.
- Have experienced anxiety, school refusal, School trauma, or repeated exclusions
- Struggle to cope in busy, mainstream environments
- Need a therapeutic, relational approach to feel safe and ready to learn

AB2. What will my child's day actually look like?

A typical day includes:

- A calm, relational start to the day focused on emotional regulation
- Settling routines like wake & shake, sensory circuits, breakfast or Tutor time
- Small-group high ratio staffing
- Integrated therapeutic support throughout the day- allowing for movement breaks, emotional regulation and support with social interactions.
- Intervention learning tailored to individual needs (EHCP section F)
- Outdoor, practical and sensory-regulating activities Farm/ animal care, Horticulture, forest school, Adventure education and space for movement)
- Explicit teaching of communication, independence and life skills
- Planned support for transitions and endings
- Interventions support across the week (SALT, OT, THRIVE, Mental Health as class & individual session)
- Adapted timetable to meet individual needs – interest or needs led
- Opportunity to socialize with peers during lunch and break
- Breakfast, Break, Lunch meals.
- Movement and sensory breaks planned into their lessons
- When in Thinking- Academic learning based around the National curriculum with focus on Math's and English daily and science/PE/PHSE weekly.
- Life skills & PSHE intertwined between subjects, activities and as standalone lessons
- Careers lesson, guidance and work experience

AB3. What is the Daily Routine?

The school gates open at **8:50am**, with staff available to meet and greet students as they arrive. Students who are independent may go directly to their classroom and begin their **day-start activity**.

Each morning begins with a **settling activity** designed to support regulation and readiness for learning. These may include:

- Breakfast

- Wake and Shake
- Sensory Circuits
- Tutor-based activities

Following this, students take part in **two lesson periods**. These are followed by a **10-minute break**, before two further lesson periods leading up to lunch.

Lunch

Lunch is a **shared time for all students**, providing both time to eat and an opportunity for social interaction. Meals are provided by the **school café**, with options available to meet **gluten free and non-dairy dietary needs**.

Students may also choose to take part in **optional lunchtime clubs**, which vary across the week. Examples include:

- Football
 - Nature Watch
 - Board Games and Tabletop Games
 - Other interest-based activities
- (Please see the timetable below for full details.)

Afternoon

After lunch, the whole school participates in **D.E.A.R. time (Drop Everything and Read)** to encourage reading for enjoyment and calm transition back into learning.

The afternoon then continues with **two further lesson periods**, followed by **tutor time** at the end of the day. Tutor time provides an opportunity for reflection, organisation and preparation for departure.

End of the Day

Staff support students with **pick-up from inside the main gate**. Students begin departing from **3:00pm**.

AB4. How is Dovecote different from other SEN schools?

What makes Dovecote different

- We prioritise emotional safety and regulation *before* academic demand
- We prioritise a child's needs and work therapeutically to meet this before academic development
- Behavior presentations are understood as communication and **something to develop**, not something to be punished. Natural consequence form next steps and learning opportunities.
- Therapy and education are fully integrated, not bolt-ons
- We build confidence and independence for life beyond Dovecote
- We offer qualifications in Phase 3 that match an individual's stage of learning.

AB5. What outcomes should I realistically expect?

Attending Dovecote is a journey. Over time progress at Dovecote may look like:

- Improved emotional regulation
- Reduction in anxiety
- Re-engagement with learning after school refusal (**Emotional based school anxiety**)
- Increased attendance and stamina for learning

- Development of communication and self-advocacy
- Growth in independence and readiness for adulthood
- Academic progress where appropriate to the individual
- Building resilience



AB6. What happens if my child is struggling?

When a student is struggling, we slow things down, not escalate.

We review your child's emotional resilience and wellbeing, using Thrive assessment to address areas for emotional skills development. We adapt the environment, expectations and routines to support students feeling safe, understood and able to re-engage. This builds **trust**. To support your child, they may have increased access to therapeutic professionals- SALT, OT, Thrive, Mental Health team. Timetables can be adapted and environmental adaptations can be used. Whilst '*struggle*' is difficult it provides us with another opportunity to learn from, using therapeutic rapport, shine the light and revisiting self-regulation strategies embedding the focus on the individual and build resilience.

AB7. What courses can my child take?

Once students are ready to engage with an Academic Curriculum, the requirement outlined in Section F of their EHCP will support the planning of their timetable, to ensure their cognition and learning needs, their social and emotional needs, their physical and sensory needs and their communication needs are all adequately met. Communication between parents/carers and Special Educational Needs coordinators (SENCO) will ensure a well-balanced and appropriate curriculum for each child.

Phase 1 Curriculum

Students in Phase 1 are typically working within the '**Doing**' stage of the **Thrive approach**, where learning is centered around exploration, connection and developing early foundations for engagement in education.

Lessons incorporate **early Maths and English skills** through a mixture of **play-based, interactive and engaging experiences**. These are facilitated through **quality interactions** with adults working alongside the children to explore and extend their learning. Activities are often **guided by children's interests**, supporting motivation, communication and curiosity.

Within the Lower School, this may include short, structured sessions in **phonics, early math and early reading and writing**. These are usually delivered in **brief 5–15 minute learning session capturing engagement using interest-led activities**, which are then followed by opportunities for **interest-led play and exploration** within a free-flow environment.

The learning space is designed to support different types of engagement and regulation. It includes **clearly defined zones for play, exploration, quiet time and focused learning**, alongside access to a **dedicated sensory room and an enclosed outdoor play area**.

Teaching within Phase 1 is **highly personalised**, with activities adapted to meet each child's **developmental stage, interests and individual needs**.

Students in this phase are typically **aged between 6 and 9 years**, although placement is determined by **developmental readiness rather than age alone**.

Phase 2 (ks1&2), 3 (ks2-3) 4 (Ks3)Curriculum

Phase 2 supports students who have reached the **‘Thinking’ stage of the Thrive approach** and typically spans **Key Stages 1 to 3**.

Classes are primarily led by a **class teacher**, who provides consistency and supports the development of secure relationships and learning routines. **Specialist staff** also deliver enrichment and subject-specific teaching in selected areas across the week.

Each class follows a **structured timetable that reflects the National Curriculum**, ensuring students access a broad and balanced range of subjects. However, teaching remains flexible and responsive to individual needs. **Personalised timetables** may be in place to allow students to step in and out of lessons in order to access targeted interventions, therapeutic support, or additional learning opportunities outlined in their **EHCP provision**.

Teaching within Phase 2 continues to balance **academic development with emotional regulation, engagement and readiness for learning**, enabling students to build confidence, independence and the skills needed for the next stage of their education.

Phase 5 Curriculum

Students in Phase 3 focus on **qualifications that match their educational stage, learning profile and readiness**, rather than their age or being restricted to a single qualification pathway.

Teaching takes place primarily at our **Church Farm site**, located just a two-minute walk from the main school. This setting has been designed to support **greater independence and preparation for the transition to college and adulthood**. Facilities include an **open-access kitchen**, where students can make hot and cold drinks, prepare breakfast and, at times, cook their own lunch. Students also have access to shared social spaces such as a **pool room and library/dining area**, supporting the development of social skills, independence and responsibility.

Staffing ratios remain supportive but are designed to **encourage independence and the development of emotional regulation skills**. As students prepare for their next stage of education, staff provide **greater space and freedom**, gradually reducing the level of direct organisation and prompting so that students can build confidence in managing aspects of their own learning and daily routines.

Students work towards a **range of qualifications**, which may include **Entry Level courses, Functional Skills (Level 1 and Level 2), BTEC Awards (Level 1 and Level 2), and GCSEs**. Progression to GCSE study is based on whether a student can access the **learning style, knowledge base and assessment demands required for the course**, and whether they have demonstrated secure understanding of the **Key Stage 3 National Curriculum**. Decisions about GCSE entry are therefore made **on an individual basis for each student**.

Lessons may be delivered in **single or double sessions of up to 1 hour 40 minutes**, with teaching still carefully structured and broken into manageable segments while covering the required examination syllabus at the appropriate level.

Students are also part of a **tutor group**, which provides a consistent base for daily settling, tutor time, lunch and end-of-day transitions. Within this time students will access **PSHE, life skills education, careers guidance and therapeutic interventions**. Alongside this, students are expected to **move between classrooms and learning environments** to access specialist teaching on the main site, including subjects such as **science, design technology and home cooking**.

This phase aims to develop **academic achievement alongside independence, self-regulation and preparation for the next stage of education, training or employment**.

AB8. What is Our Social interaction offer?

At Dovecote, we see social understanding, emotional resilience and independence as essential life skills — not optional extras.

Many of our students have found social interaction confusing, overwhelming or unsafe in the past. We teach these skills **explicitly, compassionately and at the student's pace**, within a carefully structured and emotionally safe environment.

Students are supported to:

- Develop meaningful, age-appropriate social interaction with peers and adults
- Understand boundaries, expectations and shared responsibility within a community
- Practice communication skills, including self-advocacy and asking for help
- Learn how to manage challenging situations such as conflict, frustration and change
- Build coping strategies for anxiety, uncertainty and emotional overload
- Develop independence skills that prepare them for adulthood and life beyond school

This learning happens **throughout the day**, not just in lessons — during group activities, practical tasks, outdoor learning, shared routines and real-life scenarios

We create opportunities for students to practice these skills **safely**, with trusted adults nearby to support reflection, repair and learning when things are difficult.

Our aim is not just for students to cope at school, but to leave Dovecote better equipped for relationships, community life, employment and independence.

AB9. What does Dovecote's Universal Provision look like?

Our Universal Provision sets us apart from other SEN schools and is very different from mainstream. Our Universal Provision includes daily use of intertwined practice between learning frames at times and spaces that work for everyone. Over the day students may experience multiple exposure or repeated practice to improve skills. These are not interventions and recorded daily but are intended to impact students. These include: -

- High staff ratios
- Small class sizes
- Therapeutic (thrive) approach
- Adaptive practice (movement breaks, visuals, affirming practice, motor skills, sensory strategies, wake and shake/ sensory circuits, outdoor space and learning, etc.)
- Thrive sessions (mental health & well-being)
- SALT - OT Universal Programs- e.g. attention autism, motor skills,
- Enrichment- (educational trips, social trips, outdoor education, experiences, travel, life skills program, etc...)

AB10. What does the school not offer as a part of a child's Universal Provision?

- 1-1 staffing, we believe in having multiple key adults for each child so they can thrive and be around safe adults.
- 1 designated adult, instead we have a circle of trusted adults approach.
- 2 guaranteed LSA's per class- this is dependent upon class ratios and student's needs. Our ratios are low student number to high staff ratios.

- External placements at alternative provisions.
- Guaranteed access to GCSE's Qualifications will be based on students academic starting points and agreed flight paths.
- Direct 1:1 OT/SALT for a long period of time.
- All interventions listed in the EHCP section F delivered at the same time all year. It is important that these form a percentage of a child's timetable, but that there is a balance of built-in sensory and academic learning inspiring a desire to attend school.

AB11. How often are Educations and health Care plans reviewed?

EHCP are reviewed yearly with parents at the school and via the LA. Throughout the year the school will review provision impact. This is undertaken by the SENCO and Educational Team.

Section F provisions are the responsibility of the school and professionals working with your child to review progress and provision. Review can include if the provision is still required, setting up the duration of the program or exploring a suitable alternative. Once targets are met and professional feel progress has been met and sustained the provision ends. This will be shared with parents.

This means that as a school we may focus on select provisions per term across a year and not deliver all provisions at the same time. We recognize the demand placed upon children and balance provision with interest and academic work so that children can sustain the school day and not burn out.

It is not in the best interest of any child to roll out all of section F at once with no review points at Dovecote the team around your child will agree when your child demonstrates readiness to engage in particular Section F provision and will review its effectiveness at agreed points throughout.

AB12. What are Dovecote's Life Skills, PSHE & Careers programs?

Life skills are embedded throughout the curriculum and build upon:

- decision-making and problem-solving
- creative thinking (see *also*: lateral thinking) and critical thinking
- communication and interpersonal skills
- self-awareness and empathy
- assertiveness and equanimity
- resilience and coping with emotions and coping with stress

This starts with programs early in Phase 2 and include emotional regulation and positive social interaction, Careers, PSHE and life skill lessons. These skills are embedded in building experiences and knowledge of topics can include hygiene, money management, lifelong learning techniques.

PSHE is a spiral curriculum that is age-related and covers many topics intertwined across phases, 1-3. These include personal safety, mental health, physical health, bullying and discrimination, relationships and sex education, physical health, mental health, money & careers, media and digital literacy and community responsibility. We use the PSHE association program.

Careers is delivered as a separate lesson in Phase 3 and for student age 11 if they can access this. As a school, we map careers to Gatsby benchmarks and meet these standards through a variety of ways like, direct links to jobs within the curriculum, bespoke Careers lessons working on skills and understanding, as well as interview experience, CV writing, careers days,

AB13. Will a student study GCSEs in Year 10 (age 14)?

Yes, students will study GCSEs in Year 10 where they are working at the appropriate academic level (typically secure in Key Stage 3 content) and are able to meet the demands of the examination process, including sustained recall, application of knowledge, and extended examination periods.

We are ambitious for all students and aim to support progression to the next stage of education or employment. However, we also recognise that it is not appropriate for students to undertake qualifications that do not match their stage of learning or developmental readiness.

Where a student is working below the required level for GCSE study, teaching will be adapted to their current stage of learning. Gaps in prior knowledge will impact on final outcomes, and where students require significant EHCP-related intervention and therapeutic support, this may also influence the number and level of qualifications they are able to access. In such cases, the curriculum offer may be adjusted to ensure it remains appropriate, accessible, and supportive of progress.

Where students are not yet ready for GCSE study, we offer a nested suite of qualifications, including Entry Level and Level 1 awards, alongside vocational and skills-based accreditation. This does not indicate inability, but rather reflects the most appropriate stage of learning and ensures students can achieve success while continuing to develop towards higher-level qualifications where suitable.

At option time (April of Year 9), students and parents/carers receive a detailed options booklet outlining available courses, assessment methods, and recommended pathways. This information is also available on request from the curriculum team in advance.

Students typically select three option subjects in addition to English and Mathematics, with the possibility of a third additional option where data and need indicate this is appropriate. The number of options available is informed by the needs-led curriculum model and the level of EHCP provision required, as outlined in Section F.

The SEND team supports all students through the options process to ensure choices are aligned with individual needs, aspirations, and future life goals. Factors such as remaining time in school, EHCP requirements, and engagement in core provision will influence final curriculum pathways.

All students access PSHE, RSE, and Preparation for Adulthood (Life Skills) alongside Careers education as part of the core curriculum. Students also have the opportunity to participate in the Duke of Edinburgh Award and structured work experience placements where appropriate.

AB14. What homework or extended learning do Dovecote send?

We do not expect homework to be completed as most of our student separate home and school learning. However, as students settle and move into Phase 2 and eventually Phase 3, homework and extended learning become more regular so that by the end of Phase 3 students can independently study, revise and refresh memory for recall of qualifications building their ability for lifelong learning. In Phase 2 some students have reading homework or research homework while in Phase 3 these are extension, recap and research work. If homework or extension learning is set these are emailed by the class teachers.

Within school we do use a series of platforms that support home learning including IXL (Math & English from Year 1) through to programs like Seneca and GCSE POD.

AB15. What does Dovecote expect of Parents?

At Dovecote we expect parents to remain involved in reviewing progress, communicating difficulties, recognising progress. This includes your attendance at the Annual review. We also expect parents to support their child by attending parents evening, options evening, revision evening, supporting work experience, transition evenings and when difficulties occur to work with the school to resolve and find a practice reasonable solution to help your child return to school.

As a school we aim to communicate swiftly, however we ask parents to remain reasonable to timescales and work with us when limitations of service occur. Where possible we provide reasonable adjustments to support your child. Parents need to be supportive of the provision offered.

AB16. Is Dovecote a 'No Sanction' school?

NO – **The Dovecote Action Response Ladder** is available in our Positive Relation Policy. This outlines the school responses and actions to different types of presentations we see in school. These are categories into Anxiety, defensive and risk-taking behaviors. It outlines the staff practice used daily for parents and then list an array of options available to staff as follow up/ reparative work

AB17. Do Dovecote use physical intervention/ restrictive holds?

Yes, however, we only use CPI strategies as a **last resort**, and always with the intention of keeping your child and others safe.

Our day-to-day practice is rooted in a **therapeutic approach to behavior support**, where we prioritise early intervention and regulation strategies to help students remain safe and engaged. Staff are trained to use a range of supportive approaches before any restrictive intervention would ever be considered. These include providing opportunities for **movement breaks, sensory support, access to breakout spaces, and co-regulation through relational approaches such as playfulness, curiosity and gentle topic redirection.**

Our school environment is also designed to support regulation. In most areas we operate an **open-door approach**, allowing students to take space when they need it and access quieter environments to help them regulate. Staff work closely with students to recognize early signs of distress and support them before situations escalate.

CPI physical interventions are therefore **rarely used and only when absolutely necessary**, where there is an immediate risk to the safety of the student or others.

Appendix C -Dovecote Three-Year Accessibility Plan 2026–2029

Introduction

Dovecote is committed to ensuring that all pupils, including those with autism and additional learning needs, have equitable access to education and the wider life of the school. We recognise that pupils may experience barriers to learning and participation as a result of communication differences, sensory processing needs, emotional regulation difficulties, physical accessibility, anxiety, transitions or difficulties accessing information in conventional formats.

This three-year Accessibility Plan sets out how Dovecote will continue to identify and reduce these barriers. Accessibility is considered across the curriculum, physical environment and provision of information, alongside the therapeutic, pastoral and specialist support that enables pupils to engage successfully with learning.

Our approach is individualised and reflects pupils' EHCP outcomes, strengths, needs, starting points and aspirations.

Aim

Our aim is to ensure that disabled pupils and pupils with additional needs:

- can access a broad, ambitious and appropriate curriculum;
- are supported to communicate their needs, preferences and views;
- can access learning through appropriate adaptations and reasonable adjustments;
- can access the physical and sensory environment as safely and independently as possible;
- can access information in ways that meet their communication and learning needs;
- are supported to develop emotional regulation, independence and confidence;
- can participate in enrichment, social, therapeutic and wider school opportunities;
- are prepared for successful transitions and future destinations.

Accessibility Priorities 2026–2029

Priority	Planned actions	Responsibility	Timescale	Success indicators
1. Access to the curriculum	Review curriculum planning to ensure	Senior Leadership	Years 1–3	Pupils demonstrate

	learning is appropriately differentiated and adapted to individual needs. Use structured teaching, visual supports, concrete resources, sensory adaptations and alternative methods of recording where appropriate.	Team / Curriculum Leads		increased engagement and access to learning. Curriculum adaptations are evident in planning and classroom practice.
2. Communication and AAC	Develop consistent use of communication approaches, including visual timetables, symbols, objects of reference, communication books, AAC and other individualised systems where appropriate.	Communication Lead / Class Teams	Years 1–3	Pupils are increasingly able to communicate choices, needs, feelings and learning. Staff use agreed communication approaches consistently.
3. Sensory accessibility	Continue to review classroom and communal environments to identify sensory barriers. Develop appropriate sensory adaptations, regulation spaces, equipment and routines.	SLT / Therapy Team / Site Team	Years 1–3	Identified sensory barriers are reduced and pupils have appropriate strategies and environments to support regulation and learning.
4. Emotional regulation and wellbeing	Embed consistent approaches to emotional regulation, co-regulation and positive behaviour support. Ensure individual regulation strategies are reflected	Pastoral Lead / Therapy Team / Class Teams	Years 1–3	Pupils have access to appropriate regulation strategies and demonstrate improved readiness to learn and participate.

in pupil plans and classroom practice.

5. Access to information	Provide information in accessible formats appropriate to individual pupils, including visual information, symbols, simplified language, photographs, objects and alternative communication methods.	SLT / Communication Lead / Class Teams	Years 1–3	Pupils are better able to understand routines, instructions, expectations and important information.
6. Physical accessibility	Review the accessibility of classrooms, communal areas, toilets, entrances, outdoor areas and specialist spaces. Identify and address physical barriers as they arise.	Headteacher / Site Lead	Years 1–3	Physical barriers are identified and reasonable adjustments or improvements are implemented.
7. Staff knowledge and training	Provide ongoing professional development in autism, sensory processing, communication, AAC, emotional regulation, reasonable adjustments and inclusive teaching approaches.	SLT / Training Lead	Years 1–3	Staff demonstrate increased confidence and consistency in meeting individual accessibility needs.
8. Transitions	Develop individualised transition planning for movement between classes, phases, settings and post-18 destinations. Use visual preparation,	Pastoral Lead / Transition Lead	Years 1–3	Pupils experience planned and supported transitions with reduced anxiety

	visits, social stories and familiarisation where appropriate.			and increased preparedness.
9. Pupil voice	Ensure pupils have accessible opportunities to express their views about learning, support, the environment and their future aspirations using appropriate communication methods.	SLT / Class Teams / Therapy Team	Years 1–3	Pupil views are captured and demonstrably inform planning and provision.
10. Family partnership	Work collaboratively with parents and carers to identify barriers and agree strategies that support accessibility and consistency between home and school.	SLT / Class Teams / Family Liaison	Years 1–3	Families are able to contribute to reviews and planning, and identified accessibility concerns are responded to appropriately.

Monitoring and Review

The Accessibility Plan will be reviewed annually and updated in response to changes in pupil needs, the school environment, legislation, available technology and emerging best practice. Progress will be monitored through leadership review, pupil voice, parent and carer feedback, staff feedback, EHCP reviews, learning observations and relevant school data.

Accessibility is viewed as an ongoing responsibility rather than a one-off programme of improvements. Individual reasonable adjustments will continue to be identified and implemented according to pupils' changing needs.

Review date: September 2027

Next full review: September 2029

Appendix D- Dovecote Equality Objectives 2026–2029

Introduction

Dovecote is committed to promoting equality, inclusion, dignity and respect for every member of our school community. We recognise that pupils with autism, disabilities and additional needs may experience barriers that can affect their access to education, participation, relationships, communication and future opportunities.

Our Equality Objectives are designed to ensure that equality is reflected in everyday practice across teaching and learning, pastoral care, therapeutic provision, behaviour support, communication, enrichment and transition planning. We seek to ensure that pupils are not disadvantaged because of disability or individual need and that reasonable adjustments are made to enable meaningful participation.

Equality Objectives

Objective 1 – Equitable Access to Education

To ensure that pupils with disabilities and additional needs have equitable access to the curriculum, enrichment, school activities and wider learning opportunities.

We will:

- identify and reduce barriers to participation;
- make appropriate reasonable adjustments;
- adapt teaching, resources and assessment;
- ensure pupils can access enrichment and wider school experiences;
- monitor participation and engagement across different areas of school life.

Success measure: Pupils are supported to participate meaningfully in learning and wider school opportunities, with barriers identified and addressed appropriately.

Objective 2 – Communication and Pupil Voice

To ensure that every pupil has meaningful opportunities to communicate their views, choices, needs and aspirations, regardless of their communication profile.

We will:

- provide appropriate communication systems and AAC where required;
- use visual, sensory and alternative communication approaches;
- ensure pupil voice is incorporated into planning and review processes;
- support pupils to contribute to decisions about their education;
- ensure communication differences are not treated as a barrier to participation.

Success measure: Pupils' views are routinely sought, recorded and used to inform educational, therapeutic, pastoral and transition planning.

Objective 3 – Removing Barriers to Engagement

To identify and reduce barriers that may affect attendance, engagement, participation and readiness to learn.

We will:

- consider sensory, communication, emotional and environmental barriers;
- use individualised support and reasonable adjustments;
- work with families and relevant professionals;
- monitor patterns of disengagement and identify appropriate responses;

- ensure behaviour and pastoral approaches consider the underlying needs of individual pupils.

Success measure: Barriers to engagement are identified early and appropriate strategies are implemented and reviewed.

Objective 4 – Inclusion, Dignity and Respect

To promote an inclusive school culture in which every pupil is treated with dignity and respect and differences are understood and valued.

We will:

- promote positive relationships between pupils and staff;
- teach and model respect, acceptance and appropriate social interaction;
- ensure curriculum content reflects diversity where appropriate;
- challenge discriminatory or prejudicial behaviour;
- ensure pupils are supported to understand and respect differences in themselves and others.

Success measure: Pupils experience a safe, respectful and inclusive environment, with incidents of discriminatory behaviour appropriately recorded, addressed and reviewed.

Objective 5 – Staff Knowledge and Inclusive Practice

To develop staff knowledge and confidence in equality, disability, autism and reasonable adjustments.

We will:

- provide relevant professional development;
- develop staff understanding of individual communication and sensory needs;
- promote consistent approaches across education, therapy and pastoral provision;
- share effective practice across teams;
- ensure staff understand their responsibilities in promoting equality.

Success measure: Staff demonstrate consistent and inclusive practice and are able to identify and respond appropriately to barriers experienced by pupils.

Objective 6 – Partnership with Families

To work collaboratively with parents and carers to identify and address barriers to equality and participation.

We will:

- provide accessible and appropriate communication with families;
- seek parent and carer views through appropriate channels;
- consider family feedback when reviewing provision;
- work collaboratively around EHCP reviews and transition planning;
- ensure concerns relating to accessibility, equality or participation are responded to appropriately.

Success measure: Parents and carers have meaningful opportunities to contribute to decisions about their child's education and support.

Monitoring and Review

The Equality Objectives will be monitored through leadership review, pupil voice, parent and carer feedback, staff feedback, behaviour and pastoral information, participation data, EHCP reviews and curriculum monitoring.

The objectives will be reviewed annually to ensure that they remain relevant to the needs of the Dovecote community and that actions are having a meaningful impact on pupils' experiences and outcomes.

The Equality Objectives will be considered alongside the school's Accessibility Plan, Curriculum Policy, SEND provision, Behaviour Policy, Pastoral Strategy and therapeutic provision to ensure a consistent whole-school approach to equality and inclusion.

Review date: September 2027

Next full review: September 2029