



# Curriculum Policy



**Approved by:**

**Date: 11/02/26**

**Last reviewed on:**

**Next review due by:**

**24<sup>th</sup> April 2026**



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## **Statement of intent**

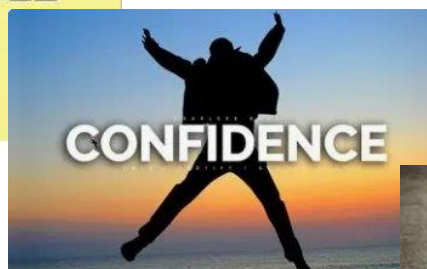
Dovecote School recognises the importance of offering a broad and balanced **Needs-Led** curriculum. This underpins our shared school vision and prepares our students for adulthood.

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 all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'
- Keeping Children Safe in Education 2025
- Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2019
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Mental Health and Behaviour in Schools
- SMSC requirements for independent schools
- National Citizen Service guidance for schools
- Careers guidance and access for education and training providers 2023

This policy operates in conjunction with the following school documentation:

- Assessment and Examination Policy
- Careers Policy
- Equality, Equity, Diversity and Inclusion Policy
- PSHE & RSE (Relationships Sex and Health Education) Strategy
- Special Educational Needs and Disabilities (SEND) Policy
- SMSC strategy
- Reading strategy



## 2. Curriculum Intent (What?).

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 make positive contributions to society and understand the importance of rules, laws and mutual respect (British Values).
- **Confident learners** who develop self-awareness and who can lead safe, healthy and fulfilling lives
- **Successful learners** who enjoy learning, make strong progress from their starting points and gain a range of skills and accreditations to support their next steps

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!’.**

[Used on the school Minibus logo]



### 3. Curriculum Implementation.

**Curriculum Design**

# Compulsory Components

Understanding essential parts of curriculum

**Section F EHCP Provision**  
A crucial element for tailored support in education planning.



**Negotiable Elements**  
All other lessons that can vary among phases.



**Flexible Learning Options**  
Options that cater to student interests and future paths.



**Career Pathways**  
Preparing students for future opportunities and qualifications.



**Lifelong Skills**  
Emphasizing the importance of skills for future success.





## 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- 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.

### NEEDS

Tailored provisions and interventions to support each learner's unique requirements.



### THERAPEUTICS

Focused therapeutic lessons enhance emotional health and social skills development in a supportive setting.

### SKILLS

Life skills, PSHE, and career guidance prepare students for future success and independence.







## **How do Dovecote meet my 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.

## **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 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 THINKNG 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](https://www.gov.uk/government/publications/the-national-curriculum-overview))). 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.

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 and run group sessions completing (right-time PSHE/ RSE developments) as a class. 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. As a result, all staff can therefore work in a way that is Playful, Curious, Empathetic and Excepting (P.A.C.E), know how to use the Vital functional relationship skills and are able to use practice of 'Shine the light'. 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). 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.

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.

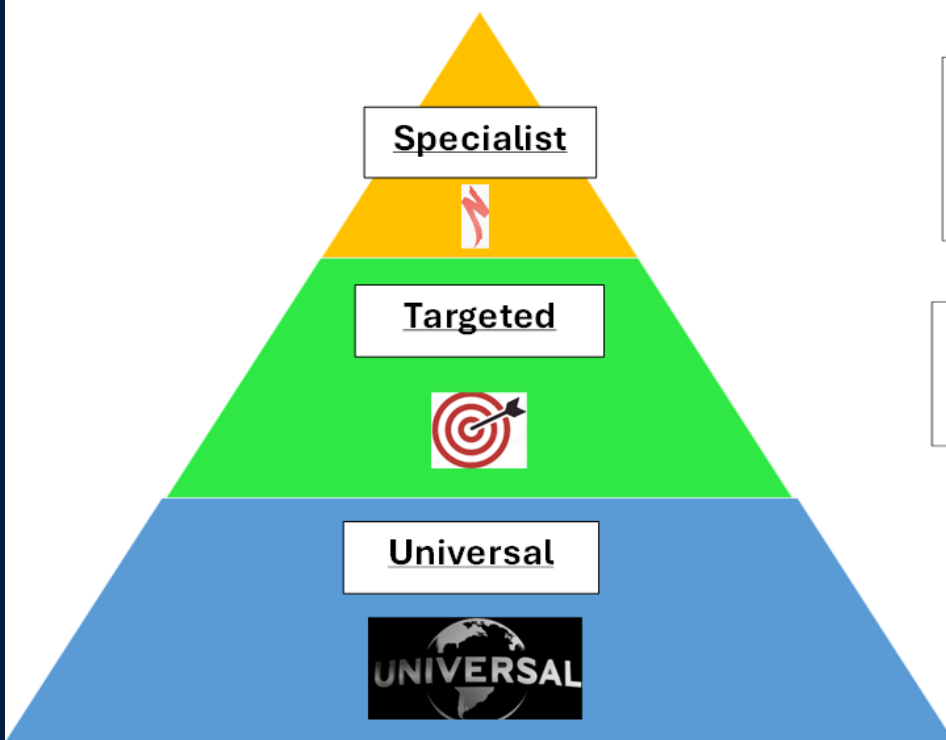
When students are ready to learn and are in the *Thinking* stage of Thrive, compulsory provision is extended to include; Group Therapeutic interventions, 1:1 Cognition & Learning interventions, Therapeutic (SALT/OT) 1:1 and group interventions, PSHE, Careers, Life skills, and National Curriculum subjects 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.



**Dovecote School Tiered Provision Support**



At Dovecote school this provision is tailored utilising expertise, and resources delivered by trained staff (such as therapists, specialist teachers, and support assistants) to address individual pupils' specific needs and enable them to access education and develop independence.

Targeted support at Dovecote school is structured, additional help that is provided to a specific pupils or small groups who have identified needs, focusing on particular areas of difficulty to help them make progress and access learning.

Universal provision at Dovecote SEN school refers to the high-quality teaching, support, and environment that is provided for all pupils as standard, designed to meet a wide range of needs without the need for additional or targeted interventions.

	<b><u>Specialist Support.</u></b>	<b><u>Targeted Support</u></b>	<b><u>Universal Provision</u></b>
<b><u>Support can involve</u></b>	<ul style="list-style-type: none"> <li>Specialist teachers/ Therapy staff with expertise in areas like autism, speech and language, or sensory needs</li> <li>Therapies, such as speech and language therapy, occupational therapy, or physiotherapy</li> </ul>	Targeted support sits between Universal provision/ support and highly specialised interventions. It is: <ul style="list-style-type: none"> <li><b>Planned and purposeful</b></li> <li><b>Aimed at pupils with similar needs</b></li> <li><b>Focused on specific outcomes</b> (e.g. improving</li> </ul>	<b>What it includes</b> <ul style="list-style-type: none"> <li>Differentiated teaching and adapted lessons</li> <li>Consistent routines and structured environments</li> <li>Visual supports (e.g. timetables, symbols)</li> <li>Positive behaviour strategies</li> <li>Inclusive classroom resources and communication methods</li> </ul>



	<ul style="list-style-type: none"> <li>• Individualised learning plans (often linked to EHCPs in the UK)</li> <li>• Assistive technology and adapted resources</li> <li>• Behavioural and emotional support strategies</li> <li>• Small group or one-to-one teaching</li> </ul>	<p>reading, communication, or behaviour)</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Small group literacy or numeracy interventions</li> <li>• Social skills groups</li> <li>• Behaviour support programmes</li> <li>• Booster sessions for key skills</li> </ul>	
<p><b>Provision-Examples:</b></p>	<ul style="list-style-type: none"> <li>• Specialist Equipment/resourcing/ adaptations.</li> <li>• Assessment- SaLT/ OT/ SEN.</li> <li>• 1:1 -SaLT /OT / dyslexia / transitional support.</li> <li>• Transitional therapy report.</li> <li>• MDTs facilitation and attendance. collaboration with external agencies.</li> <li>• Specialist referrals-external to school.</li> <li>• supporting evidence for external agencies and/or funding LA funding requests.</li> <li>• 1:1 family support.</li> <li>• Dyslexia screening.</li> <li>• Precision Teaching.</li> <li>• Individualised Literacy/ Numeracy or Specific subject interventions.</li> <li>• Mental Health Support/signposting including OT.</li> <li>• 1:1 THRIVE/ Play Therapy/ Mental health practitioner sessions.</li> <li>• Handwriting assessment and intervention.</li> <li>• Offsite enrichment opportunities.</li> <li>• Work experience.</li> <li>• Attendance support.</li> <li>• TAC. (Team around a child)</li> <li>• TAF. (Team around a family)</li> <li>• Drawing and talking intervention.</li> <li>• PHSE Intervention.</li> <li>• Safeguarding support.</li> </ul>	<ul style="list-style-type: none"> <li>• Lego Therapy.</li> <li>• Narrative Group.</li> <li>• Language for behaviour and emotions – Phase 2 (LFBAE).</li> <li>• SaLT Observations with recommendations.</li> <li>• OT observations with recommendations.</li> <li>• Barclays Life-Skills intervention.</li> <li>• understanding my neurodivergence intervention.</li> <li>• Motor skills team work intervention.</li> <li>• preparation for life beyond Dovecote intervention.</li> <li>• Sensory explorers intervention. study skills group intervention. Nessy (lower).</li> <li>• 1:1 family support and coaching. group Thrive assessment and action plans.</li> <li>• Food Explorers intervention.</li> <li>• Sensory strategies and movement break observations and recommendations.</li> <li>• Observations for independence skills.</li> <li>• inclusion support provisions.</li> <li>• enrichment opportunities.</li> <li>• Student council</li> </ul>	<p><i>Staff way of working:-</i></p> <ul style="list-style-type: none"> <li>• Whole-school staff therapeutic combined THRIVE approach</li> <li>• Neurodivergent affirming practice.</li> <li>• Crisis Prevention trained approach.</li> <li>• Graduated response.</li> </ul> <p><i>Therapeutic delivery focuses on:-</i></p> <ul style="list-style-type: none"> <li>• Sensory- Friendly breaks &amp; Activities including: - Movement breaks/</li> <li>• Emotional Awareness and expression techniques/ Social Stories.</li> <li>• Mindfulness and relaxation –</li> <li>• Self -management tools and routines- Visual schedules/ Use of visuals/ Check list for independence</li> <li>• Reinforcement &amp; reward systems- Positive behaviour rewards, role play, modelling reponses, transition cues, calming transitions</li> </ul> <p><i>Embedded practice include;</i></p> <ul style="list-style-type: none"> <li>• Attention autism.</li> <li>• Sensory smart practice /exploring sensory strategies.</li> <li>• Embedded Motor skills development (PE).</li> <li>• Enriching and meaningful life-skills.</li> <li>• Interoception Curriculum.</li> <li>• Sensory circuits/ Wake ‘n’ Shake/ morning circuits.</li> <li>• Transition support plan for both students and staff.</li> <li>• Adaptive practice.</li> <li>• Word aware.</li> </ul> <p><i>Dovecote approach / Paperwork:-</i></p> <ul style="list-style-type: none"> <li>• Daily handovers.</li> <li>• Annual Review Paperwork.</li> <li>• Book creator ‘all about me’.</li> <li>• Student ‘my’ Targets – meaningful and focused.</li> <li>• Therapeutic input to reports.</li> <li>• Therapeutic contribution to annual reviews/ Daily briefing and debrief.</li> <li>• Therapy Team dynamic involvement in daily reporting and reflection.</li> <li>• Individual student grab files.</li> <li>• Individual risk assessments.</li> <li>• At a glance documents.</li> </ul>



		<p><i>Support for families:-</i></p> <ul style="list-style-type: none"> <li>•Family THRIVE Sessions.</li> <li>•Parent Workshops (Rolling calendar).</li> <li>•Therapy Drop-in for parents</li> <li>•Named Therapy lead.</li> </ul> <p><i>On Curriculum/ Timetable offers;</i></p> <ul style="list-style-type: none"> <li>•Therapeutic timetable including therapy provisions.</li> <li>•Thrive group targets and group Lessons</li> <li>•IXL (Maths/English/ Reading)</li> <li>•Touch typing/ Dictation/ Laptop use of universal symbol</li> <li>•Active Trampolining.</li> <li>•Swimming (Phase 1&amp;2).</li> <li>•Outdoor education (Forest school, Farm, Horticulture, Outdoor Adventure Activities)</li> <li>•Life skills- Home cooking skills.</li> <li>•Exam access arrangements.</li> <li>•Extra-curricular clubs/ activities.</li> <li>•Offsite trips and experiences.</li> <li>•Assessments.- National Curriculum (KS,2,3,4)/ SEN/ Exam boards qualifications (from E1-2/L1/L2/GCSE/IGCSE &amp; NCFE)</li> <li>•Careers advice.</li> </ul>
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### **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.

### **Skills for independence and being a responsible citizen**

We prepare students for independence beyond school by explicitly teaching the practical, social, and emotional skills needed for adult life. This includes developing communication, self-regulation, decision-making, and problem-solving skills, alongside opportunities to practise daily living tasks such as travel training, personal organisation, and managing routines. Learning is carefully scaffolded and applied in real-life and community contexts wherever possible, enabling students to generalise their skills beyond the classroom. We promote increasing independence by gradually reducing adult support, encouraging students to take ownership of their choices and actions, and building confidence to navigate further education, employment, and life in the wider community.



This process is integrated across all year groups and phases of the school and is supported by trusted, safe adults throughout, so that students can leave Dovecote able to access their communities, work, and life beyond Dovecote.

## Fundamental British Values

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] are taught explicitly through PSHE, RSE, and themed curriculum activities, and are reinforced consistently through daily interactions, routines, and behaviour expectations.

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

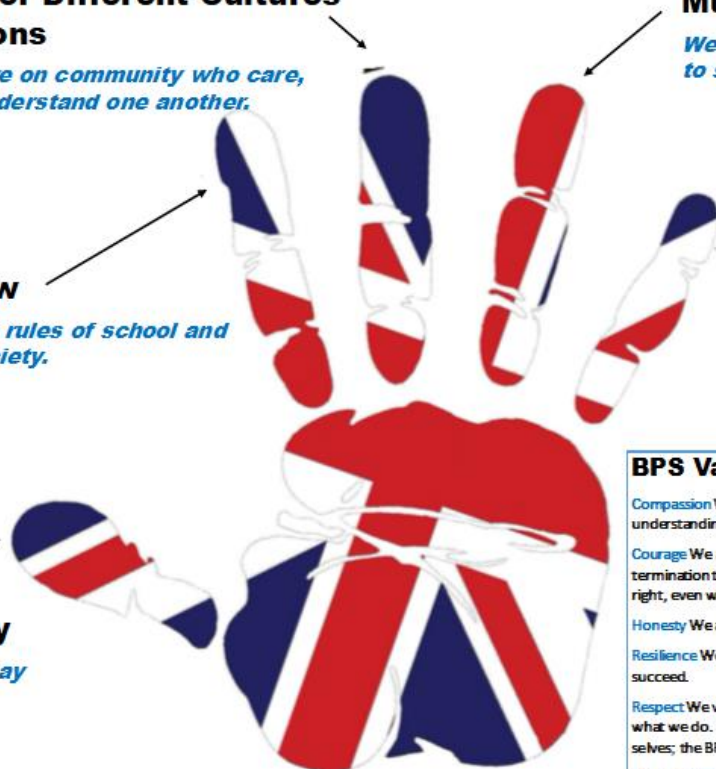
*We respect the rules of school and the laws in society.*

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.



## **Dovecotes academic offer.**

Being **Needs-Led** is designed to be flexible so it can be accessed in line with a child's readiness to learn as defined by their Thrive assessments and Academic assessments. These establish individuals' level of skills, knowledge and understanding as our starting points. We are mindful of the different journeys our students have experienced within education, and their interest, which we attempt to harness and include bespoke Interest led elements upon their timetables.

Baseline is built through a mix of; transition process, academic baseline testing (when ready), in-house speech and language therapists, occupational therapists, SEND team, Thrive staff and qualified teachers that enable us to undertake a more holistic (rounded) assessment and define multiple start points for a student. These assessments then enable us to design and provide an appropriate education, at an appropriate pace.

Being ready to learn involves initiation, engagement and Doing in the range of activities and subjects on offer. Often 'creative indirect play' can be a facilitator for the first steps; whatever the age or stage of the child / student.

## **Phases of learning at Dovecote school.**

At Dovecote, we have 3 Phases of learning. Age does not define the stage or type of curriculum needed. Whilst all students enter dovecote typically display as the BEING stage of Thrive, once we have been able to assess a student, they then may move into a different stage if they are ready and able. At dovecote we have 3 phases/ types of curriculum, they are;

- Phase 1- Creative learning through indirect learning
- Phase 2- National Curriculum/ Academic learning
- Phase 3- Accreditations

## **How do we define the start point or curriculum model needed?**

When assessing academic ability, we do not assume that students can automatically recall or apply knowledge, skills, and understanding previously taught. Instead, we use a range of external and nationally standardised assessments to establish an accurate starting point for each child based on their current level of attainment.



This information is reviewed annually, and learning provision may be adjusted termly where different levels of ability or progress are demonstrated.

As a school, we aim to ensure that students are taught at an appropriate level that reflects their current demonstrated attainment, rather than their chronological age. For some students, this will align with age-related expectations, while for others who have gaps in prior learning or who have experienced barriers to engagement, their starting point will be at an earlier stage. A student's current working level will be shared with parents and carers, and progress will be measured from this starting point.

It is important to note that students' progress at different rates. In mainstream settings, the expectation is typically that a student will make one year's progress within one academic year. While some students may progress at this rate, others may find this pace challenging and therefore progress at a slower rate.

As a school, we set ambitious expectations for all learners and aim to accelerate progress over time during their journey at Dovecote. Some students, depending on their gaps in learning and individual capacity, may gradually close the gap to age-related expectations, while others will make sustained progress but remain working below age-related standards.


This is why at Dovecote we continue to offer a Key Stage 4 accreditation and qualification pathway for students up to the age of 19, allowing additional time to develop skills, consolidate learning, and achieve meaningful and successful outcomes.


Where students begin at an earlier stage of learning at Dovecote, they may follow a pathway that includes access to appropriate accreditations and qualifications which may differ from the standard age-related qualifications typically expected in mainstream education. This alternative route supports students in experiencing success and building confidence in their learning.


These qualifications continue to provide clear progression routes into further education, employment, or training, and support students in developing the skills needed to become responsible members of society.



# Curriculum Pathway

 Phase 1  
Creative Learning  
(Indirect Learning)

 Phase 2  
National Curriculum

 Phase 3  
Accreditations  
(Qualifications)



## **4. Curriculum Content**

### **What does the Educational Curriculum look like in each Phase:**

#### **Phase1**

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 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	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					
11.05 – 11.50 Session 3						Snack after forest school
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 Cartisle (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 Activites	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

## Phase 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 3. Classes are primarily led by a class teacher, delivering core subjects in a structure similar to a mainstream primary model. 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.

As students progress towards accreditation (Phase 3), 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.

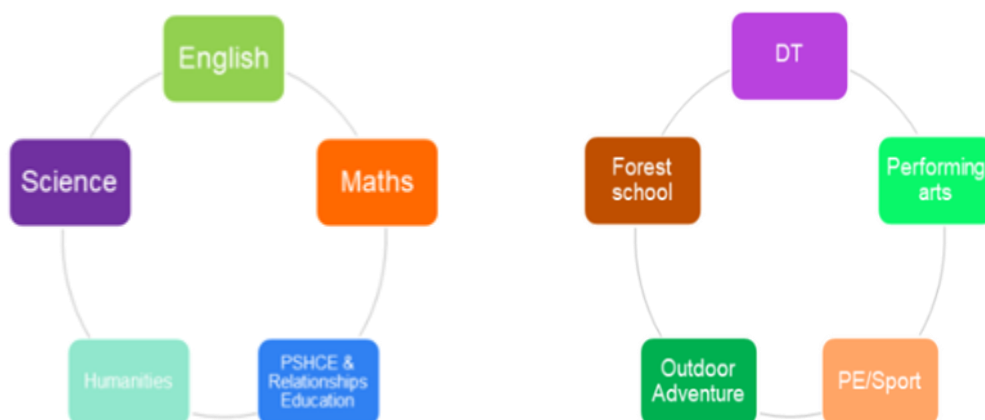


A class timetable outlines coverage of National Curriculum subjects; however, individual timetables are also in place, allowing students to step in and out of lessons to access interventions or additional EHCP support where required.

In Phase 2, students also participate in enrichment opportunities such as Forest School and Adventure Education (including canoeing, kayaking, mountain biking, climbing, sailing, team-building, and navigation). Additional activities may include swimming and trampolining. 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 the upper Phase 2 (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.





## Example Students Time Tables showing the curriculum:-

### Phase2- National curriculum

[Key stage 2- Blended National Curriculum and Creative example]

Time		MON	TUE		WED	THU	FRI	
8.50-9.10	Gates open 8.50am. Greet- HS							
9.10-9.25	Wake & shake/ Sensory circuits- HS							
9.25 - 9.50	Session 1	Drama - JG	Science- HS	OF- OFSITE- Full day Outdoor education programme (Depart by 9.25- return by 2.40pm)  Alternative weeks  April Review	Homecooking skills- TF	Let experiment -Therapy led	Science- HS	
9.50 - 10.10							IXL- HS	
10.10-10.35	Session 2	PSHE- LB	Art- FH		Outdoor Adventure/ forest school- GW	Interventions	Motor skills intervention - HS	
10.35 - 10.55								
10.55- 11.05	Break							
11.05- 11.50	Session 3	Maths- HS	Maths- HS			Maths- HS	Swimming- HS	Maths- HS
11.50 - 12.30	Session 4	English- HS	English- HS			English- HS	Swimming- HS	English- HS
12.30-12.45	Lunch service							
12.45-13.05	club/ social							
13.05-13.20	time, revision, independant reading)							
13.20-14.05	Session 5	Group Thrive- HS	I.T- HS		PE- WC	Science- HS	IXL- HS	
14.05							Touch type - HS	
14.05-14.50	Session 6	Topic- HS	Interventions HS		DT- HS	Music- HS	Farm/ Hort- HS	
14.50-3pm	Pastoral time- HS							

[Key stage 2/3- Full National Curriculum example]

Time		MON	TUE	WED	THU	FRI
8.50-9.10	Gates open 8.50am.					
9.10-9.25	Wake & shake/ Sensory circuits					
9.25 - 9.50	Session 1	Maths- EA	English- EA	Science- JV	Music- EA	LFBAE
9.50 - 10:10						IDL- EA
10.10-10.55	Session 2	OA- GW	Maths- EA	Science JV	Careers- CM	Topic- EA
10.55- 11.05	Break					
11.05- 11.50	Session 3	PE- WC	Thrive- Claire	Drama- JG	PSHE- LB	Maths- EA
11.05- 11.51						
11.50 - 12.30	Session 4	English- EA	Home cooking -EA	English- EA	Maths- EA	English- EA
12.30-12.45	Lunch service					
12.45-13.05	club/ social					
13.05-13.20	time, revision, independant reading)					
13.20-13:45	Session 5	Skill Quest	IDL- EA	Introception- EA	Skill Quest	DT- R.M-(MC= 3 students)/ EA- Class project
13:45-14:05				Touch Typing- EA		
14.05-14.50	Session 6	Group Thrive- Sammy	IT- EA	Literacy Intervention (LB)		
14.50-3pm	Pastoral time/ CF= transfer time	10 mins Touch Type			10 mins Touch Type	

### Phase 3

Students in Phase 3 focus on accreditations and qualifications that align with their stage of learning. These may not always correspond directly with age-related expectations; 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 3 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 associated with younger phases.

The Church Farm site also provides enhanced social learning opportunities, 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 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 and 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 assessment in Year 11.

All subjects are delivered by specialist teachers with subject-specific knowledge and training. Lessons in Phase 3 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 3 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, LFBAE, 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.

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 3- Accreditations

9.10-9.25	Wake & shake/ Sensory circuits- 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) CF5		Independant Study- (JB)- CF2	Option2- Geography (MT) CF5	
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-IV (CF16 or DCS Lab)	
14.05-14.50	Session 6			Independant Study- (LB)- CF2		
14.50-3pm	Pastoral time/ CF= transfer time- FH CF2					

### 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.



These subjects 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.

Where appropriate, and depending on time and individual needs, we broaden the curriculum to include a wider range of subjects such as **Art, Music, Drama, Design Technology, Home Cooking, Humanities, IT, and, where suitable, Languages, Horticulture, and Animal Care**. These subjects are delivered through **Imaginative Learning Projects (topic-based learning)**, which provide engaging, meaningful, and motivating experiences. This approach allows staff to creatively link learning across subjects and align it with students' interests.

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).



### **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.

## **Qualifications do Dovecote offer? (2025 offer)**

### **GCSEs & iGCSEs**

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

### **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
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<b>History</b>	<b>Entry Level</b>	<b>Entry Level</b>	<b>OCR</b>
<b>Science</b>	<b>Entry Level</b>	<b>Entry Level</b>	<b>OCR</b>
<b>Health &amp; Social Care</b>	<b>Award</b>	<b>Level 1</b>	<b>NCFE</b>
<b>Exercise Studies</b>	<b>Award</b>	<b>Level 1</b>	<b>NCFE</b>

## **How the Dovecote curriculum prepares students for adulthood.**

### **Reading for life**

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.

### **PHSE / RSE / Careers/ Life skills**

**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.

**Careers guidance and the World of Work** 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,

### **Spiritual, Moral, Social, and Cultural Development (SMSC).**

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.



## 5. Assessment

At Dovecote we assess students' skills and knowledge in core areas of cognition, communication and emotional literacy, using standardised assessments. These include GL English (PTE), GL Maths (PTM), GL Science (PTS), and upon entry to the school GL CAT4 (independent) test. PTE, PTM, 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 3, 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				

## 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.



## **6. 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

## **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.



The Policy will be reviewed again in Sept 2026 by Curriculum Team

**Written By Mark Thompson Jan 2026**



## Appendix-

## Commonly asked questions



## 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

## 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

### **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**.

## **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.

## 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



## 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.

## 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 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 3 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**.

### 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.

## **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...)

## **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.

## **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.

## **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,

## **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.

## **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.

## **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.

## **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 behaviours. It outlines the staff practice used daily for parents and then list an array of options available to staff as follow up/ reparative work

## **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.