



Fairfield House School

Curriculum Policy

Policy Date: May 2026

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Policy Written by: Head Teacher Rachel Kika

Applies to: All Staff

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Context of Fairfield House School

Our School is an independent special school and part of the Fairfield Residential Care Services Group. Our pupils are aged 8 to 25 with many strengths and interests, along with complex educational needs, such as social communication difficulties, ASD, ADHD, trauma, Severe Learning Difficulties (SLD), and behaviours which challenge. Pupils who attend Fairfield House School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and are likely to be working well below age-related expectations when they join us. All pupils have an Education, Health and Care Plan (EHCP).

Our school caters to pupils with a wide range of special educational need. We recognise the importance of a holistic, developmental approach and utilise the EQUALS curriculum to address early communication, sensory integration, and cognitive development. This ensures that all pupils, including those with complex needs, experience a broad and balanced curriculum that prioritises their emotional, social, and academic growth. All our children have a bespoke curriculum to meet their individual needs.

Our school benefits from individualised learning across two sites, one of which is set on a farm - this contributes to making our school a positive and happy place in which to learn, work and we endeavour to make full use of the environment. Fairfield House School benefits from class sizes that are deliberately small and often individualised learning to ensure pupils feel well supported by our highly skilled staff team.

School Vision

Our vision is to be a school where every learner, regardless of their needs, feels safe, valued and supported to thrive. We nurture happy, confident, and increasingly independent young people through high-quality teaching, positive relationships, and a curriculum that is ambitious, inclusive and responsive to individual needs and aspirations. We believe that all progress matters, and we celebrate every step of achievement, no matter how big or small.

Curriculum Intent Statement

Our curriculum intent is built around a shared goal: to ensure that every pupil, whatever their needs, feels happy, safe and supported to thrive. We recognise the importance of understanding each individual pupil and responding to their needs, strengths, and interests.

We hold high aspirations for all learners and believe that progress takes many forms. Our curriculum provides a positive and nurturing environment where pupils are encouraged to develop confidence, independence, and a love of learning at their own pace.

Every step of progress matters. No achievement is too small to be recognised and celebrated, and we value the personal journeys pupils make as much as academic outcomes. Through encouragement, praise, and strong relationships, we support pupils to grow, succeed, and reach their potential in ways that are meaningful to them.

Curriculum Impact Statement

The impact of our curriculum is seen in the happiness, confidence, independence, and wellbeing of every pupil. Learning can only take place when pupils feel safe, valued and emotionally supported. Our priority is to foster an environment built on mutual trust, respect, and positive relationships.

Through a broad, balanced and ambitious curriculum, pupils develop academic knowledge, life skills, independence, and resilience at their own pace. Every step of progress, however big or small, is recognised, celebrated, and valued, reinforcing motivation, confidence and a love of learning.

Our curriculum places a strong emphasis on social-emotional development, wellbeing and self-regulation, equipping pupils to manage their feelings, engage confidently with learning, and navigate challenges. Impact is measured not only by academic outcomes but also by growth in confidence, self-esteem, communication, independence and engagement.

Strong partnerships with staff, families, governors and the wider community ensure learning is meaningful, purposeful and celebrated collectively. By valuing each pupil's individual journey as much as academic success, all learners, whatever their needs, flourish, thrive and experience success in ways that are meaningful to them.

Individualised Curriculum

We believe that every pupil is unique and their learning should reflect their individual strengths, needs, interests and aspirations. Our curriculum is therefore personalised and adaptive, ensuring that each learner has access to the right level of challenge and support to thrive.

Individualised curriculums:

- Enable pupils to develop skills, knowledge, and confidence at their own pace.
- Recognise progress in multiple forms, including academic, personal, and emotional development.
- Support pupils' social-emotional growth, wellbeing, and self-regulation.
- Are flexible, allowing for regular review and adaptation to evolving needs and goals.
- Celebrate every step forward, reinforcing motivation, independence and a love of learning.

By embedding individualisation at the heart of teaching, all learners, whatever their starting points or needs, can flourish, achieve their potential, and experience success that is meaningful to them.

We aim to deliver a well-planned curriculum that is tailored to meet the individual needs of each pupil.

Our Curriculum Offer: How it meets the ISS Requirements

Fairfield House School is committed to meeting the Independent School Standards. Fairfield House School recognises the individual needs of each of our pupil's and uses a flexible and bespoke approach to ensure the most comprehensive and accessible pupil-centred curriculum.

Additionally, Fairfield House School tailors the National Curriculum objectives to meet the needs of each pupil. This is adapted in an accessible way, and be blended with other pathways that are appropriate to the individual.

For learners following the Engagement Model, Pre-Formal or Informal Pathways:

Aspect	Engagement Model Pathway	Pre-formal Pathway	Informal Pathway	Adapted National Curriculum Pathway and Functional Skills
Linguistic	<ul style="list-style-type: none"> -Responding to familiar voices and sounds. -Developing shared attention -Exploring communication through sensory experiences 	<ul style="list-style-type: none"> -Communicate wants and needs -Use symbols, gestures or AAC -Develop receptive and expressive communication 	<ul style="list-style-type: none"> - Developing communication needs and choices - Using level appropriate communication strategies (word, symbols, AAC) to develop interaction - Join in with familiar songs, stories and routines 	<ul style="list-style-type: none"> - Develop functional communication - Build vocabulary through real life experiences - Engage with stories, songs and familiar texts - Develop mark making, early reading and phonics awareness
Mathematical	<ul style="list-style-type: none"> -Explore pattern, quantity and routine -Experience cause and effect -Notice changes and repetition 	<ul style="list-style-type: none"> -Match, sort and sequence objects -Develop early number awareness -Explore, shape, size and measure 	<ul style="list-style-type: none"> - Explore number through practical play - Match, sort and compare objects - Use maths in daily routines 	<ul style="list-style-type: none"> - Develop practical number understanding - Explore counting, matching and sorting - Use maths in routines and play - Build understanding of shape, measure and pattern

Scientific	<ul style="list-style-type: none"> -Explore sensory properties of materials -Develop curiosity about the environment -Engage in cause and effect exploration 	<ul style="list-style-type: none"> -Investigate materials, weather, and living things -Explore changes and reactions -Develop early enquiry skills 	<ul style="list-style-type: none"> - Explore textures, materials, and changes - Exploring changes and reactions - Experience the world through sensory play and exploration 	<ul style="list-style-type: none"> - Explore the world through sensory experience - Investigate materials, weather and living things - Develop curiosity and cause-and-effect understanding
Technological	<ul style="list-style-type: none"> -Engage with - sensory technology -Explore switches and cause and effect toys -Develop awareness of technology 	<ul style="list-style-type: none"> -Use simple technology purposefully for individual needs -Access AAC and interactive devices -Develop independence with technology 	<ul style="list-style-type: none"> - Use simple technology with support - Press switches and interactive buttons - Use technology safely and with increased independence 	<ul style="list-style-type: none"> - Use simple technology with support - Explore switches, iPads and interactive resources - Develop curiosity and cause-and-effect understanding within NC topics
Human and social	<ul style="list-style-type: none"> - Experience outdoor and community learning - Explore different environments through sensory experience - Access familiar community environments 	<ul style="list-style-type: none"> - Experience outdoor and community learning - Develop awareness of the world beyond School - Explore seasonal sensory experiences 	<ul style="list-style-type: none"> - Experience outdoor and community learning - Experience different celebrations and festivals - Develop awareness of the world beyond School 	<ul style="list-style-type: none"> - Experience outdoor and community learning - Explore food, music, clothing and traditions - Recognise changes over time through photos, stories and event
Physical	<ul style="list-style-type: none"> -Develop body awareness -Explore movement and sensory regulation -Engage in physical experiences 	<ul style="list-style-type: none"> -Develop fine and gross motor skills -Build coordination and mobility -Increase participation in physical routines 	<ul style="list-style-type: none"> - Develop movement and co-ordination - Join in with physical activities at an appropriate level for need - Build independence in physical routines 	<ul style="list-style-type: none"> - Develop movement, coordination and body awareness - Build participation in physical activities - Promote physical confidence and regulation

Creative	<ul style="list-style-type: none"> -Explore sensory, creative experiences -Respond to music, art and movement -Express preferences through engagement 	<ul style="list-style-type: none"> - Explore music, art and sensory play - Make choices during creative activities - Express preferences through play and exploration 	<ul style="list-style-type: none"> -Experiment with creative materials and activities -Develop imagination and expression -Make creative choices 	<ul style="list-style-type: none"> - Explore colour, texture, sound and materials - Express preferences and creativity through play - Participate in sensory creative experiences - Respond to rhythm, sound and music - Join in with songs and musical routines - Explore instruments and sound making
Personal, Social, Health and Economic (PSHE)	<ul style="list-style-type: none"> -Develop emotional security -Build co-regulation and trust -Express preferences and comfort needs 	<ul style="list-style-type: none"> - Develop self-help skills - Learn simple routines and boundaries - Build confidence and emotional regulation 	<ul style="list-style-type: none"> - Develop self-awareness and emotional regulation - Learn healthy routines and develop safety awareness - Build self-help skills 	<p>And RSE</p> <ul style="list-style-type: none"> - Develop self-help and independence skills - Build emotional regulation and relationships - Learn simple safety, wellbeing and routine skills
Preparation for Life	<ul style="list-style-type: none"> -Participate in familiar routines -Develop anticipation and engagement -Access meaningful life experiences 	<ul style="list-style-type: none"> -Develop early independence skills -Engage in daily living routines -Increase community awareness 	<ul style="list-style-type: none"> - Join in with daily routines - Develop independence skills - Explore the community and real-life experiences 	<ul style="list-style-type: none"> - Develop independence in daily routines - Practise communication and social interactions - Access community and real-life learning experiences

Meeting the Needs of Pupils with Autism and Diverse Needs

Our school is committed to creating an inclusive, nurturing, and developmentally appropriate environment where all pupils, including those with autism and a wide range of needs, can thrive academically, socially, and emotionally. We recognise that every pupil is unique, and we provide personalised, flexible support that values individual strengths, needs, and ways of experiencing the world.

Through high-quality teaching, strong relationships, and a curriculum tailored to individual aspirations, we enable pupils to develop confidence, independence, and a love of learning at their own pace. Every step of progress is recognised and celebrated, reinforcing motivation and self-belief, and ensuring that all learners can flourish and reach their full potential in ways that are meaningful to them.

Our provision includes:

- A person-centred approach to ensure a high quality, personalised curriculum
- Structured, predictable, and sensory-considerate classrooms, where routines and expectations are clear, helping to reduce anxiety and support emotional regulation.
- A strong focus on early communication, social interaction, and emotional literacy, using strategies such as visual supports, social stories, communication aids, and play-based learning where appropriate.
- Delivery of a broad and balanced curriculum, highly personalised to each pupil's developmental stage, with careful scaffolding to support success in literacy, numeracy, and other subjects.
- Opportunities to build independence, life skills, and resilience through carefully planned enrichment, social learning, and real-life experiences.
- Close partnership working with parents, carers, and external professionals, including speech and language therapists, occupational therapists, and specialist teams, to ensure a holistic and joined-up approach.
- A strong emphasis on emotional wellbeing and mental health, with access to trusted adults, sensory regulation spaces, and supportive interventions as needed.

This provision ensures that all pupils are supported to grow, succeed, and reach their potential in ways that are meaningful to them, reinforcing our belief that every step of progress matters.

Curriculum Approach for Learners with Autism and Diverse Needs

Fairfield House School aims to support learners with Autism and Diverse needs through an individualised, focused curriculum that prioritises expanding each pupil's communication skills, social-emotional learning and sensory regulation. Our curriculum is designed to embed key skills, alongside developing regulation strategies and sensory exploration. The curriculum is designed to support behavioural needs alongside developing individual learner's academic progress. This includes embedding practice strategies the develop understanding, building on their independence as they mature through the schools.

Meeting the Needs of Pupils with Severe Learning Difficulties (SLD)

Our school provides a highly personalised and supportive learning environment for pupils with Severe Learning Difficulties (SLD). We recognise that pupils with SLD benefit from carefully structured teaching that supports cognitive development alongside personal, social, and emotional growth.

Our Provision:

- Curriculum focused on key skills, including communication, cognition, personal care, and social interaction.
- Highly structured routines and consistent approaches, creating a sense of safety, predictability, and familiarity.
- Multisensory teaching strategies, repetition, and practical activities to enhance engagement and understanding.
- Individualised learning goals based on each child's developmental profile, regularly reviewed and adapted.
- Strong focus on life skills, independence, and meaningful social relationships.
- Close collaboration with families and external professionals, ensuring coordinated support and holistic development.

Our aim is to empower every pupil with SLD to make progress at their own pace, celebrating every achievement and laying the foundations for lifelong learning and participation.

Curriculum Approach for Learners with SLD

Lessons are informed by pupils' prior attainment to ensure learning activities are appropriately personalised, closing gaps in knowledge and skills. Our timetable and routines are carefully designed to reduce transitions, manage anxieties, and support focus and engagement.

Through high-quality teaching across core and foundation subjects, pupils are challenged to achieve the best possible outcomes and make progress across both Key Stages.

Most pupils in our cohort are expected to be:

- Working consistently at the most complex end of the Autism and SLD spectrum, or
- Working at or below the earliest levels of the national curriculum.

Individualised Curricula

Recognising that standard differentiation from the National Curriculum is insufficient for pupils with SLD, our school delivers curricula that are adapted to the ways pupils learn, rather than merely differentiated.

We primarily follow the EQUALS Informal and Semi-Formal Curricula:

- Informal Curriculum – focused on sensory engagement, cause-and-effect learning, and communication development.
- Semi-Formal Curriculum – focused on functional digital literacy, creativity, basic coding, and online safety.

Teaching staff use EQUALS schemes of work and bespoke curriculum plans to develop medium- and short-term plans for each subject area. Where EQUALS does not cover specific areas required by the independent school standards, we supplement with:

- PSHE Association SEND programme
- Phonics for SEND by Little Wandle

This approach ensures that pupils with SLD are provided with a meaningful, accessible, and personalised learning experience, supporting progress across academic, social, and personal domains, while fostering independence, confidence, and a love of learning.

Meeting the Needs of Pupils with Profound and Multiple Learning Difficulties (PMLD)

Our school provides a highly personalised, nurturing, and responsive learning environment for pupils with Profound and Multiple Learning Difficulties (PMLD). We recognise that pupils with PMLD require specialist, sensory-based approaches that prioritise wellbeing, communication, and engagement, enabling them to feel safe, valued and supported to thrive.

Our Provision:

- A curriculum focused on sensory engagement, communication, and early cognitive development, supporting pupils to interact meaningfully with the world around them.
- Highly structured and consistent routines, delivered within calm, predictable environments to promote security and emotional regulation.
- Multisensory learning opportunities, including tactile, visual, auditory, and movement-based experiences, to support attention, curiosity, and cause-and-effect understanding.
- Individualised learning goals based on each pupil's developmental profile, medical needs, and communication methods, regularly reviewed and adapted.
- A strong emphasis on physical wellbeing, personal care, and therapeutic input, working closely with health professionals where required.
- Focus on building early independence, choice-making, and meaningful interactions through carefully planned daily routines and experiences.
- Close partnership working with families and external professionals, including therapists and specialist teams, to ensure a coordinated and holistic approach.

Curriculum Approach for Learners with PMLD

Learning for pupils with PMLD is highly individualised and responsive, informed by detailed observation and assessment of engagement and progress. Timetables are carefully structured to meet pupils' sensory, physical, and emotional needs, with flexibility to respond to changing levels of alertness and wellbeing.

Teaching prioritises shared attention, interaction, and communication, recognising that progress may be demonstrated through small but significant responses, engagement, or changes in awareness.

Individualised Curriculum

Recognising that conventional curriculum models are not appropriate for pupils with PMLD, our school delivers a curriculum that is sensory-led, experiential, and personalised, rather than subject-based or outcome-driven.

We primarily follow the EQUALS Informal and Pre-formal Curriculums, which focus on:

- Sensory exploration and engagement
- Cause-and-effect learning
- Early communication and interaction

Both teaching and support staff use EQUALS frameworks, alongside bespoke curriculum planning, to develop meaningful learning experiences that reflect each pupil's individual needs, interests, and priorities.

Impact

The impact of our provision is seen in pupils who are developing emotionally security, engaged and able to interact with their environment in meaningful ways that meet their needs. Progress is recognised through engagement, communication, choice-making, and wellbeing, with every step, no matter how small, valued and celebrated.

Our aim is to ensure that every pupil with PMLD experiences dignity, enjoyment and success, building the foundations for lifelong learning, participation and quality of life.

Final Comments

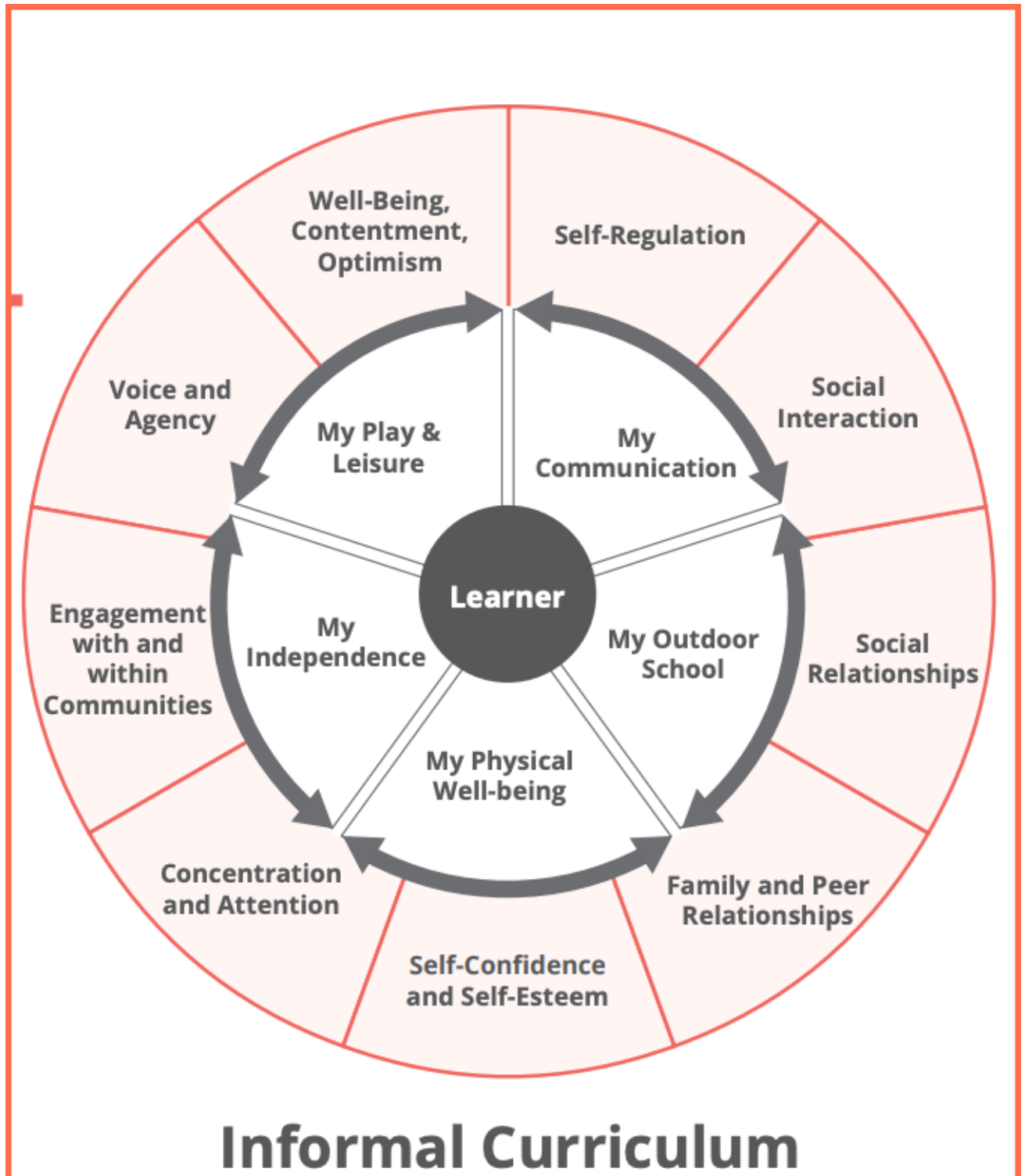
The curriculum at Fairfield House School is underpinned by a commitment to inclusion, individuality and meaningful learning for every pupil. Our curriculum is intentionally bespoke, recognising that every learning has unique strengths, needs, interests and aspirations. Through highly personalised pathways, we ensure that all pupils can access learning in ways that are engaging, developmentally appropriate and supportive of long-term success.

Our curriculum is designed to support pupils academically, socially, emotionally and physically, whilst embedding opportunities to develop communication, independence, self-regulation and preparation for life. We utilise a flexible combination of EQUALS, the Engagement Model and Functional Skills pathways to ensure learning is accessible and meaningful for all learners.

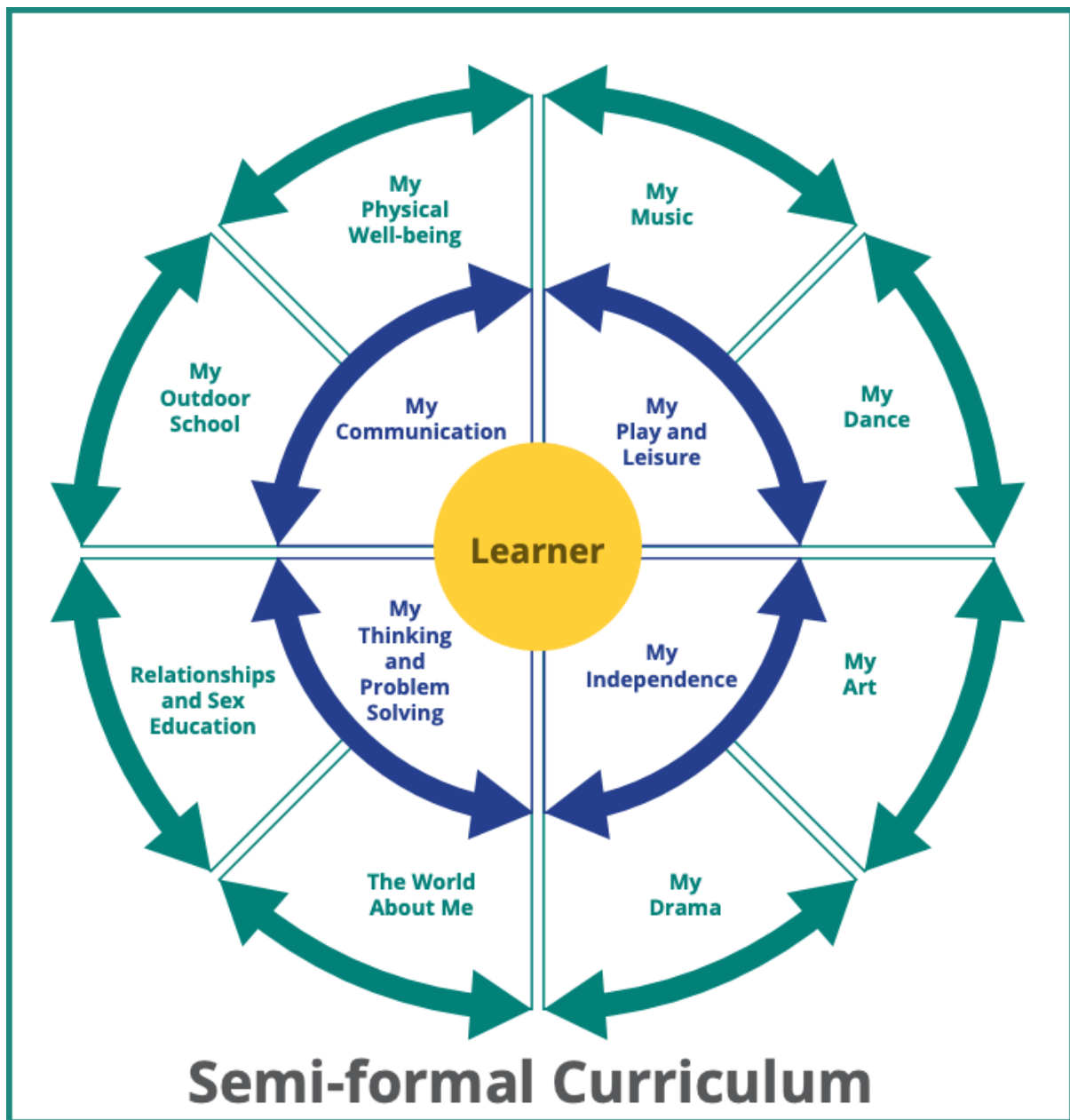
At the centre of Fairfield House School's curriculum implementation is the belief that all progress matters. Learning is carefully tailored through ongoing assessment, structured support and sensory informed practice. Individual EHCP outcomes and targets are embedded through teaching, learning and wider provision, to ensure pupils are making meaningful progress towards their personal goals and preparation for adulthood.

Through nurturing environments, high expectations and individualised support, Fairfield House School aims to empower every pupil to develop confidence, resilience, and independence and a positive sense of self. We celebrate every achievement, however small, and remain committed to ensuring that every pupil at Fairfield House School feels safe, valued and able to thrive in the community.

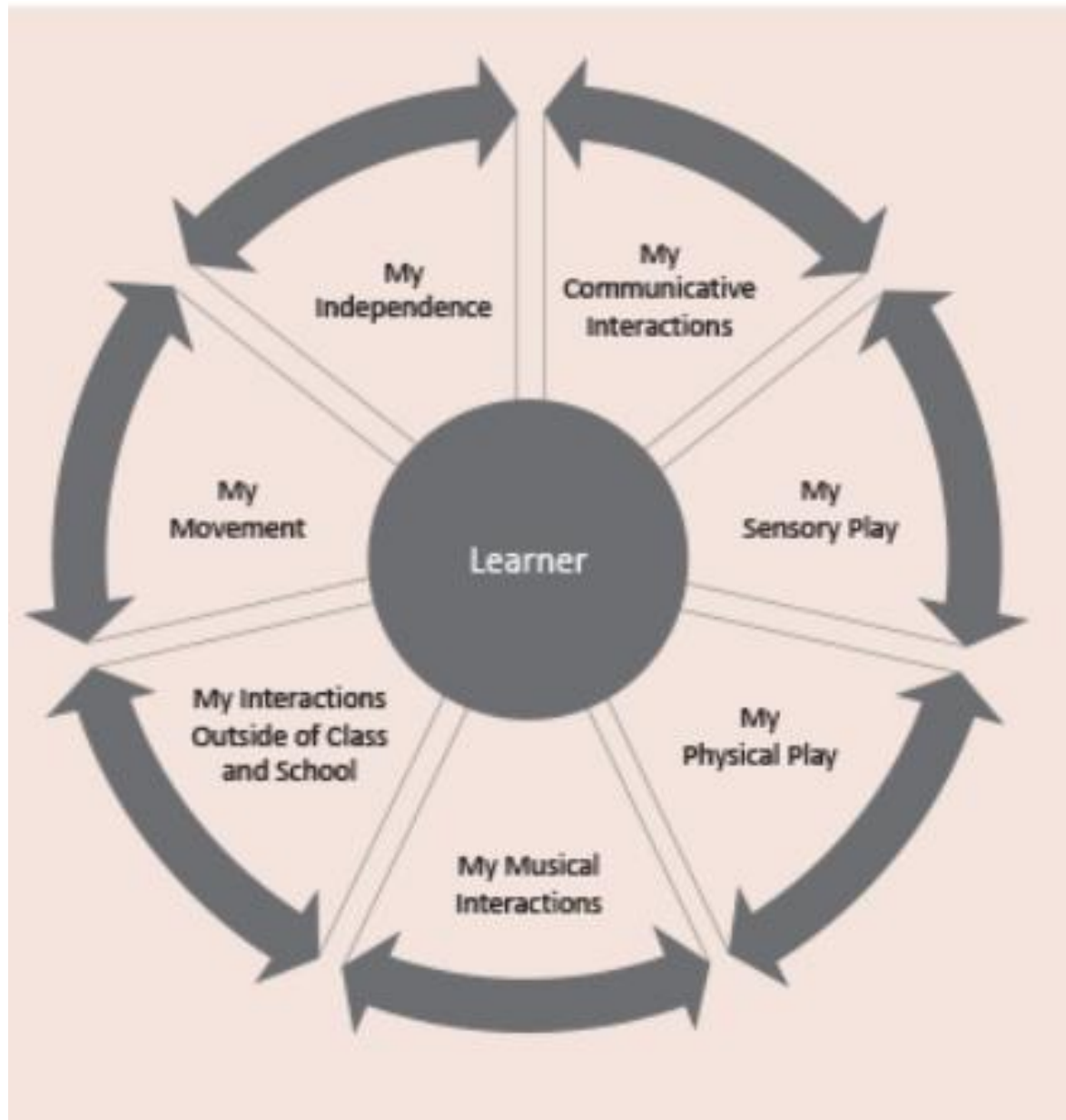
Appendix 1: EQUALS Informal Curriculum



Appendix 2: EQUALS Semi-formal Curriculum



Appendix 3: EQUALS Pre-Formal



Pre-Formal Curriculum