Cambian New Elizabethan School
Curriculum – Teaching and Learning Policy

New Elizabethan School is committed to safeguarding and promoting the welfare of children and young people. and expects all staff to share this commitment. It is our aim that all students fulfil their potential.

The Cambian Group Mission Statement is as follows:

'To actively enable each and every one of the people in our care to achieve their personal best'

In fulfilling the Cambian mission statement, New Elizabethan School (NES) provide;

- A caring, holistic approach to the education and care of our young people, with a curriculum providing opportunities across the whole lived experience for our students
- A curriculum that addresses the very special needs of our learners, is ASC specific and that promotes individualised approaches for our learners
- A skilled staff team who are empathetic to the needs of the students and are trained to a high standard
- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Our Students

Often students will have had a difficult time in education before coming to NES. Many will have had barriers to engaging with the curriculum and learning. They may have been segregated from some activities and from other young people and often excluded from school altogether. For most of our students prior to coming to NES, their experience and enjoyment of the world around them had become very limited. Our students need a curriculum that recognises their strengths and potential in which progress is measured in wider developmental outcomes. Students can often feel isolated and disengaged with learning before coming to NES and after entering the school they begin to feel as if they belong and that the curriculum is right for them.

Ethos and Vision

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each student's individual strengths, talents and aptitudes are nurtured and developed. Cambian New Elizabethan is an inclusive school which strives to provide a first-class education that encourages students to think independently and to develop their full intellectual, creative and physical potential. Its success is the result of the recognition of the unique worth and importance of each individual. The school makes provision for young people in Key Stages 2 to Key Stage 5 inclusively. The school will provide an environment in which all its members feel safe, valued and respected. Every student will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

The school will celebrate achievement and promote students' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

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By knowing every student socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each student will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults.

At our school we know and support each and every one of our students. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our pastoral care Is at the heart of the way we look after our students. Their detailed knowledge of individual abilities and talents enables them to monitor students' progress very attentively, and help them cope successfully with the educational and personal challenges of schooling.

Our school offers a curriculum which is aligned with the national curriculum, is broad and balanced, and:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society;
- prepares students at the school for the opportunities, responsibilities and experiences of later life.
- Where teaching and Learning is at the heart of everything that we do at NES.
- A belief that every moment of every day is a learning opportunity
- The active inclusion of all students in their learning
- The use of positive, non-aversive strategies in helping students to develop self-management of their behaviour
- Developing student's capacity for communication and the development of social skills and socially acceptable behaviours
- Promoting the health and welfare of our students
- Enabling students to make progress, and intervening in a precise and timely manner to ensure that progress is sustained

Student Profile

Cambian New Elizabethan School is an independent specialist school that offers placements for students aged 7-19 years with a primary diagnosis of Autism Spectrum Condition, and related conditions or diagnoses. Most of our young people are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however, most of our students will range between 7 and 18 years of age. All of our young people will have an Education Health Care Plan.

In our school the most important role of teaching is to promote learning in order to raise students' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of students' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work;

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- adapting teaching, by setting suitably challenging activities and providing support for students of different abilities and special educational needs, so that they can all learn well and make appropriate progress;
- enabling students to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage students to make good progress;
- managing instances of poor or disruptive behaviour.

New Elizabethan is a school whose success is founded on the recognition of the unique worth and importance of each student. This ensures that no student is anonymous or unsupported. Individual attention along with small class sizes promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to students provided by our expert and exceptionally attentive pastoral system, which supports the personal, social and academic development of each student. The close relationship between teachers, students and parents/carers ensures that students' strengths are built upon and needs for their individual development addressed.

Our Values

Our school curriculum is underpinned by the values of embracing individuality and inspiring success that we hold dear at NES with our motto being "Everyone has a personal best". The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives, underpinned by these values. The curriculum seeks to prepare students for further education and life-long involvement in learning, contributing confidently and positively to society.

- We value the way in which all Students are unique, and our curriculum promotes respect for the views of each individual Student, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each Student in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Students at NES.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

Entry to programmes of study is, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents on request. The young people are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of their society through reflection, sensitivity and action.

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Our Expectations

NES is committed to providing a curriculum which ensures that all of its students acquire and develop skills appropriate to their age and aptitude. We expect our students to be able to explore, learn, develop and generalise knowledge and skills in the following Key Areas;

Communication

- From their starting points our students will have developed their ability to communicate needs, helping them to make choices, make decisions and choose options that other people act on and listen to.
- Our students will feel more confident and skilled with their ability to communicate, empowering them and ensuring their positive well- being and self-esteem.
- As a result of engaging in this curriculum our students will have developed a sense of autonomy and freedom.

Self-Regulation

- From their starting points our students will demonstrate an awareness, understanding and respect for their environment and of the world around them.
- Our students will have experienced success and have increased self-esteem and self-advocacy. Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others. Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of British Values and what it means to be a good citizen of the planet, ensuring their interactions actively respect the democratic liberties of others.

Resilience

- From their starting points our students will make the small steps and giant steps of progress in order to realise their EHCP outcomes
- Our students will be able to engage with a formal curriculum, adapted to their needs, and they will appreciate that this has a meaning and purpose for them
- Our students will have developed the knowledge and skills so that they are able to take risks with their learning, accepting and learning from mistakes and being prepared to try something new.
- Our students will be able to achieve and participate in learning experiences that result in external nationally recognized accreditations

Increasing Independence

- From their starting points our students will have developed a range of skills towards independence which best equips them to be able to live in modern Britain.
- Our students will have developed the knowledge and skills appropriate for them which helps to build their cultural capital so they are prepared and equipped for the next steps into adulthood.
- Our students will have experienced and responded positively to a journey full of memorable and enjoyable learning experiences
- Our students will have participated in a curriculum that celebrates and shares success and achievement both for themselves and for others
- Our students will have developed their own understanding of autonomy whilst appreciating the relationships of their friends and the adults around them
- Our students will show confidence and ease when out and about and from starting points will have increased their access to the community and wider engagement in society.
- Most if not all our students will have experienced the world of work through both on-site and off-site experiences.

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Discovery

- From their starting point we will expect that our students will have developed a love of learning leading to them being able to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- We expect that our students will become confident, independent learners that encounter, engage and explore
- We expect that all of our students will participate in exciting learning experiences, opening minds, broadening their experience of already existing preferences and choices whilst developing new passions, hobbies and interests.
- We expect that our students to have had exposure to and to have learnt from the best that has been thought and said
- We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.
- All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.

Curriculum Intent

- NES provides exceptional education to all students
- The NES curriculum is broad, rich and ambitious. It provides highly positive, memorable experiences and rich opportunities for high quality learning. This has an impact on student's self-regulation and behaviour and contributes to achievement, SMSC and personal development
- The NES curriculum enables all students to work towards, achieve and exceed their individual EHCP outcomes
- The curriculum encourages the students to re-engage with learning and prepares them for access to accredited qualifications, our Post 16 Curriculum, college and beyond
- The NES Post 16 study programme offers a distinct and personalised curriculum designed to support students to become independent, preparing them for Adulthood and learning vocational skills
- The NES curriculum prepares students for life after school and instils a sense of `cultural capital` supporting students to become valued citizens both within the school setting and within their wider community
- Teachers planning demonstrates excellent knowledge of the needs of our students and is highly effective in ensuring that all students are sufficiently challenged and stretched

Curriculum Implementation

- Teachers are leaders and have expert knowledge in delivering a curriculum appropriate for our students
- Students have a wide range of learning styles which are catered for by the variety of teaching approaches
- Teachers generate high levels of participation to ensure lessons are fun and interesting to engage the students
- Teachers systematically check the understanding of our students who may need adapted support with their communication, social interaction and sensory processing
- Teachers embed key concepts by using repetition and the generalisation of skills in order that they are transferable to real life settings
- The autism specific environment allows students to learn to their full potential. Teachers use well-judged and imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately

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- NES work with a number of external providers who help to complement and extend our curriculum. These include, Aztec Adventure, Crowsmill Craft Centre CIC, Kidderminster College
- Students also engage in a range of extra-curricular activities including Wellbeing clubs such as dance, yoga and food explorers club
- Teachers use real time assessment to capture the progress of students with all education staff using a smartphone to take photographs and capture the progress towards achieving the termly targets
- There are three summative assessment points throughout the year
- Teachers use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- Through the NES curriculum, students have the opportunity to work towards a range of Nationally recognised accredited qualifications
- Regular lesson observations, learning walks and moderation of work takes place throughout the year
- There is half termly Teacher supervision using a growth model in which Teachers and TAs are encouraged to reflect upon their practice and look to develop as professionals. At the heart of these supervisions are discussions around student well-being and progress towards both their EHCP outcomes and their individual curriculum targets.

Curriculum Impact

- Teachers have high expectations for student outcomes and are highly ambitious and are not afraid to take risks and in each class, there is a positive climate for learning
- Our young people make outstanding progress, meeting and exceeding their targets.
- Students are making rapid and sustained progress in most areas of learning over time given their starting points and capabilities. They develop a wide range of skills commensurate with their complex profiles
- NES can demonstrate outstanding progress and outcomes for students evidenced in the student's individual case studies and learning journeys

NES Curriculum Offer

- Students follow a broad and balanced curriculum at all 'Key Stages', enabling them to acquire knowledge and skills in thinking, speaking and listening, literacy and numeracy, and gain experience in scientific, technological, social, physical, and creative education.
- Our curriculum consists of adapted National Curriculum subjects, combining life skills, learning outside the classroom and creative subjects.
- Our curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil's developmental level and additional needs.
- Pupils experience the curriculum in both a discrete and theme-based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills.
- At NES we have adapted subjects and topics to reflect the needs of our pupils, whilst ensuring they provide ambition, challenge and progress.
- The curriculum, which includes a rich diet of both core subjects and creative subjects, works to ensure that the experience of learning is smooth.
- Subjects taught underpin the core values through explicit references; practical subjects are designed to support fine and gross motor skills as well as providing pupils opportunities to develop skills for independent living and work beyond school.
- All subjects are designed to develops pupil's ability to communicate effectively, and to learn about other communities, countries and cultures; an important part of British Values for NES.

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KS4 Curriculums

- We currently have two curriculum pathways at Key Stage 4 – Formal and Life Skills. All students will be expected to continue with their core lessons, which include English, mathematics, and science, along with other statutory subjects, such as physical education and PSHE. Examples of qualifications offered are:
    - GCSE & Functional Skills English (Reading, Writing and Speaking and Listening) Entry Level to Level 2
    - GCSE & Functional Skills Maths (Entry Level to Level 2)
    - Science GCSE and Entry Level Certificate

KS4 Formal

- Students on the formal curriculum select two option subjects that they would like to continue with during Years 10 and 11
- Different levels of qualification for a subject (i.e. GCSE and Entry Level) are delivered, using professional judgement to choose which level is most appropriate for each individual student
- The options offered are reviewed each year to meet the individuals' interests and needs of that year's cohort
- Examples of option qualifications offered are:
    - GCSE Art
    - History GCSE and Entry Level Certificate
    - Geography GCSE and Entry Level Certificate
    - Digital Functional Skills qualification at Entry Level 3 & Level 1
    - Food Technology BTEC up to level 2
    - BTEC Music at Level 1
    - Digital Media Entry Level 3 & Level 1
    - Business Studies

KS4 Life Skills

- Students on the Life skills Curriculum benefit from a mixture of a therapeutic and structured approach to their learning. It allows students to access parts of the national curriculum by utilising appropriate pedagogy from the therapeutic and clinical support they receive.
- The curriculum is sequenced to allow students to build upon their knowledge, understanding and skills. There are specific needs that will be addressed to get the student ready to learn.
- Alongside this, some learners will have project-based learning around their specific interests. This learning will incorporate all subjects in one overall outcome.
- We support pupils to consider different learning opportunities and apply them to real life situations. If pupils require a more bespoke curriculum, we adapt and tailor it to the needs of the individual. Where pupils show an aptitude in a particular area, they are encouraged to develop this to the highest level.
- Examples of qualifications offered are:
    - Independent Living and Life Skills Programme (OCN Progression and AQA Unit Awards).
    - Junior Award Scheme (JAS)
    - Food Technology BTEC up to level 1

Post 16 Curriculum

- Education within Post 16 at Cambian New Elizabethan School (CNES) is offered to students between the ages of 16 and 19 years.
- Where the student is chronologically in Year 11, but their abilities or individual needs means that a Post 16 programme would be more appropriate, access will be given to the full curriculum but enhanced with additional learning around life skills and independent living. This will be delivered through Maths, English, Digital Skills, Science, Home Cooking, PE, Work

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Experience, Vocational Courses and Experiences, and Independent Living and Life Skills Programme (OCN Progression and AQA Unit Awards).

- All students will have a bespoke timetable developed to meet their individual needs and the outcomes within their EHCP. The New Elizabethan sixth form curriculum builds on existing skills and knowledge and supports students to develop new skills and to become as independent as possible
- We offer a bespoke timetable for all of our Post-16 learners.
- Timetables include the continuation of Maths and English, a life skills programme, and a range of option subjects. In addition, we can offer vocational courses delivered at foundation level or above through Kidderminster College and a work experience programme.
- Whatever the appropriate route for each student, we are able to provide the right level of support to ensure success.
- Our current focus in Post-16 is a drive to ensure students have a blend of academic success coupled with essential life skills to equip them for the next phase in their journey beyond our school. We are skilled at supporting our learners to their next destination after a successful time at Cambian New Elizabethan School.
- Cambian New Elizabethan School has been built and designed based on many years' experience of providing highly successful specialist education services.
- It enables students to practice skills in different settings, most importantly out in the community where they can also develop their social and personal skills
- New Elizabethan offers careers guidance and works with an external provider who offer support that is relevant for our young people
- The curriculum provides the students with the knowledge and skills to be able to make the successful move into adulthood. This is demonstrated in the progress that our sixth form students continue to make and also is evidenced within our destination information
- For further information regarding the Post 16 curriculum please see the Post 16 Curriculum policy document.

How teaching and learning promotes personal development

- NES promotes confidence, resilience and self-esteem in the students
- The NES curriculum and ethos teaches students to engage within their community and develop a sense of respect
- The NES curriculum offers a rich variety of experiences both at the school and out in the community such as music, drama and art activities
- The staff at CNES work as one team with the education and therapy team working within a consistent and seamless approach
- Students are supported to learn how to stay healthy and to help them stay safe whilst using online technologies
- The student's school day begins and ends with a wellbeing focus

RSHE (Relationships, Sex, and Health Education)

- RSHE topics run throughout the whole NES curriculum. We also ensure that each student receives the appropriate relationships and sex education relevant to their needs and understanding.
- The delivery of RSHE strictly complies with Standard 2A of the Independent School Standards and follows the latest statutory DfE RSHE guidelines. The curriculum is mapped precisely to ensure transparent, developmentally appropriate, and objective content.
- RSHE is taught through the PSHE curriculum and covers the areas of social understanding and personal development that are appropriate for them and their needs

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- Where more personalised intervention and education around relationships is needed Individual RSE plans are discussed, recorded and Implemented in consultation with parents and carers.
- We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students.
- We plan our, personal, social and health education and citizenship through assemblies and curricular areas to help our students acquire values and skills to enable them to develop independence and choose their path in life.
- We provide Physical Education lessons, with specialised teachers, and sport to promote physical activity;
- We promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Cambian New Elizabethan is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students.

The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

- It helps students to adopt knowledge and respect.
- A wealth of SMSC opportunities and experiences are on offer throughout each academic year.
- Students are given opportunities to learn social skills and to develop their understanding of their own and others cultures.
- SMSC offers a creative and imaginative approach to learning where students are enabled to learn about themselves and others from around the world

British Values

We actively promote the British Values of:

- democracy,
- the rule of law,
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs and those without faith.

Cultural Capital is embedded in the life of the school

- Students take part in regular student meetings where they have the opportunity to have a voice and vote on issues that impact them and make choices about their everyday life
- Students are encouraged to take part in a variety of charity events e.g. Cancer Research, Children in Need, Comic Relief
- All students have careers education and advice enabling them to further develop skills for future success appropriate to their age, ability, interest and needs.

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In accordance with the 2026 Independent School Standards, the school ensures that its curriculum planning, lesson delivery, assembly scheduling, and choosing of external resources strictly preserve these concepts. Staff must actively ensure that no taught content, reading materials, or external presentations conflict with or undermine democracy, individual liberty, or the rule of law. Partisan political views or extreme ideological materials are strictly precluded from all programmes of study.

Our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism,
- ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide students with a broad general knowledge of public institutions and services in England;
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- precludes the promotion of partisan political views in the teaching of any subject in the school.

Transition Support

We carefully manage the transition of our students into and throughout the school, and also in preparing students for further education. NES gives advice to students and their parents/carers about the transition process from Primary to Secondary, and from Secondary to Post 16. Our staff also spends time towards the end of the current academic year working with their new prospective class for the year ahead. This allows students to familiarise themselves with their new teacher in readiness for the next year group. We are especially careful in ensuring that transitions for young people with SEND are fully prepared at each stage both internally and externally.

Preparation for the future

NES provides an appropriate curriculum for preparing students for further higher education, career choices and adult life. We aim to provide students with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience and advice is given concerning further and higher education.

Enrichment opportunities

All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate during lunchtimes. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year

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from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: October 2026



Carrie McConomy
Headteacher



Andrew Sutherland
Representative, Proprietor- Cambian Group

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