



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**



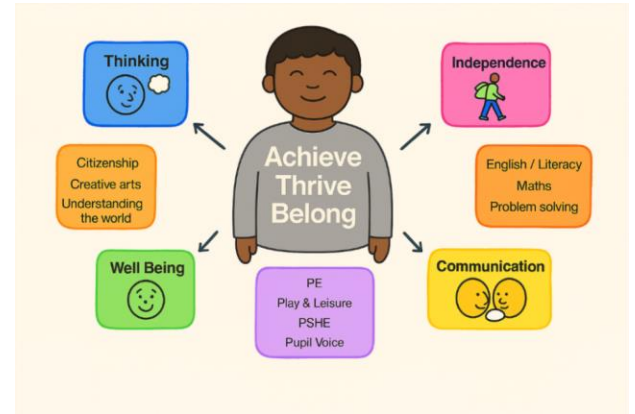
College Park School Curriculum

A neuro-affirming, personalised curriculum designed to support autistic learners — building confidence, autonomy and connection through meaningful, motivating experiences.

Curriculum Rationale

Our curriculum sets out the knowledge, skills and experiences we want our children and young people to access, ensuring all decisions are consistent, meaningful and tailored to the needs of autistic learners. Autism is central to its design, with a neuro-affirming approach that values autistic strengths and supports autonomy, confidence and connection.

Learning is shaped around each individual, with active engagement at its core and a flexible **model** that draws on a range of professional approaches. Our curriculum streams, supported by our central London location, provide flexible learning opportunities enriched by community and cultural experiences that help students become confident, active citizens.



Our curriculum in practice

At College Park, every member of staff:

- ✓ Knows their learners deeply
- ✓ Acknowledges the learner is centrally located within the curriculum design
- ✓ Understands their streams and outcomes
- ✓ Plans purposeful, meaningful learning
- ✓ Promotes communication throughout the day
- ✓ Supports regulation proactively
- ✓ Builds independence and preparation for adulthood
- ✓ Uses consistent communication and visual supports
- ✓ Enables every learner to achieve, thrive and belong



College Parks Non-negotiables

- ✓ Every opportunity is a learning opportunity
- ✓ Clear purpose linked to EHCP outcomes
- ✓ Communication supports in place
- ✓ Strong routines and structure
- ✓ High engagement and learning time
- ✓ Consistent emotional regulation support
- ✓ Effective use of all adults
- ✓ Adapted teaching with high expectations
- ✓ Independence is supported and promoted
- ✓ Dignity and safeguarding at the centre
- ✓ Consistent systems and expectations

Curriculum Streams

Overview



Each stream is personalised, responsive and draws from EHCP outcomes, specialist SALT and OT programmes, and nationally recognised frameworks.

Early Years Foundation Stage

Personalised developmental curriculum through end of KS1

Social Partner Stage

The Informal Curriculum

Language Partner Stage

The Semi-Formal Curriculum

Conversational Partner Stage

The Formal Curriculum



Building foundations

Learning through play, exploration and relationships to develop communication, regulation and early skills.



Learning to be

Sensory-based, highly personalised learning focused on connection, communication, play and emotional regulation.



Learning to communicate and apply

Functional and experiential learning that builds independence, confidence and real-life skills.



Learning to achieve and prepare

Subject-based learning linked to the National Curriculum and qualifications, preparing learners for adulthood.

Topic cycle

College Park operates a four-year thematic curriculum cycle to ensure learners access a broad, ambitious and well-sequenced curriculum.

Themes are revisited through increasingly sophisticated content as pupils move through the school, preventing repetition while supporting progression across the informal, semi-formal and formal pathways

Year	Term 1	Term 2	Term 3
2026-2027	Food & farming (Geography)	Now, Then & Long ago (History)	Festivals and celebrations (Geography)
2027-2028	Animals (Geography)	Fashion and Culture (History)	Magical creatures and places (History)
2028-2029	Sky, land & sea (Geography)	Space & Time (History)	London (History)
2029-2030	Transport & journeys (Geography)	Homes and Buildings (History)	Plants & gardens (Geography)



Early Years Foundation Stage

A personalised developmental curriculum followed until the end of KS1, built on positive relationships and enabling learning environments.

3 Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

4 Specific Areas

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Social Partner Stage – Informal Curriculum

Learning to be: relationships, regulation, communication and engagement first

Intent

A sensory-based, communication-centered curriculum for autistic learners with the most complex communication, learning and sensory needs. It builds safety, trusting relationships, emotional regulation, play, choice and social interaction so learners can Achieve, Thrive and belong.

Implementation

Learning is highly personalised and shaped by EHCP outcomes, SCERTS, Routes for Learning and the Equals Informal Curriculum. It is delivered through calm, low-arousal environments, 1:1, paired and small-group learning, using Intensive Interaction, Attention Autism, sensory stories, sensory play and play-based learning. Adults observe, model, scaffold and respond to learners' interests, with teachers, TAs, therapists and families working together.

Impact

Learners make meaningful progress from their starting points in engagement, communication, emotional regulation, confidence, relationships and independence. Progress is evidenced through the Engagement Model, SCERTS, Routes for Learning where appropriate, EHCP and goal reviews, Evisense and termly Pupil Progress Meetings.

Language Partner Stage – Semi-Formal Curriculum

Functional learning, communication and independence through meaningful real-life experiences.

Intent

A developmental, personalised curriculum that promotes independence, communication and functional life skills through sensory exploration and real-life learning. Guided by EHCP outcomes and SCERTS, it builds confidence, curiosity and self-reliance so learners can apply and generalise skills in meaningful contexts.

Implementation

Delivered through small-group and individual teaching, combining structured approaches such as TEACCH with sensory regulation and practical learning. Attention Autism, sensory stories and embedded SALT and OT strategies support engagement, communication and functional skills. Progress is monitored through EHCP reviews, SCERTS and Evisense.

Impact

Learners develop increased independence, communication, problem-solving and self-regulation. They are supported to understand and manage emotions, access school and daily life in a calmer, more regulated way, apply learning in real-life contexts and make clear progress towards EHCP outcomes and Post-16 pathways.

Conservation Partner Stage – Formal Curriculum

Subject-specific learning, high expectations, accreditation and preparation for adulthood, Pre key stage standards for ks1 and 2 will be used as summative assessment .

Intent

A personalised, subject-specific pathway rooted in the National Curriculum and adapted to individual needs. It enables learners to maximise their potential, develop academic knowledge, achieve recognised qualifications and build independence and readiness for adulthood.

Implementation

Delivered through structured teaching in distinct groups, with small-group and individual learning. Learners access adapted subject teaching alongside accredited pathways such as Functional Skills, Entry Level and Arts Award. Teaching is enhanced by embedded SALT and OT, with progress tracked through data, EHCP and goal reviews, SCERTS and evidence on Evisense.

Impact

Learners make clear progress in knowledge, skills and personal development, achieving meaningful qualifications where appropriate. They develop greater independence, communication and self-regulation, and are prepared for Post-16 pathways including college, employment and active participation in their community.

How Will This Look in a Classroom?

Low arousal, predictable and sensory-aware environments where learners feel safe, motivated, **thrive** and **belong**.



Small Group Teaching



Focused, supportive instruction in small groups tailored to individual needs.



Play and Hands-On Activities



Continuous provision and independent work through practical, engaging tasks.



Inclusive
Engaging
Meaningful

Thrive • **Belong**



Sensory Regulation and Movement



Regular sensory regulation and movement activities embedded throughout the day.



Creative Arts Specialist Teaching



Specialist-led creative arts sessions supporting expression and engagement.



Structured routines



Visual supports



Positive relationships



Individualised approaches



High expectations

How Will Evidence Be Gathered?

Achievement Approaches

Achievement Triangulation

Weekly planning, Evisense/navigate records and pupil progress meetings

Goal Sheets

Individual goal tracking aligned to EHCP outcomes, working closely with therapists

SCERTS Case Studies

In-depth case studies using the SCERTS framework



Moving On and Post-16 Curriculum (Ages 16–19)

The Post-16 curriculum focuses on **transferable skills** that equip students to be active participants in the community. We aspire and are ambitious to see our students access college after completing Year 11.

World Studies

Community visits, community-based learning, active citizenship

Independent Living

Flat skills, travel training, cooking

Vocational Skills

Work experience, workplace visits, employability skills, enterprise projects

College partnerships include **Westminster Kingsway College**, **Hammersmith College** and **City of Westminster College**.



SCERTS Framework: Foundations Guiding Curriculum Implementation

The SCERTS model provides an **inclusive structure** for delivering a curriculum that addresses the core developmental challenges experienced by autistic learners with complex needs. Learning goals and activities are matched to each pupil's developmental stage, adaptive abilities and progression steps.

Social Communication

Supports learners to become more confident, competent and active participants in social and learning interactions.

Emotional Regulation

Helps learners manage and regulate their emotional arousal so they can engage more successfully in learning.

Transactional Support

Promoting spontaneous, functional communication and supporting emotional regulation and independence — the highest educational priorities for autistic children.

Topic Plan 2026–2027: Three Themes



Autumn

Food and Farming (Geography)

Harvest, farm animals, food tasting,
farming around the world



Spring

Now, Then and Long Ago (History)

Toys now and then, ancient world, old and
new buildings



Summer

Festivals and Celebrations

(Geography/History)
Carnivals and parades, new beginnings,
good times

These three themes run across all streams — from EYFS through to Post-16 — with texts, activities and learning experiences tailored to each pathway and age group.

Key Texts Across Key Stages in Semi Formal and Informal

See English Curriculum: [reading-curriculum formal, semi-formal, EYFS.docx](#)

See Reading Progression of Skills: [Reading progression of skills.pdf](#)

	Autumn Food and Farming	Spring Now, then and long ago	Summer Festivals and Celebrations
EYFS and KS1 Texts	Food tasting -Yummy foods • We are going on the bear hunt • Who is on the Farm • The ginger bread man • Rosie's Walk • The little red Hen	Growing up-Babies and childhood • Brown bear brown bear • Maisy's journey • The Gruffalo • The Gruffalo's child • The owl babies • From head to Toe	Good times • Handa's surprise • Goldilocks and three bears • The owl and the pussycat • Very hungry caterpillar • Jack and the beanstalk
KS2 – Proposed Books/ Key texts/ Sensory stories	Harvest • Hello Harvest Moon • Farmyard Hullabaloo • The Scarecrow's Wedding • The Room on the Broom • The Nutcracker	Toys now and then • Hansel and Gretel • Three little pigs • Where the wild things are • Paddington Bear • Aladdin and the magic lamp	Celebrations and Food • Maisie's birthday • Treasures in the Garden • Mr Wolf's pancakes • The tiger who came to tea • The Room on the Broom
KS3 – Key Texts/ Sensory stories	Where does food come from • A squash and a Squeeze • Charlotte's web • Little Gooses autumn • Coming to England	Old and New Buildings • The Night in the Museum • The Color of Home • The enchanted castle • The BFG	Carnivals and Parades • Angelo- by Quentin Blake • Patrick-by Quentin Blake • George's Marvelous Medicine • Festival of colours
KS4 – Key Texts/ Sensory stories	Farming around the world • The Harvest story • Fantastic Mr. Fox • The Christmas Carol	Ancient world • The adventures of Indiana Jones • The Phoenix of Persia	New Beginnings • Romeo and Juliet • Danny, the champion of the world • The Coming of Night: A. Yorub

Maths Across the Curriculum

Maths is embedded within each topic theme, making learning functional and contextual across all key stages.

See Maths Curriculum: [Maths Curriculum 2026-2027.docx](#)

See Maths Progression of skills : [Maths progression of skills.docx](#)

1

EYFS & KS1

Counting with food, exploring shapes, comparing sizes and quantities through play

Term 1: Exploring foods

Term 2: Growing up and childhood

Term 3: Good times

2

KS2

measurement, fractions, estimation, 3D shapes, patterns, cooking units

Term1: Harvest

Term 2: Toys now and then

Term 3: Celebrations and food

3

KS3

Calendar and time, money and timetables, perimeter, area, budgeting

Term 1: Where does food come from

Term 2: Old and new buildings

Term 3: Carnivals and Parades

4

KS4 & Post-16

Time zones, journey planning, budgeting, personal information, household bills

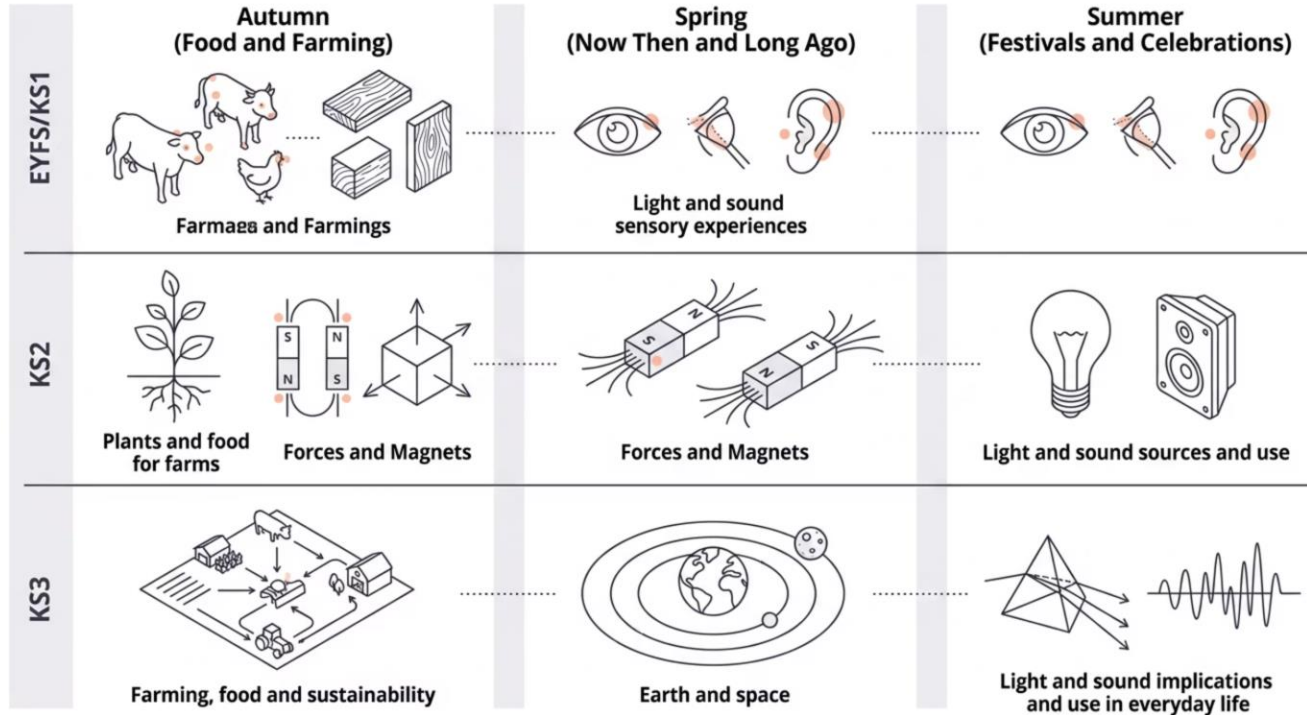
Geography, History and RE: Sequence of Learning

See Foundation Subjects Curriculum: [Topic Plan \(Geography + History + RE\).docx](#)

Subject	Informal	Semi-Formal	Formal
Geography	Explore immediate environment; follow directive language; hear basic geographical vocabulary	Identify seasons, locations, hot/cold areas; explore maps; use geographical terminology	Physical and human geography; world maps; weather patterns; compare UK and non-European localities
History	Understand familiar routines; recall past events through photographs	Awareness of changes in living memory; explore events and trips linking past and present	Chronological knowledge of British and world history; significant individuals; local history study
RE	Religious festivals throughout the year	Religious festivals throughout the year	Religious festivals throughout the year

Science Across the Three Topics

See Science Curriculum: [Science Curriculum 2026-2027.docx](#)



Science topics are carefully sequenced to build knowledge progressively across key stages, always connected to the overarching termly theme.

A Curriculum Built for Every Learner



Neuro-Affirming

Autism is central to every design decision



Personalised

Every learner's journey is adaptable and responsive



Connected

Enriched by London's community and cultural life



Ambitious

Aiming for qualifications, college and active citizenship

