



Curriculum Policy

Document Control

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Document Details

Organisation:	Fable House
Current Version Number:	3
Current Document Approved By:	Sonia King
Date Approved:	24.11.25
Next Review Date:	November 2026

Document Revision and Approval History

Version	Date	Version Created By:	Version Approved By:	Comments
1.00	15/11/2023	S Smith	Sonia King	
2.00	22/10/2024	Jo-Anne Coxall	Sonia King	
3.00	24.11.2025	Jo-Anne Coxall	Sonia King	



Context

Fable House exists because a significant number of families in our region need an alternative to conventional schooling that their children can trust and access. We serve 11-25-year-olds with complex needs, all of whom have an EHCP. Many of our students have experienced educational trauma and long periods out of formal education (typically 1-2 years) before joining us. As a consequence, they may be performing below or well below age-related expectations when they join Fable House. We are dedicated to recognising these challenges and offering personalised support to help each student thrive and realise their full potential.

Profiles commonly include autism, ADHD, PDA, EBSA, SLCN and sensory needs, with some learners presenting FASD, Williams Syndrome or cerebral palsy. A high proportion of our cohort are looked-after or previously looked-after, many are involved with social care, some are young carers, and we have a notably high proportion of LGBTQ+ students. Our community is multicultural, and many parents also have additional needs. Trust in adults and peers is often low at the point of referral, so re-engagement and relationships are the essential starting point. We are committed to providing an inclusive and supportive environment that fosters their individual growth and respective learning journeys.

Our ethos is intentionally 'open': we prioritise psychological safety, radical acceptance and student voice, while maintaining strong safeguarding and health and safety systems.

At Fable House, our curriculum is deliberately 'awesome' in its breadth and adaptability. It is project-based and student-centred, designed to reduce anxiety, rebuild confidence and connect learning to real life. Individual timetables blend functional skills, PSHE, and personal development with rich cultural and outdoor learning: forest school, cultural world projects and a strong enrichment offer.

Fable House is well-resourced and features a comprehensive range of facilities, including:

- Enclosed garden, on-site woodlands, and accessible working allotment
- Bespoke classrooms, and an accessible kitchen
- Integrated sensory frame, sensory room, Forest School, and well-equipped music, ICT and art rooms
- Drum lessons and other practical arts to widen participation and success
- 1:1 or 2:1 support from teachers, support staff, and therapeutic specialists to ensure our students feel safe and well supported. Therapy is integral, not just an add-on: we provide in-house OT, play therapy, SLCN support and mental health support, working closely with SALT and external professionals to ensure needs are identified and met in everyday learning.



Vision and Aims

Our vision is that every student is supported to become a confident and self-aware learner. We believe that everyone has the potential to learn and achieve, and that behaviour is a form of communication. Each day is seen as a fresh opportunity to make progress, and we recognise that students do their best within the capacity they have at any given time. We value the strengths and interests each individual brings and aim to nurture these through meaningful, personalised pathways.

Our curriculum is driven by the belief that students thrive when they feel emotionally safe, understood and valued. Everything we offer is built around our three core values: **Happy, Healthy and Independent**. These values shape our planning, interactions and long-term goals for every student, ensuring they develop the academic, emotional and life skills they need for adulthood.

We want every student at Fable House to experience happiness through positive relationships, healthy routines, emotional security, and opportunities to express themselves. We aim to help them build physical and mental well-being through therapeutic and physical activities and to develop independence by making choices, learning life skills and preparing for their future beyond Fable House. Students leave equipped with academic progress, communication skills, emotional resilience and confidence in their identity and abilities.

Curriculum Intent

Our curriculum intends to provide a rich, personalised and holistic learning experience that prepares students for adulthood. We aim to ensure that they make progress academically, socially and emotionally; achieve qualifications that reflect their abilities; meet or work towards their EHCP outcomes; and gain the skills, confidence and knowledge needed to navigate their future with independence and purpose.

Our curriculum supports students to understand themselves as learners, recognise their strengths, manage their emotions, and communicate effectively. It builds on their interests, aspirations and curiosities, helping them to explore career pathways, develop transferable skills and contribute meaningfully to their community. Students are encouraged to express their views, be involved in decision-making and take responsibility for their own learning journey.

Curriculum Structure

Fable House operates a bespoke, student-led and project-based curriculum supported by life skills teaching, specialist therapeutic input, cultural enrichment, and accredited qualification



pathways. The curriculum includes Project-Based Learning (PBL), which is evidenced in students' individual project books. Our curriculum is broad and balanced, including

- Functional English and Maths
- PHSE and SMSC
- Humanities
- Science (hands-on, practical, experimental)
- Creative Arts (art, textiles, music, drama)
- ICT and Digital Skills
- Health and Social Sciences
- Catering and Hospitality
- Life Skills and Independence
- Conservation and Nature Studies
- Public Transport and Road Safety
- Forest School (led by a qualified Forest School Leader)
- "Get Moving" timetabled physical activity sessions twice weekly
- Enrichment: fishing, boxing, Dungeons & Dragons, Youth Club

The curriculum promotes self-regulation, resilience, communication, curiosity and independence, enabling students to move into adulthood with confidence and choice. Through these subjects, students experience hands-on, practical learning, experimentation and real-world application.

Personalised Learning

Every student at Fable House follows a personalised learning pathway. Upon admission, students undergo a half-term settling-in period, during which they form relationships with key staff such as personal tutors and educational support workers. During this time, students begin exploring project-based learning by completing our Maple 1.1 project, providing a valuable introduction to our curriculum. Baseline assessments are conducted by the transition team, supported and informed by SENDCo, SLCN Lead, Literacy Lead and Maths Lead, focusing on key areas

- Reading – using the Lexia auto placement



- Speech, Language and Communication – this is assessed by our Advanced Practitioner in SLCN using Language for Behaviour and Emotions or Language for Thinking
- Numeracy and Literacy – using suitable baselines tailored to the student, drawing from various standardised sources, including dyscalculia and dyslexia screening assessments as required.

This information is reviewed collaboratively by tutors, key stage teachers, the SEND team, the Head and Deputy Head, and the transition manager. Following this, students embark on personalised English and Maths pathways, specifically tailored to their individual needs, aligned with the Open Awards Functional Skills Curriculum (E1 to L2). These are delivered through project-based learning, discrete teaching, targeted interventions where necessary and supplementary online resources, My Maths and White Rose Maths. PHSE/RSE is taught as per our PHSE/RSE policy and is delivered in tailored, discrete sessions.

Communication-Friendly Environment

Fable House is committed to being a communication-friendly environment. Strategies include:

- Visual Supports such as timetables and cues.
- Speech and Language Interventions delivered individually or in groups.
- Communication Passports to help staff tailor interactions.
- Language-rich classrooms to encourage and scaffold language development.
- Staff Training to support inclusive communication practices.

Student Voice and Participation

At Fable House, we strongly believe that student voice plays a vital role in shaping the curriculum and school experience. We provide a range of opportunities for students to share their views, make decisions, and reflect on their progress. This includes:

- Student-led discussion topics: Students are encouraged to share ideas and suggestions about school activities, policy development, facilities, and curriculum improvements.
- Student-Led Projects: Encouraging students to take ownership of their learning by contributing ideas for projects that align with their interests and goals.
- Personalised planning: These plans are shared with students, giving them the chance to discuss their learning with teachers and support staff.



Through these avenues, we ensure that students feel empowered and engaged in their own learning journeys, promoting independence and ownership of their achievements.

Parental and Community Involvement

We recognise that education is a partnership between the school, the students, their families and the wider community. We promote:

- Parental Engagement: Parents are regularly consulted and involved in decision-making processes concerning their child's education and welfare.
- Inclusive School Community: By fostering positive relationships between staff, students, parents, and the broader community, we build a strong foundation for collaborative success

The Oversight Board

The Oversight Board will monitor the effectiveness of this policy and hold the Fable House directors to account for its implementation. The Oversight Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the Curriculum and other additional statutory requirements
- Proper provision is made for all students with different abilities and needs, including children with special educational needs (SEN)
- Fable House implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Curriculum updates will be provided termly at the scheduled meetings and in an annual report.

Organisation and Pathways

We deliver a holistic, project-based curriculum supported by a hidden curriculum that includes emotional literacy, communication, social skills, routines, independence and community learning.

Students produce project books that collate their learning. Students follow two broad pathways, which are assigned by stage, not age. Maple, our entry-level pathway, and Beech, our blended Level and Level 2 pathway. Both pathways incorporate a range of qualifications



drawing from academic subject areas, as well as preparing them for adulthood through independent living skills, vocational learning, qualifications, and workplace readiness.

We also offer a third pathway on our Access to HE programme for those who are ready to specialise in level 3 studies. A student may work on a blend of the different pathways depending on their individual profile, informed by their EHCP outcomes and student voice

As students' progress, they may move between levels or key stages, and academic evidence, therapeutic needs, parental voice and student readiness always inform decisions.

Curriculum Implementation

Teaching at Fable House is highly individualised due to our 1:1 or 2:1 staffing model. This allows staff to adapt teaching to the needs, interests, sensory profiles and emotional readiness of each student. Learning is supported through the use of PACE (playfulness, acceptance, curiosity and empathy), trauma-informed practice, visual supports, symbolised instructions, structured routines, low-arousal environments and multi-sensory methods.

Teaching combines explicit modelling, guided discovery, hands-on practical learning and real-world problem-solving. Tasks are chunked and scaffolded to reduce cognitive load, and staff use ongoing dialogue, curiosity and reflection to help students understand their next steps. Opportunities for group learning are carefully planned and supported through Forest School, Get Moving sessions, social communication groups, trips and visits, collaborative project work and enrichment clubs.

Evidence of learning is captured in multiple forms, including practical outcomes, experiments, visual work, photographs, videos, witness statements, written tasks, reflective accounts, mind maps and creative responses. Students compile their work in project books, which form a core part of their learning portfolio and are showcased during our three annual Exhibition Weeks, attended by families, carers and peers.

Reading and Literacy

Reading and literacy are taught both discretely and woven throughout all subjects. Vocabulary development is a key focus, supported by vocabulary bags, word maps and explicit teaching.

Students use the Lexia reading program, focusing on word study, vocabulary, and grammar. After completing the auto-placement assessment, each student is assigned a personalised learning program that they can access online. Lexia tracks their progress and generates both individual and group reports. This program is managed by the Literacy Lead.



All students have a local library membership and are encouraged to visit regularly. The Fable House library provides a wide range of age-appropriate, interest-based books, and students can access them freely at any time, with guided sessions once a week.

Reading opportunities are embedded in all subjects, utilising adapted resources to support students' individual needs.

Numeracy

Numeracy is delivered through a combination of discrete maths sessions and cross-curricular integration guided by the Maths Lead

In discrete sessions, students develop key skills in number, measurement, shape, and data at a pace appropriate to their ability, with a focus on identifying and filling any gaps in foundational knowledge to ensure a breadth of understanding and mastery before moving on to more complex concepts.

Embedded numeracy takes place in contexts such as cooking, budgeting, art design, and enterprise projects — helping students apply mathematical understanding to real-world situations.

Get Moving (Physical Education)

Our Get Moving curriculum promotes physical wellbeing and confidence through inclusive activities adapted for all students.

It is structured around three key themes:

1. **Healthy Body** – fitness, nutrition, rest, and recovery.
2. **Healthy Mind** – mindfulness, teamwork, and emotional regulation.
3. **Physical Development** – coordination, balance, strength, and flexibility.

Sessions take place on-site, at local sports facilities, or at our allotment.

We also provide:

- Weekly **boxing sessions** and gym access.
- **Drumming workshops** supporting rhythm, focus, and self-regulation.
- Opportunities for sensory integration through physical exploration.



Forest School

Forest School sessions offer a nature-based learning experience that builds confidence, independence, and problem-solving. Students engage in outdoor exploration, creative projects, and environmental care, supporting emotional regulation and teamwork. These sessions help students build a connection with nature while fostering resilience and calm.

Our PSHE & RSE Curriculum

The majority of the Fable House PSHE and RSE curriculum is embedded into the wider project-based curriculum, making it relevant to the students' overall learning journey and utilising cross-curricular links where possible. The PSHE Lead has reviewed the wider curriculum against the PSHE Association's Secondary Curriculum outcomes to ensure a broad, robust offer. Any outcomes not covered by the wider project-based curriculum are taught in termly, discrete PSHE/RSE sessions planned by the PSHE Lead. We explicitly teach about the nine Protected Characteristics as defined by The Equality Act (2010) in the Prejudice and Discrimination and Diversity, Rights and Responsibilities sessions.

Therapeutic Provision

Therapeutic support is integral to our curriculum. Students have access to in-house Play Therapy, Speech and Language Therapy, Occupational Therapy, and specialist Social Communication Groups delivered by our Advanced Practitioner in SLCN.. Therapists work closely with teaching staff to integrate recommendations directly into daily routines and lessons. Emotional regulation, co-regulation, sensory integration and communication development are embedded across the school day, ensuring that therapeutic input and learning are fully aligned.

SMSC and British Values

Cultural development is prioritised through half-termly continent-focused themes, delivered through creative workshops, guest visitors, craft and music activities, cultural artefacts, maps, recipes and a dedicated cultural learning website which students can access independently. Displays, mood boards and end-of-unit presentations showcase student learning, while a Celebration Board highlights national and religious festivals such as Eid, Diwali and Saints' Days.

British Values are embedded through democratic decision-making, discussions, voting, modelling respectful behaviour, celebrating diversity, and actively participating in our local community. Students are supported to express their views, make choices and understand



fairness, rights and responsibilities. We take great pride in being a part of our local community, and our students engage with the local community and businesses on a daily basis.

Religious holidays are celebrated according to a timetable of key dates that includes major religious festivals and significant community and national events. For each occasion, we offer multi-sensory and interactive displays that provide background information and relevant supporting resources, such as food, drinks, games, and quizzes. This approach not only enriches our students' understanding of various religious traditions but also fosters respect and awareness of different faiths and cultures, helping to create a more inclusive and empathetic community.

We also offer a space for multi-faith prayer for staff and students who wish to use it.

Careers Education and Preparation for Adulthood

Preparing students for adulthood is embedded throughout Fable House. Careers education includes two Careers Weeks each year, personalised Careers Advisor sessions, visits from universities, local organisations and employers, and an annual Careers Fair.

Students receive individualised careers summaries, engage in enterprise activities, explore different occupational sectors and develop work-related skills. Travel training, road safety, community engagement, cooking, budgeting and household skills are taught as core elements of Preparing for Adulthood.

Enrichment Offer

Enrichment is a key component of our curriculum and is driven by student input. Students have the opportunity to choose activities based on their interests, skill development, and aspirations. The activities offered include boxing, gym workouts, DJ lessons, cooking, hair and beauty, animal care, digital media, photography, fishing with a qualified coach, drumming with a specialist teacher and singing with a specialist teacher, snooker and pool, squash and badminton, a Dungeons and Dragons club, geocaching, and allotment work. We also run a monthly youth club aimed at promoting social interaction and independence.

Qualifications, Accreditation and Assessment

Assessment and planning are anchored in each learner's EHCP outcomes. Staff design personalised pathways and tailor reasonable adjustments so that outcomes are lived – visible in routines, interactions and work – as well as recorded.



Students at Fable House work towards a range of both portfolio and exam-based regulated qualifications, from Entry Level 3 to Level 2, including vocational options such as cooking, beauty therapy, catering, hospitality, animal care, business, childcare, digital media, photography, art and textiles, sound and music, conservation and photography.

At Level 3, we offer Access to Higher Education courses in Film and Digital Creative Media. Students may also access GCSE programmes and examinations, where appropriate.

Assessment Weeks take place in November, March and June and include Functional Skills exams, baseline assessments and end-of-year evaluations. Assessment also continues throughout the year through observations, portfolio sampling, classroom marking, student reflections, interviews and professional discussions. This information informs personalised pathways, support plans, qualification routes and next steps.

A wide range of assessment methods are used depending on the qualification, the learner's profile and the learning outcomes being assessed. These may include:

- written work
- presentations
- practical tasks
- Experiments
- creative outputs
- open-book assessments
- problem-solving activities
- visual tasks (posters, leaflets)
- professional discussions
- digitally recorded evidence
- blogs/vlogs
- Reflective accounts

All students leave Fable House with recognised qualifications, maximising future opportunities in education, training, or employment.

Oracy

Oracy is woven into the curriculum through debate boards, exhibitions, group discussions, presentations and daily dialogue. Students are encouraged to listen carefully, share their ideas, justify their opinions, describe their processes and reflect on their learning. Staff work closely with the SALT team and Advanced Practitioner in SLCN to ensure that spoken language, vocabulary development and communication confidence are developed consistently across the curriculum.



Monitoring and Quality Assurance

Curriculum quality is monitored continually. Key stage teachers support planning, offer advice and conduct work scrutiny to ensure progress and consistency. The Head and Deputy Head undertake learning walks and lesson observations. Internal Quality Assurance (IQA) is carried out by our internal IQA and AIV team. Staff receive regular training, attend INSET days, and undertake additional role-specific training and qualifications..

Parents and carers receive an annual report detailing academic, health and well-being progress, and they attend EHCP reviews and Exhibition Weeks to discuss learning, achievements and next steps.

Impact

The impact of the curriculum is measured through student outcomes, academic progress, qualifications, improvements in emotional regulation, communication, confidence and engagement. Student attendance, relationships, behaviour, sense of belonging and readiness for next steps are key indicators of success. Parent and student input are essential for assessing impact, along with evidence of students' independence, well-being, and readiness for future education, employment, or supported living. Progress analysis is looked at individually and is focused on how far students have come, not how far they have to go, linking back to previous data and their position when joining us.

Above all, the ultimate measure of impact is that students at Fable House feel safe, valued, understood and hopeful about their future. When students believe in themselves and experience the joy of learning again, the curriculum has achieved its purpose. Pathways to destinations are ambitious and diverse and include supported routes into employment, training and further or higher education.

Legislative Framework

This policy is aligned with current legislation and guidance, ensuring compliance with statutory requirements for special educational needs provision. The key legislative frameworks that inform our curriculum include:

- Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)
- The Equality Act 2010
- The Mental Capacity Act 2005



- Keeping Children Safe in Education (KCSIE) 2024
- The Education Inspection Framework (EIF) 2019

Links With Other Policies

- Assessment
- SEN Policy
- Equality Information and Objectives
- Safeguarding
- Behaviour and Trauma-Informed Relational Practice
- PHSE/RSE Policy
- Careers Policy
- SMSC Policy
- Reading Policy