



Meadowbank Curriculum Policy

January 2026

Introduction

Meadowbank School provides a primary education for children aged between four and eleven, who have an Individual Development Plan. The majority of our pupils at Meadowbank have a primary need of complex learning difficulties, speech language and communication difficulties, autistic spectrum condition, social communication needs, physical, medical and/or learning disabilities.

At Meadowbank we believe that every child has the right to an education of high quality, where everyone is valued and encouraged to respect others.

We are fully committed to developing and implementing the four purposes of the National Curriculum for Wales 2022, as they will apply within a special school.

We want all of our pupils to:

- Learn and develop to their full potential in an environment where they are encouraged to be **ambitious, capable learners**.
- Take increasing responsibility for their own learning in becoming **healthy confident individuals**.
- Be supported and challenged to become **enterprising, creative contributors** to prepare them to reach their full potential in life.
- Develop their knowledge about their culture, community and society in order to help them to become **ethically informed citizens** of Wales and the wider world.

Our vision

‘Belong, inspire, flourish’

Our vision at Meadowbank is to ensure that our pupils feel a sense of belonging so that they are inspired to achieve and can flourish in the environment.

We have high expectations and hope to enable pupils to achieve the following:

- To develop communication skills so that they can share their needs, wants, thoughts, ideas and opinions with everyone around them
- To reach their full potential, regardless of ability, gender, class and ethnicity.
- To learn how to play so that they can build friendships and relationships in school, their community and wider life

- To learn how to learn so that they can become life-long learners who are curious and confident
- To have dreams and ambitions that inspire them to keep learning and growing
- To achieve independence appropriate to their age and ability so that they can be an active part of their school, community and wider world
- To have the ability and confidence to make informed choices to support their health and wellbeing
- To be aware of danger and know how to keep themselves safe
- To manage their own emotions and feelings so that they can manage new situations and face challenges
- To understand that they are important to the people around them and that their behaviour and choices have an impact on others
- To celebrate success and be aware of their own strengths and skills, leading to increased self-esteem and confidence in their own abilities

To achieve these goals, we begin with the individual needs of the child. These encompass academic, social, behavioral, medical and wellbeing needs. We highlight pupils' strengths and look for areas in need of development to create a pathway to success.

- Staff have a good understanding of child development and a wide range of strategies to support effective learning
- We continually strive to be a staff team of reflective practitioners with high levels of experience and expertise in a range of ALN areas.
- Our curriculum is designed to enable our pupils to access authentic learning opportunities at an appropriate level, according to their individual needs.
- We utilise a wide range of multisensory approaches to provide a bespoke offer to our pupils.
- We place value in providing safe, welcoming and stimulating learning environments that promote and encourage learning
- We prioritise staff and pupil wellbeing to ensure that we are all ready and able to learn.
- We have an expectation that when pupils join the school, their family will become part of supporting their journey at Meadowbank.
- We utilise the expertise and advice of multi-agency professionals to enhance the learning experiences for pupils.

Rationale

Our curriculum offer will take account of individual pupils' needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have equal access to

the very best learning opportunities. It reflects requirements set out in the Additional Learning Needs and Education Tribunal (Wales) Act and refers to curriculum related expectations of governing boards set out by Department for Education (Wales)

Our curriculum considers all of the relevant Welsh Government documents, including:

- A Curriculum for Wales 2022
- A Curriculum for Funded Non-maintained Nursery Settings (2024)
- Routes to Digital Competence (2016)
- Routes for Numeracy (2013)
- Routes for Literacy (2013)
- Curriculum for Wales: Foundation Phase Framework (Revised 2015)
- A Curriculum for all learners (2010)
- Routes for Learning (2006)

In addition, we take into consideration a renewed vision for education and learning in the city of Cardiff as set out in the Cardiff 2030 Capital Ambition document as well as reflecting our core principle and commitment to the United Nations Convention of the Rights of the Child (UNCRC).

Organisation and Planning

Curriculum Entitlement

All of our pupils will have access to:

- A positive learning ethos across the school where everyone treats others with respect and kindness.
- A broad, balanced, relevant, and differentiated curriculum through which they can practice and develop skills.
- An engaging and exciting curriculum irrespective of gender, race or complexity of need.
- Highly skilled and qualified staff who deliver bespoke, quality teaching and learning which recognises pupils' different learning styles, needs and abilities.
- An environment that supports total communication (see below)
- A nurturing environment to support self-confidence, self-esteem and positive relationships.
- Opportunities for inclusion, whether in the main body of the school, or linking with a mainstream school in our community.
- Commitment to holistic and therapeutic approaches, for example speech and language, music therapy etc.

- A commitment to collaboration with all stakeholders including parents, professional outside agencies, community and with the pupils themselves.
- Exciting learning opportunities in a happy, sensitive, secure, safe and stimulating school environment where pupils enjoy learning.
- Celebrations of achievements in all areas including academic, life skills, independence, behaviour, etc. This is embedded into school life and includes instant praise and feedback.
- The culture and language of Wales embedded throughout the curriculum in addition to celebrating it during the month of March (St David's Day).
- Sustained community links to ensure that pupils gain knowledge, experience and understanding of the local community in which they live.

Communication

Communication is the means by which we give and receive information about ourselves and the world. At Meadowbank we focus on early language and communication skills and advocate a 'Total Communication Approach' which includes the use of:

- Spoken language - at a level appropriate to the understanding of the individual child
- Objects of Reference
- Picture Exchange Communication System (PECS)
- Communication boards
- Makaton
- Intensive Interaction
- Visual cues (photos/ symbols/ objects)
- Communication aids - where appropriate

Class teams set specific targets in language/ communication for pupils, according to their needs. Targets are detailed in the pupils' Individual Progress Plan, which are regularly evaluated and updated termly. Targets can also be set in their Individual Development Plan, which are reviewed annually, or more regularly if required.

Curriculum Structure

We have a three-year rolling programme of topics in place, designed with all learners in mind regardless of gender, ability, socio-economic or ethnic background. Topics are designed to reflect the What Matters Statements, ensuring that learners have the

opportunity to focus on all of these Statements across the three-year cycle. Our engaging topics provide a framework from which class teams can plan exciting interactive opportunities for learning and skill development.

Each class team interprets the topic, taking into account the holistic needs of all our learners through the planning of exciting and innovative learning opportunities and experiences which ensure that there are no barriers to every pupil achieving success. These are recorded on medium term planning overviews.

Learning opportunities and experiences are planned across the **Five Developmental Pathways** as outlined in the Curriculum for Funded Non-Maintained Nursery document. These are:

- Belonging
- Communication
- Exploration
- Physical Development
- Wellbeing

These Pathways are the building blocks towards the Areas of Learning and Experience that make up the Curriculum for Wales which are:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Staff are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross curricular and will take into account the following key guidance:

- Literacy and numeracy framework (LNF)
- Routes to Literacy
- Routes to Numeracy
- Digital competence framework (DCF)
- Routes to Digital Competence

Teachers compile short-term bespoke weekly plans, appropriate to the particular needs of the class. These are based on anticipated learning outcomes, assessment and

reflection opportunities. They will take account of cross-curricular opportunities, enrichment activities where appropriate, show levels of differentiation, resources required, and staff roles across the learning.

Individual Progress Plans (IPPs) are written and reviewed three times a year. Targets take into account the priorities identified in pupils' Individual Development Plan as well as the pupil's current presentation, achievement and areas of need. Targets may focus on literacy, communication, numeracy, and wellbeing skills. Teachers are encouraged to identify three targets that aim to address each pupil's predominant needs at that given time and that will support the progress and development of the pupil's knowledge and skills. Parents are encouraged to work collaboratively with the class teacher to evaluate progress and identify next steps for their child.

Pupils are grouped according to their individual needs rather than their chronological age. When a child enters Meadowbank, consideration is given to their communication skills/communicative intent, any diagnosis or pending diagnosis, social communication needs, learning levels, and health care needs.

We are developing our provision work in Teaching and Learning Clusters. There are currently 5 clusters that support learners at different learning levels and ages, from Early to Exploratory, Exploratory to Curious and Curious to Confident.

This structure enables us as a school to ensure the most appropriate and relevant pedagogy; strategies, expertise and environment are available for our pupils to ensure progress.

Roles and responsibilities

Governors

Governors will monitor the effectiveness of this policy and will also ensure that:

- A Curriculum Sub-committee in place to support, monitor and challenge the delivery of the curriculum across the school. It participates actively in decision-making about the breadth and balance of the curriculum.

Senior Leaders

Senior Leaders have overall responsibility for leading and monitoring planning and ensuring links with school development planning, professional review and staff development. They ensure that:

- All the required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- The school's procedures for assessment meet all legal requirements.
- Appropriate time is given to staff to plan, prepare, assess and reflect on their curriculum offer
- Staff are encouraged and supported to be creative and forward thinking when developing appropriate provision for their pupils. Our collaborative ethos of 'have a go' supports a culture of errorless learning for both staff and pupils.
- We continue to enhance the expertise of the Meadowbank staff team by offering a suite of professional development opportunities both in-house and externally. We value the importance of peer-to-peer working and support.

Staff community

Planning is a collective responsibility. All teachers lead or co-lead on an individual Area of Learning and Experience (AOLE) and are matched to these, wherever possible in line with qualifications, expertise and interest.

- Each Area of Learning Experience lead is responsible for fostering enthusiasm and promoting engagement in their AOLE area.
- They will support the development of an AOLE policy statement that is reviewed regularly to reflect the aims of the school and needs of our pupils.
- They will take regular opportunities to self-evaluate the AOLE and action plan to inform future school improvement planning.
- They will provide advice, peer support, professional dialogue and training opportunities to colleagues to develop curricular implementation as well as lead curriculum working parties.
- The staff community will ensure the organisation, ordering and maintenance of resources, ensuring that good quality, relevant and plentiful resources are available.
- The staff community will also support parents in understanding the curriculum at Meadowbank through the sharing of information, enrichment days, and open days.

Parents

At Meadowbank we consider parents to be our partners, working collaboratively with the school to support their child's ever evolving needs. Parents' views and their involvement

are encouraged in the learning process. This takes place formally through discussion, attendance at progress meetings, multi-agency meetings, Person Centered Review meetings, engagement with SeeSaw (our home/school communication platform) and more informally through social and community events held at the school.

Pupils

Pupils' views are valued, and their involvement in developing the curriculum at Meadowbank is also encouraged. The School Council enables 'pupil voice' to be heard and opportunities are given for the members to contribute to whole school decisions where appropriate, for example supporting recruitment or the purchase of new equipment for the school. Pupils make choices throughout their school day and more formally in their person centred review where appropriate.

Multiagency working

We value the cooperative nature of multi-agency working to support us in providing a seamless response to individuals with multiple and complex needs. This can be as part of a multidisciplinary team or on an ad hoc basis when advice and guidance is needed. We work with a range of health and education professionals depending on the individual needs of pupils.

Monitoring and Review

Our Governing body is responsible for monitoring the way the school curriculum is implemented and evaluating its effectiveness.

AOLE leads monitor the way learning opportunities are provided throughout the school for their curriculum area. They support staff with medium-term planning and ensure that appropriate teaching strategies are used through liaison with staff to monitor planning and coverage.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Policy Re written: January 2026

By: Jenna Powell

Presented to, and agreed by, Governors: 26.01.2026

