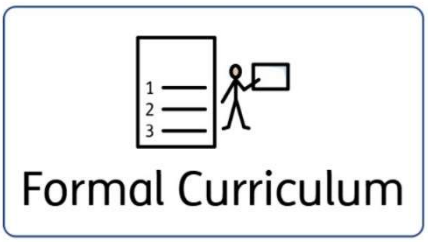
Hollywater School

Inspire. Believe. Achieve.

Hollywater Formal Curriculum / National Curriculum

Green Class (KS2)
Orange Class (KS3)
Charcoal Class (KS3)
Aqua Class (KS4)



September 2026

Rationale

The intent of Hollywater's curriculum is to prepare pupils for adulthood. Succeeding in life for our pupils means living as an independent life; not just having a voice but having the skills to make their own choices and have control over their lives.

Our curriculum equips pupils with the essential life skills, knowledge and cultural capital that they will need to become the most independent and happy versions of themselves that they can be.

We aim to :

Inspire, motivate and challenge our children to be curious learners.

Develop aspirational, independent and resilient learners who **believe** they can.

Enable our children to **achieve** their full potential, that is individual to them.

Intent

At Hollywater all pupils have different needs and these can vary widely across the school. To support all pupils needs effectively Hollywater adopts a different curriculum pathway for cohorts of pupils. Pupils are placed on a pathway dependant on their cognitive, communicative, social/emotional and sensory needs. At Hollywater School we have 5 curriculum pathways and they are :

Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum
PMLD	Complex SLD, SLD/Autism	SLD, SLD/Autism	SLD/MLD Autism	
Profound and Multiple Learning Disabilities	Working consistently and over time at the most complex end of the SLD spectrum	Working consistently and over time at or below the earliest reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations

Each class follows a curriculum pathway that best suits the learning needs of the pupils in the class. Pupils may remain in a pathway during their time at Hollywater or they may move between pathways dependant on their needs and development.

Hollywater School has pupils that operate within all curriculum pathways. We use the EQUALS curriculum model as a basis for our curriculum but we also use

EYFS, the National Curriculum, KS4 Accreditations and Preparation for Adulthood.

How we approach teaching is influenced by our pupils' complex needs and will be determined by the individual's level of learning difficulty; their preferences and motivations and their ability to and willingness to follow instructions or engage in adult led learning.

Pupils working within the formal curriculum are doing to learn. The curriculum is designed to be fun, engaging, practical and meaningful and matched to pupils learning and developmental needs. At Hollywater, our Formal curriculum aspires to create…

- pupils who are motivated and inspired towards a lifelong interest in learning
- a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best
- a broad and balanced curriculum based on the National Curriculum and SEND broad areas of need considering the uniqueness of our pupils
- the most effective use of every learning opportunity created or encountered, all day, every day
- an aspiration and preparation for life beyond Hollywater and what that may look like for our learners
- pupils who have accessed and practised values and broad experiences of life in modern Britain
- opportunities to work with the community to promote local, national and global awareness
- pupils who have a good understanding of careers available to them beyond Hollywater – Gatsby Benchmark

Implementation

The Formal curriculum is for our most independent learners. This pathway includes elements of National Curriculum subject-specific learning and is for those students moving towards the National Curriculum expectations.

Within classes following the Formal curriculum pathway you will find the following provision:

- Students present with an established communication system.
- Students will require some support but are working towards independence. The adult to student ratio is still high.
- Pupils follow a class timetable with opportunities for individualised and targeted work.
- Transitions are manageable and part of a highly structured day.
- Teaching approaches are tailored to suit their needs.

- Students work towards objectives which are appropriate to their developmental stage.

The Formal Curriculum pathway consists of adapted National Curriculum subjects, combining life skills, learning outside the classroom and creative subjects. This curriculum pathway 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. At Hollywater we have adapted subjects to reflect the needs of our pupils, whilst ensuring they provide ambition, challenge, and opportunities for progression.

The Formal Curriculum, which includes a rich diet of both core subjects and more diverse subjects, works to ensure that the experience of learning is smooth, as well as contextualised opportunities for application. 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 with very real opportunities to develop skills for independent living and work beyond school. All subjects are designed to develop pupil's ability to communicate effectively, and to learn about their own and other communities, countries, and cultures.

The Formal Curriculum goes beyond the academic and focuses on developing skills for life, where pupils have the opportunity to practice and rehearse these skills in different contexts. Everything we do is there to support every child towards an independent as adulthood. We recognise that for each pupil, this will present different challenges and opportunities, therefore thorough preparation and practice is essential in every subject area as well as incidental learning opportunities.

Within KS4 this pathway includes elements of National Curriculum subject-specific learning (English, Maths, Science and Computing) alongside more vocational opportunities (The Apex Centre Woodwork, Plastering, Bricklaying and Carpentry and a range of other opportunities including Horse Riding and Duke of Edinburgh Award).

Within this pathway for KS4 you will find the following provision:

- Students present with an established communication system.
- Students will require some support but are working towards independence. The adult to student ratio is still high.
- Pupils follow a class timetable with opportunities for individualised and targeted work.
- Transitions are manageable and part of a highly structured day.
- Teaching approaches are tailored to suit their needs.

- Students work towards objectives which are appropriate to their developmental stage.
- Social, emotional and mental health support.
- Discussions and modelling of managing emotions and dealing with situations both in school and out in the community.

The Formal curriculum within KS4 includes a rich diet of both core subjects and more diverse vocational opportunities, works to ensure that the experience of learning is smooth, as well as contextualised opportunities for application. 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 with very real opportunities to develop skills for independent living and work beyond school. All subjects are designed to develop pupil's ability to communicate effectively, and to learn about their own and other communities, countries, and cultures.

The Formal curriculum within KS4 goes beyond the academic and focuses on developing skills for life, where pupils have the opportunity to practice and rehearse these skills in different contexts. Everything we do is there to support every child towards being independent in adulthood. We recognise that for each pupil, this will present different challenges and opportunities, therefore thorough preparation and practice is essential in every subject area as well as incidental learning opportunities.

Impact

The Formal curriculum pathway provides pupils with a discrete subject based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills. We will know that our curriculum has been successful if our pupils can…

- make sense of the world around them
- achieve their full potential in all aspects of their development regardless of their starting point
- become confident, resourceful, enquiring and develop their independence as a learner
- demonstrate self-respect and positive self-esteem
- show understanding of the attitudes, ideas and values of others
- show respect for others' feelings
- build positive relationships with other people
- show respect for a diverse range of cultures and in doing so, promote positive attitudes towards other people
- acknowledge their school community and feel valued within it
- protect themselves from power and influence online and through social media
- demonstrate some understanding of democratic ideals and British values

- take full advantage of facilities and opportunities which are available to them in the local and wider community

- engage with and contribute to experiences which take them beyond their own, immediate experience of the world

- develop a healthy respect and enjoyment of the natural environment in which they live

We measure the impact of the curriculum in a number of ways.

Progress is recorded within Earwig – generalisation, fluency, independence and maintenance of skills and knowledge measured. Baseline data is gathered in the first half term and progress is recorded through evidence collated as well as data harvest points throughout the year. Termly assessment meetings are held between DHT and class teacher to discuss pupils making little, good or excellent progress. Pupil progress meetings are held with parents throughout the year.

Personalised targets outlined in EHCP targets across the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical Development and Social, Emotional and Mental Health Development. Pupils have EHCP targets set each year which focus particularly on what they need to learn. EHCPs targets are written taking into account progress already made and consideration of what they now need to learn, and what they may be able to achieve. Ensuring that they have challenging but realistic targets which allows them to make progress. Achievement of these targets are also recorded via Earwig.

Plenty of photographs are taken of what the pupils are learning and achieving in school and these are shared with parents through Earwig. Record of Achievements are compiled for each pupil with pupils work as well as photographs.