Overley Hall School
‘Bud to Bloom’
Curriculum Policy Statement

Curriculum Intent

At Overley Hall School, our **Bud to Bloom Curriculum** is an ambitious, holistic and therapeutic curriculum designed to meet the **complex, severe, profound and diverse needs** of our pupils. Many learners experience autism, learning disabilities, attachment differences, sensory processing differences and barriers to communication, regulation and engagement. Our curriculum is therefore **developmental rather than age-driven**, meeting each pupil at their starting point and enabling them to make **meaningful, sustained progress** over time.

Our intent is to ensure that every pupil:

- Develops functional communication, emotional regulation and independence
- Acquires knowledge, skills and understanding in a sequenced and cumulative way
- Experiences success, belonging and high aspiration
- Is prepared for adulthood, community participation and a fulfilling life

The curriculum is underpinned by research-informed practice, the DfE Broad Areas of Need, British Values and SMSC, and is shaped by our core values HAPPY (High-reaching, Approachable, Professional, Positive outcomes, Young people first). Communication, personal development and emotional wellbeing are prioritised as the foundations for learning.

Curriculum Implementation

The Bud to Bloom Curriculum is a developmental, banded spiral curriculum delivered through integrated education and therapy. Learning is personalised, sequential and progressive, ensuring knowledge and skills are revisited, embedded and generalised over time.

Key features of implementation include:

- Developmental bands (Immersive and Budding) aligned to ability and need, not age
- Clearly mapped progression from early development through subject-specific learning towards National Curriculum pathways where appropriate
- A strong emphasis on language-rich environments, vocabulary development and total communication (including AAC)

- High-quality teaching informed by reflective practice, CPD and collaborative planning
- An integrated therapeutic offer (Speech and Language Therapy, Occupational Therapy, Clinical Psychology and therapeutic approaches such as Zones of Regulation, PACE, TEACCH, SCERTS and Intensive Interaction)
- Learning delivered through real-life, meaningful contexts, enrichment, Pathways to Independence, hobbies, careers and community engagement
- Flexible grouping, immersive and sensory-informed environments, and structured routines that reduce anxiety and promote engagement

Assessment is ongoing and purposeful, using the school's CPG framework (Continuum, Prompting, Generalisation) to measure progress beyond attainment alone. EHCP outcomes and IEP targets are directly aligned to curriculum planning and reviewed regularly with families and professionals.

Curriculum Impact

The impact of our curriculum is demonstrated through individual progress, not comparison. Pupils make sustained gains in engagement, independence, communication and emotional regulation, enabling them to access learning more confidently and with reduced reliance on adults.

As a result of the Bud to Bloom Curriculum, pupils:

- Make strong progress from their individual starting points
- Achieve or work meaningfully towards EHCP outcomes
- Communicate more functionally across a range of contexts
- Regulate emotions more effectively and manage change with increasing independence
- Generalise skills across environments, people and situations
- Develop confidence, self-awareness and pride in their achievements
- Are well prepared for transitions, adulthood and life beyond school

Ultimately, learners leave Overley Hall **safer, more independent, more confident and better equipped** to participate positively in their communities and lead fulfilling lives, with a love of learning and belief in themselves.