



THLCIC - Curriculum Policy

Approved by:	Naomi Long Srikrotriam	Date: 31 st August 2019
Last reviewed/updated on:	1st September 2025 by NLS	
Next review due by:	1 st September 2026	

Headteacher: Naomi Long

Age Range: 14-19

Number of Pupils: Maximum 18

Setting: Special Independent

1. Policy Statement

At Treasure House, our curriculum is bold, flexible, and deeply personalised. Our cohort are mixed ability whose educational progress has been restricted up to the point of entry. We combine academic challenge with therapeutic support to meet the holistic needs of each pupil. Through small classes and strong relationships, we empower students to re-engage with learning, overcome barriers, and achieve qualifications and life skills that prepare them for their next steps. Our curriculum develops cultural capital, broadens horizons, and is adapted to each child's unique context—ensuring every student, whatever their starting point, can thrive.

2. Curriculum Intent

Our curriculum reflects our primary aim to provide a sandbox experience for young people to interact as part of a system within a microcosm of wider society, with a focus on managing the effects of neurodiversity on living and learning.

We aim to provide a broad and balanced curriculum tailored to our pupils' individual needs. We have a track record of seeking a student-centric curriculum offer, prioritising core skills (literacy, numeracy, communication) whilst capturing and capitalising on the deeper interests of our individual students.

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Our ultimate aim is to satisfy the requirements for progression through supporting our students' ambitions to gain the right accreditation and develop their skills to thrive in social and formal settings.

Our curriculum provides knowledge and skills in a broad and balanced range of subjects, developing the behaviours required to learn well and make progress.

We design our curriculum afresh each year dependent on the needs and interests of our small cohort, for example, music may be popular in one year and art or technology in the next. We rely on a flexible workforce to facilitate this, including the use of external tutors and expert facilitators where appropriate.

Neurodivergent students particularly need to feel seen and understood. Much trauma they hold stems from their needs being missed in mainstream education, sometimes due to masking behaviours. Small class sizes of no more than six per facilitator, but usually no more than three, allows for gaps in learning to be identified through immediate feedback and addressed through targeted delivery. Formal written assessment further prepares students for exams allowing adaptive teaching according to need.

Through nurturing individual relationships with students, teachers are able to support their self regulation by foregoing the hierarchical facilitator/pupil model, meeting individuals where they 'are at' within the greater context of group needs. Through these relationships students learn to identify their own needs, express them and negotiate a productive and secure working relationship.

Therapeutic and academic approaches are woven together/in balance and it is understood that there is no separation between social and emotional wellbeing and capacity to learn. In some cases, desire to excel can be counterproductive to the balance of the whole. It is common for some young people to locate their self-esteem in high academic achievement to the detriment of their social, physical and emotional wellbeing. We seek to promote balance through the provision of therapeutic interventions and education from multi-disciplinary professionals including, talking therapy, Speech & Language Therapy, Occupational Therapy, mentoring and PSHEE. We have strong relationships with CAMHS and other external professionals that promote working together for the young person.

Teachers are required to be flexible to mitigate the effects of sporadic attendance, emotional dysregulation or avoidance from students. Teachers are encouraged to develop the ability to assert their needs within their role, setting clear expectations and using emotional literacy to model respect within relationships. We practice non-violent communication strategies to solve problems arising from transference (the young person assigning a role to an adult based on their past experiences) or conflicting needs.

Ultimately, regardless of starting point, students are set the target of gaining five or more qualifications at Entry Level, Levels 1-2 or Level 3/A-Level. We provide Entry Level qualifications, GCSEs and Functional Skills, A-Level, EPQ, Arts Award, ASDAN which covers the entire ability range, age and developmental stage. We emphasise a cross curricular approach, for example, studying

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psychology, art and music through Extended Project delivered through collaboration with three or more staff.

3. Curriculum Implementation

Teaching & Learning

Our knowledgeable teachers use adaptive techniques to address the different needs of our cohort. A full understanding of the Educational, Health & Care Plan (EHCP) of each of their students is vital in developing the approach to teaching. Teachers are required to offer clear explanations of theory, balancing this with models that promote understanding within a range of different neurotypes. We aim to make the abstract tangible and therefore more accessible, for example garden management as a vehicle to understand biological processes. We seek to uncover and embed knowledge through a dialogic, discursive and interactive approach to teaching and learning. Lecture style delivery is discouraged, particularly due to expressive and receptive language difficulties that many students are diagnosed with, however in some cases it is appropriate to prepare students for Further or Higher Education modalities. Some students process better through written word and require less discourse and more focused independent study.

Techniques used may vary year-to-year with differing developmental stages (more cognitive barriers one year and more social the next), educational stage (e.g. more KS4 students one year and KS5 the next) or other difference, such as generational difficulties attending school being more or less impactful.

Each teacher is an expert in their subject area and is offered CPD to retain up to date knowledge. Teachers have a thorough understanding of the specific barriers to progress within our provision, including gaps in knowledge and changing group dynamics due to barriers to attendance. Lesson planning must be flexible, whilst Schemes of Work are designed carefully to suit the cohort, there will usually be a requirement to adapt planning and delivery to sustain active engagement whilst covering a full curriculum.

Teachers create cohesion within the group, developing interdependence through promoting a common purpose and an environment conducive to learning. Scaffolding is used to model structure and then gradually removed. Engaging students who are yet to develop or recover a desire to learn is through design and delivery of relevant and relatable lessons, broadening often narrow life experiences and encouraging joy through curiosity. Students are encouraged to overcome a fear of failure and the judgement of others and develop the confidence to ask questions if they don't understand and the sturdiness to receive feedback.

Curriculum Development

Our primary purpose is to develop knowledge, skills and abilities in as many areas as possible. Accreditation is particularly valued by our students, parents and the EHCP Coordinators driving the

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decision to provide qualifications to endorse student achievement. Teachers offering accreditation as part of their subject will prioritise the requirements of the syllabus when designing and delivering their programme. Attendance and capacity to learn affect final decisions as to whether a student is ready to be entered into an exam and what level is most appropriate. Staff and leaders meet to decide entries, however, these may be changed if circumstances require it, for example, where a student is unable to attend through injury. The Deputy Head is Exams Officer and makes final decisions about teacher recommendations for entry.

In most cases teachers follow SoW and textbooks from foundational topics to more advanced topics in a logical order in order to establish the basics first, but sometimes we deviate from this if e.g. a harder unit could spark a student's interest. Where textbook activities are not appropriate, teachers make their own resources. Teachers are very adaptive and flexible if students do not understand or enjoy the work. Some teachers embed underlying knowledge in earlier years (where possible) that students can access later at GCSE and AL, thus creating 'patterns' through the big ideas that are taught.

We follow a spiral curriculum, following models such as Bloom's taxonomy and Rosenshine's principles, starting with revisiting prior learning both from the previous sessions and past learning, building on students' knowledge every lesson. We create links across subjects and curricula in order to add to an overview that is sometimes limited in those with autism and related differences. Some teachers follow more of a mastery model before students move on to the next topic.

Decolonising the curriculum is an area of development, further bringing students' understanding of the subjects closer to their own experience and including sources and knowledge from diverse and inclusive viewpoints, for example, challenging authors' viewpoints and promoting critical thinking through science, media studies and psychology.

Engagement is often difficult when students are in the depressive position, have lost most of their trust in the educational system and institutions and are shut down to possibilities that they can progress. Most teachers develop as engaging activities as possible, such as quizzes, games, technology, showcases practical skills sessions such as teaching a workshop and multi-media resources. We supplement this with one trip per term planned around the subject curriculum, supporting progression routes in the subject as well as trips to create cultural and social capital and to enliven the senses.

Learning Objectives are communicated to students, as well as where they are in the curriculum and where they are heading. Each subject teacher sets a short- and long-term IEP target and meets with their student to communicate this and the roadmap to get there. Teachers are clear about why they are teaching the (series of) lessons, i.e. not just to pass a GCSE but where does it fit into the bigger picture of curriculum plans. IEP targets should be reviewed and where necessary revised at the end of term and are addressed in termly reports sent to student and parent(s)/carer(s).

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Assessment and Differentiation

Assessment for learning

We are always provided with some assessment information from previous settings, this is not always reflective of ability. Small class sizes allow our teachers to have an accurate understanding of where their students are at through discussion and questioning, including an initial assessment on entry. Informal assessment does not always translate to exam success so dialogic assessment is supplemented by written exercises and independent practice to develop the skills needed for formal testing.

Approaches to assessment include:

- **Summative tests** - past papers, at the end of a topic or in the run up to exams, formal assessment for language using the CELF 5.
- **Formative tests** - discussion, questioning, verbal tests and verbal feedback, direct messaging in Gdocs, exam questions in plenaries
- **Explorative discussions** - open ended or directed discussion exploring the topic, room for expanding to other topics or information, enfranchising the student in subject expertise
- **Observations** - both in class, therapeutic contexts, other lessons with other teachers and through shared experience at lunchtime and other off-timetable sessions
- **Mock Exams** - taken every Spring, these are uniformed and carried out in exam conditions to provide students with an expectation of what an exam will look like

Teachers check for misconceptions and plan delivery around this. It can quickly become clear that students have missed educational foundations through poor attendance in earlier years. Group dynamics are therefore complex and it requires skill and self-reflective practice to support the whole process.

Marking and feedback

In-depth marking takes place at least once every half term alongside verbal and written feedback given every session. This is informed by 'What Went Well' and 'Even Better When' statements but includes other signposting to progress. Self assessment and peer assessment is encouraged in order to develop sturdiness in the student and students are encouraged to influence the lesson style and delivery where appropriate. Termly reports are sent to students and parents with further feedback.

Monitoring, adaptation and collaboration

We record attendance and behaviour on Arbor, our MIS. This data informs approaches to teaching, sharing good practice and barriers to engagement. This is supplemented by information sharing and strategy forming in daily staff briefings and weekly meetings. Staff collaborate across subjects through formal and informal meetings and email.

Regular informal observation (easy in the open-plan format of the building) alongside learning walks, book looks, and lesson observations is used by leaders to monitor consistency, quality, and pupil

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engagement. Feedback from students and parents is regularly gathered informally and through formal surveys and used to adapt practice. Implementation is reviewed weekly through meetings and refined based on what works for our students.

CPD

Staff training is both subject specific as well as focused on educational practice and therapeutic understanding and approaches. CPD is delivered both in house through INSET and externally through recognised providers including AQA, Trinity, ASDAN, Best Practice Network.

Impact:

Assessment:

Educational Attainment in 2024/25:

Highlights

- One student achieved grade 9 at English Literature and History
- Two students gained Grade 8 in Psychology
- Two students achieved Gold Arts Award (Level 3)
- 90% of students successfully transitioned to FE provisions after leaving the school.

Results

Level 1 Functional Skills English Pass

Male	Female
2	N/A

GCSEs

	Male		Female	
Subjects	Grade 1-3	Grade 4-9	Grade 1-3	Grade 4-9
Maths	1	0	1	2
English Language	0	1	0	0
English Literature	0	0	0	1

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Psychology	1	0	0	2
Biology (Foundation)	0	0	0	1
History	0	0	0	1

Arts Award

	Male		Female	
	Passed	Unclassified	Passed	Unclassified
Gold	1	0	1	0
Silver	0	0	0	0
Bronze	2	0	0	0

Grade distribution

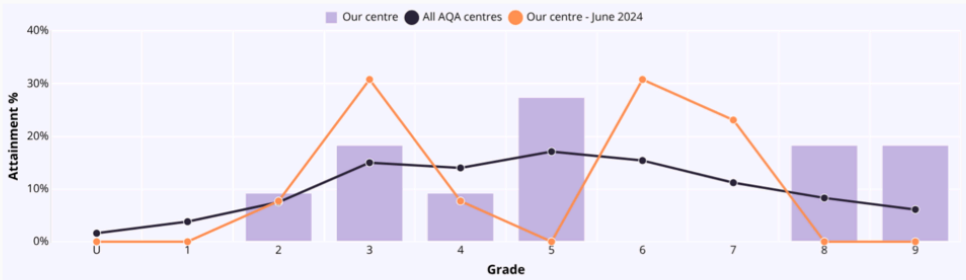
Centre: TREASURE HOUSE

Session: June 2025

Compared with: June 2024

Grades overview - all GCSE

11 entries



	Total entries	U	1	2	3	4	5	6	7	8	9
Our centre	11	0.0%	0.0%	9.1%	18.2%	9.1%	27.3%	0.0%	0.0%	18.2%	18.2%
All AQA centres	2,731,963	1.6%	3.8%	7.5%	15.0%	14.0%	17.1%	15.4%	11.2%	8.3%	6.1%
Our centre - June 2024	13	0.0%	0.0%	7.7%	30.8%	7.7%	0.0%	30.8%	23.1%	0.0%	0.0%

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Two students worked particularly hard to improve their attendance, one was motivated by GCSEs and managed to prioritise studies in light of this, another was able to increase their distress tolerance so significantly that they increasingly remained in school when uncomfortable rather than asking to go home, increasing his punctuality and leading to a decrease in lateness and absence.

In the 2023/24 year we worked with Higgins, RISE, CAMHS, Sustainability Strategy, UCG Internships, Autism Project, Department for Education, Apprenticeship and Skills Team, ABW Careers, St Giles' Trust, Mencap Supported Internships and Berkeley Homes. These provided fruitful opportunities to increase careers awareness. We also worked with a number of guest speakers and workshop providers including DJ Sterling Reigns and professionals in the fields of childcare, auditing, PR and marketing, construction, legal, medicine and accounting.

Five students left during the period, either because they aged out or at their natural progression point. Four out of five went on to further education including music provisions SupaJam and Access Creative Music College, Autism Project and SFX Sixth Form College. The other took part in work experience and is now looking for employment.

Areas for development

Ensure we are closing the loop in terms of implementation. Is the Plan, Do, Review process being supplemented with

Priority 1. The promotion of **mathematics skills across the curriculum** will develop in line with our curriculum plans with three teachers now delivering maths as a subject at three different ability levels and cross-over with DT, Psychology and Biology becoming more explicit

Priority 2. Strengthen operational **management structure** embedding practice reflected in this new policy and ensuring a rigorous monitoring process in conjunction with better appraisal practice

Priority 3. Audit resources, with a view to decolonising the curriculum and creating shared resource banks

Examine why & how resources are used across subjects, e.g.

- Students: textbooks, worksheets, 4D, audio visual, online/digital websites/platforms.
- Teachers - lesson plans and schemes of work

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- Teachers - planning & assessment: teacher guides, past papers, methods of tracking progress, adaptive technologies

Evaluate the quality and effectiveness of these resources identifying areas for improvement

Priority 4. Create summarised versions of this document for greater accessibility

Consider stakeholder perspectives and the need to be neurodiversity friendly in our communication style

Roles and Responsibilities

- **Headteacher:** Oversees curriculum design, implementation, and review.
- **Deputy Headteacher:** Manages day-to-day implementation and SEND, reviewing planning and supporting adaptations where necessary, meets with parents to troubleshoot disengagement.
- **Staff:** Deliver and adapt the curriculum.
- **Governors:** Monitor curriculum effectiveness and challenge leaders.

Time schedule for implementation and review:

Action	Frequency	Who?
Reflexive practice day-to-day	Daily staff briefing	Headteacher & Staff
	Weekly meeting	Headteacher & Staff
Planning meetings (also through appraisal)	Start of academic year	Deputy Headteacher (Headteacher)
Curriculum & timetable design	Two day INSET each Spring	Leaders Whole staff
Exam review meetings	Once after Mocks, once at Autumn term INSET	Deputy Head (Exams Officer) Headteacher Staff
Staff appraisal	Annual	Headteacher & Staff

Appendix A: Implementation Review Example

For termly reflection on curriculum effectiveness:

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What's Working Well (WWW)	What's Not Working (EBW)	Actions to Take	Who's Responsible	By When?
Maths embedded in DT	Low engagement in PSHEE	Review lesson format and student feedback	PSHEE Lead	Next half term
Strong partnership with CAMHS	Gaps in cultural capital trips	Plan new enrichment activities	Curriculum Lead	End of term

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