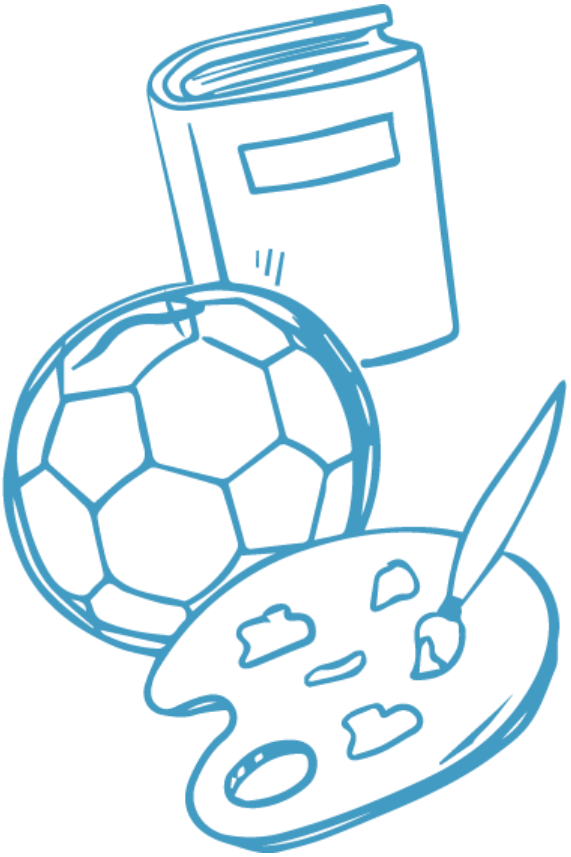
Curriculum Policy



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storybrook

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1. Introduction and context

Storyybrook is a specialist independent school for pupils with Social, Emotional and Mental Health (SEMH) needs and associated Special Educational Needs. Many pupils arrive having experienced disrupted education, unmet needs, relational trauma, exclusion or prolonged absence from structured schooling. As a result, pupils often present with gaps in knowledge, reduced academic confidence, difficulties with emotional regulation and limited trust in educational environments.

Improving attendance and sustained engagement with education are considered essential outcomes of the curriculum.

The curriculum at Storyybrook is designed explicitly in response to this context. It is underpinned by the principle that pupils with SEMH needs do not require a reduced curriculum, but one that is carefully structured, coherently sequenced and explicitly taught, enabling them to access learning successfully.

We do not reduce the curriculum. We make it clearer, more structured and more accessible.

The curriculum serves two equally important purposes:

- To secure substantive academic knowledge across a broad and balanced range of disciplines
- To rebuild pupils' capacity to function successfully within structured learning environments

Academic progress and emotional development are therefore treated as interdependent elements of the same process.

2. Curriculum intent

The Storyybrook curriculum is deliberately knowledge-rich and cumulatively sequenced, ensuring that learning builds over time and is retained in long-term memory. It reflects a commitment to providing all pupils with their full academic entitlement while recognising the developmental and regulatory needs associated with SEMH.

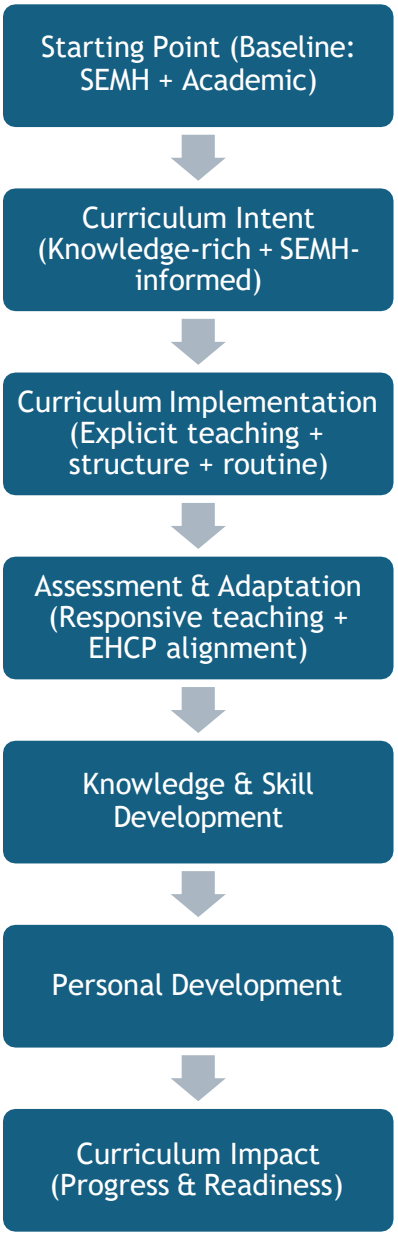
The intent of the curriculum is to enable pupils to develop secure foundations in literacy and numeracy, acquire knowledge across a broad range of subjects and understand how knowledge is structured and applied within disciplines. Alongside this, the curriculum is designed to strengthen pupils' independence, vocabulary, reasoning and capacity to engage with increasingly complex ideas.

Crucially, the curriculum recognises that emotional security and cognitive engagement are closely linked. Pupils are therefore supported to develop self-

regulation, resilience and confidence as learners, enabling them to re-engage with education and prepare for future transitions.

Curriculum Journey Model

The Storyybrook curriculum is designed as a coherent journey from pupil starting points through to measurable academic and personal development outcomes.



This model ensures that curriculum intent is translated into consistent classroom practice (implementation) and results in meaningful, sustained pupil progress (impact).

3. Mixed-Age Curriculum Design at Storyybrook

At Storyybrook, our mixed-age classes are intentionally designed to support both academic progress and pupils' social, emotional and developmental needs. Curriculum design is driven by progression in knowledge, skills and disciplinary understanding, rather than by pupils simply moving through content according to chronological age.

Learning is carefully sequenced through a cyclical model which ensures pupils:

- revisit important knowledge over time
- deepen understanding through increasingly ambitious expectations
- encounter new content rather than repeat previous learning
- apply learning with increasing independence and sophistication
- develop confidence through relational and collaborative learning experiences

Progression is mapped across each cycle to ensure increasing complexity in:

- substantive knowledge
- disciplinary thinking
- vocabulary
- communication
- independence
- application of learning

Teachers use adaptive teaching approaches so that all pupils access the same ambitious curriculum while receiving appropriate support or challenge. Expectations are increased through:

- greater depth of explanation
- increasingly sophisticated vocabulary
- interpretation and evidence use
- independent application
- critical thinking and justification

Mixed-age learning also provides opportunities for pupils to:

- learn collaboratively
- model language and learning behaviours
- develop leadership and confidence
- strengthen relationships and belonging

Within our SEMH context, mixed-age classes support emotional safety, positive relationships and successful participation while maintaining high academic expectations for all pupils.

Further Curriculum design principles

The curriculum is underpinned by a number of core principles which ensure both academic rigour and accessibility.

Knowledge is treated as the foundation of learning. Each subject is structured around clearly defined concepts which are revisited and developed over time. A clear distinction is made between substantive knowledge and disciplinary knowledge, ensuring that pupils not only acquire information but understand how knowledge operates within each subject.

Substantive and Disciplinary Knowledge

At Storyybrook, the curriculum is designed to develop both substantive knowledge and disciplinary knowledge across all subjects.

Substantive knowledge - refers to the key facts, concepts, vocabulary and information pupils learn within a subject. This is the essential content that pupils build, revisit and retain over time.

Disciplinary knowledge - refers to the ways of thinking, working and applying knowledge within a subject. This includes the skills of enquiry, investigation, interpretation, reasoning and evaluation that enable pupils to understand how knowledge is created and used by experts within different disciplines.

For example:

- in history, pupils learn historical facts and chronology (substantive knowledge) while also learning how historians use evidence and interpret sources (disciplinary knowledge)
- in science, pupils learn scientific concepts (substantive knowledge) alongside observing, predicting, testing and drawing conclusions (disciplinary knowledge)

The Storyybrook curriculum ensures that pupils develop secure knowledge while also learning how to think, question and apply understanding across different areas of learning.

Curriculum sequencing is carefully planned to ensure coherence and progression. Knowledge is introduced in a logical order, allowing pupils to build on prior learning and develop increasing conceptual understanding. This is particularly important for pupils with disrupted educational histories, as it enables gaps to be addressed systematically.

Teaching is characterised by explicit instruction. New learning is clearly explained, thinking is modelled and pupils are supported through guided practice before moving

towards independence. This reduces cognitive load and ensures that all pupils are able to access learning successfully.

Retention is a central focus. Learning is reinforced through structured retrieval, repetition, vocabulary rehearsal and application in different contexts. Knowledge is not considered secure until it can be applied independently.

The curriculum is delivered within a regulation-aware framework. For pupils with SEMH needs, emotional regulation is a prerequisite for learning. Predictable routines, structured lessons and consistent adult responses ensure that pupils remain cognitively available for learning.

Behaviour is not treated as separate from learning. It is understood as a form of communication and teaching approaches are adapted accordingly to support pupils to remain engaged.

Foundational Knowledge and Curriculum Access

The curriculum at Storyybrook prioritises the development of strong foundational knowledge as the basis for successful engagement with increasingly complex learning. Many pupils join the school with disrupted educational experiences, gaps in learning, insecure prior knowledge and reduced confidence in core areas such as reading, communication and mathematics. The curriculum is therefore deliberately structured to identify, rebuild and strengthen essential knowledge, skills and learning behaviours which enable pupils to access the wider curriculum successfully.

Foundational knowledge is explicitly taught, regularly revisited and carefully sequenced to support long-term retention and application. Particular emphasis is placed on:

- reading fluency and comprehension
- phonics and early reading where required
- vocabulary and communication development
- mathematical fluency and number sense
- attention, listening and learning routines
- emotional regulation and readiness for learning

This reflects the school's understanding that secure foundational knowledge reduces cognitive overload, increases confidence and enables pupils to participate more successfully across all curriculum areas.

Teaching approaches prioritise:

- explicit instruction
- retrieval practice and repetition
- modelling and guided practice
- small-step progression
- opportunities for rehearsal and application

- consistent classroom routines and expectations

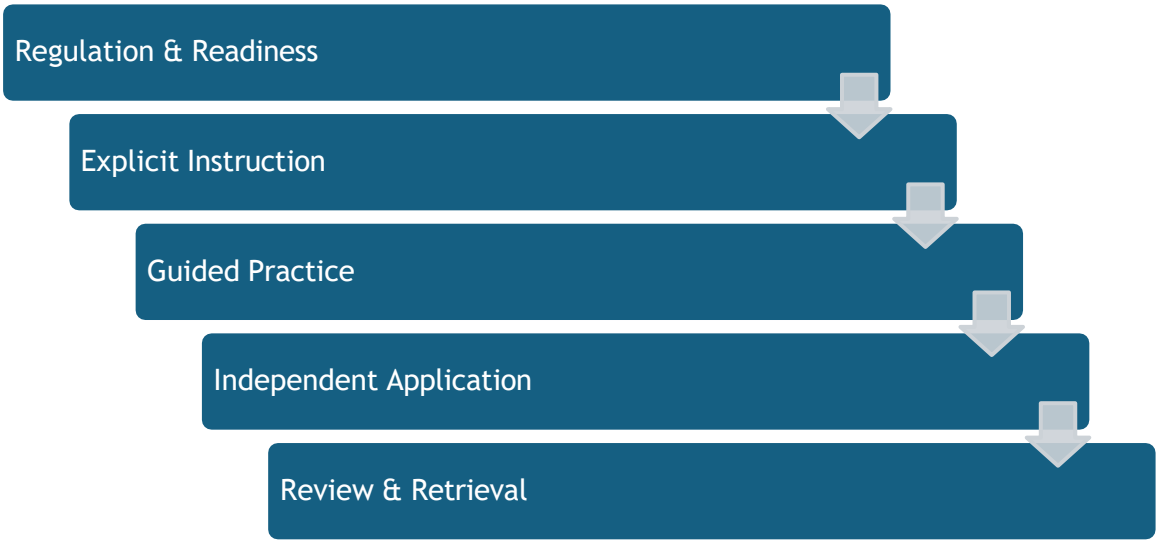
The curriculum is designed to ensure that gaps in foundational knowledge are addressed systematically without narrowing pupils' access to a broad and balanced curriculum. Pupils are therefore supported to develop both secure core knowledge and wider curriculum understanding over time.

This approach reflects the expectations of the Ofsted Education Inspection Framework, which emphasises the importance of a coherently planned and carefully sequenced curriculum that enables pupils to build knowledge cumulatively and remember more over time. It also supports compliance with the Independent School Standards by ensuring pupils receive a full-time, supervised education which is suitably structured, appropriately ambitious and effective in preparing pupils for the next stage of education and future life.

Within the SEMH context, the development of foundational knowledge is closely linked to emotional security, engagement and self-belief. Storyybrook therefore recognises that rebuilding confidence, trust and readiness for learning forms an essential part of enabling pupils to achieve long-term academic success.

Lesson Implementation Model

Teaching at Storyybrook follows a consistent and structured model to ensure clarity, reduce cognitive load and maximise learning.



This approach ensures that pupils are supported to move from supported learning to independence in a predictable and secure way.

4. Curriculum structure and delivery

Storyybrook provides a full-time, ambitious and appropriately sequenced curriculum that is broad and balanced across all required areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic development. The curriculum is designed to ensure that pupils with SEMH needs are able to successfully access, engage with and make meaningful progress across a rich range of subjects and experiences.

The curriculum is delivered through an integrated thematic model. This approach enables pupils to make connections between areas of knowledge, supporting deeper understanding and engagement. Themes act as a vehicle for learning, but do not replace subject disciplines; each subject retains its integrity through clearly defined knowledge, vocabulary and progression expectations.

English is prioritised across the curriculum, reflecting its central role in enabling pupils to access learning, communicate effectively and organise their thinking. Opportunities for reading, writing and oracy are embedded throughout all curriculum areas. Alongside the integrated approach to its delivery, specific English skills are taught, with provision informed by the National Curriculum programmes of study and designed to ensure appropriate breadth, progression and ambition.

The daily timetable (please see appendix 1) is structured to align with pupils' cognitive readiness and regulatory needs. Core academic learning takes place at points of optimal engagement, while integrated curriculum sessions allow for application and consolidation. Dedicated time is protected for reading, personal development and physical activity, ensuring that all aspects of the curriculum are delivered consistently.

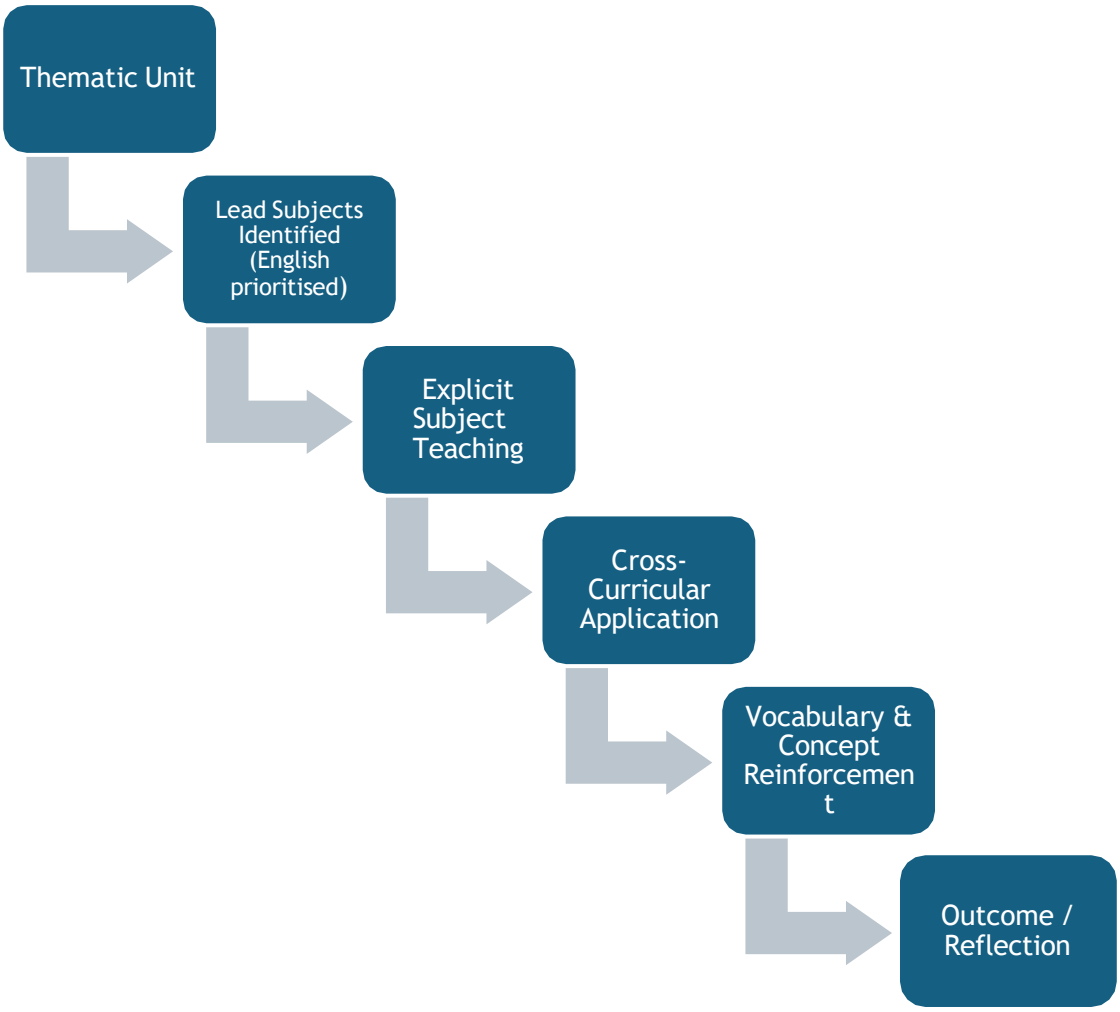
In practice, this means that:

- lessons begin with clear routines that support regulation and readiness
- staff use consistent language, modelling and expectations across all subjects
- pupils are supported to remain in learning through adaptive teaching rather than removal wherever possible
- behaviour is proactively supported through predictable structures, relational approaches and consistent responses.

This consistency ensures that pupils experience a predictable and secure learning environment across the school day.

Integrated Curriculum Model

The integrated curriculum model ensures that knowledge is both explicitly taught and meaningfully applied across subjects.



This approach strengthens conceptual understanding while maintaining the integrity of individual disciplines.

5. Behaviour, regulation and curriculum access

At Storyybrook, behaviour and learning are not viewed as separate processes. We recognise that pupils with SEMH needs may experience difficulties with emotional regulation, attention, trust, resilience and engagement, all of which directly affect their ability to access learning successfully.

The curriculum is therefore delivered through a consistent trauma-informed and relational approach in which behaviour is understood as communication and regulation is recognised as a prerequisite for learning. Both academic progress and the development of the emotional, social and behavioural skills required for successful participation in school and beyond are considered throughout our curriculum design.

Teaching approaches are designed to minimise cognitive overload, reduce anxiety and create emotionally safe learning environments where pupils are able to re-engage positively with education.

This includes:

- predictable routines and lesson structures
- clear sequencing and explicit instruction
- consistent adult responses
- regulation-aware transitions
- adaptive teaching and scaffolded support
- calm and purposeful classroom environments
- relational approaches that prioritise connection before correction
- opportunities for movement, sensory regulation and co-regulation where appropriate

All staff follow the school's relational model of:
Regulate → Relate → Repair → Reflect

This ensures that pupils are supported to:

- remain emotionally available for learning
- rebuild trust in education
- develop resilience and independence
- strengthen self-regulation and communication skills
- sustain attention and engagement over time

Behaviour information, pastoral insight and safeguarding knowledge are used alongside assessment information to inform curriculum adaptation, classroom strategies and wider provision planning.

Staff prioritise co-regulation, connection and consistency. Pupils are supported to return to learning following dysregulation, rather than being excluded from it. This ensures that behaviour systems directly support curriculum access.

This alignment enables calm, purposeful classrooms where pupils feel safe, engage in learning and make sustained progress.

Classroom Climate and Learning Behaviour

At Storyybrook, positive learning behaviours are explicitly taught, modelled and reinforced through all aspects of the curriculum and wider school experience. We recognise that many pupils may arrive with disrupted experiences of education, reduced confidence as learners and difficulties sustaining engagement within structured learning environments. Therefore, the development of learning behaviours is considered a core part of curriculum implementation rather than a separate process.

Pupils are supported to develop:

- attention and listening skills
- emotional regulation and self-awareness
- resilience and perseverance
- communication and vocabulary
- cooperation and respectful interaction
- independence and organisation
- reflective thinking and problem-solving

These behaviours are developed through predictable routines, consistent relational practice, explicit modelling, scaffolded support and high expectations. Staff use trauma-informed approaches to help pupils remain regulated, engaged and emotionally available for learning.

Through the school's consistent approach of regulate → relate → repair → reflect, pupils are supported to rebuild trust in education, develop confidence in themselves as learners and increasingly engage with challenge, responsibility and independent learning over time.

6. Reading and Phonics

At Storyybrook, reading is recognised as the foundation of learning and a key driver of future success, independence and inclusion. Many pupils join the school with disrupted educational experiences, gaps in phonics knowledge, reduced reading stamina, low confidence and negative associations with learning. Some pupils may also present with delayed language development, limited vocabulary acquisition or difficulties sustaining attention and engagement during reading activities.

The teaching of reading is therefore prioritised throughout the school as a core entitlement for all pupils.

Instruction is explicit, cumulative and carefully sequenced, allowing pupils to build fluency and automaticity over time. Teaching is adapted to reflect pupils' attention, regulation and processing needs, ensuring accessibility without reducing ambition.

Reading development is understood as multi-layered, encompassing decoding, comprehension, vocabulary and engagement. Pupils are supported to develop meaning-making skills and to apply reading across the curriculum. Where pupils experience difficulties, these are addressed through structured teaching and targeted support rather than lowered expectations.

Phonics

Storyybrook uses the Read Write Inc. systematic synthetic phonics programme to provide consistent, structured and evidence-informed phonics teaching. The programme is delivered with fidelity and adapted appropriately to support the individual developmental, emotional and learning needs of pupils within the SEMH context.

Phonics teaching is:

- systematic, cumulative and carefully sequenced
- delivered through consistent routines and language
- taught explicitly and revisited regularly
- supported through repetition, overlearning and retrieval practice
- adapted to reduce cognitive overload and maximise engagement
- closely monitored to identify gaps and inform intervention

Staff recognise that pupils with SEMH needs may require additional support to access early reading successfully, including:

- co-regulation and emotional reassurance
- reduced distractions and structured environments
- movement breaks and regulation support
- smaller learning steps and scaffolded instruction
- increased opportunities for rehearsal and repetition
- relational approaches that rebuild confidence and trust in learning

Reading development extends beyond phonics. **Pupils are supported to develop:**

- fluency
- comprehension
- vocabulary knowledge
- speaking and listening skills
- oracy and communication
- reading stamina and independence
- enjoyment and engagement with books

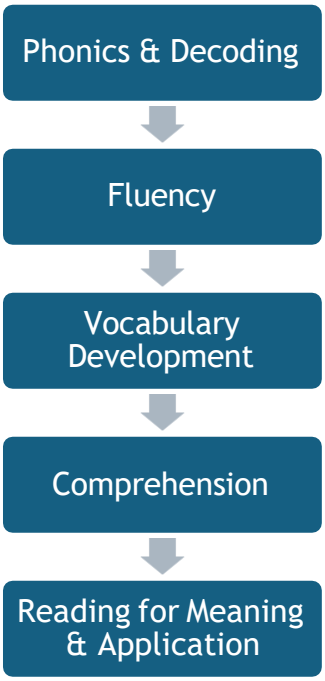
Reading Development Model

Reading development at Storyybrook is structured as a progressive model which builds from decoding to deep understanding.

Vocabulary and communication development are prioritised across the curriculum to support pupils' understanding, emotional literacy and ability to access increasingly complex learning.

The school promotes a culture of reading in which pupils experience reading as purposeful, enjoyable and achievable. Carefully chosen texts, shared reading experiences and explicit vocabulary instruction help pupils develop confidence, curiosity and positive reading identities.

Assessment of reading is ongoing and informs teaching, intervention and curriculum adaptation. Pupils requiring additional support receive targeted intervention to ensure that gaps are addressed early and progress is secured over time.



This ensures that pupils develop both the technical and cognitive components of reading.

Text choices

Text choices across the Storyybrook curriculum are carefully selected to reflect the school's values of belonging, inclusion, respect and diversity, while also considering the social, emotional and developmental needs of pupils within the SEMH context. Many pupils may arrive with disrupted educational experiences, limited representation of themselves within previous curricula, or reduced confidence in reading and learning. Therefore, texts are chosen to ensure pupils both see themselves reflected in the curriculum and develop understanding of experiences, cultures and perspectives beyond their own.

Texts are selected to:

- promote belonging, empathy and emotional literacy
- reflect diverse identities, families, cultures and communities
- support positive representation and inclusion
- encourage discussion, reflection and critical thinking
- develop vocabulary, communication and comprehension
- expose pupils to rich language and high-quality literature
- support pupils to understand the wider world and their place within it

Careful consideration is given to pupils' developmental stage, emotional readiness and prior experiences to ensure texts are both ambitious and accessible within a trauma-informed curriculum framework. Please see appendix 2 for details of our planned texts (please note: these may change depending on the needs and make-up of our cohort).

Text choices support the school's duties under:

- the Equality Act 2010
- the Independent School Standards
- the SEND Code of Practice
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2026
- the promotion of Fundamental British Values
- SMSC development requirements

Through a broad and representative reading curriculum, Storyybrook aims to develop confident readers who feel seen, valued and connected, while also preparing pupils to participate positively and respectfully within modern British society.

Reading progression is mapped through the Storyybrook Reading Spine, which identifies progression in fluency, vocabulary, disciplinary reading, text complexity and comprehension from KS1 through to UKS2.

7. Mathematics

Mathematics is taught as a discrete, protected subject at Storyybrook to ensure pupils develop secure mathematical understanding, fluency and confidence over time. Many pupils with SEMH needs may have experienced disrupted education, gaps in foundational knowledge, reduced confidence as learners or heightened anxiety around mathematics. For some pupils, previous experiences may have led to avoidance, low resilience or negative perceptions of their own mathematical ability.

Mathematics teaching at Storyybrook is therefore carefully structured to provide both academic rigour and emotional accessibility. The subject is taught discretely to ensure that mathematical concepts are explicitly taught, systematically sequenced and revisited over time, enabling pupils to build secure foundations and reduce gaps in learning. While opportunities are provided to apply mathematical understanding across the wider curriculum, discrete teaching ensures that core mathematical knowledge and reasoning are not diluted.

The curriculum is informed by the principles of mastery and is designed to develop:

- fluency
- reasoning
- problem-solving
- mathematical communication
- confidence and resilience in learning

Storyybrook uses White Rose Maths to support a coherent, progressive and carefully sequenced mathematics curriculum. White Rose provides small-step progression, visual representation and explicit concept development which supports pupils to build understanding cumulatively and securely over time.

Teaching follows a structured approach in which:

- new concepts are introduced in small, manageable steps
- prior learning is revisited regularly
- mathematical vocabulary is explicitly taught and reinforced
- modelling and guided practice are prioritised
- misconceptions are identified and addressed promptly
- pupils are encouraged to explain and justify their thinking

The school also uses Fluency Bee to strengthen arithmetic fluency, number confidence and automaticity. Fluency development is particularly important within the SEMH context, as pupils may have insecure foundational knowledge due to interrupted learning or inconsistent prior attendance. Frequent retrieval, repetition and rehearsal support pupils to develop confidence, reduce cognitive overload and increase success within wider mathematical learning.

Mathematics teaching is adapted to support the developmental and emotional needs of pupils with SEMH needs while maintaining high expectations and ambition for all learners.

Staff recognise that pupils may require:

- scaffolded instruction and worked examples
- additional repetition and overlearning
- visual and concrete representations
- reduced cognitive load
- opportunities for movement and regulation
- co-regulation and reassurance
- adapted pacing and processing time
- structured routines and predictable lesson sequences

A calm, predictable and relational classroom environment supports pupils to engage positively with challenge and develop resilience within mathematics. Mistakes are viewed as part of the learning process and pupils are encouraged to reflect, reason and persevere.

Assessment is ongoing and informs responsive teaching, intervention and curriculum adaptation. Information from teacher assessment, observation and formal assessment is used to identify gaps in understanding, inform targeted support and ensure pupils make meaningful progress from their individual starting points.

Through high-quality mathematics teaching, Storyybrook aims to develop pupils who are increasingly confident, independent and able to apply mathematical understanding across the curriculum and within everyday life.

8. Personal Development (PSHE, RSE, SMSC and British Values)

Personal development at Storyybrook is designed to support pupils to become safe, confident, respectful and increasingly independent individuals who are prepared for life beyond the classroom. Many pupils arrive with disrupted experiences of

relationships, education, belonging and self-esteem; therefore, personal development is considered a central element of both curriculum design and wider school culture.

The curriculum supports pupils to:

- develop emotional literacy, self-awareness and regulation strategies
- build confidence, resilience and positive self-identity
- develop communication, oracy and relationship skills
- understand healthy relationships, boundaries and consent
- recognise risk and develop protective behaviours, including online safety
- understand diversity, equality and inclusion
- develop age-appropriate understanding of and respect for the protected characteristics set out in the Equality Act 2010
- participate positively within modern British society
- develop independence, responsibility and readiness for future transitions

Opportunities for reflection, discussion, pupil voice and social interaction are embedded throughout school life. Enrichment experiences, educational visits, community participation and collaborative learning further support pupils' social, cultural and personal development.

Personal development provision reflects the school's trauma-informed and relational approach and is carefully adapted to ensure learning remains developmentally appropriate, emotionally accessible and psychologically safe for all pupils.

British Values are promoted through respectful discussion, pupil voice, democratic opportunities, understanding of rules and responsibilities, and appreciation of different beliefs and cultures.

Storyybrook provides Relationships Education to all pupils receiving primary education in accordance with the Independent School Standards and has regard to the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2026. PSHE provision also meets the requirements of the Independent School Standards and is adapted appropriately to pupils' ages, developmental stages and SEND.

9. SEMH and SEND adaptation

Storyybrook's curriculum is designed to be accessible to all pupils while maintaining high expectations. Adaptation is achieved through support, structure and responsiveness rather than reduction in academic challenge. Storyybrook adopts a 'high challenge, high support' approach and maintains a strong belief that all pupils can access and thrive within an ambitious curriculum.

A stage-not-age approach is adopted, recognising that pupils' development may not align with chronological age. Curriculum access is therefore informed by readiness, ensuring that learning is appropriately challenging and achievable.

Teaching is adapted through scaffolding, modelling, pacing and multi-sensory approaches. Staff respond dynamically to pupils' needs, recognising that engagement and regulation may fluctuate. Behaviour is understood as a form of communication and support is provided to enable pupils to remain within learning.

Curriculum adaptation is informed by the principles of the SEND Code of Practice (2015), the Children and Families Act 2014 and the Equality Act 2010. Storyybrook is committed to identifying and removing barriers to participation and learning through inclusive practice, adaptive teaching and reasonable adjustments where required.

Reasonable adjustments may include:

- adapted environments and routines
- additional processing time
- visual supports and structured resources
- sensory and regulation support
- alternative methods of recording or communication
- flexible approaches to task completion
- adapted transitions and movement opportunities
- targeted intervention and adult support

Adjustments are designed to increase independence, participation and curriculum access while maintaining ambition and high expectations for all pupils.

Teaching and provision are informed through a graduated approach of assess → plan → do → review, ensuring that support remains responsive to pupils' changing developmental, emotional and learning needs. EHCP outcomes, specialist advice, assessment information and pastoral understanding are used collaboratively to inform curriculum planning and provision.

Within the SEMH context, staff recognise that pupils may present with uneven profiles of attainment, cognition, communication and emotional development. Adaptation therefore focuses on enabling pupils to successfully access learning, develop confidence and sustain engagement over time rather than reducing curriculum breadth or aspiration.

The school is committed to ensuring that all pupils experience belonging, success and meaningful participation within the full life of the school community.

SEMH Learning Access Model

At Storyybrook, learning is understood as dependent on emotional regulation and engagement.

This model reflects the school's understanding that behaviour is a form of communication and that regulation is a prerequisite for successful learning.

Curriculum planning is closely aligned with EHCP outcomes, ensuring that academic learning supports broader developmental goals including communication, independence and regulation.

The curriculum at Storyybrook is intrinsically linked to the school's Behaviour and Relationships Policy, where behaviour is understood as a form of communication and managed through a consistent relational and trauma-informed approach.

Curriculum delivery reflects the schools regulate–relate–repair–reflect model, ensuring that pupils are supported to become emotionally ready to learn before academic expectations are applied. Teaching approaches prioritise co-regulation, connection and predictability, enabling pupils to access learning successfully.

This alignment ensures that behaviour support and curriculum delivery are not separate processes, but part of a unified approach which enables pupils to engage, learn and make sustained progress.

Challenge and Stretch

While scaffolding and adaptive support are used to ensure accessibility, pupils demonstrating secure understanding are provided with opportunities for greater depth through:

- increasingly sophisticated vocabulary
- independent application
- evidence-based reasoning
- deeper questioning
- leadership opportunities
- interpretation, justification and evaluation

Challenge is achieved through increased depth and complexity rather than simply additional work.

Pupils demonstrating secure understanding are provided with opportunities for greater depth through increasingly sophisticated vocabulary, independent application, evidence-based reasoning, deeper questioning and evaluative thinking.

10. Assessment and progression

Assessment at Storyybrook is continuous, formative and responsive. It is designed to inform teaching and support pupil development rather than simply measure attainment.

Baseline assessment is conducted on entry to establish starting points across academic and developmental domains. This includes literacy, numeracy, communication, engagement and regulation.

Progress is understood as multi-dimensional. In addition to academic knowledge and skills, assessment considers communication, independence, emotional regulation and learning behaviours. This reflects the complex developmental pathways of pupils with SEMH needs.

Assessment information is used to adapt teaching, identify next steps and evaluate the effectiveness of provision. Progress is measured relative to individual starting points, ensuring that all pupils are able to demonstrate growth and achievement.

Our key assessment systems:

TrackAble

Assessment information is used diagnostically to inform planning, teaching, intervention and curriculum adaptation. Due to the complex and often uneven developmental profiles associated with SEMH needs, assessment at Storyybrook considers both academic progress and wider developmental indicators, including engagement, communication, regulation, independence and readiness for learning.

The school uses TrackAble to monitor, analyse and evidence pupil progress over time. Assessment information from TrackAble is used alongside teacher assessment, observation, pastoral insight, behaviour information and EHCP outcomes to build a holistic understanding of each pupil's development and next steps.

Assessment outcomes inform:

- curriculum sequencing and adaptation
- intervention planning
- identification of gaps and barriers to learning
- personalised targets and support strategies
- EHCP reviews and outcome monitoring
- transition planning
- communication with families and external professionals

This ensures that planning remains responsive, individualised and appropriately ambitious, enabling pupils to make meaningful progress from their individual starting points across academic, social and emotional domains. Please see the website for further details: https://trackable.org.uk/

Motional

Assessment of pupils' social, emotional and mental health development is considered an integral part of understanding readiness for learning, engagement and overall progress. At Storyybrook, SEMH assessment is used to identify strengths, barriers, patterns and areas requiring support, ensuring that provision remains responsive, relational and individualised.

The school uses Motional to support the assessment and monitoring of pupils' social, emotional and mental health development over time. Information gathered through Motional is used alongside pastoral knowledge, behaviour information, safeguarding insight, pupil voice, family communication and teacher observation to develop a holistic understanding of each pupil's needs and progress.

SEMH assessment supports staff to:

- identify barriers to learning and engagement
- recognise patterns, triggers and protective factors
- monitor emotional regulation and wellbeing over time
- inform behaviour support and relational approaches
- adapt classroom practice and curriculum access
- identify pupils requiring additional intervention or support
- evaluate the impact of provision and interventions
- support EHCP outcomes and multi-agency working

Assessment information informs planning at both whole-school and individual level, ensuring that support remains developmentally appropriate, trauma-informed and responsive to pupils' changing needs.

Within the SEMH context, progress may not always be linear and is often reflected through small-step developmental gains, including increased emotional regulation, improved relationships, sustained engagement, communication, resilience and readiness for learning. These outcomes are recognised as essential foundations for long-term academic success and personal development.

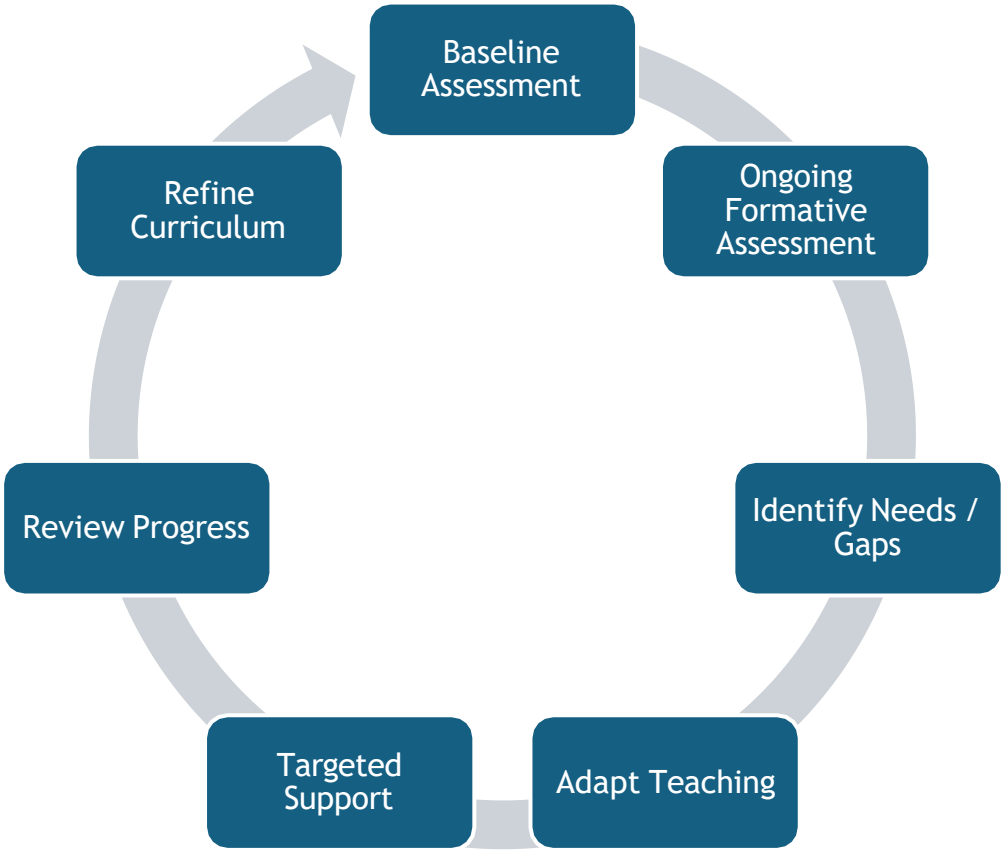
The use of Motional supports Storyybrook's commitment to understanding the whole child and ensuring that emotional wellbeing, safeguarding and educational progress remain closely connected throughout curriculum planning and wider provision. Please see appendix 3 for further information.

Assessment is viewed as an ongoing process that informs responsive teaching rather than simply measuring attainment.

Progress is considered through both small-step developmental gains and long-term curriculum outcomes.

Assessment Cycle

Assessment at Storyybrook operates as a continuous cycle which directly informs teaching and provision.



This ensures that assessment is responsive, meaningful and focused on supporting progress rather than simply measuring attainment.

As a result of this approach, pupils at Storyybrook demonstrate:

- increased engagement in learning over time
- improved emotional regulation and reduced behavioural incidents
- growing independence and resilience

- secure acquisition of knowledge relative to their starting points

This reflects the effectiveness of the curriculum in enabling both academic and personal development.

Retrieval and Long-Term Memory

Storyybrook uses a structured approach to retrieval practice to support long-term retention of knowledge and skills.

Retrieval strategies include:

- flashback activities
- vocabulary review
- retrieval quizzes
- discussion and oral rehearsal
- revisiting prior concepts
- cumulative questioning
- knowledge organiser review

Knowledge is considered secure when pupils can recall, apply and use learning independently across contexts.

11. Implementation and evaluation

The curriculum at Storyybrook is subject to ongoing and systematic monitoring and evaluation to ensure it is effectively meeting the academic, developmental and emotional needs of pupils. Leaders maintain a clear focus on how curriculum intent is translated into high-quality classroom practice and sustained pupil outcomes over time.

Monitoring draws on a range of evidence, including lesson observations, work scrutiny, assessment information and pupil voice. This evidence is used to develop a comprehensive understanding of how the curriculum is being implemented in practice and the extent to which pupils are able to access, engage with and retain learning.

Evaluation focuses on the coherence and sequencing of the curriculum, the quality and consistency of teaching and the impact on pupils' knowledge, understanding and wider development. Leaders consider how effectively teaching supports pupils to build and retain knowledge, develop subject-specific vocabulary and apply learning with increasing independence. Alongside this, leaders evaluate the extent to which teaching reflects the school's SEMH approach, including the use of relational practice, predictable routines and adaptive support.

Particular attention is given to the learning environment and classroom culture. Leaders evaluate how consistently classrooms are calm, structured and purposeful and the extent to which strong adult-pupil relationships support pupils to feel safe,

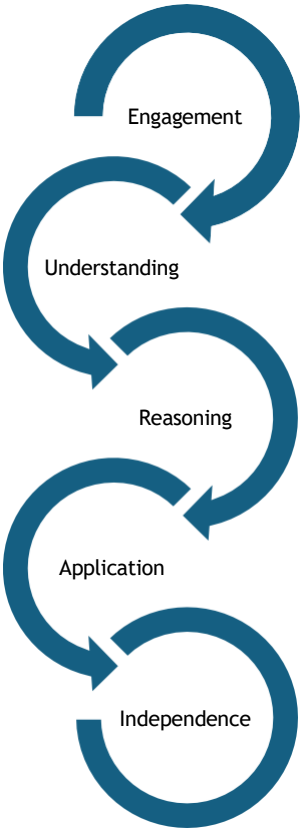
regulated and able to engage. The effectiveness of teaching is also measured by pupils' ability to participate in learning, articulate their understanding and demonstrate increasing confidence and independence over time.

Monitoring is not focused solely on compliance, but on developing a deep understanding of practice and identifying areas for improvement. Leaders evaluate how effectively staff use consistent routines, language and approaches across the school and how well teaching is adapted to support access without reducing academic challenge.

Findings from monitoring are used to inform professional development, refine curriculum implementation and strengthen consistency across the school. Over time, this ensures that curriculum intent is realised through daily classroom practice and results in meaningful, sustained outcomes for pupils.

Progression Model

Progression within the curriculum is conceptualised as movement through clearly defined stages of learning.



This model ensures that pupils develop both knowledge and the capacity to apply it independently over time. Progression is understood as a journey from regulation, to

engagement, to understanding, to reasoning and ultimately to independent application of knowledge.

12. Equality, inclusion and accessibility

The curriculum at Storyybrook is designed to be fully inclusive, accessible and equitable, ensuring that all pupils are able to participate meaningfully in learning and achieve success from their individual starting points. The school recognises that pupils with SEMH needs often experience significant barriers to education, including disrupted learning histories, difficulties with emotional regulation and reduced trust in educational environments. As a result, inclusion is not treated as an adjustment to the curriculum, but as a fundamental principle underpinning its design and delivery.

Storyybrook is committed to providing a curriculum that maintains high expectations for all pupils, while recognising that pupils may require differing levels of support to access learning successfully. Equity is achieved through responsive teaching, structured environments and relational practice, rather than through lowering academic ambition. Pupils are supported to access the same broad and balanced curriculum as their peers, with adaptations made to how learning is delivered, not to what is taught.

Barriers to learning are proactively identified and addressed through a combination of curriculum design, teaching approaches and wider support systems. This includes the use of predictable routines, explicit instruction, scaffolding and carefully managed transitions, all of which reduce cognitive and emotional load. Staff recognise that behaviour is a form of communication and respond in ways that support pupils to remain engaged in learning, rather than being excluded from it.

Accessibility is further supported through the school's stage-not-age approach, ensuring that pupils are able to engage with learning at an appropriate level of readiness while still working towards ambitious outcomes. Teaching is adapted to reflect individual needs, including communication differences, sensory profiles and processing styles, enabling pupils to access and retain knowledge over time.

The curriculum is closely aligned with pupils' individual needs as identified through assessment, including EHCP outcomes where applicable. This ensures that academic learning is integrated with the development of communication, independence, emotional regulation and social understanding. External professionals, including speech and language therapists and occupational therapists, inform curriculum delivery where appropriate.

Storyybrook also recognises the importance of creating an environment where pupils feel safe, valued and a sense of belonging. Positive relationships, consistency and unconditional positive regard are central to this approach. Pupils are supported to

develop confidence in themselves as learners, enabling them to re-engage with education and participate fully in school life.

Through this approach, the curriculum ensures that all pupils, regardless of their starting point or need, are able to access their full educational entitlement and are supported to make sustained academic and personal progress.

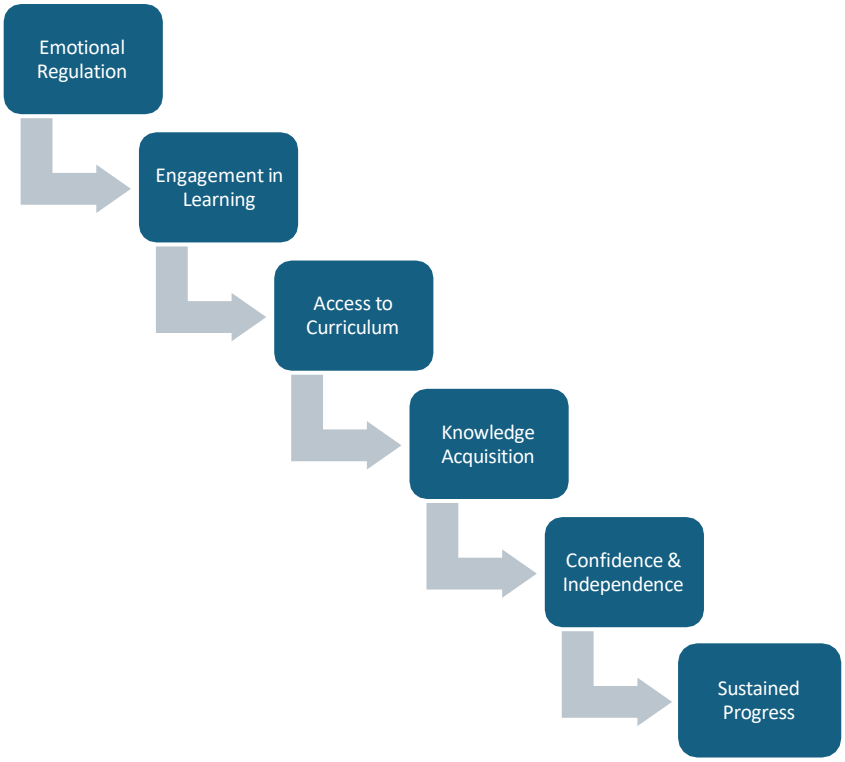
In classrooms and across the school, this inclusive approach is evidenced through:

- consistent, predictable routines that reduce anxiety and support readiness to learn
- staff using calm, relational and trauma-informed approaches to support behaviour and engagement
- pupils being supported to remain in learning through adaptive teaching rather than removal wherever possible
- clear modelling, scaffolding and structured support enabling all pupils to access learning successfully
- flexible responses to individual need, including movement breaks, sensory strategies and adjusted pacing
- high expectations maintained for all pupils, with support focused on access rather than reduction of challenge
- strong adult-pupil relationships which promote trust, engagement and a sense of belonging

This ensures that inclusion is not an abstract principle, but a lived experience for all pupils within the school.

At Storyybrook, access to the curriculum is understood as dependent on emotional regulation and engagement, particularly for pupils with SEMH needs.

SEMH Curriculum Access Model



This model reflects the school's commitment to ensuring that pupils are supported to become ready to learn, enabling them to access, retain and apply knowledge successfully over time.

13. Transition and preparation for future learning

At Storyybrook, preparation for transition is considered an integral part of curriculum design and personal development. Many pupils with SEMH needs may experience heightened anxiety around change, uncertainty and new environments; therefore, transitions are carefully planned, explicitly taught and relationally supported throughout school life.

The curriculum is designed to develop the knowledge, confidence, independence and emotional resilience pupils require to successfully manage future transitions, including:

- movement between activities and environments
- changes in routine and expectation
- increasing independence and responsibility
- transition between year groups
- transition to secondary education
- participation within the wider community

Transition preparation is embedded through:

- predictable routines and structures
- opportunities to develop independence and self-regulation
- explicit teaching of social and communication skills
- exposure to new experiences and environments
- collaborative problem-solving and reflective practice
- pupil voice and emotional preparation
- gradual and supported transition processes

Curriculum planning supports pupils to generalise skills across different contexts and increasingly apply learning independently. Particular emphasis is placed on emotional literacy, organisation, resilience and communication to ensure pupils are prepared both academically and socially for future stages of education.

Transition support is informed by assessment, EHCP outcomes, pastoral understanding and multi-agency collaboration where appropriate. Families are actively involved in transition planning to ensure pupils experience continuity, consistency and emotional security throughout periods of change.

Through this approach, Storyybrook aims to ensure that pupils leave the school as increasingly confident, capable and emotionally prepared learners who are able to engage positively with future educational opportunities and wider life experiences.

14. Monitoring, evaluation and review

This policy is reviewed annually by senior leaders and governors to ensure continued compliance with statutory requirements, the Independent School Standards and the evolving needs of the school community.

The curriculum at Storyybrook is subject to ongoing and systematic monitoring and evaluation to ensure it is effectively meeting the academic, developmental and emotional needs of pupils. Leaders maintain a clear focus on how curriculum intent is translated into high-quality classroom practice and sustained pupil outcomes over time.

Monitoring draws on a range of evidence, including lesson observations, work scrutiny, assessment information and pupil voice. This evidence is used to develop a comprehensive understanding of how the curriculum is being implemented in practice and the extent to which pupils are able to access, engage with and retain learning.

Evaluation focuses on the coherence and sequencing of the curriculum, the quality and consistency of teaching and the impact on pupils' knowledge, understanding and wider development. Leaders consider how effectively teaching supports pupils to build and retain knowledge, develop subject-specific vocabulary and apply learning

with increasing independence. Alongside this, leaders evaluate the extent to which teaching reflects the school's SEMH approach, including the use of relational practice, predictable routines and adaptive support.

Leaders evaluate curriculum impact through:

- pupil progress and attainment information
- assessment and retrieval evidence
- work scrutiny and pupil voice
- reading and vocabulary development
- engagement and participation in learning
- quality of teaching and implementation
- personal development outcomes
- attendance patterns and sustained engagement with education

Within the specialist SEMH context, improved attendance, engagement and participation are considered important indicators of curriculum impact, as they reflect pupils' increasing readiness to learn, emotional security and successful re-engagement with education.

Findings from monitoring are used to inform professional development, refine curriculum implementation and strengthen consistency across the school. Over time, this ensures that curriculum intent is realised through daily classroom practice and results in meaningful, sustained outcomes for pupils.

Review processes consider:

- curriculum effectiveness and impact
- pupil outcomes and progress
- assessment information
- stakeholder voice
- developments in research and best practice
- changes to statutory guidance or inspection frameworks

Findings from monitoring and review inform ongoing curriculum refinement, staff development and school improvement planning.

The Headteacher, SENDCo and curriculum leaders monitor implementation and impact through learning walks, work scrutiny, assessment information, pupil voice, moderation and curriculum review meetings. Proprietors and governors provide strategic oversight and challenge.

The Proprietor and Governors receive regular reports relating to curriculum implementation, pupil progress, personal development and quality assurance activity.

15. Compliance with Independent School Standards

This policy meets the requirements of:

- ISS Part 1 (Quality of Education)
- ISS Part 2 (Spiritual, Moral, Social and Cultural Development)

The curriculum is planned, structured and delivered in a way that ensures pupils acquire knowledge, develop understanding and build skills across all required areas. It reflects pupils' ages, aptitudes and needs and prepares them effectively for the next stage of education and adult life.

The curriculum does not undermine Fundamental British Values and actively promotes respect, tolerance and equality.

Where political issues are brought to pupils' attention, Storyybrook will ensure that partisan political views are not promoted and that reasonably practicable steps are taken to secure a balanced, fair and dispassionate presentation of opposing views.

16. Links to other policies

This policy should be read alongside the following policies and documents:

- Behaviour and Relationships Policy
- SEND and Inclusion Policy
- SEMH Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Relationships and Sex Education (RSE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- E-Safety / Online Safety Policy
- Accessibility Plan
- Admissions Policy
- Assessment Policy
- Equalities Information and Objectives / Equality Policy
- Educational Visits Policy
- Risk Assessment/ Health and Safety Policies
- Ethos, Mission and Values Statement
- Timetable and Curriculum Maps

Together, these policies ensure that curriculum design, teaching, safeguarding, inclusion, behaviour and personal development operate within a coherent and consistent whole-school approach.

Appendix 1: Storyybrook timetables

Daily Timetable Design

The daily timetable is structured to support regulation stability, cognitive accessibility and curriculum coherence within an integrated thematic curriculum model. Core academic instruction is prioritised during peak attentional readiness, with Integrated Curriculum blocks enabling knowledge connection and conceptual reinforcement.

Reading, vocabulary and communication development are positioned as daily entitlements reflecting their foundational role in learning access. Personal Development and Physical Development are protected through dedicated curriculum time while also being reinforced through wider curriculum experiences.

Session sequencing minimises unnecessary transitions, reduces cognitive overload and maximises sustained engagement.

Writing is also reinforced across the wider curriculum.

KS1

8.45 – 9.00	**Soft Start / Regulation / Routines**	Emotional readiness, transitions, relational safety
9.00 – 9.30	**Phonics/ Reading**	Phonics/ Reading
9.30 – 10.30	**Core Learning Block**	Maths
10.30 – 10.45	**Break / Regulation Reset**	Break
10.45 – 11.45	**Integrated Curriculum (IC) Block** Writing Focus (spelling and grammar; handwriting)	Thematic delivery – Lead Subjects / Applications with key links to English NC
11.45 – 12.00	**Foundational Skills/ Vocabulary / Oracy**	Vocabulary, Inference, Prediction, Explanation, Sequence / Summarise
12.00 – 12.45	**Lunch / Regulation / Social Development**	Structured social & regulation time
12.45 – 1.45	**Integrated Learning Extension/ Integrated Knowledge Application**	Science (weekly), History/Geography (weekly), Computing, Art/DT and Music

		delivered through a planned and sequenced curriculum
1.45 -2.00	**Regulation / Reset / Transition Support**	SEMH regulation protection
2.00 – 3.00	**Protected Entitlement Block**	*PSHE/RSE, RE and PE (PE taught twice weekly)*
3.00 – 3.15	**Reflection / Assembly / Community Time**	*Projects, application, independence, creativity*

KS2

8.45 – 9.00	**Soft Start / Regulation / Routines**	Emotional readiness, transitions, relational safety
9.00 – 9.30	**Phonics/ Reading**	Phonics/ Reading
9.30 – 10.30	**Core Learning Block** (Reasoning, problem solving and fluency)	Maths
10.30 – 10.45	**Break / Regulation Reset**	Break
10.45 – 11.45	**Integrated Curriculum (IC) Block** **Writing Focus** (extended writing, writing across subjects, stamina and editing skills)	Thematic delivery – Lead Subjects / Applications with key links to English NC
11.45 – 12.00	**Foundational Skills/ Vocabulary / Oracy**	Vocabulary, Inference, Prediction, Explanation, Sequence / Summarise
12.00 – 12.45	**Lunch / Regulation / Social Development**	Structured social & regulation time

12.45 – 1.45	**Integrated Learning Extension/ Integrated Knowledge Application** (delivered through a planned, sequenced and progressive curriculum)	Science (weekly), History/Geography (weekly), Computing*, Art/DT and Music delivered through a planned and sequenced curriculum
1.45 -2.00	**Regulation / Reset / Transition Support**	SEMH regulation protection
2.00 – 3.00	**Protected Entitlement Block**	*PSHE/RSE, RE and PE (PE taught twice weekly)*
3.00 – 3.15	**Reflection / Assembly / Community Time**	*Projects, application, independence, creativity*

* To include: online safety, data handling, coding concepts

Online safety education is integrated throughout the curriculum to support pupils to recognise risk, develop safe online behaviours and engage responsibly with technology.

Appendix 2: Storyybrook texts across the curriculum

In order to ensure we are exposing our pupils to high quality, inclusive and challenging texts, we have put together reading spines for each year band. To do this, we have used evidence-informed research and have measured lexile scores, as well as considering the context of the pupils we expect to join us at Storyybrook.

Our English and wider curriculum lessons will be planned around high-quality texts, as we move forward, and we will continue to ensure we create spines which cover many curriculum areas/ have cross curricular links.

Within our spines, we have included poetry, fiction and non-fiction texts, as well as extracts and comparative texts.

Information about the different texts covered can be found on our school website where our Storyybrook Book Spines document has been created. Please see some examples below.

Storyybrook School Reading Spines

At Storyybrook, pupils' reading experiences are carefully sequenced to ensure progression in:

- vocabulary breadth and depth
- fluency and stamina
- inference and comprehension
- exposure to increasingly complex themes
- disciplinary reading skills across subjects
- cultural capital and global awareness
- emotional literacy and self-understanding
- Texts are selected to gradually increase challenge while remaining accessible and engaging for pupils with SEMH needs.

Storyybrook text challenge & accessibility progression

Phase	Increasing Challenge	Accessibility Considerations	SEMH Adaptations	Curriculum Rationale
KS1 Cycle 1	repetitive structures, predictable language, strong visual support, shorter narrative sequences	picture books, oral storytelling, visual scaffolds, repeated language patterns	emotionally safe themes, strong belonging focus, discussion-rich texts	develops early fluency, emotional literacy and confidence in reading
KS1 Cycle 2	broader vocabulary, simple inference, longer texts, increased non-fiction exposure	visual supports, carefully chunked information texts, familiar structures	relational themes, manageable cognitive demand, opportunities for oral rehearsal	introduces comparison, retrieval and wider world knowledge
LKS2 Cycle 1	disciplinary vocabulary, explanation texts, evidence interpretation, more sustained narratives	visual diagrams, extracts rather than full texts where appropriate, structured discussion	emotionally supportive narratives, explicit vocabulary teaching, scaffolded comprehension	develops disciplinary reading and deeper inference across subjects
LKS2 Cycle 2	more sophisticated comparison, technical vocabulary, debate and enquiry	mixed-media texts, oral rehearsal opportunities, supported analytical discussion	careful balance of challenge and accessibility, collaborative reading approaches	develops critical thinking, evidence-based discussion and wider cultural understanding
UKS2 Cycle 1	symbolism, philosophical discussion, evaluative reading, complex non-fiction	selected extracts, guided interpretation, explicit modelling of inference	mature themes explored safely, strong relational discussion structures	prepares pupils for analytical reading and interpretation across disciplines
UKS2 Cycle 2	viewpoint analysis, bias, allegory, ethical discussion, synthesis of evidence	scaffolding for complex texts, visual and oral supports, comparative reading structures	emotionally regulated exploration of mature themes, discussion-led processing	prepares pupils for secondary-level disciplinary literacy and critical thinking

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Autumn 1 - Special to Us (5 weeks)

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Reading Focus

- recognising emotions
- relationships and belonging
- empathy
- discussion and oral language

Spring 1 - Space Explorers (6 weeks)

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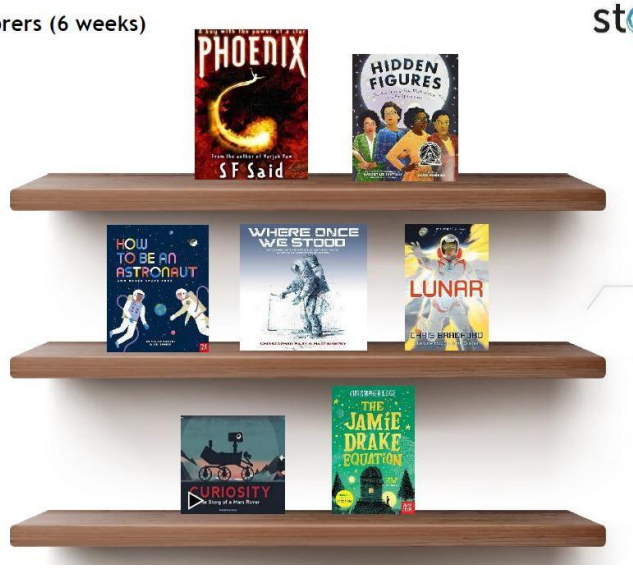

Reading Focus

•scientific and technical vocabulary

•retrieval and synthesis from non-fiction

•explanation and evaluation

•inference through evidence and imagery

•discussion and enquiry

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Review By: R. Burbridge

Appendix 3: Motional

Motional is a suite of evidence-based, easy-to-use tools designed to measure, positively impact, and report on children's emotional health outcomes across whole schools and other education and health settings. It supports access to a healthy life and learning through improved Emotional Wellbeing & Mental Health.

In addition, Motional offers whole-school self-assessment tools, School Development Planning, evidence-based guidance, activities, and resources for intervention work with individual pupils or whole classes alongside data to provide a 'Whole School Approach'.

Underpinning Motional is an innovative and intuitive tool for measuring, supporting change, and tracking the progress of Emotional Wellbeing & Mental Health. Motional is designed to work across various settings and has evolved to support a 'Whole School Approach' at a leadership level for the entire school population and for individuals. This approach involves the entire school community, including students, staff, and parents, in promoting emotional health and wellbeing. Motional provides the tools and resources necessary to implement and monitor this approach effectively.

Motional measures different emotional systems in the brain: CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF based on Panksepp's (1998; 2012) seminal works and the key executive functioning skills of; 'Emotional Regulation', 'Thinking and Concentration', 'Sense of Self', 'Relationship with Others', and 'Emotional Literacy'. This provides a whole-brain picture of a child's emotional and mental health.

More than this, using a complex algorithm, Motional creates time-stamped emotional health profiles and directs professionals to appropriate activities and advice developed by a team of psychologists and experienced senior educators that respond specifically to the participant's emotional health profile. This advice is informed by a wide body of evidence, including the work of Panksepp (1998; 2012), Hughes (2011), Siegel (2012; 2020; 2019), Porges (2001, 2011), and many others.

Motional applies a similar algorithm to work with groups of participants (such as a class) and sub-groups (such as break-out groups), ensuring a time-efficient and effective mechanism for highlighting those requiring further support, either because of need or because things have changed.

From the above actions and over time, as multiple activities are undertaken and recorded, Motional creates a baseline, a record of each child's development, and the capacity to monitor progress. Reports can be generated that allow the

observation of emotional health progress that can be used alongside academic progress and attendance.

Motional is designed for easy use by all staff, not just SENCOs/ALNcos or people who have completed a particular training course.

Snapshots (the part of the tool used to collect information about the emotional development of the participant) take about 5 minutes for someone who knows the system and the child well. One hour per term, per class, provides whole-school data three times per year at an individual, group, or sub-group level. Results are filterable by individual characteristics such as (but not limited to) Gender, Age, Pupil Premium and Free School Meal status, along with group-level responses (i.e. the teacher creating a Groupshot for the children in their care).

Motional also includes tools to gather stakeholder insight (the Organisational Snapshot) and the ability to self-assess and interpret these results to further support whole-school development. It offers suggested actions and appropriate evidence to build a development plan (the Action Plan) to ensure you can demonstrate your intent, implementation, and impact to the powers that be, including inspection bodies such as Ofsted.

Using Motional as a systematic Whole-School Approach enables the distribution of workload away from the SLT and shares responsibility to ensure no child falls through the gap.

Motional is now being used internationally, by tens of thousands of practitioners and for over a hundred thousand children and young people across the UK.

The most significant impact on outcomes for young people occurs when emotional health tools and approaches are integrated within the entire school system (HM Government, 2021) (NICE, 2008) (NICE, 2009) (Wells et al., 2003) (O'Conner et al., 2017). An essential aspect of this is the integration of Motional alongside Whole School/Setting training and into staff CPD as part of the routine. To enable this, Motional offers a comprehensive 'Support Centre' including user guides, video content, bite-sized learning, recommended reads and academic links, blogs and useful downloads.

Motional is more than all of this, however. Motional is a community of like-minded professionals who share a common language as well as a set of tools and an opportunity to collaborate. Community is where the real power exists to make lasting changes to our children's emotional health and wellbeing.

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Whole School Features

	For a Cohort	Whole School
Snapshots and Groupshots - better understand how well an individual or group is functioning in terms of their Emotional Wellbeing & Mental Health	✓	✓
Pupil-level overview - includes latest scores and change / need indicators	✓	✓
Group-level overview - includes latest scores and change / need indicators	✓	✓
Target Emotional Wellbeing and Mental Health needs - create tailored Programs of curated Activities based on Snapshot and Groupshot results, including expert Advice and Resources	✓	✓
Easy to access data - Charts and Tables showing change over time for individual pupils, groups or classes	✓	✓
Whole school data - includes latest scores and change / need indicators by year group, key stage, pupil premium, SEN, etc.		✓
Early indication of change or need - identify children who may otherwise fall through the gap		✓
Whole School Reports Builder - create your own custom reports with our powerful reporting tool.		✓
Organisational Snapshot - understand stakeholder perspective across the whole setting		✓
School Action Planner - create a bespoke Action Plan based on your Organisational Snapshot results, Assigning Tasks (including expert curated suggestions) and Evidencing Progress & Change to show Intent, Implementation, and Impact with ease! (perfect for Ofsted, Estyn, ISI, CQC, and other inspection bodies)		✓
In-App and Email Support from our UK based team	✓	✓
Access to our Support Library - including video content, how-to guides, recommend reads & research and more...	✓	✓
Weekly live training sessions	✓	✓

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