



Doubletrees School

How do we personalise our curriculum?

A values-led overview of rationale, pathway design, personalisation and progression

Achieve	Belong	Communicate	Develop	Enjoy
personal progress, confidence and meaningful outcomes	safety, relationships, inclusion and contribution	voice, choice, interaction and autonomy	whole-learner growth, independence and resilience	motivation, curiosity, creativity and engagement

Our curriculum in one sentence

Our curriculum is designed around the complex SEN needs of our learners, prioritising communication, independence, emotional resilience and community access so that every learner can develop the skills, confidence and agency they need for life beyond Doubletrees.

1. Our Curriculum Rationale — Why?

We aim to give learners the broadest and most balanced curriculum we can, suited to their individual needs, so that they can maximise their potential and achieve their aspirations.

We live in a unique and beautiful place, which also has its challenges. Our learners are diverse in age, background, locality and need; therefore, we personalise curriculum content, learning experiences and support so that every learner can access meaningful opportunities.

Our aim is to develop skills and knowledge that are meaningful, purposeful and well embedded. We want learners to retain and apply what they have learned in generalised ways, increasing autonomy, independence, communication, participation and quality of life.

Key to this is collaborative working with families, who know their children best, and with external agencies, who provide specialist advice that informs curriculum access, provision and personalised outcomes.

2. Personalised Pedagogy — How We Meet Individual Needs

Learners follow three core curriculum pathways. Some learners follow one pathway across most areas of learning, while others have a “spiky” profile and may need different pathway approaches in different areas. This informs a personalised teaching approach, enabling staff to flex curriculum delivery, adult support, communication systems, sensory access and assessment routes.

Pathway	Curriculum route	What this means for teaching and learning
Engagement Pathway	Pre-formal, highly personalised and therapeutic learning.	Learning is rooted in attunement, sensory access, anticipation, communication, agency, comfort, regulation, dignity, health needs and meaningful engagement.



Pathway	Curriculum route	What this means for teaching and learning
Exploration Pathway	Semi-formal, skills-based and thematic learning.	Learning builds communication, regulation, early cognition, independence and interaction through practical, sensory, structured and motivating experiences.
Discovery Pathway	Formal, structured and scaffolded learning.	Learners access a broader subject-specific offer, with strong emphasis on functional English and maths, independence, wellbeing, community participation and preparation for adulthood.

Design principle

The curriculum meets learners where they are, reduces barriers to access, revisits key learning over time, and supports learners to apply meaningful skills in school, at home and in the community.

3. Values-Led Curriculum Design

The Doubletrees values shape curriculum intent, implementation and assessment. They are not separate from the curriculum; they explain why we prioritise emotional safety, communication, independence, therapeutic access and meaningful participation.

Value	How it is reflected in curriculum design	Curriculum implications
Achieve	Learners are supported to reach their unique potential through personalised, meaningful and holistic goals.	Achievement includes academic progress, communication, regulation, independence, engagement, maintenance of vital skills and application in new contexts.
Belong	Learners need to feel safe, recognised and valued as members of their class, school and wider community.	Belonging is built through attuned adults, predictable routines, relationships, inclusion and opportunities to contribute.
Communicate	Communication is central because it is often a primary barrier to learning, relationships, autonomy and community access.	Total Communication, AAC, symbols, Makaton, objects of reference, Intensive Interaction and communication partners are embedded across the day.
Develop	The curriculum develops the whole learner: cognition, communication, physical and sensory access, emotional resilience, independence and social interaction.	Learning is sequenced through small, personalised steps and revisited through a spiralling model until it is embedded and transferable.
Enjoy	Learners are motivated through curiosity, sensory exploration, play, creativity, themes, community experiences and joyful relationships.	Enjoyment and engagement support persistence, wellbeing, communication and meaningful participation.

4. Meeting the Needs of Our Cohorts

Alongside pathway design, further adaptations and differentiation are made to suit cohorts and individual learners. These approaches are responsive and personalised rather than fixed categories.



Learner need	Curriculum access and teaching approaches
Autism / social communication needs	Predictable routines, visual schedules, clear transitions, reduced language load, Total Communication, sensory diets or breaks, Attention Autism / Bucket Time where appropriate, motivating activities and positive reinforcement. Adults use attuned relationships to increase or reduce demand and support regulation.
Severe learning difficulties	Short, structured, purposeful activities with immediate feedback, motivating rewards and personal interests. Now/next supports, repetition, enabling environments, communication opportunities and independence routines are embedded across the day.
Physical impairments	A multi-agency approach ensures therapy plans are embedded into daily routines. Personal care, movement, positioning, therapy and physical development are treated as learning opportunities, with learners supported to anticipate, choose, communicate and participate as much as possible.
Sensory impairments	Environments and resources are adapted using specialist advice. Communication is multi-sensory and accessible, with tactile, auditory, visual and object-based cues. Specialist targets are incorporated into EHCP and personalised learning goals as appropriate.
Complex medical needs / profound and multiple needs	Learners are supported through highly bespoke timetables, trusted adults, health and therapy routines, Total Communication, sensory access, comfort, safety, dignity and agency. Learning focuses on engagement, choice, anticipation, interaction and quality of life, alongside EHCP outcomes and the Engagement Model where appropriate.

5. Curriculum Progression — The Journey Through School

Progression at Doubletrees is not a single linear route. Learners revisit key knowledge, routines, vocabulary, communication and skills over time so that learning becomes secure, meaningful and transferable. The curriculum is organised by school phase rather than by standalone key stage references.

Phase	Curriculum emphasis	Progression focus
EYFS	Secure foundations through play, early communication, co-regulation, physical development, sensory exploration and independence from the beginning of the school journey.	Learners are known deeply by staff and families. The most appropriate pathway approach is identified through observation, assessment and responsive provision.
Lower School (Key stages 1 & 2)	A thematic, broad and balanced curriculum delivered through accessible, motivating and meaningful contexts. Core skills include communication, English, maths, PSHE, physical development, self-help and independence.	Learning focuses on early subject access, engagement, routines, communication, independence and building the foundations for future learning.
Middle School (Key stage 3)	A three-year rolling cycle with themes that broaden learners' awareness of the world, celebrate Cornwall and revisit key historical, scientific, cultural and practical concepts.	Independence increases through simple food preparation, class and school responsibilities, citizenship, community awareness and early exploration of interests and aspirations.
Upper School (Key stages 4 & 5)	An age-appropriate continuation of the pathways, with greater emphasis on Preparing for Adulthood, community inclusion, enterprise,	Learners apply English and maths in real-life contexts, access work-related learning opportunities where



Phase	Curriculum emphasis	Progression focus
	accreditation where appropriate, life skills, independence and transition planning.	appropriate, engage with external services and prepare for successful transition to next settings.

6. The Four Shared Curriculum Strands

The four curriculum strands provide coherence across Doubletrees while allowing EYFS, Engagement, Exploration and Discovery to personalise pedagogy, pace, context and level of support.

Strand	EHCP link	Summary
Feeling Safe in My World	Social, emotional and mental health	The foundation for learning. Adults prioritise attunement, relational connection, regulation, predictability and emotional safety so that learners can engage.
Exploring My World	Cognition and learning	Learners build knowledge, concepts, curiosity and thinking skills through play-based, pre-formal, skills-based, thematic, subject-specific, functional or accredited learning depending on pathway.
Accessing My World	Sensory and physical	Learners access sensory, physical, medical and regulation support so that barriers to participation are reduced. Therapy plans, physical development, sensory regulation, health routines and accessible environments are embedded across the day.
Interacting with My World	Communication and interaction	Learners are supported to understand others, express themselves, make choices, build relationships, interact socially and communicate within school, home, community and adult-life contexts.

7. Accessing the Community and the Wider World

Community contexts can be unpredictable, noisy, socially complex, physically demanding and communication-heavy. For some learners, direct community access may require careful preparation, familiar adults, therapeutic planning and graduated exposure.

We do this by...	So that learners...
Taking learners into the community when it is safe, purposeful and appropriately scaffolded.	Practise functional communication, independence, social interaction, travel, leisure and life skills in real contexts.
Bringing the community and wider world to learners through immersive experiences, sensory stories, visitors, role play, enterprise, themed projects and adapted learning environments.	Experience equity of opportunity, participation and belonging even when direct access is not yet possible or needs to be carefully staged.



8. What Success Looks Like

Success is visible in small, meaningful steps that increase agency, participation, communication, confidence, wellbeing and quality of life. Assessment captures more than academic attainment; it includes personalised learning goals, EHCP outcomes, engagement, learning journeys, wider curriculum progress, pupil conferencing, therapeutic progress, independence development and preparation for adulthood.

Curriculum summary

The Doubletrees curriculum is inclusive, personalised and purposeful. It acknowledges that learners with complex SEN may face significant barriers to accessing learning, the community and the wider world. The curriculum therefore prioritises the foundational skills that make access possible: communication, independence, emotional resilience and community participation. Through the strands of Feeling Safe in My World, Exploring My World, Accessing My World and Interacting with My World, learners receive a coherent offer adapted to their pathway, age, needs and aspirations. Learning is revisited through a spiralling curriculum so that skills are encountered, embedded, applied and generalised across meaningful contexts.