



CURRICULUM POLICY

REVIEWED – 22nd APRIL 2024
RATIFIED 7th MAY 2024

REGULATIONS

PART 1: Quality of Education

PART 2: Spiritual, moral, social and cultural development of pupils

TO BE READ IN CONJUNCTION WITH:

Assessment, Teaching and Learning Policy,
SMSC Policy, SEN Policy, Equalities Policy,
Reading Policy and Calculations Policy

All learning and teaching follows the National Curriculum (2014), except in the case of music, which instead focuses on our own therapeutic music programme.

INTENT

Intention 1: Maximise behaviour and skills for learning

Pupils will want to learn and have the skills to learn.

Intention 2: Reach full academic potential

Pupils will develop appropriate knowledge, skills and understanding enabling them to achieve to the best of their ability academically, creatively and physically.

Intention 3: Rebuild and nurture

Pupils will be rehabilitated, enabling them to develop self-worth, a positive identity, confidence and contentment.

Intention 4: Prepare to make a positive contribution to the advancement of British society

Pupils will leave the School to engage in further meaningful study or employment. They will be community-spirited, respectful, law-abiding young people in full support of democracy and individual liberty.

- These intentions are clearly understood by all stakeholders.
- The curriculum has been carefully crafted and ‘cherry picked’ from a wide range of published schemes, alongside in-house content to ensure that it not only is a match for the special educational needs of our pupils, but that it also provides and highlights opportunities for the following key areas across all subjects and stages:

Reading

Writing

Mathematics

Speech, Language and Communication

Protected Characteristics

Community and locality integration

Becoming a ‘Good British Citizen’

Independence

Spiritual, Moral, Social and Cultural aspects of life

All long and medium term planning makes reference to, and outlines, how this is achieved.

- Detailed long term plans also highlight the key knowledge and abilities that pupils are expected to have acquired and retained at various points along their learning journey. They clearly show how learning is sequenced and builds through the key stages.

IMPLEMENTATION

The Curriculum gives pupils the opportunity to learn and develop in a supportive and creative environment, in which there is a focus on recognising achievement and supporting progression, and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the spiritual, moral, social and cultural development of the pupils as well as their intellectual and physical development.

The School is committed to providing a broad and balanced curriculum, based on the National Curriculum (2014). This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a topic-based curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation, locality trends and guidance for best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift, talent or specific interest to develop their skills and abilities in that area, through hobby/interest development sessions.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our pupils may have complex needs. In addition to the academic curriculum, individualised timetables provide opportunities for pupils to withdraw from class to participate in specialist sessions e.g. play therapy, psychotherapy, speech and language therapy, occupational therapy, relaxation, and therapeutic music.

We know that our pupils are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Termly home visits/pupil reviews, topic webs and basic skills packs, enable parents/carers to fully engage in their child's curriculum.

Please see appendix A: Curriculum Summary Diagram

English and Mathematics

English and Mathematics are taught discretely four mornings per week, with further learning opportunities available throughout all subject areas and topics.

Pupils' reading and writing skills are developed using the 'ReadWriteInc' scheme and their mathematical development is supported by 'Numicon' which starts in the Early Years.

All staff receive regular training in the delivery of phonics and the use of Numicon.

Topic-based Curriculum

The topic-based curriculum approach provides pupils with the opportunities to achieve a range of learning outcomes.

In the **Early Years** children are taught through continuous provision to cover the areas of PSED and Understanding the World Around Us.

During **Key Stages 1 and 2**, the following subjects are taught as a topic: Science, Geography, History, Art, Design and Technology, with Religious Education, PSHE and Citizenship being carefully linked to the topic (where appropriate). Physical Education is taught discretely.

During **Key Stage 3**, subjects are taught discretely to pupils, but are held together by an overarching theme.

Key Stage 4 Curriculum

In addition to English, Maths, Science, PSHE, Citizenship, RE and PE, pupils have a personalised study programme that matches their interests and talents and supports their next steps, on leaving the School.

We see the development of independence skills and skills for working life as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking, money and finance, parenting and work skills are taught. All pupils begin a career development programme in year 8 and attend work experience placements in key stage 4.

Key Stage 5 Curriculum

Some pupils choose to remain at the School during Key Stage 5 in order to further develop their independence skills, confidence and qualification portfolio prior to attending a mainstream provision or employment. Pupils continue to study English, Maths, PSHE, Citizenship, Life Skills, Social Skills and Vocational qualifications, and may attend work experience placements and/or supported external college placements.

SMSC

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

Teaching must not, and does not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is embedded throughout the curriculum.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Meaningful class discussion focuses on the celebration and worth-ship of all of those within the school community and aims:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life: the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Parents have the right to withdraw their child from Religious Education.

Pupils also raise money for a variety of charities, have links with a school in Africa and volunteer for one day in the local community each year.

Protected Characteristics

The School is committed to treating all members of staff, children and/or suppliers fairly and equitably regardless of: race, colour, ethnic or national origin, gender, sexual orientation, gender reassignment, age, religious or political beliefs, membership of professional associations or trade unions, disability, marital status, family responsibility and socio-economic standing or any other category where discrimination cannot be reasonably justified. We will ensure that no unjustifiable requirements or conditions are imposed that could disadvantage individuals on any of the above grounds.

The school take on board the **Gender Questioning Children non-statutory Guidance** and will act in line with these recommendations.

The School ensures that pupils gain meaningful knowledge and experience of protected characteristics. This is woven through the curriculum in a carefully considered manner, appropriate to age, special educational need, maturity and past experience. The ultimate aim of the school is to enable pupils to self-regulate in terms of non-discrimination.

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE and social skills lessons at a level appropriate to the understanding of the pupils.

Parents may request that their child is excused from Sex Education.

Enrichment and Life Skills

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example: horse riding, outdoor pursuits, gardening and topic related educational visits. Various lunchtime clubs are available and pupils also enjoy Health/Diversity/Safety Focus Days each term. KS4 and KS5 pupils participate in Independence Fortnight during the last few weeks of term each year. This enables pupils and staff to identify and fill any further gaps in life skills and citizenship.

CPD

All staff are provided with opportunities for professional development and training in line with the School development plan and the organisational training needs analysis and strategy. Training needs are linked to the School's performance management process.

Equal Opportunities

The School supports the rights of all pupils to equal access and opportunities regardless of age, disability, gender re-assignment, marriage/civil partnerships, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The School promotes an ethos of respect for everyone.

British Values

The Citizenship programme at all key stages (which is enhanced by regular school visits from our assigned police officer and school nurse, school visits to the fire station, and career guidance) provides pupils with the following:

- A broad general knowledge of public institutions and services in England
- The ability to distinguish right from wrong, and to respect the civil and criminal law of England
- Respect for the Fundamental British Values of democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.

IMPACT

Curriculum impact is measured in the following ways:

- Personal Progress Scale
- Positive Behaviour score
- BSquared Progress analysis
- Attendance

- Beck's Youth Inventory and other psychological tests
- Progress against challenging targets based on the knowledge, application and understanding of the matters, skills and processes specified in the National Curriculum and BTEC specifications
- Progress against Education, Health and Care Plan and Individual Education Plan targets
- Attainment at the end of Key Stages 1 and 2 (SATs), and KS4/KS5 (GCSE's, Functional Skills, BTEC's), Year 1 Phonics Screening Test and Year 4 Multiplication Tables Test.
- Pupil destinations
- Reduction in anti-social behaviour
- External Moderation
- GLS testing
- Speech and Language therapy progress reviews
- End of KS4 attainment data is compared with pupils from a selection of other special schools.

Early Years

Communication & Language
PSED
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Art & Design

Teaching Approach

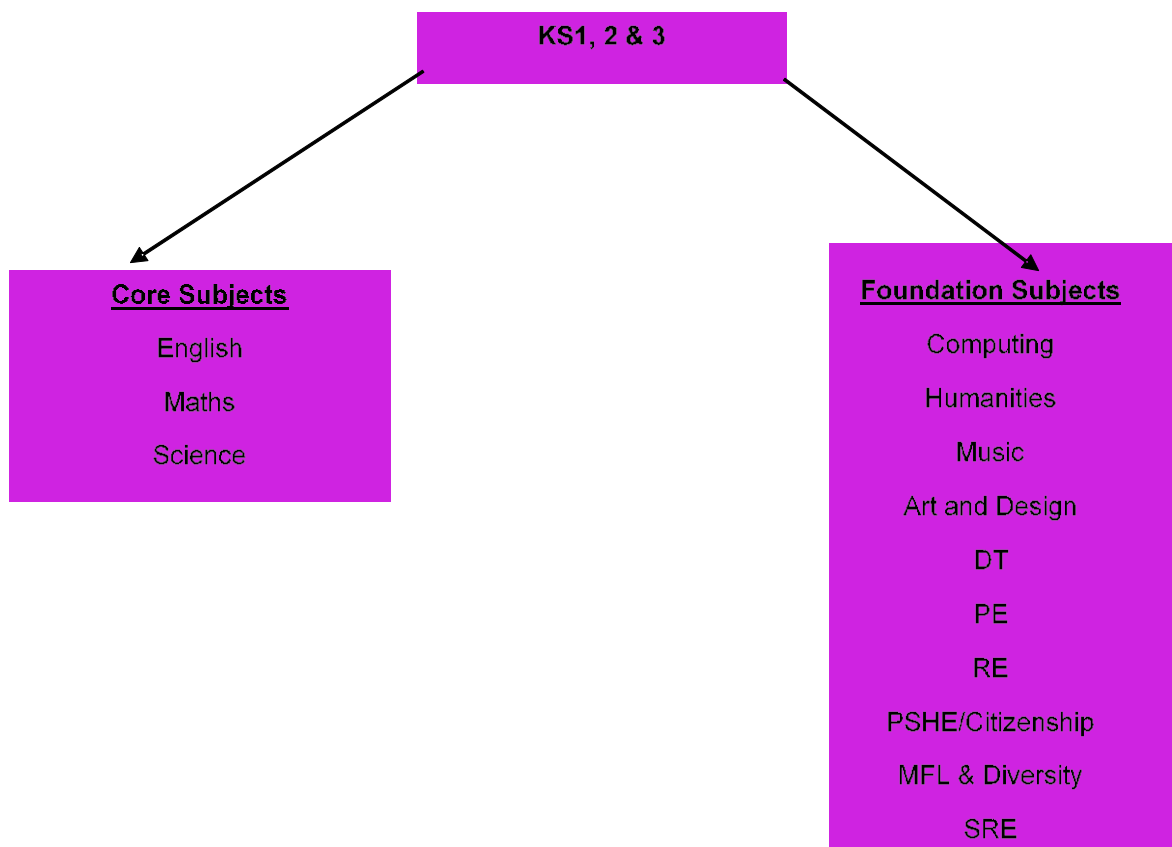
Therapeutic, Thematic, Specialist, Personalised, Carousel (ABC),
Focused and embedded IEP, Basic English and maths skills work and communication

Assessment

Teacher Assessment against Early
Learning Goals
IEP Targets
Assessment against EHC plan
objectives
Personal Progress scale
Positive Behaviour scores

Additional Activities

Outdoor education
Swimming
1:1 Music tuition
Hobby Development
Alternative Therapy/
Relaxation
Weekly therapy session
Speech and Language Therapy
Occupational Therapy
Anger Management
Social Skills Programme
Maths/English Boosters
Career development programme
Membership of The School council
Curriculum topic visits
Diversity focus days
Lunchtime clubs



Teaching Approach

Therapeutic, Thematic, Specialist, Personalised, Carousel (ABC),
 Focused and embedded IEP, basic English and maths skills work and communication

Assessment

Phonics Screening, Multiplication
 Tables Test, SATs

Teacher Assessment against
 national curriculum

IEP Targets

Assessment against EHC plan
 objectives

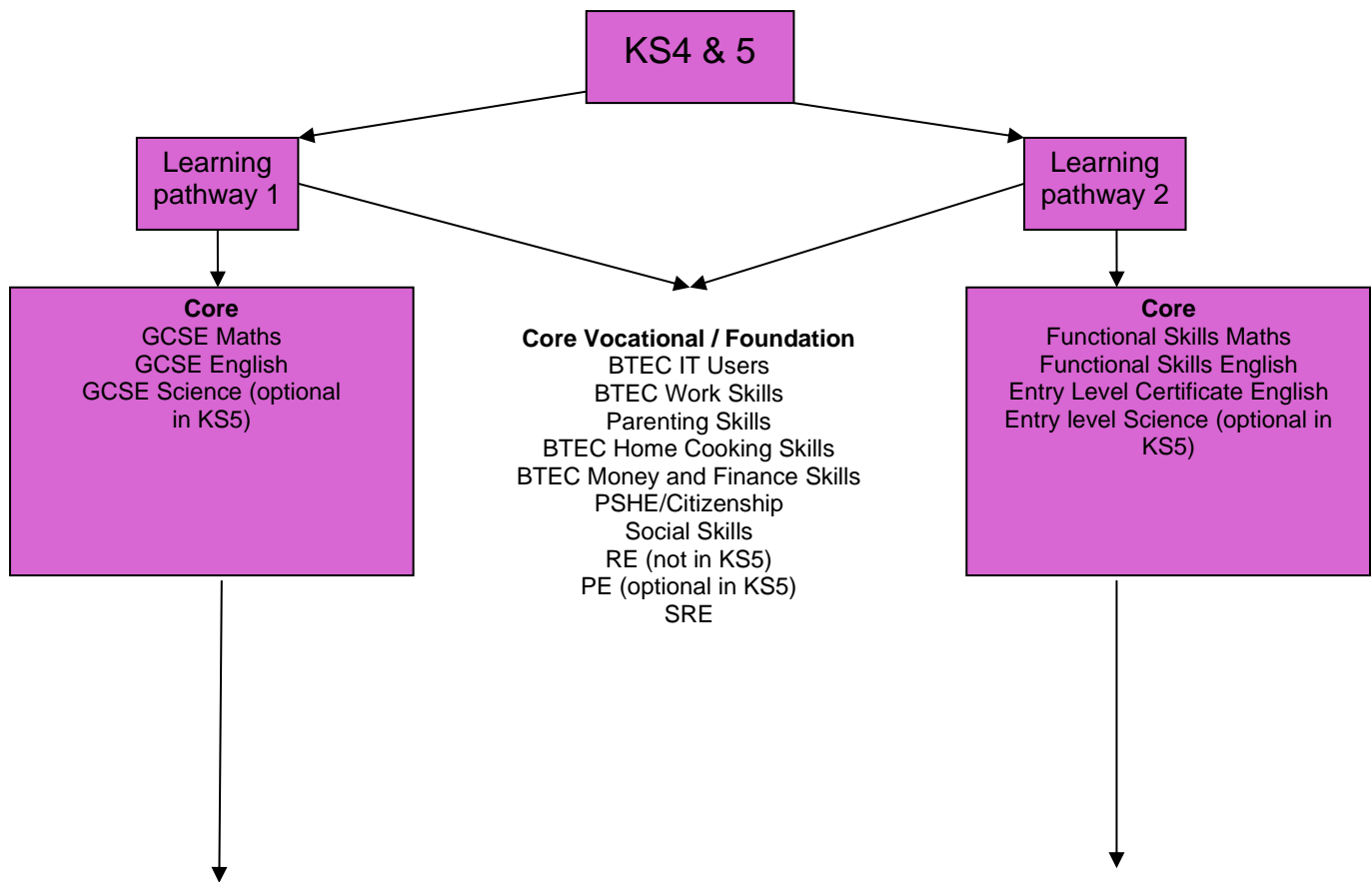
GLS (standardised external
 assessment)

Personal Progress scale

Positive Behaviour scores

Additional Activities

Gardening
 Outdoor education
 Swimming
 1:1 Music tuition
 Hobby Development
 Alternative Therapy/
 Relaxation
 Weekly therapy session
 Speech and Language Therapy
 Occupational Therapy
 Anger Management
 Social Skills Programme
 Maths/English Boosters
 Career development programme
 Membership of The School council
 Curriculum topic visits
 Health and Safety focus days
 Diversity focus days
 Lunchtime clubs



Options – Choose 1 or 2 depending upon size of qualification and pupil ability

BTEC: Art and Design, General Cookery and Hospitality, Sport, Land Based Skills, Health and Social Care, Computing, Applied Science, Leisure and Tourism, Child Care, Personal Progress, Vocational Studies, Public Services, Hair and Beauty, Skills for Independence

GCSE: Geography, Geology, Art. (If a pupil wishes to study another subject, then this is facilitated.)

Pre-Entry Level: Moving On programme

Teaching Approach

As for KS1, 2 and 3, but the carousel is used less, so that pupils can work for longer, independently, on specific tasks

Assessment & Accreditation

GCSE, Functional Skills, BTEC, Entry Level Certificates
Teacher Assessment against the National Curriculum
IEP Targets
Assessment against EHC plan objectives
Personal Progress Scale
Positive Behaviour scores
GLS (standardised external assessment)

Additional Activities

Independence Fortnight
1:1 Music tuition
Alternative Therapy/Relaxation
Weekly therapy session
Speech and Language Therapy
Occupational Therapy
Anger Management
Social Skills sessions
Outdoor education
Swimming
Maths/English revision sessions
Work experience
Careers development programme
Membership of school council
Lunch time clubs