

**School Curriculum Policy**

**To be read in conjunction with:**

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

**Independent School Regulations**

PART 1 and PART 2: Quality of Education and Spiritual, moral, social and cultural development of pupils

**Written: Jan 2019 Reviewed: 11th July 2019, 13th June 2020, 19th June 2021**

**Review: June 2022**

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 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 at the school supports the mission statement: *We work best, when we work together!* by giving 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 social, moral, spiritual 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 a system based on the ‘ReadWriteInc’ scheme and their mathematical development is supported by ‘Numicon’.

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. 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 over-arching 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 during 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 at the school must not, and does not, undermine the fundamental British Values of democracy; the rule of law, individual liberty, 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 and Discrimination**

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 ensure that no unjustifiable requirements or conditions are imposed that could disadvantage individuals on any of the above grounds.

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 and have been consulted on the content and implementation.

**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**

Formal curriculum review takes place annually with the Proprietorial Group, Executive Headteachers and Subject Leaders striving to ensure that it remains appropriate, and is subject to continuous improvement.

Curriculum impact is measured in the following ways:

* Personal Progress Scale
* Positive Behaviour score
* 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 (GCSES, Functional Skills, BTECs), 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.
* Pupil, parent/carer and staff surveys

**KS1, 2 & 3**

**Foundation Subjects**

Computing

Humanities

Music

Art and Design

DT

PE

RE

PSHE/Citizenship

MFL & Diversity

SRE

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

Learning Bus

**Teaching Approach**

Therapeutic, Thematic, Specialist, Personalised, Carousel (ABC),

Focused and embedded IEP, basic English and maths skills work and communication

**Core Subjects**

English

Maths

Science

KS4 & 5

Learning pathway 1

Learning pathway 2

**Core Vocational / Foundation**

BTEC IT Users

BTEC Work Skills

Parenting Skills

BTEC Home Cooking Skills

BTEC Money and Finance Skills

PSHE/Citizenship

Social Skills

RE (not in KS5)

PE (optional in KS5)

SRE

**Core**

GCSE Maths

GCSE English

GCSE Science (optional in KS5)

**Core**

Functional Skills Maths

Functional Skills English

Entry Level Certificate English

Entry level Science (optional in KS5)

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

**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

**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

Gardening

Outdoor education

Swimming

Maths/English revision sessions

Work experience

Careers development programme Membership of school council

Lunch time clubs

Learning Bus