

# Curriculum policy

## Helen Allison School



<b>Approved by:</b>	Simon Collins	<b>Date:</b> 2.9.19
<b>Last reviewed on:</b>	<i>New version</i>	
<b>Next review due by:</b>	15.9.20	

### Contents

1. Intentions .....	2
2. Implementation .....	2
3. Impact.....	3
4. Legislation and guidance .....	3
5. Roles and responsibilities .....	3
6. Inclusion.....	4
7. Monitoring arrangements .....	4
8. Links with other policies.....	4

## 1. Intentions of our curriculum

To enable every pupil to overcome barriers to success, develop areas of strength and master skills that they need for fulfilling and rewarding lives and at least equal life chances.

## 2. Implementation of our curriculum

We use each pupil's Education, Health and Care Plan as a framework to plan bespoke and ambitious curriculum for each pupil.

Teachers plan broad and balanced, individual curricula based upon pupils' individual needs; some pupils have individual timetables.

These developmentally appropriate, bespoke curricula are planned sequentially and reviewed on a 6 weekly basis.

For all pupils these aspects are addressed:

- Communication and language outcomes
- Cognition and learning outcomes
- Social and emotional skills outcomes
- Sensory regulation outcomes
- My future/independence
- Reading – including GROW project intervention and strategies
- Maths Mastery
- Life Skills, sex and relationships, / British Values keeping safe
- Personal development
- Spiritual, moral, social and cultural development/British Values
- Practical, functional activities
- Varied, practical, functional
- Community based learning
- Indirect/Direct therapy

There are two general models of curriculum delivery. Due to the often 'spikey profile' presentation that our pupils can present, there is flexibility and they can move flexibly at any stage:

### Formal Curriculum

This is for pupils who are functioning cognitively at least at or above end of chronological year one expectations. The curriculum will be delivered in a mainly structured manner, with some thematic aspects of delivery, incorporating a modified National Curriculum.

### Semi-Formal Curriculum

This is for pupils who are functioning cognitively at working towards end of chronological year one expectations. The curriculum will be delivered via creative topics and themes, including:

- The Arts
- Understanding the World
- Play/experiential learning opportunities
- Physical development
- Literacy and numeracy
- Learning to Learn

### 3. Impact of our curriculum

There are many ways of defining success - our person centred planning ensures that, as a child becomes a young person, they are equipped to lead a fulfilling and rewarding adulthood.

### 4. Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 5. Roles and responsibilities

#### 5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Principal and Senior Leadership Team to account for its implementation.

- The governing board will also ensure that:
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### 5.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 5.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **Teachers**

Teachers will plan individual curricula for each pupil within their class group on a 6 weekly basis. They will liaise with subject specialists and therapists to ensure that their pupils' curricula is sufficiently broad and balanced for them to be able opportunity to achieve all planned EHCP and other outcomes and targets.

*This will be shared with parents/carers, school leaders and available for stakeholders.*

Teachers will review the progress of their pupils in relation to planned learning activities on a 6 weekly basis, again meeting with subject specialists and therapists to review the impact of planned learning opportunities, identify and gaps in provision and plan sequentially for the next stage of learning, building on progress and acting on need. A new curriculum will be created and, where necessary, new timetable.

*This will be shared with parents/carers, school leaders and available for stakeholders.*

### **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with comorbid SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **7. Monitoring arrangements**

The Principal and Deputy Principal with responsibility for teaching and learning monitor the way their subject is taught throughout the school by:

Learning walks

Book and planning scrutiny

Teachers have joint responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the Deputy Principal with responsibility for Teaching and Learning. At every review, the policy will be shared with the full governing board.

### **8. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives