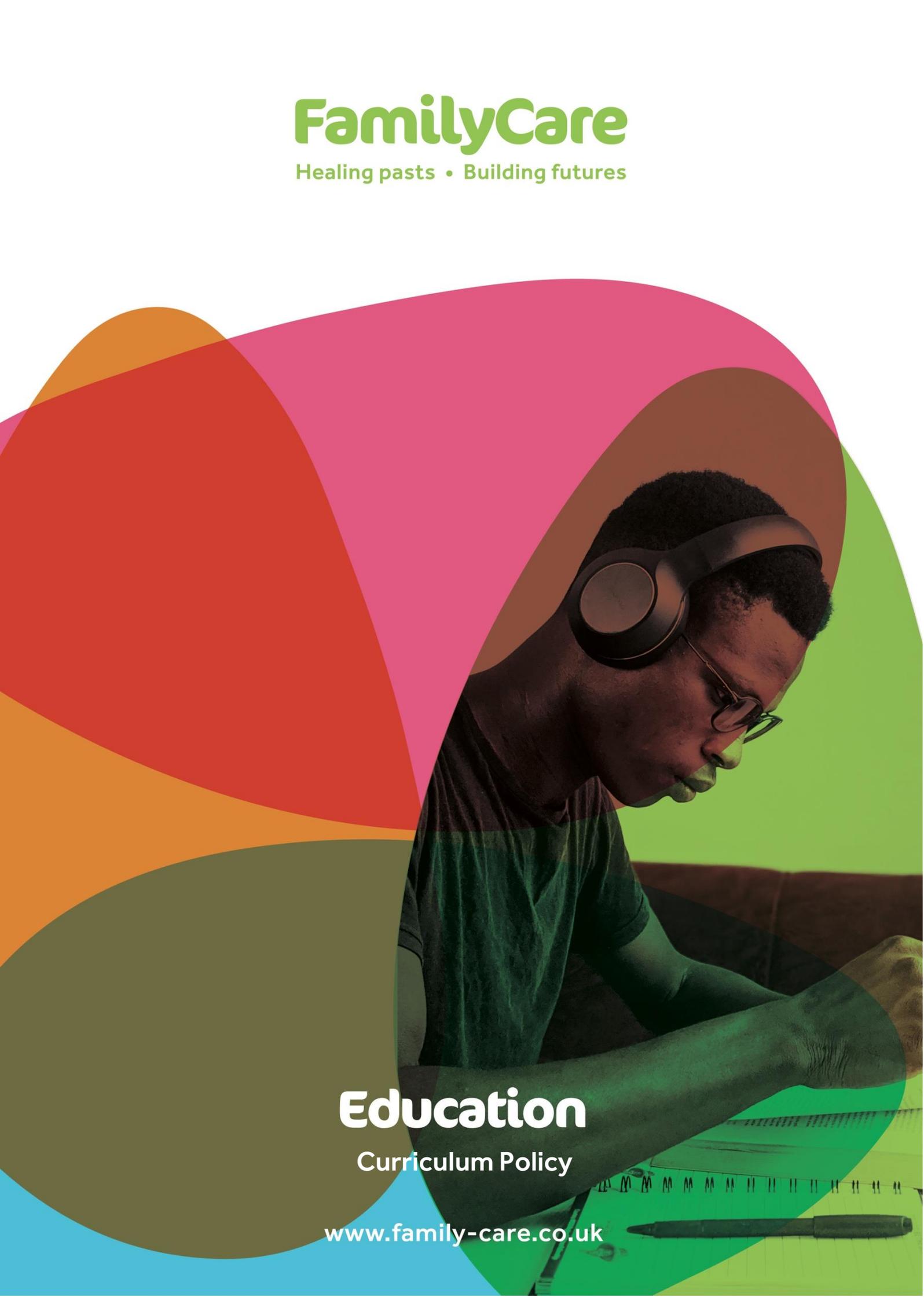


FamilyCare

Healing pasts • Building futures



Education

Curriculum Policy

www.family-care.co.uk

Curriculum Policy



Implemented/Reviewed: September 2019

Date of Next Review: September 2020

Introduction

The Curriculum at Eden School fully supports the Family Care Group education values of helping all of our pupils achieve and realise their full potential. It gives our 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 for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the Curriculum at key stages 1, 2, 3 and 4. Some subjects are taught discretely while others are covered via a creative curriculum approach. The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education. There is continued focus on functional numeracy and literacy at all key stages.

We endeavour to provide opportunities and interventions for pupils who are identified as having Special Educational Needs developing their skills and abilities in the area of challenge or difficulty. 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 have complex needs which requires creativity within the curriculum but also ensures fairness of access to a balanced education. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions or 1:1 interventions with identified focus. We recognise that some of our pupils require lots of nurture and additional support to enable them to access the curriculum, therefore much attention is paid to the learning environment and emotional literacy is taught.

Aims

- That pupils make outstanding progress against personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities
- That pupils develop communication skills
- That pupils develop their social and emotional skills
- That pupils develop reading skills through phonics-based reading scheme
- That pupils develop skills for independence
- That pupils use of and development of ICT is encouraged
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils learn a range of skills for life beyond school

Literacy and Numeracy

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum. Literacy and Numeracy are taught throughout the day and form part of the pupils' daily routine. Pupils' reading skills are developed by the use of phonics reading schemes such as "Dockside" which provides a structured age appropriate and engaging scheme to support reading and comprehension skills.

Literacy at KS1, KS2 and KS3 is supported by specialist staff trained in Read Write Inc through both group and 1:1 sessions.

Numeracy is supported through practical maths activities which are developed to allow maximum enjoying of maths and to provide objects of reference to make embedding maths concepts easier.



Creative Curriculum

The Creative Curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a topic-based framework. It also allows for cross curricular teaching so as to create a more rounded and individualised curriculum for the pupils.

Many of our pupils arrive at Eden School functioning below their academic, emotional and social age range. One of our main aims is to challenge and support the development of our pupils so that they can achieve functional literacy and numeracy along with other core and creative subjects.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners
- Functional learners

Key Stage 1 and Key Stage 2 Curriculum

Both Key Stages 1 and 2 are delivered in accordance with the full national curriculum providing our pupils with a broad and balanced education. Key Stage 1 and 2 are supported by a highly structured plan of group and individual interventions to build and encourage functional ability.

To further enrich the education experience for these pupils they also take part in outdoor education and rural skills. There are also structured play and social times to encourage participation, group work and social ability.

Key Stage 3 Curriculum

Key Stage 3 is delivered in accordance with the full national curriculum providing our pupils with a broad and balanced education. Key Stage 3 is supported by a structured plan of individual interventions to build and encourage functional ability in numeracy and literacy.

To further enrich the education experience for these pupils they also take part in outdoor education and rural



skills. There are also structured play and social times to encourage participation, group work and social ability

Pupils are supported through a planned transition into Key Stage 4 ensuring that they possess the skills required to go on to study in years 10 and 11. All pupils in year 9 will get access to careers advice.

Key Stage 4 Curriculum

Key Stage 4 is very much designed around the needs of the year 10 and 11 pupils we have in school at any time. The curriculum and options remain broad and balanced whilst containing the support and nurturing required to achieve both certificates and examinations.

At Eden School we deliver a range of GCSE's, along with Functional skills and Entry Levels/Unit Awards to ensure that our pupils are able to achieve throughout Key Stage 4. Bespoke times tables are put into place to allow pupils to get the most of their KS4 experience.

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a focus throughout key Stage 4 on life skills and preparation for post 16 education and training. In addition, skills such as basic cooking are taught and where appropriate work experience. We provide close support for the pupils and families in the transition to further education.

PSHE and SMSC

PSHE is a timetabled lesson but this is also a huge part of the unseen curriculum at Eden, emotional literacy is taught on a daily basis. Pupils are encouraged to recognise and label their emotions and self-regulate using the zones of regulation concept. Secure base is a core part of our school and nurturing pupils to develop self-esteem and self-awareness is essential.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum. SMSC forms an integral part of the curriculum with the school's values of Respect, resilience, caring for others, honesty all linked to British values. Concepts such as democracy are taught and pupils are encouraged to take a big part in the development of the school, this includes interviewing staff.

Religious Education

Religious Education themes and topics are covered in lessons as well as through assemblies and PSHE. Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all of those within the school community and aim:

- 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...

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with parent/carers, partner organisations and therapeutic services for specialist individual input and support.



Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: canoeing, climbing, music workshops, gardening, educational visits.

Alongside these enrichment activities we also run rural skills as part of our curriculum allowing our pupils to further enrich their education.

Accreditations

Learning outcomes will be accredited via AQA GCSE's, AQA Functional Skills and AQA Unit Awards and where appropriate Entry Level qualifications.

Responsibilities

The Senior Leadership Team (Head Teacher, Deputy Head Teacher, SENCO) are responsible for:

- Ensuring that Teaching and Learning is of a continually good/outstanding standard
- Ensuring that the Statements of Special Educational Needs and Education Health and Care Plans are maintained and current as directed by the Local Authority
- The effective distribution of budgets and resources to ensure the effective delivery of the curriculum
- The appropriate use of Pupil Premium Funding
- The overall effectiveness of the school

Class teachers are responsible for:

- Long, medium and short term planning
- Differentiation to meet the individual needs of pupils
- Summative and formative assessment
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of Learning Support Assistants
- Attending and contributing to training and meetings as requested

Learning Support Assistants are responsible for:

- Providing academic support as directed by the class teacher
- Providing emotional and social support as necessary and directed by any particular pupil
- Providing observations of pupil progress and behaviours

Monitoring and Evaluation

The Head teacher and Deputy Head will co-ordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data
- Analysing progress data
- Observing lessons
- Learning walks
- Work scrutinies
- Curriculum development and planning
- Initiating training/workshop opportunities with specific focus.

Resources

Resources are allocated in line with the priorities indicated in the School Development Plan.

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 will be linked to the school's performance management process of termly supervisions and annual performance appraisals.

Equal Opportunities

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

