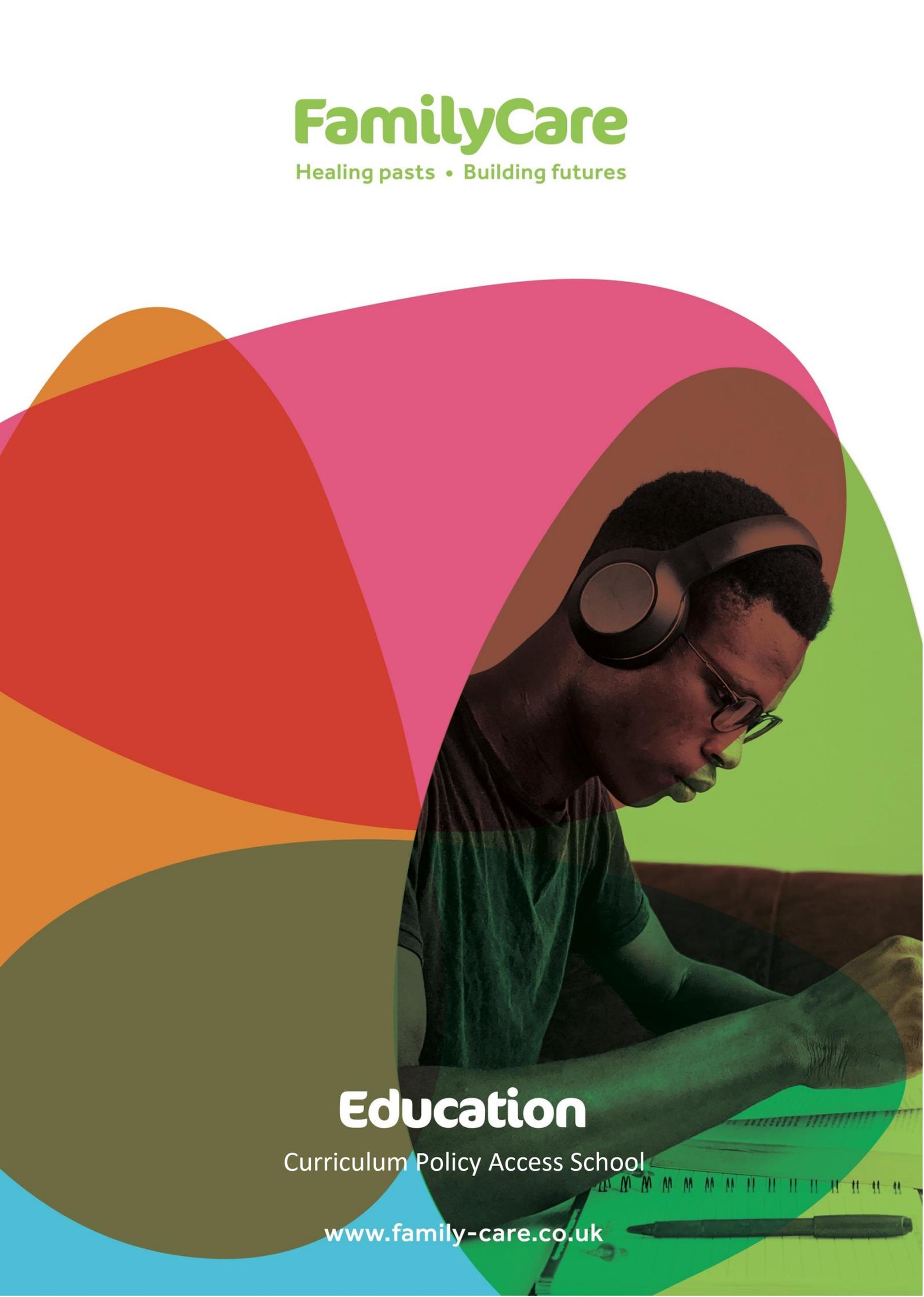


FamilyCare

Healing pasts • Building futures



Education

Curriculum Policy Access School

www.family-care.co.uk

Curriculum Policy

Implemented/Reviewed: September 2021

Date of Next Review: September 2022



Introduction

The Curriculum at Access School fully supports the Family Care Group education values of helping all of our students achieve and realise their full potential, to be the best you can be! It gives our students 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 students 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 students as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum, a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical education. The National Curriculum is followed in the core subjects of English, Mathematics and Science. This is blended with opportunities for students 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. 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 students 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 from year to year, key stage to key stage, no matter the starting point. It enables students to make connections and transfer skills and to think creatively and solve problems. It also develops students' capacity to work independently and collaboratively. Our students 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, there are opportunities for students to withdraw from some lessons to participate in therapy sessions or 1:1 intervention with identified focus. We recognise that some of our students 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 students make outstanding progress against personal targets
- That students acknowledge their achievements and have a sense of pride
- That students have opportunities to participate in a range of enrichment activities
- That students develop communication skills
- That students develop their social and emotional skills
- That students develop reading skills through phonics-based reading scheme
- That students develop skills for independence
- That students use of and development of ICT is encouraged
- That students develop a greater awareness of their local community and make a positive contribution
- That students 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 students' daily routine.

Students' reading skills are developed using phonics reading schemes such as Read, Write, Inc and Reading Eggs 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 or through Reading Eggs where the formal structure of read, write, inc is not effective.

The Dockside scheme is used to support older students with reading difficulties to learn to read in age-appropriate contexts.

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.

Literacy and Numeracy skills are continuously reinforced throughout the curriculum.

The Curriculum Offer at Access

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

As far as is possible we aim that students 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

The Key Stage 1 and 2 curricula give pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical 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 students they also take part in rural skills classes where they are able to grow plants and care for small animals. There are also structured play and social times to encourage participation, group work and social ability.

Key Stage 3 Curriculum

The Key Stage 3 curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical 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 students they also take part in outdoor education which includes various activities from outward bounds adventures to visits to historical sites and Art galleries. Students in key stage 3 are also able to study much of the biology curriculum in a very practical way alongside learning rural skills in the continued development of our small holding. There are also structured play and social times to encourage participation, group work and social ability.

Students 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 students in from year 8 have access to careers advice.

Key Stage 4 Curriculum

Key Stage 4 is very much designed around the needs of the year 10 and 11 students 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 Access School we deliver a wide range of GCSE's and Entry Levels through AQA and Personal and Social Education Awards through ASDAN to ensure that every student can succeed at Key Stage 4.

We see the development of independence skills and Skills for Working Life as vital to our students. To that end, there is a focus throughout key Stage 4 on life skills and preparation for post 16 education and training. Where possible all pupils in key stage are offered a place on work experience. We work closely with students, their families and other professionals to ensure an appropriate placement for post-16 education is found and that the transition is as smooth as possible.

Personal, Social, Health and Citizenship Education

PHSCE is a central aspect of the curriculum at Access School. All students follow our bespoke Me, Myself and I program.

The Me Myself and I program is a taught program covering PSHE, SRE, E-Safety, Citizenship, Employability Skills, Mental Wellbeing and Emotional literacy where students learn to develop essential skills to enable them to function safely and effectively in the world beyond home and school.

Sex and Relationships Education is taught as part of our Me, Myself and I program 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.

E-Safety is taught using the ThinkUknow resources from CEOP. Special sessions are taught at points during the year to focus on aspects of e-safety from protecting personal information and understanding that we do not always know who we are speaking to online to issues around sexting and cyberbullying. Students are taught about potential consequences and harm that can be caused by such issues and taught about what to do when they feel there is a problem.

In addition to the Me, Myself and I program PSHCE forms a huge part of the unseen curriculum at Access, emotional literacy is taught on a daily basis. Students 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 students to develop self-esteem and self-awareness is essential.

Beyond discrete lessons and daily interactions with staff, PHSCE 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 students are encouraged to take a big part in the development of the school, including interviewing staff.



Religious and Moral Education

Religious Education forms part of our humanities program in key stages 2 and 3, here children learn about the major belief systems in the world whilst tolerance and morality are central themes throughout the Me, Myself and I program across all key stages.

Moral themes and topics are also covered across the curriculum, for example, exploring the spiritual and moral questions posed by cloning in the science curriculum or exploring the holocaust in history.

In addition students are able to experience aspects of each of the major world religions through organised events celebrating the major religious festivals. 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...

Enrichment

The curriculum is enriched by our Outdoor Education program, a program designed to increase the cultural capital of our students. Educational trips and visits, local community links and opportunities within the timetable to engage with new experiences. Recent examples include: Visiting the Tate Art Gallery in Liverpool, the Blists Hill Victorian Open Air Museum and The Science Museum; Canoeing, climbing and hill walking; Music workshops; Working with the Dog's Trust.

Rural Skills

Alongside these enrichment activities we also run rural skills as part of our curriculum for children in key stages 2 and 3. Students learn about caring for small animals and how food is produced. Much of the biology components of the science curriculum are taught through the experience of 'doing' for example following the development of plants from seed to harvest and exploring the ecology of the local area.

Accreditations

At key stage 4 we offer a range of qualifications to meet the needs of all learners. All of our qualifications are through AQA, a highly respected examination body. Students can access GCSEs in a range of subjects, we also offer Entry Level qualifications where appropriate and ASDAN awards in Personal and Social Education.

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:

- Leading a subject, each class teacher is responsible for one of more areas of the curriculum
- Continuing the development of the scheme of work for subject(s) for which they lead
- Supporting other teachers who may teach that subject(s)
- Developing and Maintaining a progression map for their subject(s) upon which students are able to follow their individual progress
- Long, medium- and short-term planning
- Differentiation to meet the individual needs of students
- 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 are 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 students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone. Further details can be found in the Equality policy, the Ethnic Diversity policy, the Equal Opportunities policy and the Inclusion policy

