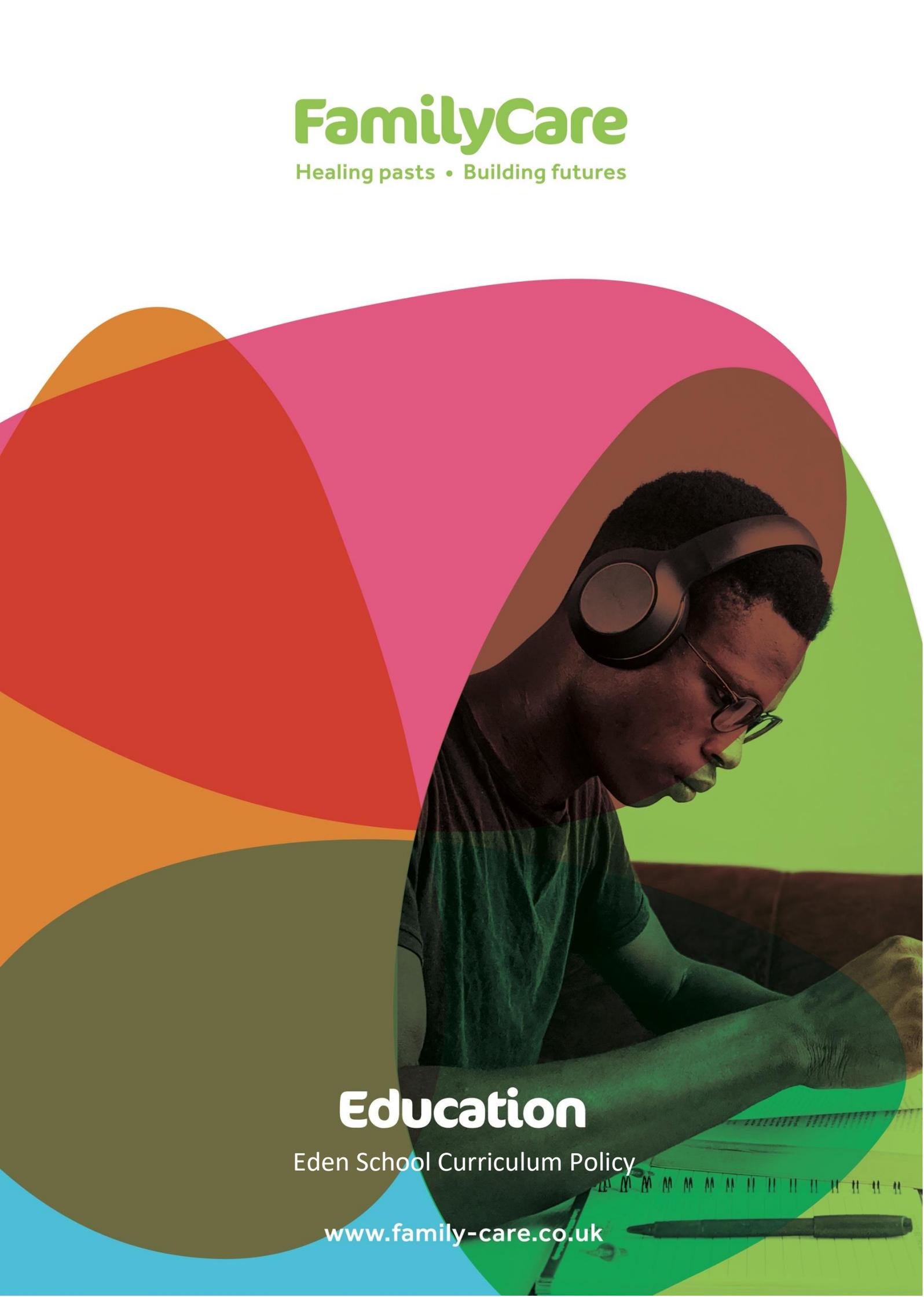


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Education

Eden School Curriculum Policy

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Curriculum Policy

Implemented/Reviewed: October 2021

Date of Next Review: October 2022

Eden School

Curriculum policy October 2021



RATIONALE

The Curriculum Policy provides the framework for effective teaching and learning at Eden school. Our aims are influenced by the programmes of the National Curriculum along with our own bespoke schemes of work.

Eden is committed to providing a therapeutic holistic education that includes a bespoke core alongside a tailored and enrichment curriculum. This combination will challenge and engage pupils, whilst offering continuity and progression.

We place a high priority on Personal development and the progression of life skills are promoted at all key stages. We believe that structure and positive relationships are an important part of our curriculum we plan for opportunities for pupils to develop resilience and positive risk-taking. We believe this helps prepare our pupils for the modern world. Our students learn best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. We recognise that many of our students have difficulties but believe that compassion, tolerance, and positive intervention support change. The culture and ethos of our school is based upon the Secure base model, where all pupils and all staff are supported to be the best they can be.

The policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Eden School. This policy forms an intrinsic part of continual curriculum improvement and development and is used in relation to school improvement planning. All staff have a responsibility to uphold the policy and subject leaders have key responsibilities to devise and update the subject policies that support it.

AIMS

The School will:

- Cater for the needs of individual children of all sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community.
- Provide an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Provide a broad and balanced curriculum in line with statutory requirements.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Provide a secure base from which our pupils can flourish

We aim that all students should:

- Show greater flexibility; how to solve problems in a variety of situations; and develop skills to work independently and as members of a team.



- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Adopt our 5 core values of Respect, honesty, caring for each other, resilience, and humour
- Be expected to behave in a considerate and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others.
- Develop non-sexist and non-racist attitudes and intercultural awareness to have some knowledge of the beliefs of the major world religions.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms and acquire appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Develop self-awareness and develop social, life and independence skills.
- Become self-reflective.

EDUCATING THE WHOLE CHILD

Eden School teaches children how to learn through a structured, multi-sensory, and integrated approach which runs parallel to a mainstream curriculum. The focus is on developing key knowledge and skills which is needed in order to operate confidently and successfully in education, work, and life in general. Students will follow a modified National Curriculum and may enter for a variety of courses and examinations including ASDAN and AQA awards and certificates, Entry Level certificates, GCSEs and BTECs. Teaching and learning will be influenced by the teaching of wellbeing and students are encouraged to develop personal skills that reflect British values and the values of our school community.

ACCESS TO THE CURRICULUM

The curriculum is planned to cover the breadth and depth of study appropriate to the students' attainment levels. Across the school there are progressive schemes of work that build on learning each year.

Planned opportunities and experiences facilitate the generalisation of knowledge and skills and their functional application in cross curricular subjects and activities.

Flexible and autism-friendly teaching styles and curriculum delivery are adopted to meet individuals' needs and determine curriculum planning so that every student has equal access to it. Monitoring of the curriculum is completed regularly through the school's self-evaluation procedures and is always reviewed in line with government legislation.

The curriculum from year 9 and beyond is supported through careers guidance and a person-centred transition approach ensuring there is a focus on:

- Work skills with work experience offered to all in KS4

- the individual student and their personality
- parent partnership
- the student's ambitions, abilities and what is important to them (now and for the future)
- continual listening, learning, and target setting to help the students aspire to and achieve goals



ORGANISATION

The school is currently organised into 3 different classes Dali, Warhol and Banksy.

The pupils are linked to the class that most suits their individual needs and within each class and a bespoke plan is offered for each pupil.

Warhol class: This is an upper Key stage 2 and Key stage 3 class, which runs like a traditional primary class. The class is ran by a specialist teacher and 2 LSAs. Pupils work on the core subjects and study a series of topics, learning is hands on and regularly brain breaks are offered. Play remains a core part of the curriculum, pupils enjoy using technology and pupil specific interests are used as a spring work to subject specific work.

Banksy class: This class is a KS3/ KS4 class, all pupils are autistic, all pupils are mainstream ability, but all have many barriers to learning. Each pupil would have previously been classed as a school refuser and all have had a period of at least a year out of education prior to entry at Eden. The curriculum for the Banksy class is subject specific but does link into pupil interests to ensure engagement. The class is supported by a teacher, HLTA and an LSA. Each member of staff realises there is a need to nurture the pupils and that a good relationship is essential. Pupils are challenged to be resilient and the good relationships the staff has with pupils allows them to both nurture and stretch and challenge pupils to meet their academic potential.

Dali class: this is a transition class, where the 2 pupils are taught within their own homes by experienced Eden staff. These pupils are pupils who have previously been out of education for several years, the local authority have commissioned specialist packages. Both pupils have a transition plan, and the longer-term goal is for them to be able to access the school building. In the short term they have a program of life skills and access the local community and link in with peers regularly alongside the teaching of the core subjects.

English and Maths

English and Maths are taught discretely and are constantly reinforced throughout all aspects of the curriculum. English and Maths are taught throughout the day and form part of the pupils' daily routine. Pupils' reading skills are developed by guided reading, shared reading, reading with an adult and developed using phonics strategies. Accelerated reader is used to support the reading strategy across the school.

English at KS1, KS2 and KS3 is taught creatively using technology to enhance the learning, pupils follow a scheme of work that encourages pupils to develop their writing, reading and communication across different genres. Film making and drama help enhance literacy and provide opportunities for pupils to develop their oral literacy. Writing is taught and encouraged in all subject areas, pupils are also encouraged to use laptops and iPad technology to support their writing.

Maths is supported through practical maths activities which are developed to allow maximum enjoyment of maths and to provide objects of reference to make embedding maths concepts easier. Core maths skills such as money management, time, basic calculations, and measuring are reinforced regularly and are also taught within life skills.

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 to create a more rounded and individualised curriculum for the pupils. The creative curriculum is taught in KS1, KS2 and in KS3 and KS4 (for pupils not on a GCSE or equivalent pathway).

Many of our pupils arrive at Eden School functioning below both their academic and 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 skills that will enable them to become active citizens in the modern world.



Key Stage 1 and Key Stage 2 Curriculum

Both Key Stages 1 and 2 are delivered guided by the 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 make regular visits within the local area. Pupils are also given time for structured play and to socialise with their peers to encourage pupil participation, group work and social ability.

Key Stage 3 Curriculum

Key Stage 3 is delivered based on the 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 Maths and English.

To further enrich the education experience for these pupils they also take part in outdoor education and make regular visits within the local area. 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 and work will be done to support them to develop their life skills.

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. All pupils in Key stage 4 are offered the opportunity to engage in work experience and are taught work skills.

At Eden School we deliver a range of GCSE's, along with Functional skills and Entry Levels/Unit Awards to ensure that our pupils can achieve throughout Key Stage 4. Bespoke times tables are put into place to allow pupils to get the most of their KS4 experience. For pupils not working at GCSE standard, entry level awards, functional skills, and life skills are all taught and personalised to suit.

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 travel training and basic cooking are taught. We provide close support for the pupils and families in the transition to post 16 education.

The percentage of time allocated to each curriculum area is frequently reviewed in order to maintain balance and breadth, whilst meeting the highly individual needs of our students and class groups, identified through the outcomes of their EHCP Annual Reviews, IEP targets, and other information from a range of professionals.

It is recognised that the National Curriculum is only part of the curriculum required by children and young people with autism and associated learning needs. Many other skills are required to be taught to students at the school and the other areas specifically addressed in the curriculum include communication, social,

behavioural, personal, citizenship, self-help and life skills. Therefore, as with many areas of the curriculum, these skills are taught in a range of “real” situations, in order to make them more relevant to our students and to allow for generalisation. The curriculum is weighted towards physical and practical activities to meet the widest range of learning needs and thus to maximise the learning opportunities.



The core curriculum	The tailored Curriculum	The creative and enrichment curriculum
<p>This focuses on the academic learning including some aspects of social and emotional development.</p> <ul style="list-style-type: none"> • PHSCE (Including sex education and drugs education) • English • Maths • Computing • PE • Art • DT (Including Food technology) • Humanities • Music (in primary only) 	<p>This focuses on the additional interventions and support that is required by our students to enable them to access learning and Life skills curriculum</p> <ul style="list-style-type: none"> • Work related learning and work experience • Progressive Computing Curriculum including VR and AI. • Emotion coaching • Annual review targets • Behaviour plans and targets • Sensory diet • Health & Wellbeing Programme 	<p>This focuses on the development of application and generalisation of skills to support the students in their life-long learning.</p> <ul style="list-style-type: none"> • Mainstream links • Social skills programmes. • Travel training and independence skills • School council • Mainstream links • Social skills programmes. • Travel training and independence skills • School council • Christmas and Summer shows • Art projects

Due to communication being a core area of difficulty for students with autism, Modern and Foreign Languages will not be taught as a direct and distinct subject. Students that show a particular aptitude for languages, will, when possible, receive instruction from a specialist teacher. A strong SMSC curriculum is in place across the school to focus and concentrate on sharing and expanding our student’s knowledge, understanding and experiences of other cultures.

The school provides a high staff ratio to allow for opportunities for individual teaching, as well as small group activities. All aspects of a student’s day are seen as learning opportunities.

Timetables ensure the breadth and balance of academic learning whilst also integrating the tailored and enrichment learning. Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year and sufficient weighting and time is given to core learning and development of core skills. All students have individual structured timetables presented in various formats. This enables them to identify what to expect during the day, and helps to become more organised.

“Movement breaks” happen throughout the school day to enhance attention and concentration and promote health and well-being. In addition, a morning Health & Wellbeing programme runs three times a week across the school to ensure a positive start to the day.

Transition times are an important part of our curriculum planning. We explicitly teach all our students how to manage these times and how to prepare for change—including planned and unplanned changes.



PLANNING THE CURRICULUM

At all times we strive for excellence in our curriculum and to provide continuity and progression, whilst also making important connections and links in every aspect of learning. Our curriculum is planned and reviewed at different levels to ensure that individual needs, strengths and interests of every student are catered for.

Long term	Medium term	Short term
<ul style="list-style-type: none"> • Schemes of work ensure there is breadth and balance of coverage within subject areas. • These are devised and monitored to ensure the curriculum is motivating and engaging and relevant to students learning. • Schemes of work and subject policies are reviewed every 2 years 	<ul style="list-style-type: none"> • Medium term planning is devised each half term to set targets and objectives. • The head works alongside class teachers to devise individual plans, therapy plans and programmes which are then integrated within the curriculum planning. 	<ul style="list-style-type: none"> • Short term planning identifies differentiated high quality teaching and learning experiences that meet individual needs. • Weekly or daily planning identifies objectives, strategies, assessment opportunities and outcomes for learners. • Teachers have autonomy to plan lessons how they choose.

MONITORING OF CURRICULUM PLANNING AND DELIVERY

It is the responsibility of the Head Teacher along with the Senior Leadership Team to ensure that the curriculum requirements are being met and that there is breadth and balance that encourages progression across year groups and through the school. PPA time for teachers allows time to plan from the curriculum and teams have time to meet together, share ideas, problem-solve and plan.

RESOURCES

The school recognises the need for high quality resources to support the curriculum, placing value on staffing as an essential resource. Classroom resources are varied and range to meet the individual needs of the students. We aim to ensure that resources are suitable, age appropriate, up to date and motivating with delegated budget holders responsible for them.