

Curriculum

'Learning and Achieving Together'

Overview

The whole school curriculum is split into 3 distinct categories:

- a) A formal curriculum – based upon the national curriculum and option choices generally for those operating and preparing to work toward 'standard expectations'.
- b) A semi-formal curriculum – based upon a creative themed approach incorporating structured play-based development for those operating cognitively significantly below 'standard expectations'.
- c) An experiential/sensory based curriculum for those operating cognitively and presenting with profound and multiple learning needs.

There are always exceptions and some cross over between the broad offers may be in the best interest of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

The Formal Curriculum in Key Stage 3 (Years 7,8,9)

The KS3 department offers formal learning for young people with a wide range of SEND. The timetable includes all compulsory national curriculum subjects; English, Maths, Science, Computing, Physical Education, Personal, Social, Health, Citizenship Education, Humanities (history/geography), British Sign Language (modern foreign language), Design & Food Technology, Art, Music, and Drama. Religious Education is delivered as a 'Theme Day' each half term.

The curriculum in KS3 follows the national curriculum programmes of study and is differentiated and personalised to meet the individual needs and ability of each learner. We recognise that some of our learners need access to a customized timetable to enable them to make greater progress and reach their full potential. There are six classes in KS3 which are ability based, both academically and socially, and have a mix of learners in Year 7, 8 and 9.

Interventions are in place for learners who need additional support in meeting their Education, Health and Care Plan outcomes. Sensory Regulation, Hydrotherapy, Physiotherapy and Speech, Language and Communication plans are followed alongside the formal curriculum for learners who need access to additional provision.

Enrichment activities and days are provided to enable learners to develop their confidence, independence and resilience in conjunction with teaching the importance of keeping physically and mentally healthy. All activities provide extended learning opportunities as well as having fun!

Achievement assemblies take place once per week to celebrate each individual learner's success however big or small. The KS3 department is the foundation for preparing our learners for adulthood as they transition throughout school.

The Curriculum in Key Stage 4 (Years 10,11)

The timetable in KS4 follows a similar pattern to that in KS3, however, there is an increase in emphasis on a personalized suite of accreditation and options. Students may be offered nationally recognised qualifications at an appropriate level which may include, (depending upon ability and subject): Unit award, Entry Level, Functional skills, GCSE. Option choices can be delivered on or off site. These may include construction, food hygiene and health, horticulture, hair and beauty, Enterprise, Creativity, Performing Arts, Physical Education, Mental Health and Well-Being. (*Options offered differ each year*). The curriculum entitlement will still allow all learners, irrespective of need or ability or disability, to follow a progression pathway linked to academic, vocational, and personal development routes and the outcomes of the EHCP in their preparation for adulthood.

Students in KS4 also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects may be delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

The Study Programme in the Further Education Department (Post 16 Y12-14)

The FE Department follow an individual study programme tailored to suit needs, abilities, aspiration and preferences. The key skills of English and Communication, Maths, PSHE and Computing form the core of the programme along with careers and physical development. Access to option choices mirror those in KS4 and are often delivered across both departments.

Work placements and work-related learning experiences are offered both off and on-site including working closely with other local FE providers through a College Links programme to provide students with a flavour of what local college establishments can offer post-19. Plus, a transitional links programme to support those moving into social care settings.

Students in FE also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Semi-Formal and Experiential Groups

The Semi-Formal groups offers a curriculum that combines an element of formal learning specifically linked to English and Communication and Maths, Computing and PSHE alongside themed creative and structured play based learning suitable for individual development stage.

The Experiential groups offers a themed base curriculum that specialises in a multi-sensory approach and is designed for learners who present with complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development and physical movement.

Students in all these groups also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Religious Education (RE)

The school does not have any religious affiliation, but does offer a broadly Christian ethos, whilst respecting and valuing all other faith and denominations of students and their families who attend the school.

Religious Education includes elements relating to all the world's major religions to aid understanding and respect for each other. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of RE unsuitable for their child may withdraw their child from taking part.

To do this the Headteacher must be informed in writing.

Assemblies

Assemblies are split into departmental assemblies. Students participate in assemblies at a level matching their ability or a level within which they feel comfortable. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of assembly unsuitable for their child may withdraw their child from taking part.

To do this the Headteacher must be informed in writing.

Relationships and Sex Education (RSE)

RSE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum –Each student will be treated as a specific individual and the information will be differentiated according to an individual's learning ability and level of understanding. The underlying principle is that we offer the knowledge and information to keep our young people safe and secure and for them to understand their emotions, physical development, personal responsibilities, and personal safety.

Homework

Homework is available for those students whose parents/carers wish their child to undertake additional study at home. The activities can range from practical tasks, generalising learned skills, reinforcing individual educational targets to specific subject-based homework. Should parents want to discuss homework set they should contact their child's form tutor.

Education Visits/Residential Experiences

Off-site educational visits or residential visits take place as appropriate to a specific subject or department or whole school offer.

Charging Policy

An agreed principle is to recover the costs of an educational activity taking place over and above that of the standard curriculum and that parents/carers will be asked for a voluntary contribution towards those costs with an assurance that any lack of contribution would not deny any student the opportunity of participation. However, it is also made clear that should insufficient funds be contributed then the activity may not take place. Similarly, some subject activities require expenditure on specific resources such as ingredients for Food Health and Hygiene and contributions may be requested, again a lack of donation would not stop a student accessing the activity. All requests for contributions would be non-profit making and cover costs only.

Those students who are entitled to the Pupil Premium Grant/Bursary funding may have this funding called upon to help towards the contributions required for that specific child.

Out of School Clubs and Extended Activities

These provide appropriate activities to contribute to the enrichment agenda.

We have a wide and varied menu of lunchtime clubs and after school activities including Computing, Art, Bike and Go-Karting, Football, Swimming, Dance, Integrated Sports, Signing and Sensory. As well as residential experiences and holiday clubs.

The library collates a range of information and guidance material available to parents/carers about opportunities for activities, family learning and support. Whilst school holds information on a wide variety of Special Educational Needs and curriculum subjects.

The school accommodates a local Scout Troop specifically targeting our student Population.

Personal Development

Implicit within the school's teaching and learning at both structured and unstructured times are aspects of personal development often only accounted for anecdotally yet form a major aspect of an individual's **preparation toward adulthood**. We aim for all our individual students to become rounded, well-ordered and positive young people as they grow into adulthood. We want them to be confident and optimistic; build resilience; emotional and social intelligence; to participate, engage and enjoy their learning and lives; to have self-control, self-regulation and coping strategies; to be independent, flexible and adaptable to change. All of this at whatever level an individual's ability can sustain.

For a diagrammatic summary and narrative of all the above refer to the following pages.