

# Curriculum

## *'Learning and Achieving Together'*

### **Overview**

Within Key Stage 3 students are organised into ability based tutor and subject groups running from Year 7 – Year 9. In Key Stage 4 the tutor and ability groups are the same across Year 10 and Year 11. In the Further Education (post 16) department, tutor and teaching and learning groups are also ability based Year 12 to Year 14

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 cognitively above P scales, 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 between P4-P8, working below standard expectations
- c) An experiential/sensory based curriculum for those operating cognitively between P1-P3, and presenting with profound and multiple learning needs and as such are working well below standard expectations.

There are always exceptions and some cross over between the broad offers may be in the best interests 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 Curriculum in Key Stage 3 (Years 7,8,9)**

For the formal curriculum, students are taught in ability-based groups for all subjects. The timetable covers the core subjects of English, Maths, Science, Computing, Physical Education, Religious Studies and Personal, Social, Health and Citizenship Education and non-core subjects such as Humanities, Design and Food Technology, Art, Music and Drama and British Sign Language. Lesson content is differentiated to meet the individual needs and ability levels of each student.

Those students who are working within the semi-formal curriculum group will have individual objectives derived from the core subjects running alongside a topic, themed approach that is centred upon structured play-based learning opportunities.

Those operating at a profound and multi-sensory level will be taught in a creative and experiential group. For these students, all lessons are differentiated based on 'Routes for Learning' and linked to an achievement continuum taken from the Rochford Review model of learning and assessment.

Students in KS3 also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects are 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 Curriculum in Key Stage 4 (Years 10,11)**

The curriculum in KS4 (years 10,11) follows a similar pattern to that in KS3, however there is an increase in emphasis on a personalized timetable of accreditation and option choices. Students may be offered nationally recognized qualifications at an appropriate level which include GCSE, BTEC Entry Level or Unit Award. GCSE has a specific individual focus if a student is working at the required expected level. BTEC is delivered in Science. Entry Level and Unit Award selection includes Computing/ICT (other nationally recognized accreditation may be offered to specific individuals), English, Maths, Science, RE and PSE. Performing Arts concentrate on LAMDA examinations, production and performances. Option choices (accredited where appropriate) include Performing Arts, Art, Community sport and

leisure, Construction, Horticulture, Sensory, Food Technology, Hair and Beauty, Community action/café and shop, Duke of Edinburgh Award. Some sessions will take place off-site. The school also offers access to work related learning and employability; work experience and enterprise education and independent travel training. This curriculum entitlement will allow all learners, irrespective of need or ability or disability to follow a progression pathway linked to academic, vocational and personal development routes.

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

Some subjects are 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, PSHCE and Computing form the core of the programme. Work placements and work-related learning experiences are offered both off and on-site towards gaining vocational qualifications. The Department also works closely with other local FE providers through its College Links programme which provides 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. On top of this we also offer a wide range of option activities in conjunction with KS4. (see above).

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

Some subjects are 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.

### **Semi-Formal and Experiential Groups**

The Semi-Formal Group 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 play based learning suitable for individual developmental stage. As students' progress developmentally they will, over time, follow the more formal approaches delivered in key stage ability groups.

The Experiential Group offers a themed base curriculum that specializes 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 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, however 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 is taught as a discrete subject on the timetable and 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**

The school is split into departmental assemblies. The assemblies will be based upon a focus for the week' and will have a broadly religious component to them as well as an achievement component. 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.***

Whole school achievement and special occasion assemblies take place as and when required.

## **Sex and Relationships Education (SRE)**

SRE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum – reviewed and redeveloped in preparation to embed the new PSHE/SRE curriculum by Sept 2020. 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 and 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 learnt skills, reinforcing individual educational targets to specific subject based homework. In the first instance parents should contact a students' pastoral tutor to discuss this.

## **Educational Visits/Residential**

The school considers the use of educational visits, education in the community, educational opportunities at other establishments and longer stay residential experiences an essential element of a student's overall educational entitlement. They enable students to learn, develop, practise and generalise their learning in realistic settings and other environments. All visits out of school undergo a risk assessment process; to make this easier we ask for parental permission at the start of the year to cover routine, curriculum based out of school activities. Visits outside of this or of a 'one off' nature will be the subject of individual requests for permission.

## **Charging Policy**

An agreed principle is to recover the costs of an out of school educational activity 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 Technology 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.

Work related learning or enterprise groups participate in activities that are intended to introduce students to the idea of work, business and profit making.

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.

## **Extended Service/out of school clubs and activities**

Extended service provision is intended to support schools to provide appropriate services to contribute to the enrichment agenda. School provides a 'core' offer of services including:

- A varied menu of activities
- Information for or signposting for parents/carers
- Arrangements for identifying and reviewing children and young people in need of support

- If there is a demand, community access to its premises

At Sir Tom Finney Community High School, 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 funded via bids to Lancashire Breaktime.

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 clientele and works closely with its partner lettings company to ensure the facilities of the school are available for additional community use.

### **Community development**

Community development is incorporated into curricular content and included into policy, procedure and practise. Specific examples include: Acting as a venue for Parent/Carer associations and other district authority-based meetings, work related learning activities, fundraising events, working with other agencies, extended educational visits, acting as venue for a scout troop, consultant and health related clinics for medical and therapy services of the PCT and for collaborative meetings between partner schools and providers. We also work closely with a partner organisation to facilitate lettings of specialist rooms and facilities such as the hydrotherapy pool, sports hall, drama hall, computing suites and conference rooms. Examples of community users include: aqua toddler groups, dance troupes, martial arts groups, football and other sporting organisations and adult learning providers.

### **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.