The SENAD Group

Section 7
Curriculum Policy Framework

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SENAD Curriculum Policy

MISSION STATEMENT

- To meet our students' needs by fulfilling our commitment to inclusion of our students by addressing their of:
  - ❑ Physical needs
  - ❑ Social needs
  - ❑ Learning needs
  - ❑ Emotional needs
  - ❑ Material needs
  - ❑ Medical needs

- To create a social and learning environment that addresses behavioural difficulties through the development of core interactive skills.

- To maintain and develop these targets by ongoing self-evaluation.

> This policy meets the standard (2)(1)(a) of the Independent school Regulations. This policy is supported by appropriate plans and schemes of work that supports standards (2)(2) at the school level.

AIMS OF OUR CURRICULUM

All our students aim to reach their full potential which we define as follows:

1. **Be prepared for the next stage** of their life with a curriculum that supports that transition:
   a. find a way of life which suits them
   b. achieve the maximum possible sense of physical & emotional well-being
   c. have maximum opportunities for inclusion including access to appropriate services, provision and community environments.

2. To achieve their **maximum potential level of independence**

3. To **avoid or where not possible, to minimise unsafe behaviour** as far as they can and, also , they do not become radicalized

Each SENAD school will have its local aims and objectives of how it applies the curriculum to meet these aims.

CONTENTS OF OUR CURRICULUM

For compulsory phases of learning (Years 1 to 11), our curriculum will provide learning in the following areas:

- Literacy
- Numeracy
- Science
- Technological
- Human and social development
- Physical education and
- Creative education

For the above compulsory phases of learning (year 12 onwards), our curriculum will provide learning in the following areas:

- Literacy in a contextualised manner to support post 16 learning
- Numeracy in a contextualised manner to support post 16 learning
- PSHE and Life Skills
- Academic and/or vocational learning options to support the post 19

Each SENAD school has its own curriculum framework that meets this framework need.

FULL TIME SUPERVISED EDUCATION

The school provided full-time education for all students which gives them an appropriate education as set out in their EHC plan.

The school day is typically delivered on weekdays during term time between the hours of 9am and 3.30pm for 190 days per year. Each school will set out its own term dates and teacher training days.

For a minority of students, a reduced timetable will be agreed to bring a student back into learning.

Some students will have a programme split across the SENAD school and the local college; this is seen in the 14-19 phases of learning.

Each school will vary this rhythm of the day to reflect the needs of their specific learning community.

• Key Stage 1	-	Typically 21 hours per week
• Key Stage 2	-	Typically 23.5 hours per week
• Key Stages 3 & 4	-	Typically 25 hours per week
• Post 16	-	Typically 18+ hours per week

For post 16 students, the programme of hours will be at **least 675**[1] per year and typically more.

For some students, an alternative programme of learning may be required, typically related to complex behaviour dynamics, historical school refusers or health issues. Policy 712 sets out the structure for **Alternative Provision**.

DELIVERING THE CURRICULUM

To ensure maximum impact upon students learning and progress, there is a strong emphasis throughout the curriculum, on communication, sensory, vocational and social and life-skills development. The diverse needs of our students means that many individual strategies and approaches have to be applied in order to provide an effective and accessible curriculum for all.

These may include:

- Multi-sensory approaches
- Developmental curriculum e.g. English, Mathematics
- Functional/practical curriculum
- Community/house based programmes
- Teaching real skills in real settings
- Offering choice
- Environmental management using the TEACCH/ABA approach and including visual support
- Strong behaviour support approaches involving Achieve! In Aran Hall School and Lalemand for Alderwasley Hall School and Sixth Form, Bladon House School and Pegasus School.

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[1] https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes

- Specialist communication approaches including PECS
- **Providing a communication environment** using for example PECS/MAKATON supported by signing and a variety of visual support mechanisms where appropriate.
- Specialist social interaction approaches
- Specialist sensory approaches including sensory diets and sensory integration
- Individual behavior management programs
- In all cases the programmes devised for groups or individuals will:
  - be relevant, meaningful and motivating
  - take into account learning and communication styles.
  - be structured to encourage and facilitate independent learning
  - encourage the development of personal autonomy and advocacy skills
  - prepare the students for adulthood

EQUALITY AND PROTECTED CHARACTERISTICS

Equal opportunities, regardless of learners' needs, abilities and backgrounds, is at the heart of our philosophy and practice. **We recognise our duty to support the 9 characteristics set out in the Act:**

1. Age
2. Disability
3. Gender Reassignment
4. Marriage & Civil Partnership
5. Pregnancy & Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

It underpins our approach to planning and delivering learning opportunities and our focus on accessibility for all. We take our responsibilities to overcome potential learning barriers and support diverse learning needs seriously and strive to provide constructive, effective and challenging **activities and opportunities** for all students regardless of ability, gender or race. All staff have high expectations of all students and provide positive role models.

All students will have access to a wide range of materials and experiences in order to promote tolerance and understanding at each student's level.

HEALTH AND SAFETY

Staff adhere to the school's health and safety policies and procedures. All environments and learning activities are risk assessed. There is a policy for offsite activities which includes risk assessment. All students have an individual risk assessment which is considered when planning learning activities.

PERSONALISED APPROACH

The curriculum will be personalised to each student. This means:

- Learning is customised to meet each individual's needs
- Students are in a learning environment throughout their waking hours
- All staff are involved in the process of supporting teaching and learning both directly and indirectly
- Priority targets (particularly communication, independence, social skills and often sensory) for individuals are built in to all activities
- Students are taught how to look after themselves, to advocate for themselves, to make choices, to get on with other people
- Knowledge and skills taught in the educational day or therapy sessions are used or generalised into everyday settings **with EHC meetings (or equivalent) supporting and communicating these amongst staff.**
- The community becomes the learning environment

This approach is important because:

- Many of our students learn by 'doing' and they are 'visual' **learners**
- Students need to be taught explicit skills and strategies to ensure they can function as independently as possible
- Our students learn slowly, they may need constant reinforcement, repetition, and have opportunities to generalise, maintain **and scaffold** skills.
- Personalised learning enhances the quality and level of care provided
- Many parents consider the development of social and independence skills the priority
- Social services look for detailed programmes and progress for 'looked after children' (LAC reviews)
- As more students are converted to EHC plans, this approach and distinctions between settings can become arbitrary.

For many of our students and for the ASD population in particular

- A visual breakdown e.g. symbol schedule , list or photos is essential for social organisation and understanding their activities
- Consistency is essential
- There is a requirement for structure, order and routine throughout the waking hours
- There is a dependency on rules and a need to learn the rules for every situation
- Inclusion needs to be ensured by being consistent with preparation, information and communication, increasing the individual's ability to cope with and participate in group and community situations
- Regular physical activity is beneficial
- Behavioral targets and skills building are important and need to be addressed consistently in all environments
- All students are entitled to a broad balanced curriculum, however, some programs involve a student working towards accessing this
- Leading staff are qualified, experienced teachers with assistance from student support assistants (SSA) who also work in care environments, and teaching assistants (TA).

SMSC

(See Policy **703** for more detail)

We believe that this aspect of the curriculum should provide students with experience and encouragement in developing ideas about:

1. your self
2. relationships
3. diversity (and tolerance for) in our society
4. the environment

- Supporting students who have strong religious and cultural beliefs
- Giving students opportunities to look at different religious beliefs **and cultural practices.**
- Helping students to recognise emotions in themselves and others
- Encouraging students to recognise the likely impact of their behaviour, positive or negative, on themselves and others
- Promoting students self-worth and self-esteem through positive reinforcement and the recognition of small steps achievements in all aspects of their education and life at school

- By regularly celebrating successes and to help students understand and self-assess their achievements by providing clear success criteria within their level of understanding.
- Helping students understand right and wrong
- Encouraging students to express their views and giving them a voice through the schools class based councils, house meetings, key worker sessions etc.
- Introducing the concept of interdependence in society through the identification of simple rules
- Understanding consequences
- Encouraging and reinforcing clear codes of behaviour in all areas including cultivating respect for property
- Teaching students how to ask for help appropriately and take advice
- Teaching the rules of social interaction
- Encouraging mutual cooperation and making collective decisions
- Making effective links with the wider community through work experience, community activities, college links and youth activities
- Explicitly teaching self-advocacy strategies & providing external consultants and advocates

USING ICT TO SUPPORT LEARNING

ICT is an integral aspect of everyday life. It is a means of augmenting communication, of accessing information and of recording work. It enhances lifestyle & leisure opportunities and vocational opportunities. We provide students with a wide range of opportunities to develop ICT skills:

- Through discrete teaching
- Identifying cross-curricular opportunities
- Using them in a variety of settings

ASSESSMENT, RECORDING & REPORTING

[see policy 717]

Initial assessment

Students are assessed using statementing documents and/or Education Health and Care plans (EHC); an initial visit by the school/home to observe and interview; and finally an assessment (at most sites this is by the multi-disciplinary team.)

The assessment uses the Statement of Special Needs' headings and sets out how our schools will work with the student to meet these areas. For residential students all disciplines are guided by the Social Care requirements and reports are generally compiled for progress with two meetings per year, and for some students, more frequently.

Students' Self-Assessment/Evaluation

All students should be involved in the planning, assessment and evaluation of their own learning, at their own operational level. They will be given structured opportunities to develop the skills necessary to engage in the target setting process. Suitable support materials and use of a variety of media, in addition to sensitive and constructive use of advocacy will allow students to record their own assessments.

Examples of students' work are collated as evidence of progress. Such examples should be annotated and dated usually using a standardised evaluation sheet. Students are encouraged to share in the selection of 'special' pieces of work for their portfolios. Formative work undertaken should also be included as should photographic and witness evidence of achievement. The evidence collection process is adapted to meet the individual needs of students.

Recording

The purpose of recording is to:

- track individual progress over time
- track progress against objectives agreed at annual review
- track progress against ILP AND IEP targets

- identify patterns over time where there are many small steps in developing students' knowledge and skills
- confirm end of year and statutory end of key stage teacher assessment
- set individual and group targets for improvement
- report on students' progress to parents and LEA's
- inform future planning
- Ensure progression and coherence.
- Communicate progress of shared goals from EHC meetings.

Reporting to Parents and Guardians

Parents receive:

An annual report of progress in modules/subject areas studied

All parents and guardians receive

Reports

- for review of progress meetings twice yearly reports from care, education and therapy
- termly reports from care
- termly reports from education
- end of session report from education which outlines attainment in terms of proportions achieved; descriptions of items covered, themes and subject descriptions; progress; targets for the next session some of which are linked to target setting procedures.
- termly reports from therapies including where appropriate a value added descriptor of progress in communication: Personal Communication Plan

Annual Review of the Statement

Prior to the annual review, parents and guardians and referring authorities receive reports on progress in education, care and therapy.

Assessment to Support Transition

At the first transitional review an assessment is prepared which identifies current needs and likely future placement and support levels. This is updated at each subsequent review and helps inform the transition plan.

CURRICULUM MANAGEMENT

Monitoring

We monitor the curriculum, its content & delivery in order to:

- Gather information about the effectiveness of teaching and learning and the impact of the curriculum on students
- Gather information on outcomes for individuals and the whole school.
- Gather information to inform effective planning for subject and school improvement
- Make judgments about the success or otherwise of curriculum materials and plans
- Evaluate the quality of classroom activity
- Make judgments about the level of continuity and progression, breadth and balance and equal opportunities

Review

Curriculum subjects are reviewed on a cyclical basis. Reviews are undertaken by designated members of staff, led by the appropriate senior staff member. Teachers with teaching and learning responsibility posts have day to day responsibility for curriculum delivery and support.

CURRICULUM REVIEW

A range of evidence sources will be used to inform the review process:

- Observation – classroom observation.
- Written or recorded evidence – students' work, curriculum plans, schemes of learning, , policies, minutes, accreditation results, test results
- Recorded evidence – drawings, photographs, teacher records, IEP's
- Teachers medium and short term plans
- Progress records
- Review Evidence – annual review paperwork
- Interviews – staff and students
- External Evidence- OFSTED/Estyn report, LA visitor feedback, National reports
- Target Tracker, B Squared or similar recoding systems

Inspection of Documentation

- Planning is monitored half termly for medium term planning
- Schemes are planned every term
- Moderation takes place according to the operational plan and maintenance plan for the school
- Short term planning is monitored for all lesson observations
- ILP's are copied to the Headteacher after each meeting for validation.
- EHC meetings

Questions about teaching and learning can be answered using a range of documentary evidence gathered from the following activities:

Observation of Teaching and Book Scrutiny [see Policy 702]

- All teachers will be observed by a senior member of the education staff at least once each term
- Newly qualified teachers will be observed more frequently as detailed in the school induction policy.

More frequent observations, usually by subject leaders, will take place where:

- A need for further support is identified and agreed
- New teaching styles or curriculum innovations are being introduced
- Peer observation is being used to disseminate good practice etc.,
- Particular aspects of the curriculum or its' delivery are being focused as identified in the school development plan

We also conduct book scrutinies and evaluation of teachers' feedback for students to assist in supporting their own learning.

We have a specific policy on this area of work [702]

Action
The evidence provided by the monitoring process is to be used:
- to support the performance management process
- to identify areas for improvement in the curriculum
- to identify areas for improvement in curriculum delivery
- to identify areas for improvement in pupil experience
- to identify areas of strength and opportunities for dissemination of good practice
- to identify successful innovations and ensure generalisation

RELATED DOCUMENTS

This policy is written for the benefit of all members of the school's community, external agencies and parents. It should be read in conjunction with the following policies:

- **700** Education Policy Statement
- **702** Teaching and learning, plus observations and book scrutiny
- **703** Spiritual Moral Social and Cultural Development
- **712** Alternative Provision (education other than at school)
- **717** Assessment and moderation
- **720** Literacy and numeracy

- ✓ Schemes of work and curriculum map for the individual school.