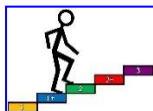


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## Aran Hall School Curriculum Policy

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<b>Policy Section Number</b>	7
<b>Date Ratified</b>	September 2024
<b>Version Number</b>	5
<b>Next Review Date</b>	September 2025
<b>Related Policies and Guidance Documents</b>	701W SENAD Curriculum Policy – Welsh Schools Marking and feedback policy Assessment policy Literacy and Numeracy Policy SENAD's Disability and Accessibility policy Positive Behaviour Support policy
<b>Related Regulations</b>	
<b>Annexes and Supplementary Info</b>	Appendix 1 – Simplified Curriculum Policy
<b>Policy Owner</b>	Llio Eiri/Eve Patten
<b>Policy Owner Signature</b>	



## Aran Hall School – Curriculum Policy

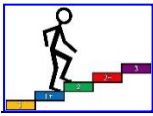
### Aims of our Curriculum

(As linked to our Curriculum Map)

- To enable pupils to gain a recognised qualification, appropriate to their level, in Literacy and Numeracy.
- To educate pupils aged 11 – 20, through Key Stages (Two, as appropriate for any pre-secondary-school age admissions) Three and Four and onto Post-16 learning with varied and bespoke full-time timetables.
- To experience a full range of academic and non-academic learning opportunities.
- To work in-line with the New Curriculum for Wales in nurturing: healthy, confident individuals; ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens.
- To support pupils through the medium of English and Welsh and to encourage an interest in Welsh culture and language.
- To provide a wide range of learning experiences for each pupil, and then to fine-tune those into preferred lessons which will support them in their next-step progression.
- To equip all pupils with basic life skills so that they understand how to keep safe (on-line and in their daily lives) and healthy, and are able to access life.
- To prepare all pupils for their personal next steps and future plans with regards to independence, experiences, qualifications and certificates and the means to continue a safe, healthy life.

### Contents of our Curriculum

- From years 7 – 11 (KS3 – 4), all pupils will have the opportunity to study subjects linked to the six Areas of Learning within the New Curriculum for Wales: Languages, Literacy and Communication; Maths and Numeracy; Science and Technology; Health and Well-being; Humanities; Expressive Arts.  
(Curriculum Map: Phase 1)
- In years 10 -13 (KS4 - 5), pupils will be able to fine-tune their curriculum choices according to preferences, skills sets and future career plans. This could be solely on-site at Aran Hall School, following a full-time timetable.  
(Curriculum Map: Phase 1 – 2)
- In years 12 – 13 (KS5), pupils can have the opportunity to work with the local college (Coleg Meirion-Dwyfor) on an Independent Learning Skills programme; this may include subjects such as: Gardening, Engineering, IT, Health and Social Care; Personal and Social Development; Health and Fitness, enabling pupils to complete units and work towards a BTEC Level One Award or Certificate in Vocational Studies. These plans follow a full-time timetable, but include education on-site at Aran Hall as well as off-site at Coleg Meirion-Dwyfor.  
(Curriculum Map: Phase 1 – 2)
- According to ability, pupils may also opt to study AS and A-Levels at Coleg Meirion-Dwyfor and/ or through private tuition provided by Aran Hall School. Subjects can be chosen according to pupil skill and interest.  
(Curriculum Map: Phase 4)
- According to ability rather than age, we are able to offer a range of nationally-recognised qualifications and certificates: a full range of subjects initially through AQA Unit Award Scheme, and then through WJEC Entry Pathways courses; Agored Cymru Entry Level 2 and 3 for a range of RSE-related units; WJEC Entry Level Maths and English; AQA Functional Skills Level 1 qualifications in Maths and English; GCSE English; A-Level English.



- Through all ages and Phases of our Curriculum Map, pupils have the opportunities to develop their independence and independent living skills; this is supported by cooking, shopping and planning sessions; specific PSHE and RSE and Entry Pathways units. Timetables can and will vary according to each pupil's plans for the future and next steps.

There will be frequent cross-curriculum opportunities for pupils to develop their Literacy, Numeracy and Digital Competency skills (across all Phases of our Curriculum Map).

May 2024 > For pre-Secondary age pupils (e.g. KS2 - year 6 or below): we will also use B-Squared as a means of assessing progress across the six areas of the curriculum. Pupils will have access to a range of subjects, which will include gap-filling to support future development; literacy and numeracy will be priorities, thus enabling full access to the wider curriculum. Pupils will follow a full-time timetable.

### **Full-Time, Fully-Supported Education**

All pupils are taught 1-2-1 or supported in pairs or small groups (as per individual RAMPs and length of time at school and Level on the school's Achieve! programme).

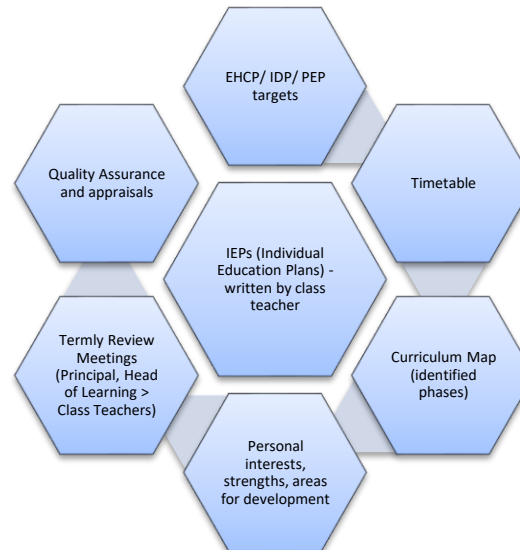
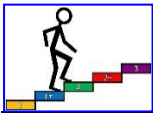
The school day consists of two sessions: 9.30am – 12.30pm and 1.30pm – 3.30pm. The day is divided into 10 x 30-minute sessions. Depending on their Level on the Achieve! programme, pupils follow a Work-Reward-Work-Reward pattern (for pupils on Level 1 and Level 1+) or a Work-Work-Reward pattern (for pupils on Level 2, Level 2+ and Level 3). As appropriate (i.e. for pupils who are on or working towards Level 3, or pupils who are preparing for exams), pupils may have hour-long lessons throughout the school day. As each pupil's timetable is personal to them, we are able to offer huge flexibility with what we can provide and for how long.

Aran Hall School currently has term dates in-line with Gwynedd Council, meaning that there are 6 half-terms per year and 190 school days per year.

Due to our varied and skilled staff provision, we are able to support Welsh speakers (in written and spoken forms), as preferred and appropriate.

### **Planning the Curriculum: joined-up thinking**

Planning for individual pupils starts with initial assessments (these may come as part of transition or be initial observations made by Aran Hall teachers, teaching assistants and care staff). See the diagram below to demonstrate how each pupil's timetable and IEP is planned: there is a sense of flow between key documents so that all tasks support a pupil with their individual targets, aspirations and preferences.



## Delivering the Curriculum

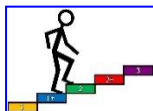
The curriculum is delivered according to individual pupils' needs, preferences and stipulations in EHCPs and Statements of Learning. All pupils are supported in developing and managing positive behaviours for learning and independence through the school's Achieve! programme. This is an evidence-based programme, which uses the principles of Applied Behaviour Analysis. It runs alongside learning and uses rewards to encourage positive behaviours and to nurture pupils towards independence.

All pupils follow the school's Curriculum Map, but our personalisation allows that to be at each pupil's own pace and according to his needs and future aspirations and plans. Lessons are delivered in a variety of ways, again according to pupils' needs. Some of the teaching strategies we employ include:

- Multi-sensory approaches
- Academic curriculum lessons e.g. English and Maths (leading to nationally recognised qualifications)
- Functional and practical lessons e.g. IT, recipe choosing/ planning/ shopping and cooking
- Outdoor education e.g. gardening and PE
- Off-site education e.g. lessons with Coleg Meirion-Dwyfor, stable craft and horse-riding sessions, food shopping
- Teaching real skills in real settings
- Work experience (again, we are able to arrange a variety of 'experiences': on-site with gardening, our school library, our termly school newsletter and school-related projects; off-site in partnerships with local businesses).

## ALN and ALP – Additional Learning Needs and Additional Learning Provision (Wales only)

New regulations under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 have stated that all children and young people with a learning difficulty or disability are entitled to a statutory support plan, an Individual Development Plan (similar, in English, to an EHCP). At Aran Hall, we are able to offer specialist provision to support the learning needs (or, in England, 'special educational needs') for each pupil as we teach most pupils for most subjects individually, and according to their specific needs. Such provision may include the following:



- dedicated time with staff specialists (this can be English, Maths or Science specialists for these subjects, or our Therapist for some PSHE, RSE and pupil-centred therapy sessions, as well as teaching assistants who work 1:1 with pupils and have a comprehensive understanding of each pupil's particular needs);
- use of specialist equipment (e.g. modified computer equipment, scribe and writing support);
- adaptations to the traditional curriculum (through bespoke timetables and personalised learning e.g. use of specialised programmes to support reading – learning and development – and basic numeracy skills);
- access to particular subjects and topics (as appropriate and relevant e.g. PSHE topics and visits from outside agencies like North Wales Fire and Rescue ART – Arson-Reduction Team – and North Wales Police);
- work with specialist services such as an internally employed Therapist, and associated Speech and Language Therapist, Educational and Clinical Psychologists.

Currently and in recent times at Aran Hall, we have developed the expertise in supporting pupils with a wide range of Additional Learning Needs, including: Attention Deficit Hyperactivity Disorder; Autistic Spectrum Disorders; Behavioural, Emotional and Social Difficulties; Dyslexia; Dyscalculia; Dyspraxia; Speech, Language and Communication Difficulties; Mild and Moderate Learning Difficulties.

## Promoting Equality

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 Equality Act 2010:

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

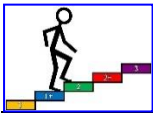
(As a school in Wales, it is important for us to be mindful of an additional characteristic: 10. Language; pupils have access to equal opportunities in both English and Welsh.)

Promoting equality and acceptance 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 pupils regardless of ability, gender or race. All staff have high expectations of all pupils and provide positive role models.

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

## Health and Safety

Staff follow the school's health and safety policies and procedures and receive training so that they understand and feel confident in doing so. All environments and



learning activities are risk assessed; any off-site activities are risk assessed separately. All pupils have an individual risk assessment (RAMP) which is regularly reviewed, and read and considered when planning all learning activities.

## **Personalised Approach**

As a school with a small number of pupils, we are advantaged in being able to personalise each pupil's curriculum and learning opportunities – both throughout the school day and, as all of our pupils are residential and most on 52-week placements, beyond school hours as well.

Pupils have a variety of targets set, usually in consultation and agreement with the Care and Education teams, via EHCPs/ IDPs, LAC/ CWCF Reviews and PEP meetings. In addition to this (and often to ensure progress towards these targets in school time), each pupil has a termly IEP. These IEPs are written by teaching staff, in consultation with teaching assistants who work closely with the pupils. In Maths and English, specialist teachers set and monitor targets and contribute to written Education Reports. To support the pupils' progress, termly meetings between the class teacher and Head of Learning and Principal are held (Termly Review Meetings); at these meetings, future plans for each pupil are discussed and agreed – as per our Curriculum Map.

## **SMSC, British Values and RSE**

Culture is an important aspect of pupils' daily lives and curriculum: we live in Wales, in a rural environment and pupils are encouraged to utilise local facilities as much as possible. Furthermore, pupils are nurtured to appreciate Welsh culture (and understand the term 'culture' to include: language, historical events and people, the local environment, wider Wales, music, literature and art). Welsh culture is celebrated and taught throughout pupils' provision.

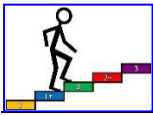
Fundamental British values permeate through the whole curriculum to support the development of an understanding of the key values of democracy, the rule of law, individual liberty, mutual respect and a tolerance of other faiths and beliefs.

We recognise the importance of Relationship and Sex Education in supporting the pupils to develop an increasing awareness of self, of their emotions and developing healthy relationships. (There is a separate RSE Policy available for further and more specific information.)

## **Establishing E-Safety and Using Information Technology (IT) to Support Learning, Independence and Personal Development**

The New Curriculum for Wales acknowledges the importance and use of IT in everyday life as Digital Competency runs through the entire curriculum; we incorporate this into pupils' daily lessons and learning.

Pupils have discrete IT lessons as well as access to their own desk top computer, as appropriate and relevant, throughout the school day. In addition to this, pupils have access to an I-pad and learning apps to support their progress and development. These are common in promoting literacy with Spell-o-Drone, and numeracy with Doodle app. Staying safe online and using technology safely are especially pertinent to many of our pupils and their past experiences; therefore, pupils receive regular support via PSHE and IT lessons (as well as through any other opportunities which occur) on using IT and the internet safely. The Achieve! programme allows us to provide pupils with steadily increasing access



to and use of technology (including personal laptops, mobile phones, I-pads and games consoles). This is fully supported by staff supervision: on arrival, pupils start on Level 1 and move towards Level 1+, where they have fully supervised internet access (our staff follow the 'see and hear' guidance). As pupils approach Level 2, Level 2+ and Level 3, they gain more access to and independence with technology (usually personal laptops, tablets and mobile phones). To ensure they are able to use such devices safely and increasingly independently, all pupils will complete AQA Unit awards relating to e-safety; this topic will be re-visited and revised regularly, particularly before moving up a Level. We aim to ensure that the theories of staying safe on-line can be practiced – with confidence – by each young person. Increasingly, there are risks making our young, impressionable learners vulnerable and it is vital that they are able to act on and report any potentially coercive or harmful behaviour. To this end, there are compulsory AQA Units we aim to complete with all pupils (these can be found in the form of a work-in-progress checklist on each pupil's personalised Curriculum Map, and are tracked by class teachers and the Head of Learning).

## Curriculum Management

We monitor the curriculum, its content and delivery regularly according to new admissions, ability levels of pupils and future intentions of pupils, as well as staffing and provision. This is important in order to:

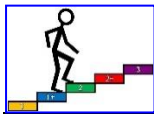
- Gather information about the effectiveness of teaching and learning and the impact of the curriculum on pupils
- Gather information on outcomes for individuals and the whole school (for the school's SIP/PIE)
- Inform effective planning for subject and school improvement (similarly for the school's SIP/PIE)
- Make judgments about the success and effectiveness (or otherwise) of curriculum materials and plans
- Evaluate the quality of classroom learning.

## Curriculum Review

As above, the curriculum is reviewed regularly (at least termly) – to support the pupils' needs and progress; to support and inform the school's SIP/PIE (a working document); to accommodate changes and trends in education. A range of evidence sources are used to inform our review process:

- Observation – classroom observation
- Written or recorded evidence – pupils' work, curriculum plans, schemes of work, policies, minutes, accreditation results, test results and exam results
- Recorded evidence – drawings, photographs, teacher records, IEPs, targets and feedback from EHCP/ Statement, LAC and PEP reviews
- Termly Review Meetings (between class teachers and the Principal and Head of Learning)
- Progress records
- Review Evidence – annual review paperwork (from EHCPs, Statements, PEPs and LAC meetings)
- Interviews – with both staff and pupils
- External Evidence - Estyn reports and Annual Monitoring Visit (AMV) feedback and recommendations, LA visitor feedback, National reports
- New admissions, for whom the curriculum may need adapting e.g. below secondary school age.





Appendix: simplified copy of our Curriculum Map (Spring 2024 version):

Initial assessment						
Phase One Using B-Squared and AQA Units						
Languages, Literacy and Communication	Maths and Numeracy	Science and Technology	Health and Well-Being	Humanities	Expressive Arts	College Coleg Meirion-Dwyfor
<p><b>AQA Unit Award Scheme (UAS):</b> Covering a broad range of basic literacy skills: reading, writing and communicating.</p> <p><b>Reading Eggs</b> To support key reading development skills e.g. sounding out CVC words.</p> <p><b>Spell-o-drome</b> Personalised assessments and activities to support progress in lessons.</p>	<p><b>AQA Unit Award Scheme:</b> A range of units to support initial numeracy skills, including understanding on <u>number, money</u>, shape and measure.</p> <p><b>Doodle App Maths</b> A computer-based program featuring a range of activities and tasks to be completed as pupils progress, at their own rate, through the levels.</p>	<p><b>AQA Unit Award Scheme: Science</b></p> <p><b>Food Technology</b></p> <p><b>ICT and E-Safety</b> Staying Safe Online</p> <p><b>Outdoor Environment</b> including <u>garden</u></p>	<p><b>Person-Centred Therapy Sessions</b> All pupils – 1 session per week</p> <p><b>PSHE</b> AQA Unit Awards:</p> <p>CONNECT scheme of work</p> <p><b>Relationships and Sex Education (RSE)</b></p> <p><b>SMSC and Citizenship Opportunities</b></p> <p><b>Cycling</b></p> <p><b>Stable Management and Horse Riding and Horse Therapy (RDA)</b></p>	<p><b>AQA Unit Award Scheme: History</b></p> <p><b>AQA Unit Award Scheme: Geography</b></p> <p><b>Careers Information, Advice and Guidance</b> Career Pilot questionnaire (completed and suggestions signposted)</p>	<p><b>Music Induction:</b> All pupils participate in 6 introductory lessons: percussion instruments; guitar and keyboard; singing; music genres; listening to music and finding preferences; researching a musician (modern or traditional).</p> <p><b>Wednesday Groups:</b> All pupils take part in a variety of topics. Objectives centre around: teambuilding, debating and discussing, understanding basic forms of drama, planning <u>events</u>.</p> <p><b>Art:</b> All pupils take part in weekly Art lessons.</p>	<p>Gardening session – half day per week</p> <p><b>Work Experience</b></p> <p>On-site work experience e.g. gardening and grounds maintenance, school librarian duties, school newsletter responsibilities.</p> <p><b>CIAG: Careers Advice, Information and Guidance</b></p> <p>Activities linked with LA requirements and EHCP/ LAC/ PEP targets</p>
<p><b>Basic Skills - Literacy (Including digital literacy) and Numeracy opportunities in every lesson*: number, spelling, punctuation and sentence support</b></p>						
Phase Two Using WJEC Entry Pathways (Entry Level 2 and 3), WJEC Entry Level and Agored Cymru (Entry Level 2 and 3)						
Languages, Literacy and Communication	Maths and Numeracy	Science and Technology	Health and Well-Being	Humanities	Expressive Arts	College Coleg Meirion-Dwyfor
<p><b>Additional English – Entry Pathways</b></p> <p><b>English – Entry Level</b> (Subject Leader: SP)</p> <ul style="list-style-type: none"> <li>- 1 external exam (25%)</li> <li>- 4 topic tests (60%)</li> <li>- 2 communication tasks (15%)</li> </ul>	<p><b>Mathematics – Entry Pathways</b></p> <p><b>Mathematics – Numeracy – Entry Level</b> (Subject Leader: SR)</p> <ul style="list-style-type: none"> <li>- 1 external exam (25%)</li> <li>- 4 x internal staged tests (60%)</li> <li>- 4 x practical assessments (15%)</li> </ul>	<p><b>Science - Entry Level</b></p> <ul style="list-style-type: none"> <li>- 1 external exam (25%)</li> <li>- 4 x internal staged tests (60%)</li> <li>- 2 x practical assessments (15%)</li> </ul> <p><b>IT – Entry Level and Level 1</b> WJEC Qualification in IT – Entry Level 1 – 3 &gt; Level 1</p>	<p><b>SRE – Agored Cymru Units</b></p> <p><b>PSHE – Agored Cymru Units</b></p> <p><b>Cycling</b> Weekly sessions available to more experienced cyclists.</p> <p><b>Citizenship – Agored Cymru Units</b></p>	<p><b>Entry Pathways</b></p> <p><b>Careers Information, Advice and Guidance</b> Writing a CV, preparing a mock application form and attending a mock interview (AQA unit Award available) Link with Entry Level English (Communication task).</p>	<p><b>Drama:</b></p> <p><b>Music:</b></p> <p><b>Art:</b></p>	<p>Work towards BTEC Level 1 Award/ Certificate in Vocational Studies (to include options from: gardening, IT, Healthy Living Engineering, Art, Drama, 4-Pillars units)</p> <p><b>Work Experience</b></p> <p>Off-site work experience</p>
Phase Three Functional Skills (Level 1) qualifications and GCSE (grades A* - G)						
Languages, Literacy and Communication	Maths and Numeracy	Health and Well-Being	GCSE Options and Work-Related Learning Opportunities		College Coleg Meirion-Dwyfor	
<p><b>Functional Skills Level 1</b> Level 1 Qualification (3.0 grade equivalent)</p> <p><b>GCSE English/ Literature</b> Grade A* - G</p> <p><b>GCSE Literature:</b> Grade A* - G</p>	<p><b>Functional Skills Level 1</b> Level 1 Qualification (3.0 grade equivalent)</p>	<p><b>Agored Cymru:</b> Level 1 - Understanding Relationships Level 1 - Understanding Sexual Relationships Level 1 - Understanding Sexually Transmitted Infections</p>	<p><b>GCSE Physics:</b></p> <p><b>GCSE Art:</b></p>	<p><b>Work-Related Learning:</b> Entry Level 3: WJEC – Independent Living:</p> <ul style="list-style-type: none"> <li>- Planning a journey</li> <li>- Managing own money</li> <li>- Developing self</li> <li>- Preparing for work experience</li> </ul> <p><b>Work Experience:</b> Off-site regular work placement e.g. RSPB volunteer work, local café, Starbucks; apprenticeship work e.g. gardening; paid work.</p>	<p>Continued work towards BTEC Level 1 Award/ Certificate in Vocational Studies (to include options from: gardening, IT, Healthy Living, Engineering, Art, Drama, 4-Pillars units).</p> <p>Level 1 Pathway to Construction</p>	
Phase Four - Independent Phase Following A-Level courses (in partnership with Coleg Meirion-Dwyfor)						
English	Maths	Science	Future-Planning, Learning and Development Opportunities		College Coleg Meirion-Dwyfor	

Update: Spring 2024

Life Skills: opportunities to participate in school/community life throughout the week and term e.g. weekly community meetings, school events, fundraising, and other activities.