



## Curriculum Policy

**Date ratified by Governing Body: Summer Term 2021**

**Date for Review: Summer Term 2022**

### Curriculum Intent

Cleaswell Hill School provides an exciting learning environment for children with a wide range of severe and complex learning needs. Our curriculum framework provides engaging learning opportunities for all pupils at different stages of development.

We are a highly motivated staff team who are committed to providing learning which will improve the quality of life for all our children and young people.

Teachers' have powerful pedagogic strategies to support the teaching of learning based on research-informed learning strategies.

Our success lies in understanding that each child and young person sees the world and learns in a different way. Therefore, we provide personalized learning experiences, ensuring that every child is challenged and supported to overcome barriers to learning, through flexible teaching approaches informed by specialist knowledge.

*SEND Code of Practice 5.33, January 2015, 'The special education provision made for a child should always be based on an understanding of their particular strengths and needs'.*

### [SEND Code of Practice 2015](#)

The curriculum at Cleaswell Hill respects and reflects the National Curriculum through the teaching of the full range of subjects, however is contextualized to our unique school community and the entitlement of learners, allowing space and time for the careful integration of autism specific approaches, therapies and interventions.

Governors and staff collaborate closely to drive the school vision forward.

Our curriculum philosophy is holistic. We provide first hand, purposeful learning experiences and nurture each individual child to develop the knowledge and skills they need to influence their health, wellbeing and to succeed in life.

We support pupils to develop a knowledge of themselves as a learner, through our work on metacognition and self-regulated learning.

Our curriculum is enriched by educational visits, specialist learning days and events with a focus on; STEM, RE, creative and performing arts and sport. Along with links to



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external partners, museums, community groups and spaces. As well as several well-attended weekly After School Clubs and Summer Holiday Clubs.

We provide opportunities to practice taught skills in functional settings.

We are determined to ensure the same inclusive ambition for all pupils regardless of background or starting point, addressing social disadvantage for pupils in receipt of a Pupil Premium Grant, Looked After Children and those in receipt of additional social care support due to socio economic disadvantage or disadvantage due to SEND diagnosis.

Our curriculum offer is open to all pupils regardless of gender, race, cultural background or religion. School works hard to discriminate positively on behalf of pupils to compensate for barriers due to their diagnosis of SEND.

### [Equality Duty 2010](#)

We are committed to the health and wellbeing of our school community, having a clear focus on pupil physical, emotional and social development as well as on their academic success.

Our curriculum is continually evolving as we work with pupils, families and other partners to proactively and creatively respond to reflect the complexity of need in our changing pupil cohort.

The role of teachers in the curriculum process is to help pupils develop an engaged relationship with the content. Active learning increases the focus and retention of the curriculum, resulting in an exciting learning environment.

Pupils will follow one of three curriculum pathways offered through school. Each developed on educational practices which ensure that pupils have access to rigorous standards-based planned experiences. These pathways, agreed following profiling, are flexible, allow room for movement within and between, according to individual need as monitored and assessed by teachers and in discussion with parents/carers.

### **Curriculum Implementation**

The process of engagement connects a child and their environment. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.

Using a range of strategies, including integrated therapies and positive approaches to learning, we enable pupils to access their learning successfully.

Autism specific approaches and strategies will have a strong focus on communication, interaction and regulation.

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### Early Years Foundation Stage/Key Stage 1 (Phase 1)

The EYFS curriculum is based on the non-statutory support materials in Development Matters with the four guiding principles;

- Every child is a **unique child**
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**
- Children **develop and learn in different ways and at different rates**

The aim of Phase 1 is to provide a safe, caring and stimulating environment in which each child makes progress, experiences success and builds on the foundation of formal learning.

We use the Early Years Foundation Stage Framework and The Portage Framework to inform and guide our delivery of the 6 areas of learning:

- Communication, Language and Literacy
- Mathematical Development
- Personal, Social and Emotional Development
- Physical Development
- Understanding of the World
- Creative Development

Children are assessed using Cherry Garden Assessment System linked to Tapestry. Records and observations provide evidence of learning and support the decision making process as to which of the three pathways will ensure continued progression.

### Key Stages 2-3 (Phases 2 & 3)

Pupils access one of three curriculum pathways:

<b>Engagement</b>	Pupils' not accessing subject specific study with an individual focus on personal targets within their PLIM (Personal Learning Intention Map)
<b>Core</b>	Pupils' working below age expected standards accessing subject specific study through project-based learning
<b>Extended</b>	Pupils' working below age expected standards accessing subject specific study through linear, discrete subject teaching

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### Key Stage 4-5 (Phases 4 & 5)

Pupils access one of three curriculum pathways:

<b>Engagement</b>	Pupils' not accessing subject specific study with an individual focus on personal targets within their PLIM (Personal Learning Intention Map)
<b>Core</b>	Pupils' working below age expected standards accessing subject specific study through project-based learning with a vocational focus towards external accreditation.
<b>Extended</b>	Pupils' working below age expected standards accessing subject specific study through linear, discrete subject teaching with a focus on external qualifications

### Post 16/Key Stage 5 (Phase 6)

The Post-16 study programme is individually tailored to the pupils needs and will typically combine elements such as:

- English and maths (where appropriate) for students who have not yet achieved a GCSE grade 4
- Vocational programmes and specific learning within individual areas of interest including the use of project based learning to embed skills and knowledge across a variety of areas.
- Work experience or work related learning activities to give students the opportunity to develop their career choice, introduce opportunities available and to apply their skills in real working conditions
- Non-qualification/ enrichment activity to develop students' character, broader skills, attitudes and confidence, and to support progression within soft skills and independent skills for life.
- Support to make informed choices and provide focus on progression to their next stage of learning or employment.

In order to meet the needs of a range of pupils with complex needs, there are a number of assessment systems and reporting procedures in place to monitor and analyse pupil progress from their individual starting points. SMART targets are set through termly PLIMs in order to support attainment within targets linked to EHCPs and ultimately celebrate achievement and results within all areas of learning.

Assessment systems used for monitoring post 16 achievement are qualification/ accreditation course trackers and the Benchmarks for Learning Framework.



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The Benchmarks for Learning framework is an amalgamation of the relevant areas of learning through Cherry Garden, Pre-key stage Standards and the 'A' and 'S' strand of iASEND.

A qualification tracker has been designed by the school to track progress towards meeting the criteria set by the relevant examining board. Qualifications or accreditations range from pre entry level – level 2 learning within GCSEs, BTECs and vocational courses, Functional Skills, Entry Level Certificates, ASDAN short courses and Towards Independence.

### **Statutory areas of learning include;**

RE is taught in accordance with the local Agreed Syllabus and we publish our curriculum content by subject including RE every academic year on the school website.

"So far as is practicable", school provides RE and daily acts of collective worship for every pupil. This is set out in section 10 of the Education (Special Schools) Regulations 1994. Parents/carers have the right to withdraw their children from RE lessons and collective worship.

An online assessment system specific for SEND pupils is used for tracking and assessing the PSHEE curriculum through themes broken into incremental steps and tied to specific learning objectives to build cultural capital on an individual level.

Relationships and Sex Education and Health Education will be a statutory requirement from September 2020. Parents/carers may withdraw pupils from sex education (but not Relationships or Health Education).

Maths and English subject areas are taught daily and learning delivered from EYFS to GCSE within carefully selected pupil groupings to maximize engagement and attainment.

Teachers produce half termly (or more frequently depending on area of learning and pupil group) Medium Term Plans in Core and Extended Pathways, with the sequence of learning based on curriculum subject content annual overviews and longer term subject strands which have been mapped against the National Curriculum Programmes of Study.

The pedagogical approach of project-based learning is prevalent in the Core pathway for curricular integration. Defining and organizing powerful knowledge in this way allows teachers to present learning that is easier for pupils' to understand and supports deeper subsequent learning.

Short Term Planning is completed by teachers in a way that best informs their daily practice. This can be electronic or paper-based and a Teacher Planner is provided where this is useful.



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### Curriculum Impact

Pupil progress and attainment is continually monitored through formative and summative assessment systems;

- Engagement Profiling (September 2021)
- Cherry Garden
- MAPP
- iASEND
- PSHEE Tracker
- Framework for Learning Benchmarks
- Qualification Tracker

All pupils have a PLIM (Personal Learning Intention Map). These act as working documents on a pupil's journey through school and relate specifically to an individual pupil and their specific needs.

Long Term/End of Key Stage targets on each child's Education, Health and Care Plan (EHCP) focus on 4 areas of need; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical. These are used to set Short Term yearly targets at Annual Review meetings in collaboration with parents/carers, pupils and other partners as appropriate, to ensure progression is maintained. These are then broken down into termly targets which are evidenced, monitored and reviewed by teachers.

We recognize that pupils can have significant gaps in their knowledge or skills development and central to our offer is identifying and addressing these gaps and supporting pupils who are not making expected progress. We have an extensive evidence-based interventions programme which delivers timely support following assessment of need.

Termly Progress Sheets summarise a child's holistic progress and include attendance and behavioural analysis (where appropriate). These are shared with parents along with annual progress reports.

We monitor, measure impact, develop and improve our curriculum through numerous school improvement and evaluation processes which include; regular review of relevant policies, Progression Models, Action Plans and carrying out annual Subject Scrutinies. School Leadership Team learning walks, lesson observations and monitoring visits from Governors, the School Improvement Partner and the Local Authority. Attendance at moderation/comparative judgement meetings with local school and other special schools. Feedback from pupils, parents/carers and visitors all help teachers to reflect on their judgements in ensuring the curriculum addresses need.



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Linked Policies; Assessment; Equal Opportunities; Subject Policies/Progression Models; Teaching and Learning; Interventions; Collective Worship; PSHEE; Sex and Relationships; EYFS; Post 16.

Parents/carers can find out more about our curriculum by contacting the Phase Leader or Deputy Head Teacher at [admin@cleaswellhill.northumberland.sch.uk](mailto:admin@cleaswellhill.northumberland.sch.uk)

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