



Curriculum Policy

Date established by governing body
Summer Term 2023
Date for full implementation
Immediately
Date for review
Summer Term 2024

Curriculum Intent

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

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

Cleaswell Hill School intentionally supports educational research and enquiry, and adopt an evidence-based practice that informs teachers' to use powerful pedagogic strategies in the support of teaching and learning, interventions and pupil outcomes.

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'.

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 SEN specific approaches, therapies and interventions.

Through robust assessment systems, teachers identify gaps in learning and through carefully sequenced content and interventions as required, build links between elements of learning. The curriculum in each Pathway is effective and pupils achieve highly in relation to their starting point.

Governors and staff collaborate closely to drive the school vision forward. Teachers' professional capital is supported through making decisions that help create an exciting profession for all teachers and sustained professional growth.

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 at each stage to influence their health, wellbeing and to succeed in life (Cultural capital).

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



Curriculum Policy

Our curriculum is enriched by educational visits, specialist learning days and events with a focus on; STEM, RE and worldviews, creative and performing arts and sport. Along with links to external partners, community groups and spaces. As well as lunchtime clubs and several well-attended weekly After School Clubs and Summer Holiday Clubs.

We provide opportunities to practice and apply 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 SEN diagnosis.

Our curriculum offer is open to all pupils and acknowledges protected characteristics as identified in the Equality Act 2010. School works hard to discriminate positively on behalf of pupils to compensate for barriers due to any protected characteristic and diagnosis of SEND. School has an Equality Statement and Objective plus an Accessibility Plan available on the school website or from the school office.

We are committed to the health and wellbeing of our school community, having an holistic 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 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 learning, resulting in an exciting learning environment.

Pupils will follow one of three curriculum pathways offered through school. Each developed on evidence-informed SEN pedagogy and educational practices, which ensure that pupils have access to rigorous planned experiences. These pathways, agreed following pupil 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.

SEN including autism specific approaches and strategies, will have a strong focus on communication, interaction and regulation.

A well-constructed and well-taught curriculum ensures that the work given to pupils, over time and across the school, consistently matches curriculum intent. Teachers' coherently plan and sequence learning towards cumulatively sufficient knowledge and skills.

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

Curriculum Policy

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 Cherry Garden framework (adapted from 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:

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

Key Stage 4-5 (Phases 4 & 5)

Pupils access one of three curriculum pathways:

Engagement	Pupils' not accessing subject specific study with an individual focus on personal targets
-------------------	---

Curriculum Policy

	<p>within their PLIM (Personal Learning Intention Map)</p> <p>Post-16 Strong focus on preparation for adulthood working towards elements of healthy living, developing independence & understanding, tolerance and enjoyment of relationships and community-based activities</p>
Core	<p>Pupils' working below age expected standards accessing subject specific study thorough single subject project-based learning with a vocational focus towards external accreditation.</p> <p>Post-16 Strong focus on preparation for adulthood with vocational taster programmes supporting life outcomes with a view to voluntary/supported employment</p>
Extended	<p>Pupils' working below age expected standards accessing subject specific study thorough linear, discrete subject teaching with a focus on external qualifications</p> <p>Post-16 Strong focus on preparation for adulthood through a robust careers guidance programme with a view to ensuring appropriate stretch and progression to enable achievement of pathway goals eg. supported internships, FE, employment</p>

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

The Post-16 study programme is individually tailored to the students' 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 so that students are ready for their next stage of education, training or employment and are going on to appropriate, high quality destinations.



Curriculum Policy

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 annual and end of key stage targets linked to EHCPs and ultimately celebrate achievement and results within all areas of learning.

A qualification tracker has been designed by the school to monitor and track post-16 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, Ascentis Stepping Stones to Functional Skills Entry Level 1 and Pre-Entry in maths and English; Functional Skills, Entry Level Certificates, Equals Moving On Adventurer and Explorer.

Statutory areas of learning include;

RE and worldviews 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 is a statutory requirement. Parents/carers may withdraw pupils from sex education (but not Relationships or Health Education).

Mathematics and English subject areas are taught daily 4 days a week and learning delivered from EYFS to GCSE within carefully selected pupil groupings to maximize engagement and attainment.

Teachers produce long term Schemes of Work in Core and Extended Pathways, with the sequence of learning based on curriculum subject content mapped against the National Curriculum Programmes of Study.

'Launchpads' to subjects have been created to provide a targeted, incremental approach to identifying and bridging skill gaps, ensuring progression and creating a firm, broad-base of skill readiness for subject specific learning.

Subjects have pre-teach vocabulary or concepts identified.

Knowledge Organisers are created to support non-subject specific teachers to deliver strong subject teaching and learning.

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 and medium 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.

Curriculum Impact



Curriculum Policy

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

- Engagement Profiling
- Cherry Garden
- MAPP
- iASEND (a bespoke assessment system which is best suited for purpose is currently being trialled)
- PSHEE Tracker
- 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 and discussed or shared with parents termly.

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 effective triangulation of evidence.

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, Subject Action Plans and carrying out frequent 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 schools and other special schools. Feedback from pupils, parents/carers and visitors, along with continued professional development, all help teachers to reflect on their judgements in ensuring the curriculum addresses need.

Links include; Assessment Policy; Marking and Feedback Policy; Phase Flow documents; Equalities Statement and Objective; Accessibility Plan; Subject Rationales; Subject Schemes of Work; Interventions Policy and programme; Integrated therapies Development Plan.

Parents/carers can find out more about our curriculum by contacting the Phase or Pathway Lead or Curriculum Lead, Karyn McMahon at admin@cleaswellhill.northumberland.sch.uk

Author: Karyn McMahon

Head teacher: Mike Jackson

Chair of Governors: Tim Chrisp

Date: Summer 2023