

Small Haven School Curriculum Policy

Date	Review Date	Coordinator	Nominated Director
26/06/17	01/06/18	Principal Head	Director of Education

The Curriculum at Small Haven School supports the mission statement:

'We empower and educate young people to realise their full potential'

by giving pupils the opportunity to learn and develop in a supportive and creative environment where there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is personalised, creative, engaging and flexible allowing for the evolving needs of each pupil to be met. It aims to promote the emotional, social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

There is a focus on developing pupils' learning capacity so that they become happy, fulfilled and successful members of the community, while at the same time developing essential knowledge and skills in order to meet the everyday challenges of life in the twenty-first century. Our curriculum is designed to be exciting, interesting and engaging so that children are curious and want to learn. We are passionate about our pupils developing learning habits that extend beyond the school boundaries so that they become life-long learners.

At Small Haven we also understand that in order to learn children first need to feel safe and secure, so the emotional well-being and development of our pupils is of great importance. Therefore, social

and emotional aspects of learning are integrated in a comprehensive, whole-school approach to promote the social and emotional skills that underpin effective learning, positive behaviour, regular attendance and the emotional health and well-being of all who learn and work in the school. We also support children individually with the 'Thrive approach' programme to address their personal social and emotional developmental needs.

Our pupils all have an Education, Health, Care plan to support their special educational needs including ASD, ADHD, ODD, SLCN, Mild learning difficulties and Social, Emotional and Behavioural needs. In addition to the academic curriculum, the timetables provide opportunities for pupils to participate in therapy sessions with Speech and Language Therapists if and when required.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Aims:

- That pupils build confidence as learners and develop a love of learning.
- That pupils make progress against SMART personal targets (Personal Learning Intention Maps-PLIMS).
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via a variety of sporting activities and by visiting places of interest including Forest School and a Residential Activity Week for KS3 and KS4.

- That pupils develop reading skills through phonics based reading scheme.
- That pupils develop skills for independence.
- That pupils computing skills are encouraged through Digital Literacy programmes of study.
- That pupils develop a greater awareness of their local community and make a positive contribution.
- That pupils learn a range of skills for life beyond school.

Curriculum Overview

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils in KS1-2. In KS3 the curriculum is based on the the new National Curriculum 2014 and the respective Edexcel Functional Skills specifications in order to prepare pupils for KS4. Following consultation it was agreed that we would no longer teach a foreign language in order to allow more focus on developing essential literacy and communication skills.

Literacy and Numeracy:

Literacy and Numeracy are taught discretely each morning and form part of the pupils' daily routine. Pupils' reading skills are developed by the use of the Soundwrite phonics scheme. Project X Oxford Reading Scheme provides a structured age appropriate and engaging guided reading and individual reading scheme to support reading and comprehension skills across the school.

Science

Science is crucial in developing essential learning skills such as observing, predicting, and analysing. The science curriculum draws on the national curriculum 2014 and BTEC applied science.

ICT

ICT skills are essential for modern day life, therefore, it is embedded across the curriculum to facilitate cross-curricular learning and application of skills. The ICT curriculum draws on elements of the national curriculum 2014, digital literacy, and ICT functional skills.

Topic Based Curriculum and Personal Learning Intention Maps (PLIMs):

The topic based curriculum offers opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a topic based framework. Each topic covers aspects of the Humanities and Science and reinforces social and emotional skills.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners

PSHE and SMSC

PSHE is a timetabled session with each session having a different focus.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum and delivered through class and whole school assemblies. There is also a particular focus on building pupil awareness and resilience in relation to keeping themselves safe.

Religious Education and Collective Worship

Religious Education themes and topics are covered via weekly RE lessons as well as through assemblies and PSHE.

Though the school is based on Christian values, pupils of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all of those within the school community, our aim is:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn

Parents have the right to withdraw their child from Religious Education and/or Collective Worship.

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

Parents may request that their child is excused from Sex Education.

Enrichment Opportunities, SMSC and Fundamental British Values

The curriculum is significantly enhanced by our 'Enrichment' programme which promotes our Spiritual, Moral, Social and Cultural (SMSC) values. The Ofsted Subsidiary Guidance, 2013, defines these as:

Spiritual: Explore beliefs and experience, respect values, discover oneself and the surrounding world; use imagination and creativity; reflect. Examples at Small Haven include special Whole School Assemblies such as Harvest Festival, Christian festivals celebrated such as Easter and Christmas, annual Christmas Carol Concerts, other religious festivals celebrated such as Diwali and visits to religious buildings.

Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. Examples include whole school assemblies, charity events, PSHE lessons, citizenship, bullying and learning right from wrong alongside participating in 'Anti-bullying Week' and interacting with visitors such as the Police and Fire Service.

Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. Examples include PSHE lessons, forest school, lunchtime clubs, house games, trips to the local community and fund raising for charities, singing in Residential Homes, as well as offsite visits and residential trips. Pupils partake in weekly social skills groups to develop communication and team building skills.

Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. Examples include national events and celebrations such as The Royal Wedding, international events such as the Olympics, national charity events such as Red Nose Day as well as visits to art galleries, theatres and places of worship. In addition pupils participate in on-site social and cultural awareness events.

Fundamental British Values:

Schools also have a duty to promote Fundamental British Values. The 'Promoting Fundamental British Values as part of SMSC in Schools' document (DfE, 2014) states that through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

British values and SMSC are an integral part of the school ethos and Whole School Curriculum and are particularly highlighted within whole school assemblies/events and the PSHE and Religious Education programmes.

Enrichment:

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example: Theatre trips, music workshops, Arts Award and annual Art Exhibition in a local gallery, educational visits and we welcome visits from occupational and educational groups to further enhance the pupils learning and enjoyment. The school has a house team programme that promotes healthy competition and development of communication and team work skills as pupils compete in both sporting and non-sporting activities. The school 'student council' offers pupils the opportunity take up positions of responsibility and affect positive change within the school.

Personalised Curriculums

We ensure that the curriculum is relevant and appropriately differentiated to meet the varied needs of pupils providing a progression of experience and challenge.

Programmes are personalised to each pupil's requirements, reflecting their Outcomes as specified in their Education, Health and Care Plans. Class teachers incorporate class based interventions in relation to literacy and numeracy, and will differentiate all subject based long-term plans accordingly for the pupils in their class.

Some pupils may, in addition, follow additional programmes specific to their needs such as participating in literacy and numeracy interventions, O.T. based sessions such as Sensory Circuits and Clever Hands, Speech and Language Therapy programmes, ASD specific strategies such as Lego Therapy, as well as personal, emotional, and social skills interventions such as 'Thrive,' 'Drawing and talking,' and 'Talk Time'.

Accreditations:

We feel passionately that we continually prepare our pupils for both the next stage of their school careers and ultimately for life.

With this in mind we have been developing our offer of accredited outcomes for pupils in Key Stage Four, ensuring we are offering a broad range that accredit the excellent progress our pupils make and celebrate their individual areas of strength. We make decisions regarding entries and levels for pupils on an individual basis, ensuring we offer an achievable pathway to gain outcomes that sensitively and realistically stretch and challenge our pupils. On occasions this can mean a stepping stone approach to qualifications which boosts confidence and offers a motivating, tangible award to continue on the pathway to further success. Qualifications are offered in Functional Skills English, Maths and ICT, a range of BTEC programmes and the Arts Award.

Responsibilities:

Class teachers are responsible for:

- Long term medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment

- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

Monitoring and Evaluation:

The Principal will co-ordinate the monitoring system alongside all teachers. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- curriculum development and planning
- considering training/workshop opportunities with specific focus.
- The timetable and Curriculum are reviewed annually to ensure compliance with current relevant legislation and guidance and taking into account best practice within special needs education.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan and in response to the needs of the pupil's development and progress.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone and passionately believes that 'every child matters.'