



## Curriculum Policy

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The Curriculum at Small Haven School supports the school motto of 'Belong, Believe, Thrive, Achieve' 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:

- Pupils build confidence as learners and develop a love of learning.
- Pupils make progress against SMART personal targets (Personal Learning Intention Maps-PLIMS).
- 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.
- Pupils develop reading skills through phonics based reading scheme.



- Pupils develop skills for independence.
- Pupils develop computing skills so that they are digitally literate and able to participate fully in the modern world.
- Pupils develop a greater awareness of their local community and make a positive contribution.
- Pupils learn a range of skills for life beyond school.

### **Curriculum Overview**

The school is committed to providing a broad and balanced curriculum for all pupils.

Pupils in Key stages 1 - 3 are taught from the National Curriculum. English, maths, science, computing and PHSE are all taught discreetly, other subjects are taught through topic based curriculum to help immerse children in their learning.

In KS4 and sixth form, students will be supported in further developing their skills in the core subjects of Maths and English (functional skills Entry Level 1-3, level 1 & level 2/GCSE). Students will take part in the Crest Awards for science. Essential computing skills will be embedded across the curriculum. There is an extensive focus on PSHE, emotional development and bespoke life skills. Alongside this, students will have the opportunity to gain accreditations in a range of BTEC programmes. The Arts award qualification is also available for students pursuing a creative pathway (Level 1: bronze- Level 3: gold).

Secondary students have regular careers advice and take part in work experience. The level of support provided is dependent on the need of the student.



## English

English is taught discretely and forms part of the pupils' daily routine.

Pupils' reading skills are developed by the use of the Bug Club phonics scheme. Children have access to real and online books, with activities that run alongside these. Project X Oxford Reading Scheme books are also used to provide a structured age appropriate and engaging guided reading and individual reading scheme to support reading and comprehension skills across the school.

The children are given opportunities to take part in English competitions, for example a poetry writing competition, and the chance to celebrate in worldwide and National special days such as Book Day.

## Maths

Maths is an essential life skill that is taught throughout the school.

Throughout the school, the White Rose project is used to provide suitable level work for all children. Pupils' have opportunities for multi-sensory learning within maths, with the use of maths manipulatives and online resources to support them.

## Science

At Small Haven School every pupil is entitled to a broad, balanced and enriched curriculum through which their scientific skills will be developed. The skills developed in science provide pupils with the tools for exploring, investigating and understanding the world - enabling



them to lead a life after school which is as independent as possible. All pupils in Key stages 1 - 3 will have the opportunity to experience and engage in all areas of science appropriate to their individual developmental needs. The school aims to teach and support each pupil by understanding their unique view point on how they see the world, and how they think and learn.

In Key Stage 4 the pupil's use the Crest Awards to give them the opportunity to study real life STEM projects. The awards include Bronze, Silver and Gold and the students are matched to the correct for level to study.

### **Computing**

Computing skills are essential for modern day life, therefore, it is embedded across the curriculum to facilitate cross-curricular learning and application of skills. At Small Haven School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. Each pupil has their own individual laptop to facilitate this learning.

### **Topic Based Curriculum**

In Key stages 1 - 3 children are taught using a topic based curriculum. This allows teachers to plan lessons that fully develop a subject and allow children to make better connections with the world. Within this, children are taught: history, geography, art, design technology, music and RE.

### **Learning for Life (PSHE) and SMSC**



Learning for Life (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.

### **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.

### **Religious Education and Collective Worship**

Religious Education themes and topics are covered in lessons as well as through assemblies and Learning for Life (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.

### **Cultural Awareness Days**

One day every term the pupils take part in a Cultural awareness day. On this day a country is celebrated and the pupils learn about the history of the country, religion, traditions and language.

### **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.

**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 & question time 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 learning for life, 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 Curriculum**

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. EHCP outcomes feed into small stepped SMART targets as outlined in the pupil's Personalised Learning Intention Maps (PLIMS). 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. These are reviewed and updated regularly.

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, ensuring we are offering a broad range that accredit the excellent progress our pupils make and celebrate their individual areas of strength. Decisions regarding entries and levels for pupils are made 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 English and Maths (Functional skills, GCSE level), Science Crest awards, a wide range of BTEC programmes and the Arts Award.

### **Responsibilities:**

Class teachers are responsible for:

- 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 the teaching and learning leads with 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.'