



Curriculum Policy

Approved by: School Committee **Date:** 5th December 2018

Signed by: (Chair)

Last reviewed on: November 2018

Next review due by: Autumn 2019

We have carefully selected and tailored the curriculum in order to

- set suitable learning challenges;
- respond to pupils' diverse learning needs; and
- overcome potential barriers to learning and assessment for individuals or groups of pupils.

There are 3 Essential strands which run throughout and drive our curriculum. These strands address the key areas of learning which tackle pupils' individual barriers to learning. They focus on:

- Communication
- Personal, social and emotional development
- Physical development

We have developed 4 curriculum pathways to address the different needs and cognitive levels of our pupils

1. Early Years Foundation Stage

Pupils in the EYFS follow the seven areas of Learning & Development as outlined in the Early Years Statutory Framework incorporating the National Curriculum. They focus primarily on the **Prime Areas** which are fundamental and needed to support development in all other areas. The Prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development

The EYFS curriculum also incorporates the **Specific Areas** which include essential skills and knowledge for children to participate successfully in society.

- Literacy / English
- Mathematics
- Understanding of the world
- Expressive arts and design

2. Roots for Learning

This pathway is designed for pupils with profound and multiple learning difficulties and those with complex learning difficulties. It is based on 'Quest for Learning' which focuses on the development of the following fundamental areas:

- Communication
- Social interaction
- Early cognitive thinking
- Sensory awareness
- Physical wellbeing

3. Foundations for the National Curriculum

Pupils who have not reached early learning goals will follow this pathway. It is designed to focus primarily on key areas to enable pupils to gain mastery in the basic knowledge and skills needed to progress onto the national curriculum

- Communication and language
- Physical development (Physical education)
- Personal, social and emotional development (PSHE)
- Literacy / English
- Mathematics
- Understanding of the world (Science, History, Geography, Computing, Design and Technology, Religious Education)
- Expressive arts and design (Art and Design, Music)

4. National Curriculum

Pupils who have mastered the Early Learning Goals move onto follow an adapted national curriculum using the 'International Primary Curriculum' as a framework for foundation subjects.

Our curriculum incorporates a variety of strategies and approaches personalised to small group and individual needs. It is these needs that are addressed throughout the curriculum. The International Early Years and Primary Curriculums are used to support the teaching of the foundation subjects across EYFS, Key Stage 1 and 2. This helps to ensure breadth and balance and is tailored appropriately to meet the very individual needs of our children.

We have 8 personal learning goals that we promote through the IPC:

- Resilience
- Communication
- Adaptability
- Respect
- thoughtfulness
- Co-operation
- Morality
- Enquiry

For pupils with ASC the relevant curriculum pathway is followed with adaptations to activities adding visual structure and The 'SCERTS' model framework is used with some children with a focus on:

- Social communication
- Emotional regulation
- Transactional support

In addition to Maths and English there are 3 Essential strands which run throughout and drive our curriculum. These strands address the key areas of learning which tackle pupils' individual barriers to learning. They focus on:

- Communication
- Personal, social and emotional development
- Physical development

Enrichment

Our curriculum is greatly enriched with whole school special events such as Science week, science fairs, curriculum topic days and days to celebrate diversity such as Diwali, Chinese New Year, World Cup and international schools to promote pupils' spiritual, moral, social and cultural development.

Extra-curricular activities are organised both in and out of school. An overnight residential experience is offered to a group of pupils in the summer term. As well as this an annual trip to a pantomime is carried out by The Rotary Club. We also invite musicians, scientists, storytellers and theatre groups into school.

We use the community as an outside classroom to reinforce the work that we do in school. Children may swim at the local sports centre or visit a local museum or a café. The community provides a great place in which to apply and generalise new and emerging skills.

We foster strong links with the local and wider area to develop community cohesion. We forge close links and effective partnerships with local and other special schools.