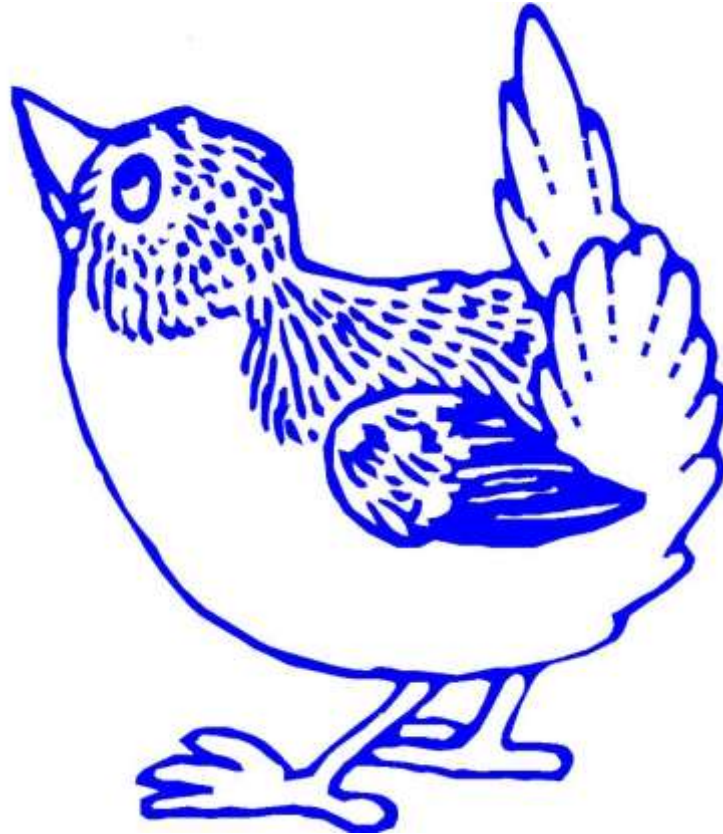


Wren Spinney School Curriculum Policy



Approved by: LGB

Date: January 2020

**Last reviewed on:
December 2019**

Next review due by: January 2021

Introduction

The curriculum is the whole learning experience offered by the school; this will include learning opportunities during leisure, personal care, meal and travel times.

Our students: The students at Wren Spinney have a broad range of complex needs which affects their learning, these fall within one, or often more, of the categories of need as stated in the Special Educational Needs and Disability (SEND) code of Practice 2014:

- Cognition and Learning; e.g.
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)

- Communication and Interaction; e.g.
 - Speech Language and Communication Needs (SLCN)
 - Autistic spectrum Disorder (ASD)

- Social, Emotional and Mental Health Difficulties; e.g.
 - Attachment Disorder
 - Anxiety
 - Sensory processing difficulties

- Sensory / Physical Difficulties; e.g.
 - Visual Impairment
 - Hearing Impairment
 - Cerebral Palsy
 - Complex medical and health needs

In addition to the above some students have specific syndromes and health issues that may also impact on their learning.

All students at Wren Spinney have an Education Health and Care Plan indicates a learning difficulty (SLD or PMLD).

To be successful our children need to feel safe and build trusting relationships. Only when we enable this will our children be able to engage in learning activities and develop the skills necessary.

Our curriculum is based around 3 themes of safety:

- Of self – the ability to self-regulate and manage own emotions and so engage in learning experiences
- For self – the ability to be independent and autonomous (do things not only by yourself but for yourself)
- With others – the ability to manage and develop positive relationships

These 3 themes ultimately lead to the 4 outcomes for Preparation for Adulthood:

- Employment
- Independent Living
- Friends, Relationship and Community
- Good Health

At Wren Spinney, we aim to provide a developmental, relevant life skills curriculum, tailored to meet individual needs.

We wish to enable students to access and interact positively with the world outside school, developing social and independence skills and equipping them to cope with future adult opportunities.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills.

We believe all children learn best from first-hand experience

To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations.

All students follow a full and varied programme which includes accredited awards e.g. ASDAN/EQUALS as appropriate.

Intent- What do we want to achieve?

Curriculum Philosophy:

The biggest indicator for a successful life is social capital – the links and support networks that an individual has around them which supports emotional health and wellbeing.

Our curriculum needs to be designed to develop these links:

- Support for the individual to develop the skills to make links (self-regulation and communication skills) – **Me**
- Develop positive relationships (communication skills and emotional regulation) – **We**
- Build personal skills that help to develop positive mutually beneficial relationships, not only at an individual level but between groups (**Our**) and to benefit others (**Your**).

We support students to become:

- Successful learners who make progress, enjoy learning and achieve their potential
- Confident adults who can live safe, healthy and happy lives
- Responsible adults who make a positive contribution to society

We do this by ensuring the curriculum

- Is relevant to the specific needs of the student
- Offers ways to fulfil their full potential through problem solving
- Is flexible to enable a highly personalized approach
- Builds on existing knowledge, skills and understanding by building connections
- Reflects the multicultural nature of the local and national community and builds on British values
- Encourages a respect for others and the environment
- Develops confidence, self-esteem, self-regulation and independence
- Prepares students for the opportunities, responsibilities and experiences of adulthood

Implementation- How do we organise the curriculum?

Our long term curriculum maps ensure that learning is sequenced and that there are opportunities to revisit and build upon key themes and skills, providing the opportunity for skills and knowledge to be developed, built upon, applied and mastered:

- Doing more
- Learning more, and
- Remembering more.

The long term maps are used to guide and inform our teaching and detail the learning themes to be taught to each group of learners at each stage of the school.

In each school year, students will cover aspects of each of the EQUALS Schemes of Work English and Maths are taught throughout all Key Stages and along with PSHE are deemed as core subjects.

- Communication, Language and Literacy- My Communication
- Cognition and learning skills, including Numeracy and ICT- My Thinking, How my World works
- Personal, Social and Health skills, including SRE and independence skills- My Body, Myself, Me and My Community
- Sensory, Physical and Creative learning -My Creativity

These will be used alongside a “Wardrobe” of units planned by the school to enrich and address the particular interests of students.

RE is taught across all Key Stages from Equals and wardrobe units.

Curriculum Areas (13.12.19)

Communication	Coverage (at least)
Equals SF My Communication 10 areas of communication Equals F English Wardrobe Modules	All 10 areas of communication across the year, through individual work or group sessions. 1 story per term. 10 minutes of free reading twice a week.
Thinking & Problem Solving	Coverage (at least)
Equals SF My Thinking & Problem Solving Equals SF My Independence Equals F Maths Equals F Science Equals F DT Wardrobe Science Wardrobe DT	Every day through individual work. 1 maths/numeracy module per term. 1 problem solving module per year. 1 science module per year.
The World	Coverage (at least)
Equals SF The World About Me Equals F RE	3 different modules per year.

Wardrobe RE Equals F History Equals F Geography Wardrobe Humanities Wardrobe Topics	
Citizenship	Coverage (at least)
Equals SF My Citizenship (released after Xmas) Wardrobe PSHE Equals F PSHE SRE Equals SF Healthy Eating & Healthy Lifestyles Equals SF Mental Health & Well-Being	TBC
Creativity	Coverage (at least)
Equals SF My Art Equals SF My Drama Equals SF My Music Wardrobe Art Wardrobe Drama Wardrobe Music	3 modules a year.
Physical Well-Being	Coverage (at least)
Equals SF My Physical Well-Being Equals SF My Dance Equals SF My Play and Leisure Equals F PE Wardrobe PE Wardrobe Swimming Wardrobe Games Sensory Circuits Relax Kids	Daily physical session. Daily free play session. Weekly structured play session. 1 module per term.

Curriculum Coverage

Every Day	Communication. Thinking & Problem Solving. Free play session. Physical session.
Every Week	10 minutes free reading twice a week. 1 structured play session.
Every Term	1 story. 1 maths/numeracy module. 1 physical module. 1 creative module. 1 The World module.
Every Year	All 10 areas of communication. 1 problem solving module. 1 science module.

The school is organised into 4 departments and the curriculum in each of these reflects the needs of the students. Activities are differentiated and personalised to be meaningful and relevant.

Sensory Department

The learning in the sensory department is designed to support students to develop a greater understanding of the environment around them, developing skills to have greater independence and autonomy in their surroundings.

Through a range of activities students build the skills to respond to stimuli, develop consistent responses through anticipation rather than reaction, and so developing the skills for more effective communication.

Structured Department

The learning in the structured department is designed to develop greater independence in learning, and the use of more formal communication strategies, to be able to participate more effectively in learning and interact with those around them.

Through a range of consistent activities, and learning in meaningful contexts, students are supported to develop strategies to apply their learning in a variety of situations and so develop skills for greater independence and autonomy in adult life.

Collaborative Department

The learning in the collaborative department is designed to support students to develop the skills that will support them in later life, including the development of more functional reading, writing and mathematical skills and so a deeper understanding of the world around them.

Through a range of learning activities knowledge and skills are developed working together so that they can be applied in a range of situations, not only around the school but when out of school.

Sixth Form

The sixth form curriculum is based on the DfE guidance for Preparation for Adulthood. Activities are delivered through meaningful contexts, i.e. students develop skills to plan healthy meals, shopping for ingredients and preparing the meals. Students undertake work that can be accredited at their appropriate level leading towards learning being accredited through ASDAN Awards.

Through meaningful contextualized activities students in the sixth form develop skills to prepare them for adult life, either working towards skills for more independent living or further education and training colleges.

Whole School Communication System

Our aim is for our school to be 'Total Communication' environment – this means that a student is able to get their message across no matter how they choose to communicate:

- Physical – gestures, sign language etc
- Visual – pictures, text etc
- Verbal – sounds, words etc
- Tactile – objects of reference, Moon etc
- Technology – voice output devices, active display devices etc

Outside of this, the **learning environments** and resources reflect the needs of the student groups and from necessity will vary in their structural organisation, presentation and locations.

Staff

Students' access to our school's curriculum is supported by a broad range of people. These will include:

- their peers;
- teachers and teaching assistants;
- trainee / apprentice teaching assistants;
- Pastoral Support Team;
- school nurse and health care professionals;
- occupational therapists;
- speech and language therapists;
- physiotherapists;
- Careers Service.

Assessment is integral to the learning opportunity.

Learning outside the classroom builds opportunities to explore, experience and link with other communities. For example, specialist areas in school such as the sensory room, food technology room, outside area and The Shop, local community sports and leisure facilities and the wider community.

Visitors

Visitors to school play a key role in supporting our curriculum and the key learning experiences on offer.

The environment within school supports communication, independence and Spiritual, Moral, Social and Cultural understanding.

Behaviour and care plans help to support learning through removing barriers to communication and engagement.

Planning

Planning begins with looking carefully at the identified needs of the student, previous assessments, Care and Behaviour plans and takes into account their interests. Education Health and Care Plan annual outcomes need to be broken down into Learning targets (using MAPPs).

Areas of need are identified- these will include first steps in some areas, consolidation and repetition in, transference of skills and readiness to attempt a higher level of understanding or independence. Observation and informal assessment inform review of learning and enable changes to be made to keep students learning.

Focused learning opportunities are taken from the Equals curriculum schemes of work, but may be reframed in a particular context to meet needs and interests. For example, My Creativity learning opportunities may be presented through the unit Magic, if that is likely to engage students.

Teachers will differentiate learning through considering; content, access, grouping, outcome, level of support, resources, pace and timing. (see also Learning & Teaching policy)

Assessment, recording and reporting

Assessment for Learning and Assessment of Learning should occur alongside students.

Assessment of Learning will be by using MAPP and captured within Evidence for Learning, quantifying success:

- **INDEPENDENCE:** Learners complete tasks independently
- **FLUENCY:** Learners reach a level of mastery combining speed and accuracy
- **MAINTENANCE:** Learners maintain competency over time through repetition. They remember after a break
- **GENERALISATION** - Learners achieve mastery in different settings or contexts, with different stimuli or with different staff

Learning takes place at any moment and in any place and staff may use a range of methods to make an initial record. This enables us to share progress with parents and carers as well as to review and adapt planning to address next steps. Peer and self-assessment will be encouraged as appropriate.

Impact- How will we know how well we are achieving our aims?

- We will use assessment that is wide ranging, fit for purpose and for our students; this will identify progress towards short term and annual targets. The data produced will give helpful feedback to staff and stakeholders regarding the outcomes for students – individually and as a whole cohort. This information will inform areas for development.
- Quality Assurance, in the form of observation, learning walks etc, will provide information on how well students are progressing.
- Quality Assurance, through observation and learning walks, for example, will be used to identify areas for development for individual students, groups and staff so that standards are improving all the time. (see Curriculum Monitoring)
- Behaviour, wellbeing and attendance measures will also support our assessment of impact- successful, confident and responsible learners will attend school and have positive behaviour
- Destinations- successful, confident and responsible learners will take their development further: into education beyond school, training, employment

Curriculum monitoring

- QA overview with yearly schedule of QA
- Curriculum teams (January 2020) will monitor curriculum areas with link SLT.

The role of Parents and Carers

We believe that parents/carers have a key role in helping their children to learn and it is essential to establish good relationships with parents and carers.

The role of Governors

Governors play an important role in the learning and teaching of the school, promoting the beliefs, aims and values of the school. With regard to Curriculum, they are responsible for:

- Reviewing of curriculum and related policies and recommending agreed policies;
- Receiving reports from the headteacher and Curriculum Coordinators
- Reviewing outcomes and the achievement of targets

The role of the Community

- links with local community schools
- Contributions to activities, such as assemblies, artistic events, specialist outings, and clubs;
- Positive role models to the students within the community
- Organising activities and events throughout the year to extend and deepen students' knowledge and skills
- Supporting school events
- Voluntarily helping in the school.

Equal Opportunities

All students regardless of age, ethnicity, gender, disability, religion and belief or sexual identity will have equal access to appropriate resources. Please refer to the Single Equality Duty for further details.

Throughout the curriculum and during specific lessons, where appropriate, students will have the opportunity to:

- Explore resources from different cultures
- Experience positive role models through books and text used
- Experience positive role models from staff, governors, parents and local contacts within the community.

Wren Spinney makes every possible effort to use local contacts within the community to share their expertise, skills and experiences within different cultures.

Health and Safety

Teachers and support staff should exercise professional judgement with regard to the range of tools, equipment and materials used.

It is the responsibility of all staff to be aware of possible health and safety issues.

Any specific issues relating to health and safety which need immediate attention should be brought to the attention of the appropriate personnel.

Refer to the school's Health and Safety Policy for further details.

Some subjects may also have specific health and safety requirements, for example science please also refer Health and Safety Policy which details the specific health and safety needs for the teaching of science and refers to relevant COSHH regulations and guidance.

Other documents that support this policy include:

- Learning & Teaching Policy
- Assessment Policy
- SEN policy
- Health and Safety Policy

Review

This policy will be reviewed and updated by the Senior Leadership Team, as part of a cycle, in consultation with the appropriate staff and then submitted to Governors for final approval.