



# Underley Garden

## Curriculum Policy

<b>Created:</b>	September 2012
<b>Reviewed:</b>	September 2012/13/14/15/16/17
<b>To be reviewed:</b>	September 2018

## **Rationale**

We are currently within the greatest period of curriculum change for many years. The introduction of both new programmes of study and new methods of assessment have brought with them challenges but also opportunities. We recognise and acknowledge that, during this period of transition, it will take time to change and develop our new curriculum but, within this process, the commitment to deliver excellence for our pupils, set out within this policy, remains constant.

The process that we are working through will be ongoing. The need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our pupils for a life within it, is the cornerstone of this policy.

## **The Curriculum**

At Underley Garden School we ensure access to the curriculum areas that are listed in the Independent School Standards (in force from 2014). In accordance with this we undertake to provide a curriculum that meets the needs of each pupil based on the terms of the statement of special educational needs Education, Health and Care Plan. All pupils receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the curriculum is to achieve the best possible outcomes for pupils in terms of individual learning, independence, personal growth and development.

## **Curriculum Aims**

- help pupils to develop positive feelings of self-worth and confidence.
- provide a broad and balanced curriculum, including a focus on independence skills that is inclusive and accessible to all
- help prepare children and young people for the next stages in their life
- deliver activities that provide suitable learning challenges, giving every pupil the opportunity to experience success and achieve as much as possible.
- devise individual approaches and interventions, in response to the curriculum, to match pupil's diverse learning needs, interests and strengths.
- teach pupils to have an awareness of their own spiritual development, understand right from wrong and have an appreciation of British values.
- provide a curriculum that is free from partisan political views. The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. Acorn Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter.

## **Planning & Organisation**

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each pupil is enabled to make the very best progress in the development of their knowledge and skills. Subject teachers write curriculum maps, schemes of work, medium and short-term plans, in collaboration with the wider staff team, including specialist Teaching Assistants and Therapists. Our planning is driven by the pupil's needs and interests, whilst also being informed by the National Curriculum, 14 – 19 Curriculum, and other approaches to planning individualised learning programmes such as our Personalised Curriculums assessed through the MAPP (Mapping and Assessing Personal Progress) framework, linked to objectives from statements/aspirations and outcomes from EHC plans. The Principal and Heads of School are responsible for monitoring the planning and delivery of the curriculum. This monitoring is organised into an annual cycle of Lesson Observations and evaluation, which informs training and development as well as outlining any changes to the curriculum and the planning and provision of resources.

The curriculum can be accessed on different levels according to each pupil's need, previous experience and level of attainment. Pupils at Underley Garden have needs arising from Autistic Spectrum Conditions, Learning Difficulties and Social, Emotional and Mental Health Conditions. They experience barriers to learning related to: cognition and learning including memory; communication and interaction; language and concept development; flexibility of thought; sensory processing; social awareness and behaviours associated arising from their conditions.

On admission to the school some pupils have experienced multiple failures and exclusions from previous settings. The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all pupils will access the curriculum and attend lessons in order to fulfil their potential.

Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For some it is more appropriate to base approaches on an appropriate personalised Curriculum set around the MAPP (Mapping and Assessing Personal Progress) framework. This is a suite of materials developed by The Dales School (a special school for children with severe and complex learning needs) to facilitate the planning, assessment and recording of progress in relation to a personalised learning programme.

A Personalised Curriculum using the MAPP framework is a person centered, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and assessment of learning for pupils who are working within the P-levels. The overall design of MAPP addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties. It is made up of three main cross-curricular areas, communication (which includes literacy), thinking skills (which includes numeracy) and personal and social development (which include independent living skills).

As part of the school's desire to promote an appreciation of the environment and natural world, Pupils also have the opportunity to access The John Muir Award Scheme. This is an environmental award scheme focused on wild places. It supports people to connect with, enjoy and care for nature, landscape, and the natural environment. There are 3 different Award Levels – Discovery, Explorer and Conserver – to encourage a progressive involvement.

## **Primary Provision - Key stage 1 & 2**

In Key Stage 1 & 2, for most pupils, the core subjects of English, Maths and Science are taught as discrete subject areas. The remaining foundation subjects are delivered either as discrete areas or combined within appropriate themes. Appropriate differentiation of the curriculum and teaching and learning approaches ensures challenge for all. The multi-disciplinary team of Teachers,

Therapists, Psychologists and Teaching Assistants plan and facilitate the learning process in a range of settings from community or environment contexts to a more traditional classroom experience.

**Primary Provision Map – KS1/2**

Independent School Standards Curriculum Area	Key stage 1	Key stage 2	Personalised Curriculum (MAPP)
Mathematical	Math's/Numeracy	Math's/Numeracy	Thinking Skills including patterns, number and reasoning
Linguistical	English /Literacy	English /Literacy/ Languages (within International Studies)	Communication including reading and writing
Scientific	Science (Thematic Curriculum)	Science (Thematic Curriculum)	Thinking skills including pre-symbolic (acting on the environment, cause and effect, early problem solving) and reasoning (observation, planning, predicting, evaluating).
Technological	Design Technology /ICT (Cross curricular)	Design Technology /ICT (Cross curricular)	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).
Human & Social	Geography/History (Thematic Curriculum) /RE (Understanding the World & Thematic Curriculum) /PSCE & SEAL	Geography/History (Thematic Curriculum) /RE (Understanding the World & Thematic Curriculum)/International Studies/PSCE & SEAL	Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.
Physical	PE	PE	Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.
Aesthetic & Creative	Art & Design (Thematic Curriculum)/ Music	Art & Design (Thematic Curriculum)/ Music	Communication including writing (assisted story telling). Thinking skills including pre-symbolic (acting on the

			environment) and reasoning skills (observing). Attention Control. Working with Others. Independent Living Skills.
	John Muir Award	John Muir Award	Discoverer, Explorer and Conserver Awards

### Secondary Provision - Key Stage 3&4

As within key stage one and two some pupils follow a Personalised Curriculum assessed through the MAPP framework (see above). Pupils are taught through a subject-based curriculum with specialised and appropriate levels of differentiation. Appropriate differentiation of the curriculum and teaching and learning approaches ensures challenge for all. The multi-disciplinary team of Teachers, Therapists, Psychologists and Teaching Assistants plan and facilitate the learning process in a range of settings from community or environment contexts to a more traditional classroom experience.

Key Stage 3		
Independent School Standards Curriculum Area	Discrete subjects taught	Personalised Curriculum (MAPP)
Mathematical	Math's	Thinking Skills including patterns, number and reasoning
Linguistical	English	Communication including reading and writing
Scientific	Science	Thinking skills including pre-symbolic (acting on the environment, cause and effect, early problem solving) and reasoning (observation, planning, predicting, evaluating).
Technological	Computer Science, ICT, Design Technology (with Food Studies Module)	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).

Human & Social	Humanities, International Studies RE PSHCE		Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.
Physical	P.E		Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.
Aesthetic & Creative	Art & Design Music		Communication including writing (assisted story telling). Thinking skills including pre-symbolic (acting on the environment) and reasoning skills (observing). Attention Control. Working with Others. Independent Living Skills.
	John Muir Award		Discoverer, Explorer and Conserver Awards
Key Stage 4			
Independent School Standards Curriculum Area	Discrete subjects taught	Linked Qualifications/Accreditation	MAPP - individualised learning programme
Mathematical	Math's	GCSE Math's	Thinking Skills including patterns, number and reasoning
Linguistical	English	GCSE English Language, GCSE English Literature	Communication including reading and writing

Scientific	Science	GCSE Science	Thinking skills including pre-symbolic (acting on the environment, cause and effect, early problem solving) and reasoning (observation, planning, predicting, evaluating).
Technological	ICT, Design Technology, Computer Science	GCSE ICT Edexcel (Short Course) GCSE Computer Science	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).
	Humanities – History & Geography RE PSHCE	GCSE Geography GCSE RE (Short Course)	Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.
Physical	P.E.	GCSE P.E.	Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.
Aesthetic & Creative	Creative Arts Art & Design Music - Individual tuition	GCSE Art & Design	Communication including writing (assisted story telling). Thinking skills including pre-symbolic (acting on the environment) and reasoning skills (observing). Attention Control. Working with Others. Independent Living Skills.

	John Muir Award	Discoverer, Explorer and Conserver Awards	
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### Post 16 Provision

Post 16 pupils continue to be involved in 30 slots of planned learning consisting of core and foundation subjects along with their chosen area of specialism. As within primary and secondary provision some pupils follow an individualised learning programme based on a Personalised curriculum assessed through the MAPP framework (see above).

The timetable offers pupils dedicated post-16 provision. We aim to support pupils growing into adulthood and raising their aspirations by placing an emphasis on them developing independence knowledge and skills to prepare them for life in the wider community.

The curriculum provides educational opportunities planned through individual and class timetables. These opportunities are based in the school buildings and grounds through formal classes, individual activities and experiences within the wider school community. Opportunities further afield, for example at local F.E colleges and other training providers, on work placement or in the community are also provided, where appropriate and integrated into different subject areas. All aspects of programmes are supported and facilitated by our multi-disciplinary team.

Post 16 Courses		
All young people have a timetable devised to meet their needs, optimise their progress and focus on their vocational pathways, interests and future hopes.		
The Core Curriculum	Linked Qualifications/Accreditation	Personalised Curriculum (MAPP)
Functional skill; Numeracy (including Financial Literacy), Literacy & ICT	Open Awards - Core Skills in English Math's and ICT, Entry Level 1 Certificate GCSE ICT Edexcel (Short Course) GCSE English Functional Skills English GCSE Math's	Communication including reading and writing, ICT Thinking Skills including patterns, number and reasoning Independent Living Skills
Foundation Subjects	Linked Qualifications/Accreditation	

Life skills (including Personal, Social, Health, Citizenship & Careers Education Sport & Leisure)	Open Awards - Community Skills Entry Level 1 Award Open Awards Independence Skills, Entry Level 1 Award Open Awards – Life Skills, Entry Level 3 Award Open Awards – Sport & Leisure, Entry Level 1 Certificate Open Awards – Preparing for Work Level 2	Communication including social communication and communicating needs and wants Thinking skills Emotional Development Working with Others Independent Living Skills
Vocational Choices – Accredited through the Open Awards from the ‘Developing Skills for Further Learning and Employment’ framework. This includes a wide range of general and pre vocational units which enable the progression of learners into further learning and/or employment		
Vocational Area	Linked Qualifications/Accreditation	
Land Based Learning	Practical Horticulture, Entry Level 3 Award, Land Based Learning, Entry Level 1/3 Awards ABC Award Certificate in Practical Horticulture Skills, Levels 1/2 Open Awards, Level 1/2 Awards.	
Hospitality & Catering	Hospitality and Catering Entry Level 3/Level 1/2 Awards	
John Muir	Discoverer, Explorer and Conserver Awards	

### Assessment, Recording, Reporting & Accreditation

Most pupils at Underley Garden follow nationally accredited courses, from Key Stage 4 onwards - typically a combination of the following:

- Entry Level (EL) and Entry Level 1-3
- General Certificate of Secondary Education (GCSE) at Levels A-G and 9-1,
- Open Awards– ‘Developing Skills for Further Learning and Employment’ Awards, Certificates and Diplomas at Entry Level 1, 3 and Level 1 & 2
- ABC Awards Horticultural Skills Certification
- John Muir Discoverer, Explorer and Conserver Awards

Some pupils follow a person-centered learning programme based on the Personalised Curriculum and MAPP (Mapping and Assessing Personal Progress) framework. This is a person centered, needs led approach which has been developed in order to facilitate the planning and assessment of learning for pupils who experience severe and profound learning difficulties. It is made up of three main cross-curricular areas, communication (which includes literacy), thinking skills (which includes numeracy) and personal and social development (which includes independent living skills).

The progress of pupils following a Person Centered Learning Programme based on MAPP are assessed using the Continuum of Skill Development (CSD) which facilitates the recording of lateral progression. The CSD assesses the development of four aspects of a skill or acquired knowledge. The four aspects are: prompting (increasing independence), fluency (combining speed and accuracy), maintenance (becoming more consistent over time), and generalisation (performing in different settings with different people).

### **Extended Learning**

The formally delivered curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture immersion days, health, ecological or religious/spiritual activities. The aim of such events is to broaden pupil's experience as well as giving them an opportunity to apply their skills in varied situations. A changing programme of 'extended school' activities is also provided, with school staff working with members of the care team throughout evenings, weekends and holiday periods.

### **Cross Curricular Links**

Literacy, Numeracy ICT and SMSC are cross-curricular strands, highlighted in a wide range of activities.

### **SEN**

Underley Garden School specialises in providing education to young people who have severe and complex needs, communication and interaction difficulties and social and emotional and mental health needs. The Special Needs policy aims to enable all young people to develop their skills and abilities. It seeks to ensure access to the curriculum subjects through differentiated approaches, therapeutic strategies and personalised programmes that take into account the needs of individual pupils' and their strengths

#### **Staffing and Resources**

The education team consists of primary practitioners, specialist core, foundation and vocational teachers and assistants, as well as an Educational Psychologist, Occupational Therapist and Speech Language and Communication Therapists.

A variety of specialist settings are provided to meet the diverse needs of our pupils.

### **Working with Parents**

We encourage parents to visit whenever possible and in particular to attend for Statutory Annual Review/EHCP meetings, providing accommodation to assist them with this. Parents are provided with updates on progress in the termly report that comments on all areas of the curriculum and also includes learning targets for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between pupils, parents, education staff and care staff.

### **Review**

We will review the curriculum annually to ensure it meets the needs of all pupils.