



# Underley Garden

## Curriculum Policy

<b>Created:</b>	September 2012
<b>Reviewed:</b>	September 2012/13/14/15/16/17/18
<b>To be reviewed:</b>	September 2019

## **Rationale**

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 young persons for a life within it, is the cornerstone of this policy.

As a SEN school delivering education to a diverse group of young people, our curriculum has been adapted and tailored to meet individual needs; we believe all young people deserve the right to an education that will support them to become happy and confident individuals with qualifications and achievements that will support them in their future.

Our staff team is dedicated to creating a curriculum that is flexible and ensures it is based around young people's individual needs.

## **The Curriculum**

At Underley Garden we ensure access to the curriculum areas that are listed in the Independent School Standards (2014). In accordance with this we undertake to provide a curriculum that meets the needs of each young person based on the terms of their Education, Health and Care Plan. All young people 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 the young people in terms of individual learning, independence, personal growth and development.

## **Curriculum Aims**

- Help young people 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 young person the opportunity to experience success and achieve as much as possible.
- Devise individual approaches and interventions, in response to the curriculum, to match young people's diverse learning needs, interests and strengths.
- Teach young people 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.

## **Planning & Organisation**

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each young person 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 young people'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 Curriculum which is linked to a young person's individual EHCP outcomes.

The Senior Leadership Team 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 young person's need, previous experience and level of attainment. Young people 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 young people 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 young people 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. This was something we developed from a programme 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.

Our Personalised Curriculum 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 young people who are working below the National Curriculum and who don't make progress in a neuro-typical way. The overall design of our Personalised Curriculum addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties. It is made up of five main cross-curricular areas; communication and interaction (which includes literacy, cognition and learning (which includes numeracy), personal, social and mental health, sensory and physical (including occupational therapy), and preparing for adulthood. These areas correlate directly to the young person's EHC planning document, and aim to work towards outcomes that are decided upon by a multi-disciplinary team. Learning intentions are then assessed and progressed upon using a 4 scale approach of development- specifically Prompting, Fluency, Maintenance and Generalisation. This curriculum ensures that learning is centered on what that person needs and wants at its very core, and means progress is achievable for all.

As part of the school's desire to promote an appreciation of the environment and natural world, young people 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. We also provide Outdoor Education across the year which all children and young people participate in. Outdoor Education is a fantastic way to promote exploration and experiences as well as developing confidence, self-esteem and team work.

### **Key stage 1 & 2:**

In Key Stage 1 & 2, for most young people, 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. For those unable to access the National Curriculum, they follow the Personalised Curriculum as outlined above.

## Primary Provision Map – KS1/2

Independent School Standards Curriculum Area	Key stage 1	Key stage 2	Personalised Curriculum
Mathematical	Math's/Numeracy	Math's/Numeracy	Thinking Skills including patterns, number and reasoning
Linguistical	English /Literacy	English /Literacy/ Languages (where appropriate)	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 (Thematic Curriculum)	Design Technology /ICT (Thematic Curriculum)	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 Outdoor Education	PE Outdoor Education	Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.
Aesthetic & Creative	Art & Design/ Music/ Drama (Thematic Curriculum)	Art & Design/ Music/ Drama (Thematic Curriculum)	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

**Key Stage 3 & 4:**

As within Key Stage one and two, some young people follow a Personalised Curriculum. All other young people are taught through a subject-based curriculum with specialised teaching 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.

<b>Key Stage 3</b>		
<b>Independent School Standards Curriculum Area</b>	<b>Discrete subjects taught</b>	<b>Personalised Curriculum</b>
Mathematical	Maths	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, Design Technology (with Food Studies Module)	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).
Human & Social	History, Geography, International Studies PSHCE	Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.
Physical	P.E Outdoor Education	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	
<b>Key Stage 4</b>			
<b>Independent School Standards Curriculum Area</b>	<b>Discrete subjects taught</b>	<b>Linked Qualifications/Accreditation</b>	<b>Personalised Curriculum</b>
Mathematical	Maths	Entry level & GCSE Maths	Thinking Skills including patterns, number and reasoning
Linguistical	English	Entry Level & GCSE English Language, GCSE English Literature	Communication including reading and writing
Scientific	Science	Entry Level & 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	Entry Level Computer Science	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).
	Humanities – History & Geography RE PSHCE	Entry Level & GCSE Geography Entry Level & GCSE History RE and PSHCE – ASDAN Personal Development Program	Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.

Physical	P.E. Outdoor Education	GCSE P.E. AQA Awards	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	Entry Level & 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	

### Post 16 Provision

Post 16 young people 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 the primary and secondary provision, some young people follow the Personalised Curriculum.

The Post 16 timetable aims to support young people 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

Functional skill; Numeracy (including Financial Literacy), Literacy & ICT	Open Awards - Core Skills in English Math's and ICT, Entry Level 1 Certificate 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 and Sport & Leisure	Open Awards in the following <ul style="list-style-type: none"> <li>• Community Skills</li> <li>• Independence Skills</li> <li>• Life Skills</li> <li>• Sport &amp; Leisure</li> <li>• Preparing for Work</li> </ul>	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 Small Animal Care Horse Riding Woodwork/ Construction Hospitality & Catering Sport and Leisure Independence Skills Life Skills	Open Award Qualifications; Entry Level 1 up to Level 3 awards available.	
Outdoor Education	Duke of Edinburgh Skills: Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.	
John Muir	Discoverer, Explorer and Conserver Awards	

### Personalised Curriculum

The progress of young people following the Personalised Curriculum are assessed using the Continuum of Skill Development (CSD) which facilitates the recording of lateral progression. It 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). Where required, additional assessment tools may be utilised, especially by UG therapy professionals, and these may link to specific intervention programmes with their own additional assessment.

### **Assessment, Recording, Reporting & Accreditation**

Most young people at Underley Garden follow nationally accredited courses. In Key Stage 1 & 2, if ability allows, SATs are completed. From Key Stage 4 onwards - typically a combination of the following:

- Entry Level 1-3
- General Certificate of Secondary Education (GCSE) at 9-1
- ASDAN – Personal Development Programmes and Short Courses
- Open Awards– ‘Developing Skills for Further Learning and Employment’ Awards, Certificates and Diplomas at Entry Level 1, 3 and Level 1 & 2

### **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 young people’s experiences as well as giving them an opportunity to apply their skills in varied situations. A changing programme of ‘extended school’ activities are 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. Reading is embedded in to all aspects of the curriculum.

### **SEN**

Underley Garden 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 young persons’ and their strengths

### **Staffing and Resources**

The education team consists of primary teachers, specialist core, foundation and vocational teachers, as well as experienced teaching assistants, Educational Psychologists, Occupational Therapist and Speech Language and Communication Therapists. A variety of specialist settings are provided to meet the diverse needs of our young persons.

### **Working with Parents**

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. 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 young people, parents, education staff and care staff.

### **Review**

We will review the curriculum annually to ensure it meets the needs of all our young people.