

Cavendish View School

 Curriculum policy

**Last update**: January 2022

**Update Due**: January 2023

**1. Scope**

At Cavendish View School we are dedicated to providing every child with an outstanding educational experience which is enjoyable, stimulating and supportive, enabling them to reach their full potential. This policy applies to all staff at Cavendish View School (Hereafter referred to as the School).

**2. What is Curriculum?**

Curriculum is the sum of all the experiences that our pupils are exposed to. This includes formal, taught sessions, but also a wealth of experiences at other times as we strive to provide a broad-based curriculum for all pupils in which pupils learn values, personal, social, interaction and coping skills and experience a range of activities that allow them to progress to meaningful destinations that are right for them, sustainable and lead to social and economic success in later life.

The School Curriculum aims to promote equality of opportunity, maximisation of pupils’ individual abilities and seeks to foster an enjoyment of learning processes.

The Curriculum is a framework which gives opportunities for learning and development of pupils’ awareness, understanding, knowledge and skills that promote independence, allow them to flourish and prepare the pupil for transition to the next stages of their lives both academically and holistically.

**The School curriculum is designed to:**

* Tailor and increase access to learning for all pupils and engage pupils in meaningful activities;
* Promote the development of effective strategies for teaching and learning;
* Ensure that the needs of all pupils are effectively met by providing a differentiated and personalised approach to teaching & learning;
* Remove perceived barriers to learning;
* Provide appropriate opportunities for personal achievement, both internally and externally;
* Increase engagement with learning by offering effective support, brokerage and advocacy;
* Ensure resources support effective teaching and learning;
* Enable pupils to take responsibility for their own development and learning within the curriculum framework;
* Enable and empower pupils to participate;
* Enable and empower pupils to express their views, choices and opinions;
* Increase pupils’ confidence, maturity and independence to make an effective transition at 11+;
* Clearly demonstrates progress and achievement.

This can only be achieved by pupils and staff working together. Pupils during their time at school are expected

To:

• Respect the pupil’s values (appendix 1)

• Engage in and follow their learning programme

• Contribute and engage with their Individual Learning Plan

3. **Pupil offer**

All pupils are offered:

* A comprehensive and detailed initial and baseline assessment this is done by, taken the pupils outcomes from their EHCP outcome on the individual Individual Pupil Plan (IPP) which is recorded daily and reviewed half term. and (after the pupil has transitioned into school and is fully engaging);
* Appropriate assessments to identify additional support for learning;
* The appropriate personal success targets to help them make progress and prepare for the next stage of their lives;
* Appropriate and differentiated support for learning;
* A regular reviews (Learning journey)
* Opportunities to improve communication, literacy and numeracy;
* Real, relevant and practical learning activities;
* Well planned, structured and resourced learning sessions;
* Effective use of appropriate and relevant resources, technology and aids for learning;
* Opportunities to develop greater independence;
* Access to a stimulating and appropriate curriculum that meets the needs of individual pupils;
* Learning that is extended through leisure activities and independence skills;
* Learning opportunities that promote equality, diversity and inclusion; (through learning journey)
* Learning accommodation and environments that meet pupils’ needs;
* Effective support and services that are tailored to meet pupils’ individual needs;
* Provides access to the community;
* Support for transition;
* Professional standards of teaching and support;
* Staff who are trained, knowledgeable and have specialist skill sets.

4. **Personalised learning**

In an educational setting, personalisation means

“working in partnership with the pupil and their advocates to tailor the learning experience and pathways,

according to their needs and personal objectives, in a way which delivers success”

Personalisation is not done for the pupil, but with the pupil. It includes:

* Assessment of what the pupil can or cannot do;
* Responding to the needs of the whole person;
* Providing appropriate support;
* Seeking and responding to the views of the pupil to promote their voice;
* Raising the ambitions of all pupils;
* Supporting every pupil to achieve their potential and, where possible, go beyond it;
* Encouraging individuals to take responsibility for their learning;
* Supports the development of transition plans.

 **Teaching groups and programmes**

Following initial and baseline assessment, pupils are placed in age appropriate teaching groups or if necessary, alongside peers of similar cognitive ability and/or learning styles. This allows teaching approaches taken in each group to closely match the likely learning styles of the pupils. Assessment is ongoing throughout a pupil’s time at school and they may be reallocated to a different group if appropriate. Operationally, the formal taught

curriculum is divided into the following areas:

* Literacy and Linguistics
* Number and Mathematics
* Scientific
* Technological
* Human & Social
* Physical
* Aesthetic & Creative

Within the curriculum subjects, pupils are able to access a wide range of activities that are designed to meet their individual needs and support the achievement of their long-term goals. The above curriculum areas will be supplemented by giving pupils access to enrichment and entitlement activities that incorporate Personal, Social, Health, Citizenship activities that focus on the Spiritual, Moral, Social and Cultural development of pupils. This will also include the statutory element of Sex and Relationships Education. (please see Learning journey)

7. **Baseline Assessment**

During their first half term at school, pupils are assessed to determine the level at which they are working in each curriculum area. This will then support the construction of an individual learning programme, the allocation of Personal Success Targets, and the placement of the pupil in an appropriate teaching group. Baseline assessment identifies the pupil’s abilities, understanding, knowledge and skills across a range of contexts including communication, literacy, numeracy, ICT, independence and engagement.

8. **Baseline Assessment RARPA and the Learner Journey**

In a personalised learning model, where all pupils have individual learning plans, it is important to recognise individual achievements whenever and wherever they occur. For all pupils, there are opportunities to have learning recognised by the school. The recognition and recording of progress and achievement (RARPA) at the School is in line with the RARPA model.

Achievement is monitored and celebrated in a number of ways:

For all pupils:

*Long Term Goals:*

These are identified through the Education, Health and Social Care Plans. These are communicated to the pupil and their parents/care givers at the beginning of their placement and reviewed annually.

*Medium Term Goals:*

These are closely linked to the long-term goals and state what the pupil needs to achieve over an academic year in order to support their long-term goals in an accessible form. Progress towards these goals is reviewed on a regular basis by the school staff.

A medium-term goal is defined as a statement that indicates how the long-term goals will be addressed whilst the pupil is at school. They are set on an annual basis to support achievement of long-term goals.

*Short Term Subject Targets:*

The school staff set ambitious and challenging targets for achievement in their subject. Progression through levels within the curriculum topics allows the demonstration of distance travelled by individual pupils. The targets are broken down into clear and logical steps. Progress is regularly monitored by staff and is regularly discussed with the pupil, and with the pupil and their parents/care givers at annual review meetings. Parents/Guardians are also kept informed via termly reports.

**Celebration of achievement:**

Pupil’s achievements are celebrated in a number of different ways and are tailored to suit individual preferences including praise, stickers, messages home and an ongoing rewards scheme.

At the end of each term pupils are awarded certificates for individual progress in a range of skill areas such as communication, independence, and attendance. This can be in any area of the pupil’s life at school.

**Graduation Event:**

At this special event, all leavers are presented with individual certificates, prizes and highlights of their achievements at school. The School will sponsor several key awards and present them to the

Pupils.

**Enrichment Activities**

The enrichment activities broaden the experience of all the pupils and adds variety, challenge and fun to the curriculum. Pupils choose from a range of activities, workshops and events on offer. The offer changes regularly, according to pupils’ interests, the time of year and availability. Sessions are led by school staff with input from a range of external providers and contributors. School will ensure that enrichment activities are a positive and enjoyable experience for pupils and that we plan appropriate activities based on pupil’s needs and wants through our pupil voice activities.

**Pastoral Support**

Pupils participate in regular sessions with the team in order to review progress; set new targets and access appropriate interventions. The sessions focus on:

* Pupil’s learning goals and targets;
* Pupil’s progress and achievement;
* Any worries or problems;
* Mental Health and Wellbeing;
* Planning ahead for reviews / events / transition;
* Managing self as an independent pupil.

**Support for Learning-Adaptations to learning materials and resources**

Learning resources, such as handouts, are differentiated to support individual needs.

For pupils with physical disabilities, school will try to improve and maintain quality of life and support pupils to reach their potential. It is envisaged that school will strive to enable pupils to access their learning environment and overcome the restraints and restrictions imposed on them by their physical disability and promote a positive attitude towards health and fitness and empower the pupil where possible to take control of the management of their own condition(s).

School will ensure consistency of approach in order to encourage and facilitate positive behaviour from pupils through the rigorous implementation of our behaviour policy and associated supporting documents. The School will facilitate the most effective learning environment for pupils and will include initial assessment of pupils and recording of their behavioural triggers and antecedents as part of the admissions process. The School will devise Individual Behaviour Support Plans as appropriate, and work with colleagues to ensure consistency of approach across the school and where appropriate, The School will monitor and review the Behaviour Support Plans through the review process and communicate progress towards the objectives with all relevant stakeholders.

**Equipment**

The school is adapted and equipped to meet the needs of pupils with learning difficulties and/or disabilities.

Examples of adapted equipment and assistive technology include:

* Accessible technology;
* Wheelchair-accessible building;
* Adapted equipment;
* Hearing support – School will seek advice and guidance from the relevant Local Authority Specialist Team on hearing impairment and on the management of the school environment;
* Vision support - School will seek advice and guidance from the relevant Local Authority Specialist Team on visual impairment and on the management of the school environment;
* Autistic Spectrum Support – All have all will undertake relevant training in working with pupils with Autism.
* Medical support – Pastoral Staff have the responsibility for providing daily medical support to pupils. Nominated staff are qualified in the Safe Handling of Medication. The school also has links with Community Specialist nurses who provide advice on epilepsy, incontinence, and mental health issues.

**Transition**

It is understood that pupils will be moving on to the next stage of their lives at the end of Key Stage 2. All staff are focused on ensuring that the curriculum prepares the pupil for the transition to life as a young person within the developmental component of the curriculum, the lessons give an opportunity for pupils to explore and work towards their transition options.

Alongside this, the school will work with destination schools or establishments to assist pupils in their next steps of transition, including the sharing of relevant documents and strategies developed by the school.

9. **Monitoring arrangements**

This policy will be reviewed every 12 months but can be revised as needed.