



WHOLE SCHOOL CURRICULUM POLICY

We aim to create a curriculum, relevant and purposeful for all our pupils each of whom will follow a co-ordinated, individual programme of learning structured throughout their day. The skills learnt are transferable, with appropriate planning and support, into the home, the local community and future placements.

Aims and objectives of the Policy

Primary – Key Stage 2 (Year 6)

The Beeches offers access to the National Curriculum for pupils entering at age 10. This access is tailored to the individual needs of the pupil and is supported through a communication-centred environment. Classes are taught in core and non-core foundation subjects: Literacy, Numeracy, Humanities (History, Geography and Religious Education), Science, MFL (French), Design technology, ICT, Art, Drama, Music and Physical Education (to include swimming).

Secondary – Key Stage 3

During Key Stage 3 teaching will aim to ensure that a sound basis is developed for all pupils, with different profiles of ability and performance, in a variety of areas across the National Curriculum for this age range. Whilst all lessons are planned using the National Curriculum as a starting point, these will be highly differentiated to meet the abilities and needs of the each individual pupil. This stage of the curriculum should prepare the pupils for the coming years of gaining qualifications and accreditation; it also helps teachers to develop an in depth knowledge of each pupil's 'spiky profile' of abilities so that the school is then able to develop strengths while also catering for a variety of needs.

The students in Key Stage 3 are offered opportunities to practice what they have learnt in a classroom setting in the world outside, thereby consolidating their understanding. This is achieved in a wide variety of ways during the second part of the school day when pupils are involved in activities in the community around the school, educational trips, sporting activities (using local sports facilities) and involvement with their peers, both from The Beeches School and as well as from other local schools.

The curriculum at The Beeches addresses the main areas of impairment of autism alongside each pupil's individual academic achievement. We ensure this is done effectively in an environment which is communication –focused, whilst at the same time delivering highly structured and focused lessons which ensure pupils continuing progress in all areas; social and emotional, cognitive and behavioural and physical.

Key Stage 4/Key Stage 5

In Key Stage 4 and 5 the structure of the curriculum still closely follows the National Curriculum and lessons are structured accordingly; teaching is very focused on delivering these requirements whilst also equally taking into account individual differences, abilities and interests in learning. As well as the core subjects; English, Maths, Science and ICT pupils are offered options in a variety of subjects and skills at different levels according to ability.

These optional subjects include: History, Geography, Art, Media Studies, Land Studies, RE and Food Technology. PSHE is taught and encompasses life skills, citizenship and work related learning. All pupils are taught PE as a foundation to keeping fit and healthy and to encourage involvement in sporting activities outside of school time.

The curriculum at Key Stage 4/5 is structured towards learning those skills required by pupils who have autism to ensure a better quality of life for them in the future; emphasis is placed therefore on literacy, numeracy, ICT and life skills throughout the curriculum. Emphasis will also be given to areas of study which will help students to achieve independence after they leave The Beeches. These areas will include Work Related Learning, careers and transition work and independent Living Skills. The school also offers pupils the opportunity to take examinations and accreditations at a variety of levels including ASDAN, GCSE, and Entry Level qualifications.

Pupils in Key Stages 4 and 5 are given many opportunities to practice what they learn in the school setting, as well as in the world outside school. This is achieved through involvement in the local community around the school, structured work experience, the use of local sporting facilities and involvement with peers through visits to other schools and colleges and sports club/ team activities. For those pupils who are able and wish to follow a higher level of education arrangement will be made to study at a local college or specialist teaching would be provided.

Pupils with Additional needs

For those pupils attending The Beeches who have an Education, Health and Care Plan which specifies extra input into their curriculum e.g. the provision of Speech and Language Therapy, we will ensure that such provisions are met. If it is considered by The Beeches staff that the needs of pupils with additional needs are not being provided for adequately then we will liaise with the placing authority to ensure that their EHCP reflects their true needs.

Whole School Ethos

The purpose of the curriculum as a whole is to help pupils to:

- Develop an understanding of the world in which they live
- Have sound numeracy and literacy and ICT skills
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- Take their place in society as informed, confident and responsible citizens

Main Principles

The curriculum should have the following characteristics: breadth, balance, relevance, differentiation; progression and continuity; coherence.

Using a carefully combined selection of methodologies and current best practice adapted to meet the unique needs of each individual, The Beeches focuses on

supporting and encouraging communication, choice making, social and vocational skills, developing self-care and life skills and self-managing behaviour. Emphasis is placed on creating meaningful and functional learning opportunities which build on each individual's strengths and interests to provide a person-centred approach applied across all settings with consistency throughout the day.

Teaching at The Beeches is the practice carried out by all staff to ensure all students acquire knowledge, skill and understanding as they progress through the curriculum designed to meet their special educational needs. This practice is multi-sensory, language centred and connective. Learning is the process through which the students can develop their knowledge, skill and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context which is relevant and meaningful to all students on the autistic spectrum to ensure effective learning and appropriate accreditation. All staff will work in such a way that the learning environment is one which is calm and consistent, with clear communication to students about what is expected of them, both as a group and as individuals. This will ensure maximum information processing throughout each day allowing the students to realise their full potential.

The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of the Triad of Impairment in Autism. This design makes meaningful connections for students which maximises their potential for success, access and independence

The curriculum should be subject to planned evaluation and review.

Outcomes

The curriculum should:

- Deliver the current and future statutory requirements
- Be broad, balanced, relevant and differentiated
- Enable pupils to fulfill their potential
- Prepare pupils to make informed and appropriate choices post 16
- Meet the needs of the full range of abilities within the school
- Ensure continuity and progression within the school and between phases of education
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- Help pupils develop lively, enquiring minds, an ability to question and an ability to apply themselves to tasks and physical skills
- Help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- Help pupils understand the world in which they live
- Help pupils to appreciate human achievements and aspirations

The School therefore will endeavor to provide:

- an environment in which young people with autism spectrum disorders are able to develop the skills and attitudes, which will facilitate lifelong learning and sustained personal development.
- a flexible curriculum to meet the specific needs of all pupils
- an extensive range of opportunities available to pupils, which best meet their needs and interests.

Within our child-centred approach to education we maintain the five expected outcomes as defined in 'Every Child Matters'. This requires five key areas to be met through the curriculum. These are:

1. **Being healthy:** all pupils are encouraged to maintain a healthy lifestyle and become confident and safe in an environment in which they can live and learn without fear or anxiety.
2. **Staying safe:** young people continue their education within our organisation with all of the necessary support and provision required. Our students are entitled to learn in a safe and secure environment.
3. **Enjoying and achieving:** our staff and pupils together strive to deliver and achieve high standards in all aspects of education. They are encouraged to achieve, whatever their abilities, and are confident in their abilities and those achievements. The requirements of the National Curriculum are taken into consideration as far as possible and that pupils proceed through the examination system appropriate to their abilities and needs.

No one is disadvantaged educationally and that education provision is a continuous process.
4. **Making a positive contribution:** all pupils see the celebration of achievement and are encouraged to make a positive contribution to their education. All pupils are taught the importance of Citizenship and how they can contribute meaningful to the community and the wider society.
5. **Economic well-being:** all pupils are to develop independence skills through our ASDAN awards and Pathway Plan. When appropriate, the school will offer pupils the opportunity to undertake a specifically designed programme through work experience within local businesses and the community in order to offer activities, work awareness and job opportunities.

Enrichment

A key part of the teaching and learning at The Beeches will be done through a wide variety of afternoon visits and activities. These trips will include sites of cultural and historical interest as well as more practical visits to shops, local services (e.g. Fire Station, Police Station, the Cathedral etc.) and recreational pursuits including bowling, pitch and putt, fruit picking (followed by jam-making) and time at the seaside.

Pupils and staff also plan and take part in culture days each half term. The whole school plan and research a particular culture and put together a structured day of events to take place on the last day of the half term. The day may involve cooking, dressing up, playing games, quizzes, presentations and making and selling gifts. Invitations will go out to other staff in the company and possibly social workers and parents.

PSHE focus weeks are organized during the school year, these look at one particular area of social, emotional or health education and the subject is looked at across the curriculum; off-site visits or visitors to the school may also be arranged in support of this event.

Activity weeks in the summer including a residential element also help to provide pupils will the opportunity to practice what they have learned in school in an outside setting.

Young people's achievements are celebrated regularly through classroom displays, presentations and culture events. We have high expectations of our students in all areas of their lives. We celebrate their achievements and progress in a multitude of ways within both education and residential departments on a daily and weekly basis with praise, achievement boards, certificates and rewards.

Curriculum Development

Our subject schemes of work are written specifically for the needs of our pupils using National Curriculum programmes of Study for most subjects. Pupil's progress is constantly monitored through a programme of continuous assessment, both formative and summative.

Teachers develop assessment where evidence is moderated each half term to form robust judgements about standards of achievement for each pupil in each subject. Changes to the curriculum will be made to satisfy the needs of our pupils, the nature and level of their impairments will affect the way lessons are delivered. Pupils may be taught individually or as part of a small group to suit their individual needs, which may vary from one subject area to another. Whilst structure and consistency are vital in a teaching and learning environment so too is the ability to adapt to meet specific needs and offer the best possible learning opportunities to all our pupils.

Responsibilities and Roles

The Head teacher has overall responsibility for the Curriculum and overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff
- Monitoring planning to ensure curriculum coverage
- Observing learning and teaching to ensure progress is being made within the topics
- Regular reviews of the curriculum through staff and pupil open dialogue
- Making changes where necessary
- Formulating an action plan to move the school forward
- Speaking with the children about their learning

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff must make amendments to planning in order to optimise learning opportunities when they arise.

Management and allocation of resources as well as whole school curriculum enrichment opportunities are the responsibility of the Head teacher.

Inclusion

The Beeches offers a holistic approach to pupil's education and development, offering a wide variety of teaching methods and practices to appeal to their diverse learning needs.

Through specific initial assessment and careful monitoring of each pupils abilities and needs staff are able to remove barriers which may otherwise prevent achievement. Through a close understanding of each pupils ability suitable learning challenges may be set and progress achieved, recognised and rewarded.

The Beeches offers a safe and secure environment where each pupil is made to feel valued and is encouraged to participate as fully as possible.

By encouraging our pupils to play a full and active role in the community of the school and also the local community outside it is hoped that they develop a feeling of being a part of what is going on around them. This will help them to integrate more easily when moving on into adult life.

Monitoring and Review

Monitoring and review takes place on a daily basis and any necessary adaptations made to address immediate concerns or issues. Termly the curriculum will be reviewed and the Head teacher will ask for schemes of work from subject teachers in order to monitor the quality, level and suitability of work planned for the term ahead. Reviews of the curriculum will also be made in response to new legislation or, particularly in Key Stage 4/5, should new opportunities for certification or accreditation be made available.

Curriculum Review

Monitoring takes place on a termly basis in line with the whole school monitoring and lesson observations where applicable. Should the need arise in order to accommodate an existing pupils developing needs or indeed those of a new pupil to the school before the term ends then an immediate review will take place.

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