



CURRICULUM POLICY 2020 - 2021

Person(s) Responsible: Senior Leadership Team/Class Teachers

Display/availability: Website

Monitoring and evaluation: Annually

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Curriculum Policy 2020/2021





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The Learn to Live Federation vision is that:

Everyone will be the best that they can be

Everyone has a voice

No one is excluded

This drives our teaching and learning. We provide a curriculum that is broad and balanced, personalised, motivating and inspirational, engaging and fun. A curriculum that provides first hand, practical and creative opportunities, that allows for pupil independence and choice, helping pupils to learn the skills, knowledge and attitudes that are necessary for them to live as rich a life as possible. Throughout the school, staff provide a consistently responsive and effective learning environment, within which every learner's ability to communicate is respected, responded to and developed. Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way. We provide a curriculum tailored to individual strengths and needs, which challenges pupils and encourages aspirations with the development of our vision at its core.

All children are unique and valued. We acknowledge that all children learn in different ways and that all children have the right to be taught in a way that maximises their learning potential. We work closely with pupils, their families and other professionals to provide a holistic approach to learning. One-page profiles, communication charts, home school agreements and person-centred annual reviews taken from our Core Promise tool kit (see Core Promise policy) ensures that teaching is responsive to individual learning styles and all learners.

Our carefully constructed curriculum provides learning opportunities to match the full range of learner's aspirations and capabilities building on prior knowledge and experience.

Language and communication skills are essential for all our pupils and underpin the curriculum aims across the Federation. We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs. Through our curriculum, we teach pupils the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication; reading and writing. We recognise that Reading and writing are essential skills to help build each student's cultural capital.

We place high emphasis on the teaching of Reading. We want pupils to be able to read and communicate so they can learn well in different subjects and become successful adults. Using the format most appropriate for them, students learn to communicate needs and wants, ideas and opinions in a way that can be understood by others. Reading is both a means-to-an-end, a way of accessing information and services, of being aware of the written world around you, as well as being an activity with real intrinsic value. Students learn that the world of books is an enjoyable one because they are read to every day by an adult, who will convey their love of



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reading to their audience. The teaching of systematic synthetic Phonics forms an important part of the English curriculum.

Home School Agreements

Home School agreements are individualised targets agreed with families/carers and therapists where appropriate. In the lower school, Targets are categorised into the 4 areas taken from the Code of Practice; Physical and Sensory; Cognition & Learning; Social & Emotional and Communication. In the upper school target headings are categorised into the 4 areas of the preparing for adulthood documentation of Education & Employment, Good Health, Community Inclusion and Independent living with the additional target area of communication. Pupils are set targets in areas that are pertinent to the individual. Overarching targets are discussed and set during the Person-Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly. Targets are discussed and reviewed on a termly basis through our termly Parent/Carer & Teacher meetings. Targets are threaded through all aspects of the curriculum at each key stage from early years to key stage 5.

Learning Pathways:

Classes differentiate in 3 different ways following the learning pathways best suited to the individual, however there may be cross over between the 3. Throughout the school, subjects can be used as a vehicle for learning, catering for individual learning styles.

- **Pathway A - SENSORY** Pupils working up to P4 access the curriculum at a sensory level based on developing an understanding of encountering, participation and exploration. Lessons are based on early developmental skills within the context provided by the subject and/or environment. Individual Physiotherapy, visual, aromatherapy & music therapy programmes may be an integral part of these pupil's curriculum.
- **PATHWAY B – Active Pathway** – this pathway caters for pupils that need a more physical/active curriculum. The emphasis on physical activity helps students following this pathway to self-regulate and be in a 'just right' state in order to assimilate learning.
- **PATHWAY C – Formal Pathway** – This pathway caters for students who are able to access learning in a more focussed subject specific way. In order to extend learning for our most able students Pathway C is sometimes split into Pathway C and Pathway D allowing for differentiating for a higher level of challenge.

At Key Stage 5 teachers plan personalised outcomes for students.



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Safeguarding

Everyone has a responsibility for safeguarding children and young people. Keeping children safe in education makes the link between safeguarding and the curriculum:

Our Governing body has considered how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others. Pupils at each key stage are supported to make good choices through using a communication and decision-making hierarchy.

Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

Outdoor Learning

We want children to be independent learners. Creating their own self-motivated adventures which enable them to learn and/or generalise work skills. Learning outside the classroom children can learn different curriculum aspects in a fun, meaningful way. Outdoor learning can challenge the children exposing them to new and/or different environments. Allowing them to take risks and communicate freely. Learning outdoors meets different learning styles, enhances confidence and self-esteem. As educators we are always thinking about what the children need to learn and where the best place for this to happen may be.

Early Years Foundation Stage – ‘Exploring’

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation.

There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). We recognise that young children are active learners and they learn through their senses.



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Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

Within our continuous child initiated and child and teacher led provision, we provide play based learning opportunities aimed to fascinate, inspire, motivate and engage children developing the characteristics of effective learning. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

Key Stage 1 – ‘Broadening’

The curriculum at Key Stage 1 builds on the EYFS foundations, still using the continuous provision model, but with more adult-directed learning introducing specific, essential knowledge in preparation for more formalised subject-based learning at Key Stage 2.

We support our pupils to develop their independence and self-help skills, and develop a robust and flexible communication pathway. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps. Taught knowledge is applied in a range of play-based and real life contexts to ensure flexibility and depth of understanding. We also deliver short bursts of direct, structured teaching of Maths and English as pupils become developmentally ready.

We use pupil interests and motivations to guide topic-based planning. Classroom have continuous provision spaces for playful, child-led learning (such as a role play area, a small world area, construction area, reading area). These areas remain in place all the time, and each week enhancements are added in line with our topic to continue engage and challenge pupils. Alongside this, teachers provide a range of adult facilitated activities in each session for children to choose and move between.

Our wider curriculum includes rural skills, swimming, music, walking group and horse-riding.

Key Stage 2 – ‘Deepening’

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood, continuing our emphasis on developing communication, personal and social skills. The needs of each pupil are taken into consideration when planning exciting learning opportunities. Individual Home School Agreement Targets are an integral part of our learning provision.



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Through the use of appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to deepen and build upon prior learning. The curriculum helps to build perseverance and provides opportunities to problem solve and think critically whilst broadening interests and curiosity in preparation for Key Stage 3.

In Key Stage 2, Subject-specific, knowledge-based learning opportunities that are differentiated against a sequenced structure. Our core subjects of Maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music, Religious Education (RE) and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics maybe based on National Curriculum programmes of study, current events or pupil motivation with core texts being utilised each half term. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a creative curriculum responsive to individual needs in a stimulating and accessible environment.

Key Stage 3 – ‘Linking’

The curriculum at KS3 is structured to support learners in making links and connections between areas of knowledge, embedding learning in long-term memory. It builds on prior learning so that pupils reach their optimum potential in core subject areas. The curriculum supports pupils to make decisions; further develops problem solving skills and builds individuals self-esteem and self-awareness through accessing and evaluating a wide range of learning opportunities. There is an increased significance of PSHE and focus on addressing barriers to self-actualisation and independence.

All Pupils access core National Curriculum subjects of Maths, English and PSHE through discrete sessions tailored to individual needs and interests. There is a strong focus on phonics, reading, mathematics and PSHE due their significant impact on future life chances. Some pupils that are excelling in Maths, or English can access lessons taught in KS4 to further develop their skills and knowledge. Science and Foundation subjects (History, Geography, Art, Music, Drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE and swimming are taught throughout the year in individual, group and/or inclusion sessions.

PSHE and Citizenship provide an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they can choose their options. Some of our pupils experience job related learning within school such as working with the nursing team or assisting in a primary class.



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Key Stage 4 – ‘Using’

Key Stage 4 students access a functional curriculum that supports them to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations. The focus is on practical application and a deepening of the significance and use of knowledge and skills. They are encouraged to use decision making skills based on knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others.

For all students we continue to offer a personalised, enriching and individual curriculum very much focusing on skills for life and preparation for adulthood. From Year 9 onwards, personal targets are based on the four areas of Preparing for Adulthood (Employment; Independent Living; Community; Health) Our core curriculum offer includes Maths, English, PSHE, Life Skills and PE with Communication underpinning everything we do to ensure all our students are the best communicators they can be. Students will access these subjects through different pathways depending upon their individual needs and may include the use of Augmentative and Alternative Communication and multi-sensory opportunities.

During the first half of the autumn term students have the opportunity to have taster sessions of the foundation subjects on offer and are supported to choose their own options. These vary from year to year and we encourage students to suggest subjects and be involved in the planning of their learning.

For students that are able to access appropriate Edexcel and/or BTEC qualifications in certain subjects, the units of work taught are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Many students access individually tailored programmes such as Speech and Language Therapy (SALT), physiotherapy, hydrotherapy, Sensory Processing Diet, Rural Skills, which are planned into individual students’ timetables. Pupils may also have opportunities to undertake work related learning and where appropriate work experience placements.

Along with Careers South West and our Transition co-ordinator, we support and prepare our year 11 students to make their own choices regarding their post-16 journeys.

Key Stage 5 – ‘Owning’

In Key Stage 5, all students access personalised learning programme working towards desired future outcomes, which are identified through Student Voice and Advocacy, Transition planning, information from ‘Listen to Me’ Reviews and any Health or Sensory needs. These programmes are underpinned by the DfE Preparing for Adulthood framework and an individual’s EHCP’s. Personal ambition, aspirations and the right to full citizenship with all the responsibilities that brings, are the focus.



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We recognise the importance of developing confidence, self-esteem and resilience in our young people as they transition into adulthood. This underpins all learning. We ensure that our young people are able to develop and use critical thinking and problem solving skills in real life situations.

There is a strong emphasis on Work Experience and work related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community. The FE curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.

All students within the department are at the centre of their Personalised transition planning. Direct experience of the options available to them enable them to have an informed voice that is heard and listened to. The curriculum ensures that student voice is central to the transition decision making process.

Assessment

Pupils undergo continuous assessments throughout their school life. Their physical, medical and learning needs are monitored continuously and provision is adapted as their needs change and evolve. This is reflected in the review of their EHCP annually.

HSA targets are assessed and evaluated throughout the year, and a data capture is conducted twice a year.

Moderation is the process of teachers sharing, working through and agreeing their understandings of expected levels of student achievement and progress. It supports teachers to compare their own judgments to either confirm or adjust them. Moderation is undertaken at class team level, Key Stage level; whole school and across the Federation. The analysis of data will be one of the tools used to plan for school improvement targets.

Reporting

Parents/Carers should be kept fully informed of pupils' achievements through Evidence for learning, informal telephone calls by the teacher, the home-school diary, termly formal meetings, Annual Review reports and Person-Centred Annual Reviews. In addition, parents are encouraged to make contact with the school about issues as they arise

Person Centred Annual Reviews take place once a year. For our EYFS and KS1 pupils they take place in the Spring Term, for Key Stage 2 and 3 they take place during the Summer term and for Key Stage 4 & 5, the Autumn Term.