[Picture](javascript:ClickThumbnail(11))

|  |  |
| --- | --- |
| **Statement of Curriculum Policy** | **School** |

**Policy application: - Education and Life Skills – School**

**Job title of the author: - Director of Education**

**Responsibilities for implementation: - Director of Education/Deputy Head of Education**

|  |  |
| --- | --- |
| **Approved by the David Lewis Senior Management Team:** |  |
| **Policy Review Date: yearly** | September 2023 |
|  |
| **Reviewed and agreed by Governors:** | September 21st 2021 |
| September 25th 2023 |
| September 10th 2024 |
| **Department issuing the document:** | Education & Life Skills |

**Introduction:** *To be read in conjunction with respective school curriculum intent documents.*

Provision of a rich, inclusive learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the ethos at David Lewis.

Our curriculum supports young people to gain confidence and resilience. Develop their skills for independence and work and to deepen their knowledge and understanding of the world around them and their place within it. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our students and support the meaningful transformation of their lives and the achievement of their aspirations.

At David Lewis School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. This policy should be read in conjunction with the SEN Code of Practice (2014) and other relevant school policies.

**Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post-16 institutions."

SEN code of Practice 2014

**Definition of Disability**

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

**The aim of our curriculum is that all our young people become:**

1. Successful students who enjoy learning, make progress and achieve their full potential
2. Confident, resilient individuals who are able to communicate effectively and live safe, healthy and fulfilling lives
3. Responsible citizens who can take their place successfully in their wider communities

**We aim to ensure that the curriculum:**

* Is broad, balanced and relevant, focusing on functionality
* Includes elements of the national curriculum as appropriate for school pupils
* Will encourage and support all students to reach their full potential
* Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the learner
* Builds on learner’s’ existing knowledge, skills and understanding.
* Reflects the multicultural nature of the local community and builds on British Values
* Develops confidence, high self-esteem and independence
* Develops a respect for other people and the environment
* Prepares students for the opportunities, responsibilities and experiences of adult life

**Curriculum Organisation**

The curriculum at David Lewis is informed by EQUALS, with elements of the National Curriculum embedded where relevant through providers such as White Rose Maths. The curriculum at David Lewis is learner centred, targets are learner owned, progress is learner focused and success is measured robustly and with rigour.

We give particular emphasis in our curriculum to the continued development of:

* Communication and Interaction Skills
* Increased Independence
* Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
* Social, Emotional and Mental Health skills, including CPSHE and SRE (Sex and Relationships Education)
* Sensory and Physical Skills including Sport, Swimming, Individual Therapies, using the community and Life skills
* Work-related and Vocational Skills including Animal Care, Customer Service and Hospitality.

**Personalised Learning**

We adapt the curriculum for individual students according to their needs. We recognise students’ strengths, needs and interests and build on these and their prior learning to promote achievement and success. We identify our students needs through our robust admissions and assessment process's and the Annual Review process. We plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources practical learning experiences in different situations and learning programmes that link all learning opportunities to life skills. We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the curriculum students access a range of therapeutic inputs that support them to access learning successfully. These include Speech and Language Therapy, Occupational Therapy and sensory support, Physiotherapy including Hydrotherapy, and Rebound Therapy.

**Planning**

In planning the curriculum and putting this policy into practice, David Lewis aims to ensure that:

* Lessons are challenging and have pace, rigor and direction for all students
* A range of relevant teaching styles are employed to ensure that individuals’ needs are met
* Learning objectives are meaningful, measured and build on the learner’s prior knowledge
* Small step targets are set using the outcomes on the students EHCP.
* Targets are SMART - Specific, Measurable. Achievable, Relevant and Time bound
* On-going assessment of achievement against both the curriculum and the EHCP targets informs planning for sequenced, next step learning

**Assessment**

Assessment serves three fundamental purposes:

1. To establish starting points and plan for sequenced learning
2. To support students to learn by providing daily feedback on their progress and what they need to do to continue to make progress – this can be formative or summative
3. To help teachers teach more effectively and plan sequential, individualised learning
4. To provide accurate attainment data for the school stakeholders to closely monitor progress and attainment.

**Assessment Processes:**

During lessons, teachers will engage in the following activities which support assessment:

* Baseline assess students to establish their starting points
* Share learning objectives with students in language they can understand.
* Make a distinction between objectives and outcomes.
* Set high expectations
* Provide clear success criteria at an individual level
* Provide modelling/exemplars to show what is expected
* Provide opportunities for self-assessment and peer assessment where appropriate
* Provide opportunities for students to reflect on their own learning using appropriate communication methods at an appropriate level.
* Provide next steps feedback, verbally, on marked work (as appropriate\*) and in instructions to support staff, so that they are clear about how to move a learner forward in their learning
* Evidence, monitor and record achievement on individual learning plans
* Display work and celebrate small steps achievement.
* Use starter activities and plenaries to check understanding and bridge learning within and between lessons.

NB: Where students have needed assistance to complete a piece of work, the work should show clearly the level of assistance that has been provided so that assessment judgements are accurate.

\*Every effort is to be made to mark work to allow students to assess their own progress however this is at discretion of the Teacher. Some students will struggle with their work being marked and Teachers will be sensitive to that fact and feedback by an alternative method. I.e. for some students this could be visually, verbally or modelled.

Within six weeks of a learner entering the school, baseline assessments should be completed. These will take account of prior attainment data, observations and criteria based assessments using National Curriculum (NC) Level descriptors where appropriate.

**Review:**

Assessment methods including RARPA, Formal Accreditation (ASDAN) and Evidence for Learning (EfL) are used to formally track progress from leaners baseline starting points.

Summative assessments are completed holistically, i.e. not half termly/termly. However, they must be signed off as achieved/not achieved at the end of an academic year. Progress is tracked within EfL enabling managers to clearly identify under achievement.

**Monitoring:**

Within the school quality processes there are scheduled opportunities throughout the year for the robust monitoring of progress and achievement for all students. Included in this process is formal standardisation and moderation of accredited learning. Termly Education Boards monitor every aspect of learner’s education placement. This will ensure progress and achievement is as expected, identify any gaps in learning or identify any additional support required to support the learner to achieve.

**Reporting:**

Progress is formally reported to parents/carers and local authorities at the annual EHCP review. In addition, termly progress reports are provided for parents and carers or local authority stakeholders.

**Responsibilities:**

The Director of Education, Deputy Head of Education and Assistant Head are responsible for:

* Ensuring that quality assessment is an ongoing process. Learning Walks, formal lesson observations and training opportunities (CPD) are part of this process. In addition, the monitoring and evaluation schedule clearly sets out when evaluation and review will take place.
* Ensuring that summative assessments are completed appropriately. (Assessment of learning at David Lewis school is a holistic process and not time bound)
* Maintaining EfL and reporting to the appropriate member of the senior management team

The class teacher is responsible for:

* Ensuring that lessons are planned in such a way as to include Assessment for Learning and Assessment of Learning in accordance with school procedures
* Ensuring that summative assessments are completed holistically
* Ensuring that planning is individualised so that progress targets and learning objectives can be met
* Ensuring that support staff fully understand their role in using assessment information to support students learning
* Ensuring that students requiring additional support to work towards targets are provided with appropriate interventions
* Providing accurate, qualitative reports for parents/carers and local authorities and any other interim reports that may be required.
* The EHCP will be reviewed holistically and the outcomes will be recorded.

**Equal Opportunities:**

The school supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The School promotes an ethos of respect for everyone.

Monitored and agreed yearly with School Governors.

END

**The Curriculum – David Lewis School**

As a school we want our students to have the opportunity to –

* Access learning through academic studies and vocational programmes within a unique and personalised curriculum
* Maximise their independence and everyday skills for life
* Have their health and medical needs met
* Have access to additional therapies appropriate to the individual

Through these opportunities students will –

* Gain academic skills
* Gain skills for practical activities and work
* Gain independence skills
* Become part of the school and wider community
* Become confident students
* Feel safe and comfortable
* Be healthy, happy and resilient young people

**Whole School Curriculum Intent**

David Lewis School is a non-maintained special school for children and young people with a variety of complex learning and health needs. Owing to this, the school caters for a wide range of abilities and does this through 3 flexible curriculum pathways. Each pathway caters for students needs through a differentiated, broad and balanced curriculum. The pathways are ambitious and progressive. The ‘purple pathway’ is an informal, sensory curriculum for students with PMLD, working on the engagement model (P1-4). The ‘green pathway’ is a semi-formal curriculum that is designed for students working within Pre Key Stage 1-4 (P5-8) and/or those that learn best through a practical, less formal approach. The ‘blue pathway’ is a more formal curriculum for students working within Pre Key Stage 5-6 (P8) to National Curriculum 4 and beyond. Students may move between the pathways as they progress through school, or have elements of more than one pathway within their individualised curriculum.

Literacy and numeracy are embedded within every lesson as well as being taught as discreet lessons of their own depending on the class and their needs. Sight reading, Pre-Phonics and Phonics are delivered to every student working at that level on a daily basis through Read, Write Inc Fresh Start. Reading is also delivered daily to those working at that level. ‘WIN’ time is implemented at the beginning of each morning and afternoon. This stands for ‘What I Need’ and is a time for students to work on individual areas for development and can include academic interventions such as literacy and numeracy, sensory circuits, physio, speech and language and zones of regulation. Each pathway also has an emphasis on independence, personal, social and physical development and vocational skills. The curriculum we offer provides learning that is relevant to each individual to maximise engagement and support outstanding progress. The personalised curriculum allows teachers to differentiate and plan to cater for student’s individual needs, interests and aspirations. It promotes lifelong learning and prepares students for each phase of their education and the transition into adult life.

Accredited learning is promoted at KS4+5 through ASDAN and PEARSON.

**Whole School Implementation**

Students are assessed before coming to school and on entry to the school through observations, baseline assessments and professional judgements. Teachers and Senior Leaders are then able to make decisions on which pathways will best suit their individual education, health and therapeutic needs. Planning is informed by a number of curriculum providers including Equals, White Rose Maths, PSHE association and the DfE. 3 phases of planning are used to ensure the delivery of a robust and varied curriculum. There are the long term plan (yearly), medium term plan (termly) and short term plan (weekly). The weekly plan is personalised to each individual student and is adaptable on a daily basis to suit student’s mood and needs. Students each have targets that are linked to their EHC plan, which they work towards throughout the school day. Targets are monitored and evidence is recorded online through Evidence for Learning to ensure appropriate progress is being made. Targets are regularly reviewed with input from the teacher, senior leadership, and therapists.

**Whole School Impact**

The curriculum is regularly reviewed to monitor its impact on teaching and learning. By providing a wide range of opportunities it supports students to make the maximum possible progress throughout their time at school. It also supports students to transition out of school and into adult life whether that be in further education, social care provision, or employment. Students leave school having had the opportunity to maximise their confidence, independent living skills, skills for work, social skills and educational progress.

**Purple Pathway – PMLD**

The purple pathway at David Lewis School is based around a person centred and holistic curriculum for Students with Profound and Multiple Learning Difficulties. The key, core areas of the curriculum focus on Well-being, Communication, Social Relationships, Sensory, Physical, Cognition and Challenge, Self-Determination and Independence, and Creativity. PSHE-SRE is embedded throughout the curriculum. Students also have the opportunity to engage with work experience that is relevant to their level of learning and interests.

**Orange Pathway – Pre KS1-2**

The orange pathway at David Lewis is based around an informal curriculum which again places the learner at the centre. The informal curriculum provides opportunities for students to develop their skills in independence, play, communication, socialisation, physical and sensory needs, and problem solving. PSHE-SRE is embedded throughout the curriculum. Students also have the opportunity to engage with work experience that is relevant to their level of learning and interests.

**Green Pathway – Pre KS3-4**

The green pathway at David Lewis is based around a semi-formal curriculum which is developmental in nature and open to individualisation. At the heart of the curriculum there is a focus on independence, thinking and problem solving, communication and play and leisure; as well as creative studies, physical wellbeing, the wider world, relationships and sex education and work experience from KS4 onwards. Elements of the core national curriculum subjects are embedded within lessons where appropriate.

**Blue Pathway – Pre KS 5-6 NC 4 and beyond**

The blue pathway at David Lewis is based around a formal curriculum focussing on national curriculum subject specific learning, as well as providing opportunities for students to develop and engage with physical wellbeing, play and leisure, the wider world, independence and work experience from KS4 onwards.

**Curriculum Subjects**

**Functional Skills - Literacy**

Literacy at David Lewis has a strong focus on communication as this is an essential part of learning for all of our children and young people. It encompasses the development of skills needed for reading, writing, listening and speaking. Communication and literacy is embedded throughout the whole curriculum as well as being taught discreetly on the blue pathway. Through literacy all students have the opportunity to develop reading, comprehension and recognition skills, writing and mark making skills and total communication. Some students will develop these areas further through specific elements of the national curriculum such as spelling, grammar and punctuation.

**Phonics and Reading – Read Write Inc. Fresh Start**

Access to phonics is available to all through read write inc fresh start. Developed by Ruth Miskin, Fresh Start teaches students at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities. Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress. Read, write inc Fresh start is used to deliver an engaging reading programme adapted to suit all students at David Lewis School working from phonics to a confident reader level. The students below phonics level work to build awareness of environmental sounds working towards recognising sounds with meaning. Read Write Inc Fresh start is made up from age appropriate materials with layers of text for students to explore in depth to ensure all students develop deep comprehension. David Lewis uses practical and functional resources to motivate, monitor and manage students’ independent reading practice. Activities associated with reading help build vocabulary and literacy skills and play fundamental role in reading.

**Functional Skills - Numeracy**

Numeracy is embedded throughout the curriculum here at David Lewis. There is a focus on giving students confidence to problem solve and use maths functionally throughout their lives, supporting them to make sense of the world we live in. Practical numeracy plays a large part in the curriculum and students have the opportunity to develop their ability to work with numbers and understand mathematical vocabulary/symbols. Some students will also move on to more complex mathematical problems. The numeracy curriculum is bespoke and informed by White Rose Maths, and EQUALS.

**PSHE-SRE**

PSHE-SRE curriculum is designed with the support of EQUALS and the PSHE association and is split into 6 sections. These sections are self-awareness, self-care, support and safety, managing feelings, changing and growing, healthy lifestyles, and the world I live in. These sections are then broken down further into topic areas which can then be individualised to each student. By following the EQUALS and PSHE associations framework, students have the opportunity to experience taking and sharing responsibility, feeling positive about themselves and others, develop the ability to exercise personal autonomy, make decisions and contributions, maintain and develop relationships and celebrate achievements. On the purple and orange pathways PSHE-SRE is not taught as a discreet lesson and is instead embedded within lessons across the curriculum to ensure that learning is relevant and person centred. For some classes on the green pathway PSHE-SRE is taught as a discreet lesson to cover broader topics and individual sessions are delivered to address sex and relationship education when students are ready for this.

**Citizenship**

The aim of Citizenship is to provide students with the knowledge, skill and understanding to prepare them for life beyond education where they can play a full and active part in society. Citizenship at David Lewis equips students with an understanding of themselves, the community around them and wider communities. It prepares students to take their place in society and live a life with the most independence possible. The rules and laws of society, managing money and planning for the future are also key areas taught in Citizenship. Citizenship is delivered through discreet lessons, accessing community facilities, mini enterprise, assemblies, work experience and independence.

**Creativity**

Creative studies includes Art, Drama, Sensory Drama, Music and Dance. Creative studies engages students through different mediums and allows individual talents to flourish. There is a vast amount of opportunity for exploration of interests within creative studies and individual interests inform teachers planning. The creative curriculum has strong links to literacy and numeracy and it is a fantastic opportunity for students to transfer skills learned in other lessons.

**Vocational Studies**

Vocational studies at David Lewis is offered throughout the key stages, but with a particular focus at KS4+5. We have a lot of vocational opportunities on site including animal care, enterprise and Doggylicious and work experience such as working in the shop, juice bar, admin, laundry and maintenance.

**The World about Me**

The World about Me is run on a half termly basis and covers topics that are drawn from humanities and science. Lessons are individualised to the students within the class and draws on areas of interest, as well as access to live resources on site at different times of the year. These lessons are flexible and provide a wide range of learning opportunities and strong cross curricular links.

**Physical Development**

All students take part in Physical Wellbeing and swimming lessons within their timetable. Some students receive additional physical development time in the form of rebound therapy and hydrotherapy. The overarching theme of Physical Development is to promote healthy, active lifestyles, as well as to ensure students get regular access to physical activity which supports health and fitness that promotes being part of a team and embedding values such as fairness and mutual respect. Physiotherapists provide input to ensure that student’s physical needs are supported and developed.

**Spiritual, Moral, Social and Cultural (SMSC)**

SMSC is embedded throughout the curriculum with a specific focus during our weekly assemblies. SMSC promotes personal development and encourages confident and responsible citizens. The spiritual aspect encourages students to explore a variety of beliefs, faiths and cultures and learn to respect others and their values. Through the moral focus students encounter right and wrong, the law, consequence and ethical issues. Using and developing social skills is promoted including engaging with others both within school and the local community. Opportunities are built into the curriculum for students to understand, respect, take part in and celebrate a wide range of cultures and associated activities.

**Zones of Regulation**

Zones of Regulation is embedded throughout the school day to ensure that all our pupils’ are ready to learn. Within the intervention, pupils’ are becoming aware of their own emotional and regulation state and developing skills to self-regulate and manage big feelings. It is encouraged that if a pupil is dysregulated, they engage in a regulating activity before continuing with their planned activities.