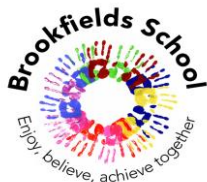




## **Curriculum Policy**

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## **1. Intent**

Brookfields School is a community special school with pupils aged 2-11 years. We are a specialist provision for pupils with Autism Spectrum Conditions, Severe Learning Difficulties and Complex Needs. The aim of the curriculum at Brookfields is to provide a range of broad, balanced and relevant educational activities and experiences which meet the individual needs of all our pupils, and helps us to achieve our 'vision' for Brookfields.

At Brookfields we endorse a ***Curriculum for Life***, a belief that is supported by our parents and all stakeholders. We provide a curriculum that promotes communication, independence and the development of self-help skills. We recognise that every child matters, and that each pupil should be respected as an individual, of equal status and value, regardless of gender, race, ethnic origin, disability or learning difficulty. We believe that this should be evident in the curriculum we provide.

Our Curriculum is designed to:

- Make connections between areas of learning in ways which relate to developing independence and key skills for life
- Promote and facilitate communication skills
- Provide learning activities that are motivating and meaningful and where skills are acquired in a flexible manner
- Develop a culture where achievements are shared and celebrated
- Employ specific teaching approaches to address each child's individual learning style include autism specific approaches to learning
- Work in partnership with parents
- Enable pupils to engage with learning so they remain committed to learning throughout their school lives and into adulthood
- Provide broad and balanced learning experiences that meet statutory requirements
- Follow the six principles of Nurture

## **2. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). Brookfields school takes into account the recommendations from [The Rochford Review 2016](#).



## **2. Roles and responsibilities**

### **3.1 The Academy Council**

The academy council will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The academy council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Appropriate, high quality provision is made for all pupils taking into account their different abilities and needs
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **3.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the academy council
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The academy council is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The academy council is advised on whole-school targets in order to make informed decisions
- Appropriate, high quality provision is in place for all pupils taking into account their different abilities and needs

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders lead their subjects by monitoring teaching and learning, auditing resources and implementing the curriculum policy. National Curriculum and progression of skills coverage will be monitored by subject leaders through medium and long term planning scrutiny and regular staff meetings. Scrutiny of subjects will also be provided during moderation activities.



## **4. Implementation**

### **Our approach**

A wide range of teaching methods and specialist strategies are adopted, these include:

- individual, small group and whole class teaching
- planned learning sessions with a balance of adult led and child initiated activities
- practical and written activities which address individual learning style
- inside and outside learning environments
- educational visits and projects to enhance learning experiences
- specific learning targets to address children's individual needs
- making the voice of the child a fundamental element of each day
- shared learning opportunities with mainstream peers if appropriate

The environment at Brookfields provides well researched and specialised approaches, in response to individual pupil need. These include:

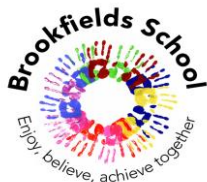
- A Total Communication environment
- TEACCH
- Picture Exchange Communication System (PECS)
- A reduced language environment
- Social Stories
- Intensive Interaction
- Makaton
- Music Therapy, Art Therapy, Occupational Therapy, Speech & Language Therapy, Lego Therapy
- Sensory Integration
- IABA (Institute of Applied Behaviour Analysis) non-aversive approach to behaviour management

### **Learning Outside the Classroom - LOTC**

These lessons use a variety of outdoor activities and focus on teaching the children skills and developing their self-confidence. All learning outside the classroom lessons are planned around a structure based on meeting the pupils needs.

Learning outside the classroom also encompasses the use of the learning spaces within the school grounds, such as the swimming pool, soft play room, light and sound room, tyre park, nurture room, hall, playgrounds and outdoor learning environments immediately outside classrooms. Daily planned sessions include the use of the appropriate learning space dependent on the curriculum area. Weekly sessions are timetabled for swimming, the use of the soft play and light and sound rooms and minibus.

At Brookfields we believe that the entire school team are responsible for the learning within school and we value and use the collective talents of all the staff.



## **Organisation & Planning**

We aim to ensure that each child's development takes place in an environment that is stimulating, varied and relevant.

A wide range of teaching methods and learning situations are employed, these include:

- individual, small group and whole class teaching
- planned learning sessions with a balance of adult led and child initiated activities
- practical and written activities which address individual learning style
- inside and outside learning environments
- educational visits and projects to enhance learning experiences
- specific learning targets to address children's individual needs
- making the voice of the child a fundamental element of each day
- shared learning opportunities with mainstream peers if appropriate
- Working with and/or under the guidance of multiagency professionals

Our curriculum design takes the shape of three distinct pathways;

- Early Learners (EYFS)
- The Explorers
- The Adventurers

### **Early Learners (EYFS)**

All activities are delivered through a balance of adult led and child initiated activities. Activities are determined by the pupil's individual needs and interests. Activities may be linked to a theme or topic. This pathway applies to children attending from the age of two years to the end of the Reception year when they are five years of age. The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

### **The Explorers**

Our Explorer pathway supports learners in focussing on developing social communication and supporting sensory processing difficulties.

Pupils following this pathway learn best through real life experiences. Some may learn through structured play; others will learn more effectively through functional activities; others will respond well to a topic-based approach.




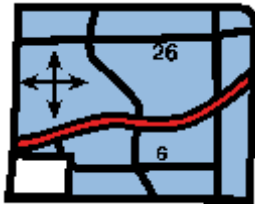

All children will work towards developing the prerequisite skills required to access the semi-formal curriculum



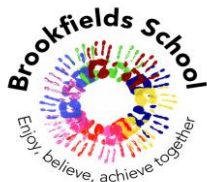
## **The Adventurers**

Pupils following our semi- formal to formal curriculum pathway access the range subjects modified in the light of their developmental level and special educational needs. This is designed to meet specific needs and pupils follow a personalised pathway which links to individual interests. Pupils will engage in subject specific learning.

## Curriculum Pathways

 <b>Engagement at the heart of all Teaching &amp; Learning</b> 			
Pathway	<b>Early Learners</b>  	<b>The Explorers</b>  	<b>The Adventurers</b>  
Phase	<b>The Early Years Foundation Stage</b>	<b>Key Stage 1 &amp; Key Stage 2</b>	<b>Key Stage 1 &amp; Key Stage 2</b>
Curriculum focus	<ul style="list-style-type: none"> <li>The Early Years Framework</li> <li>Play based learning</li> <li>Continuous provision</li> <li>1:1 workstation tasks</li> <li>Individual communication systems- PECS, Makaton, Objects of Reference, Intensive interaction, AAC</li> <li>Learning Outside The Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Communication &amp; Language</li> <li>Thinking &amp; Problem Solving</li> <li>Myself and My Body</li> <li>My World &amp; My Community</li> <li>My Creativity</li> <li>Learning through My Play</li> </ul> <p style="text-align: center;">*</p>	<ul style="list-style-type: none"> <li>English-Language and Communication</li> <li>Maths- Thinking, Problem Solving &amp; Finance</li> <li>Life Skills -Understanding the World I live in</li> <li>Personal Social &amp; Emotional Development</li> <li>Physical Development and Healthy Lifestyles</li> <li>Understanding my World and my Community</li> <li>Creative Development</li> </ul> <p style="text-align: center;">*</p>
Assessment	<ul style="list-style-type: none"> <li>IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>B Squared- Early Steps</li> <li>EYFS Profile</li> <li>Chess- Behaviour</li> <li>Boxhall Profile</li> </ul>	<ul style="list-style-type: none"> <li>IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>B Squared- Engagement Steps</li> <li>Chess- Behaviour</li> <li>Boxhall Profile</li> </ul>	<ul style="list-style-type: none"> <li>IEP assessments- targets linked to EHCP outcomes (Cognition &amp; Learning, Communication &amp; Interaction, Social Emotional &amp; Mental Health, Sensory &amp; Physical)</li> <li>B Squared- Engagement Steps</li> <li>B Squared- Progression Steps</li> <li>Chess- Behaviour</li> <li>Boxhall Profile</li> <li>End of key stage statutory assessment</li> </ul>

\*Relationships and Sex education, Spiritual, moral, social and cultural development and British values are included within our bespoke curriculum.



Medium term plans are written at the beginning of each term highlighting coverage for weeks ahead. Creative themes and celebration weeks are also highlighted.

Short term plans are written for each session. Class teachers are required to upload all planning to school's cloud based system on a weekly basis.

The following is required within all lesson plans:

- Evidence of differentiated learning objectives and appropriate challenge in line with expectations of performance across the full ability profile of class
- Lessons plans to take into account the learning needs of specific pupil groups
- Tasks clearly linked to Learning Objectives and are well sequenced
- A range of learning resources (including ICT) and approaches is used to enhance learning and maintain pace.
- Differentiation other than by outcome is evidenced.
- Assessment is embedded into planning
- Homework provided is in line with learning objectives (where appropriate)

## **Phonics and Reading**

At Brookfields we promote a love of reading through our whole school approach of reading for pleasure. Pupils are also able to participate in and celebrate their reading through events such as world book day. We enhance the curriculum through the use of visiting story tellers, artists and theatre groups. Through our educational visits we also provide opportunities for pupils to visit theatres, libraries and museums to take part in story telling activities.

Phonics forms an important part of the literacy curriculum. Using the Read Write Inc programme, phonics teaching is delivered in discrete sessions or integrated in to cross-curricular sessions to develop phonological awareness and precision. The delivery of RWI phonics for pupils working on the EYFS and explorer's pathway is supported by Phase 1 Letters and sounds. Students' achievement is tracked to ensure progression through the use of b squared and specific letter recognition along with word blending skills are monitored were appropriate across the pathways where appropriate.

We use broad and inclusive reading schemes to engage the pupils needs and interests. These include Oxford Reading Tree, Read Write Inc ditties and stories, Rigby star, Rapid and Project X. For some pupil's motivation to read is driven through their interests and individual programmes are developed when required.

The use of technologies is integral within phonics and reading teaching. Ipad apps and websites such as cbeebies or choose it programmes are used with clear motivators for our pupils. All pupils access an individual reading book as part of their workstation focus tasks.

Pupils also have access to a wide range of our fiction and non-fiction literature to enrich and broaden their experiences through curriculum development.

## **Multi-Agency Links/ Specialist Support**



Individual support is also provided for children; commissioned Occupational Therapy, Speech and Language Therapy, Music therapy, Art therapy and input from the Visual and Hearing Impairment (VI & HI) team. The specialists work with individuals and groups of children and support class teams in the delivery of the curriculum.

We also provide After School clubs. These opportunities are offered to all pupils at KS2 or occasionally specific groups of pupils, e.g. Lego club or family sports activities. These clubs reinforce a range of skills; communication, social, physical, emotional and well being.

### **Resources**

All classes have a range of general teaching resources to support the teaching of the curriculum. Other more specific resources are stored in allocated subject specific storage areas around school. For example, all the PE equipment is in a cupboard in the hall, a range of musical equipment is stored in the Music Room. There are separate storage cupboards for Literacy, Maths, Science and Humanities resources. We fully support the development and inclusion of technological resources for all pupils.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils from disadvantaged backgrounds
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils access a bespoke pathway to ensure all pupils make progress and enjoy their learning.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

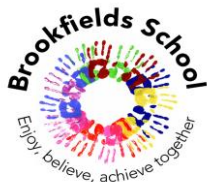
### **Equal opportunities**

All areas of the Curriculum aim to promote equal opportunities in accordance with Brookfield's Equal Opportunities Policy which recognises that each child should have access to the curriculum regardless of gender, race, disability or learning difficulty.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Evaluating Impact**

### **Monitoring arrangements**



The delivery of this policy will be monitored by the Academy Councillors (AC) committee through regular meetings with the senior leadership team, subject leader, class visits and governor learning walks. Curriculum development and the monitoring of medium term and short term plans is the responsibility of the Deputy Headteacher in consultation with the school leadership team. INSET days and staff meetings are regularly allocated for whole school planning and development.

Individual pupil progress will be monitored by the Assessment Lead and senior leadership team on a termly basis for core subjects. Quality of teaching and learning will be monitored by the school leadership team at least three times yearly and by subject leaders as informed by the Academy Development Plan and its priorities.

Subject leaders lead their subjects by monitoring teaching and learning, auditing resources and implementing the curriculum policy. National Curriculum and skills coverage will be monitored by subject leaders through medium and long term planning scrutiny and regular staff meetings. Scrutiny of subjects will also be provided during termly moderation meetings. They also have responsibility for monitoring the way in which resources are stored and managed.

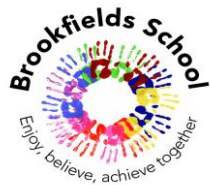
## **Assessment**

Assessment is ongoing and is an integral part of the learning and development process from Early Years Foundation Stage to the end of Key Stage 2. At Brookfields we are continually assessing our pupils through a range of different assessment tools such as:

- Progress towards EHCP outcomes- Termly IEP evaluations
- Speech and Language Therapy Assessments/Reports
- Sensory Profiles/Occupational Therapy Reports
- Annual Review Reports
- BSquared – Early Years, Engagement Steps and Progression Steps
- BSquared- Evisense
- EYFS Profile
- Termly pupil progress meetings
- End of Year Reports
- Informal conversation between staff in class
- Photographic and video evidence

## **Please read this policy in accordance with:**

- 'Teaching & Learning at Brookfields' document
- 'Progression of Skills' document
- Assessment policy
- Individual subject statements
- Topic overviews
- Health and Safety policy
- Positive Behaviour Support policy



- Shaw Education Trust Assessment Policy
- Shaw Education Trust Curriculum Policy
- Equality Objectives
- Relationships and Sexual Education Policy
- SEND Policy and information report

### **Process of review**

The Curriculum Policy will be reviewed every **three** years in order that we continue to meet the needs of the pupils at Brookfields and any statutory requirements. (Oct 19)