



WESTFIELD SCHOOL POLICY AND PROCEDURE

Curriculum Policy

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WESTFIELD SCHOOL

POLICY DOCUMENT

CURRICULUM POLICY

Rationale

In accordance with the requirements of the 2011 Education Act, the individual learning needs of all the pupils and students at Westfield School are addressed by a broad, balanced and relevant curriculum.

The National Curriculum, Early Years Foundation Stage, Multi-Sensory Curriculum and Adult core curriculum Foundation Learning Pathways are taken as the core of our response to individual pupil and student need.

AIMS

- Westfield School aims to provide all pupils with a broad and balanced adapted curriculum relevant to their individual needs.
- To provide all pupils and students with a stimulating, challenging and supportive learning environment;
- To develop independence and key skills
- To instil core values
- To promote the spiritual, moral, cultural, mental and physical development of pupils and students;
- To prepare pupils for the opportunities, responsibilities and experiences of adult life;
- To recognise and accredit on-going effort and progress

CURRICULUM PRINCIPLES

Westfield School aims to provide a curriculum which is:

- Sufficiently broad, so as to encompass the statutory elements for each age and stage, whilst ensuring opportunities for other areas of work pertinent to the development of the individual;
- Sufficiently balanced, so that the development of the social, emotional, cognitive and physical attributes of individuals are considered and equally valued;
- Relevant, in order that the experiences and opportunities offered are appropriate to the needs of individual pupils and students;
- Differentiated, to ensure that what is taught is matched to needs and abilities and reflects the pupils' identified outcomes from Education, Health and Care Plans.
- Progressive, so that pathways to accreditation can be identified dependent upon individual aptitude and interest.

The curriculum is based on the following principles:

- Continuity and progression;
- Quality First teaching, with approaches linked to learning styles;
- Partnership between pupils, parents and carers, governors, partner schools, and the community in Leominster and beyond;
- Effective and flexible use of resources and equipment;
- Multidisciplinary cooperation involving colleagues from the local Health Trust, Social Care and the voluntary sector;
- The close collaboration of all staff, teaching and non-teaching, to identify priorities, monitor differentiation, progression and continuity through planning, collating records, making assessments and providing reports with regard to individual pupils;
- Regular opportunities for monitoring and evaluating the whole curriculum balance.

THE CURRICULUM FRAMEWORK

The Westfield School curriculum has been developed to extend the principles of the Early Years Foundation Stage into National Curriculum Key Stages 1, 2 and 3. Progression in KS4 and beyond occurs with the introduction of Foundation Learning Pathways using accredited materials and qualification routes, referencing the adult core curriculum. Westfield School caters for students with complex needs through Multi-sensory curriculum adapted from Multi-Sensory for the Impaired Children (MSI) developed by the Victoria School in Birmingham.

The seven areas of learning identified in the Early Years' Foundation Stage, (EYFS) are linked to those of The National Curriculum and the Adult Curriculum as follows:

EYFS	Curriculum subject areas	Foundation Learning Areas and qualifications
Mathematical Development	Mathematics	Functional Skills Numeracy OCR
Literacy Communication and language	English	Functional Skills Literacy OCR
Understanding the world	Science, Geography, History, Design and Technology Computing	Functional Skills ICT OCR Vocational skills WJEC
Personal, social and emotional development (incorporating citizenship)	PSHE, Citizenship, economic well-being	Units of Personal Progress Towards Independence ASDAN
Expressive Art and Design	Art and Design, Music	Vocational skills WJEC
Physical development	Physical Education, health & well-being, Sex and relationships education	PE and sports activities at local providers

Religious Education is offered as defined by the agreed local syllabus and incorporated into existing curriculum themes as best suited to content, taking into consideration statutory hourly coverage requirements

14-19 Curriculum and Foundation Learning

It is at this stage of their education that students commence accessing accreditation and/ or qualifications. Opportunities for students to follow Foundation Learning Pathways are introduced for all students.

Key Stage 4

The statutory subjects for all students are Citizenship, English, Mathematics, Computing, Physical Education and Science. The teaching of careers education, sex and relationships education, work-related learning and religious education is also statutory. All these subjects are delivered via a themed approach, enabling the linking of concepts and ideas to individual experience.

The curriculum references non-statutory programmes of study for:

- Religious education, based on the Herefordshire Framework for Religious Education
- Personal wellbeing, which includes the requirements for sex and relationship and drugs education
- Economic wellbeing and financial capability, which includes the requirements for careers education and work-related learning.

ASDAN Transition Challenge is used to recognise individual students' achievements towards developing independence and autonomy, and certain students also undertake controlled assessments in functional English and maths if appropriate.

F.E. Students- sixth form

Further accreditation of Personal Development and Functional Skills occurs once students enter the Further Education phase, in the form of OCR Functional Skills Entry levels 1-3, ASDAN Units of Personal Progress (Entry Level 1), or Towards Independence modules. Qualifications achieved within Units of Personal Progress depend upon the total number of points accrued by an individual student, leading to an Award, a Certificate, or Diploma. Additional qualification routes follow Welsh Joint Education Committee (WJEC) subjects linked to personal aptitude and skill level.

There is no requirement for students to follow the National Curriculum at this stage of their education, so core entitlement is taken from a mixture of the Adult Core Curriculum, National Curriculum PSHE and 11-19 Economic Well-being, and key skills development.

Emphasis is placed upon developing key skills in partnership with vocational learning. Elements of our Further Education provision are enhanced by off-site opportunities, either by partner providers or by accessing community facilities. Work-based learning forms a part of each student's week. Besides the core entitlement, other school based delivery includes Food Technology and independent living skills relevant to developing autonomy as an adult. Wherever possible all evidence of learning contributes towards the relevant accredited scheme. However, the curriculum is never compromised in preference of accreditation, as individual development is our primary concern.

Assessment across the whole curriculum

Assessment of individual curriculum targets is made using the Early Learning Profile (for students in Reception), P. Levels and B Squared steps. Older students accessing Foundation Learning are assessed against Entry Levels and Milestones, using teacher assessment and B Squared, and predicted results for controlled assessments, undertaken in their final year.

It is acknowledged that progress may be dependent upon physical and health needs, and may at times appear slow or indeed plateau. At all times, we recognise the existence of lateral progression, which enables our learners to transfer skills across a variety of settings. For an increasing number of our pupils and students, and in particular for those with profound and multiple learning difficulties, full access to the National Curriculum and linear progress through the Key Stages is not possible. The common and general requirements of the National Curriculum allow for appropriate access to the Programmes of Study, as relevant to the pupils, through a variety of means:-

- By modifying and extending the programmes of Study;
- By using aids and adapted materials;
- By recognising the value of experience as well as attainment;
- By using the contexts for learning provided in the programmes of Study rather than only the content;
- By considering the allocation of time spent on specific subjects and activities;
- By selecting material for pupils outside their Key Stages;
- By considering the programmes of Study from the Key Stages and carefully selecting work to create meaningful learning opportunities delivered at an appropriate level;
- By covering some of the Programmes of Study in depth, some in outline, and discarding those aspects which are deemed to be inappropriate to the needs of individual pupils.

To address other priorities within the whole curriculum, the National Curriculum is supported and enriched by the provision of additional sensory and therapeutic curricular components provided by, or in consultation with, colleagues from the local health trust.

Multi-Sensory Curriculum

The Multi-Sensory Curriculum is divided into eight domains, each addressing a specific aspect of learning. The domains are:

- social relationships and emotional development;
- communication;
- conceptual development;
- sensory responses;
- understanding of time and place;
- orientation, movement and mobility;
- ownership of learning;
- responses to routines and changes.

The Multi-Sensory Curriculum is less prescriptive than many models. Instead it describes how a pupil's learning will be structured and managed, by means including:

- staff behaviour and expectations;
- teaching environments;
- teaching objectives and strategies;

- timetabling;
- the complexity of information provided to pupils;
- the balance of group and individual work.
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This approach allows for considerable flexibility in curriculum delivery. In turn this means that the Curriculum is appropriate for pupils with any combination of hearing, visual and other sensory impairments and does not, for example, limit the participation of pupils with no sight.

Breadth, balance and relevance

Breadth:

Breadth of curriculum is provided by the range of curriculum domains, which underpin National Curriculum subject areas and also include Multi-Sensory-specific skills and concepts such as perceptual development and mobility. Inclusion with other class groups for specific provides additional breadth of curriculum to meet specific individual needs. Pupils also access school-wide workshops, performances and celebrations.

Balance:

Each pupil's timetable is individually planned to ensure an appropriate balance of learning activities; annual targets and termly targets traverse a range of subjects. Lesson planning is cross-curricular, to promote the development of generalisation and reduce the potential for prompt and context-dependency, which limit the learning of many pupils with multi-sensory impairment. Schemes of work specify the range of curricular areas addressed, so that the overall balance for individual pupils can be evaluated.

Relevance:

Pupils with multi-sensory impairment typically have difficulty accessing experiences which are beyond the immediate, present and familiar. The multi-sensory curriculum emphasises learning rooted in pupils' own direct experience, thus ensuring relevance; the transfer and generalisation of skills are specifically taught.

Cross-class timetabling allows pupils from different class bases to form groups for specific activities which meet particular needs. The curriculum offers sufficient flexibility to meet individual learning needs based on profiles of ability and disability.

Progression

The Multi-Sensory Curriculum is divided into four Phases. The Phases reflect the developmental progression most commonly seen in children with complex needs, whose common feature is that they lack consistent, undistorted sensory input from their physical and social environment.

Because the Multi-Sensory Curriculum is linked to particular patterns of learning and development, exact equivalences are not possible, but approximate links to stages of communicative development and P Levels are given below:

Multi Sensory Curriculum	communicative stage	P Level range
Phase 1	pre-intentional	P1(i)-P2(ii)
Phase 2	intentional non-symbolic	P2(i)-P3(ii)

Phase 3	early symbolic	P3(ii)-P6
Phase 4	formal	P5-P8

The four Curriculum Phases reflect pupils' increasingly complex understanding of their environment. Each Phase is characterised by a series of 'features of learning', which describe how pupils entering this Phase access and interact with their social and physical environment. The early Phases of the curriculum support the gradual development of awareness, interest and competence in interaction, whilst later Phases are increasingly differentiated as pupils become more able to recognise and deal with a range of people, activities and contexts.

Access Statement

Throughout the school day we will provide conditions most likely to facilitate learning for all our pupils through:

- ❖ Provision of appropriate information technology hardware software and peripherals;
- ❖ Provision of a robust topic based curriculum.
- ❖ Appropriate use of positioning and mobility aids;
- ❖ A total communication environment featuring signs, symbols, tactile, auditory, olfactory and object of reference cues;
- ❖ Pupil specific therapeutic regimes – including speech and language therapy, physiotherapy or medication;
- ❖ Implementation of strategies to alleviate sensory impairments and enable access to the adapted curriculum;
- ❖ Individual behaviour support plans designed to support challenging or negative behaviours;
- ❖ A commitment to interdisciplinary collaboration and partnership with pupils, parents, other professionals, governors and the community.

Assessment

Assessment of individual curriculum targets is made using the P. Levels. It is accepted that progress may be dependent upon physical and health needs, and may at times appear slow or indeed regress. Because of this, alternative forms of tracking are used, including Routes for Learning, and assessment of lateral progress reflecting developing levels of independence within certain targets, recorded using the Goal Attainment Scale (GAS).

The precise balance between aspects of the curriculum will vary in response to pupils' individual needs, and will be determined through the Person Centred Review process, and statutory reviews of the statement. Curriculum planning devised by staff will address the common and individual needs of students at different stages of their development.

This policy was recommended for approval by the Curriculum and Achievement Committee on 25.9.17 and subsequently approved by the Full Governing Body. To be reviewed annually.

Signed _____ Date _____