



WESTFIELD SCHOOL POLICY AND PROCEDURE

Curriculum Policy

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PRINCIPAL AUTHOR: N GILBERT

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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 and 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 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 Early Years Foundation Stage and National Curriculum 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, intellectual 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' Individual Progress 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;
- Effective teaching, with approaches linked to learning styles;
- Partnership between pupils, parents and carers, governors, local 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 Services 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.

The six areas of learning identified in the EYFS are linked to those of The Primary Curriculum and the Adult Curriculum as follows:

EYFS	Curriculum subject areas	Foundation Learning Areas and qualifications
Mathematical Development	Mathematical Understanding	Functional Skills Numeracy WJEC
Communication, language and literacy	Understanding English, communication and languages	Functional Skills Literacy WJEC
Knowledge and understanding of the world (to incorporate science, geography, history, ICT and PSHE)	Scientific and technological understanding (incorporating Science, Design Technology and Computing)	Functional Skills ICT Vocational skills WJEC
Personal, social and emotional development (incorporating citizenship)	Historical, Geographical and Social understanding (Inc Citizenship)	PSD, Units of Personal Progress ASDAN
Creative development	Understanding the arts	Arts Award AQA
Physical development	Understanding physical development, health & well-being (inc. economic well-being)	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

When students reach Year 10, the entitlement for accreditation, and/ or qualification is acknowledged. Opportunities for students to follow Foundation Learning Pathways are introduced for all students; currently ASDAN Transition Challenge in KS4, WJEC Functional Skills, and ASDAN Units of Personal Progress or PSD in the FE Department. Additional vocational qualifications in Food Preparation and Horticulture are delivered as discrete units.

Qualifications achieved depend upon the total number of points accrued by an individual student, leading to an Award, a Certificate, or Diploma.

Key Stage 4

The statutory subjects for all students are Citizenship, English, Information and Communication Technology, Mathematics, Physical Education and Science. The teaching of careers education, sex 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 also includes 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.

F.E. Students

Further accreditation of Personal Development and Functional Skills occur once students enter the Further Education phase, in the form of ASDAN Units of Personal Progress (Entry Level 1), or PSD Entry level 1-3, and Level 1 or 2. 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, 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. Much of our Further Education provision is delivered off-site, either by partner providers or by accessing community facilities. Work-based learning forms a part of each student's week, as well as time spent on a working farm. Besides the core entitlement, other school based delivery includes Food Technology and other life-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

Assessment of individual curriculum targets is made using the Early Learning Profile (for students in Reception), P. Levels and National Curriculum levels. Older students

accessing Foundation Learning are assessed against Entry Levels and Milestones, using teacher assessment 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.

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 progress through the Key Stages is not possible; neither does it provide the whole curriculum. 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.

Sensory and Developmental Curriculum

Aims

- To ensure that every pupil has the opportunity to communicate using their preferred means, and given opportunities to make choices, respond to and control their environment.
- To encourage and support every pupil to achieve a level of independence appropriate to their developmental stage.
- To ensure that staff are familiar with each pupil's preferred method of communication and that time is allowed for individual responses to occur.
- To ensure that every pupil has the equipment to be positioned correctly and comfortably.
- To treat every pupil with dignity, courtesy and respect.
- To ensure that through the topic curriculum each pupil has access to age appropriate activities and resources.
- Through activities that involve the whole body, to maintain flexibility and develop strength and endurance.
- To explore a wide range of simple movements in a variety of settings.

Curriculum Organisation

The Curriculum elements can be broken down as follows:

Visual skills – Fixation, tracking, visual field, visual discrimination and scanning.

Auditory Skills – Response, attending, auditory field and auditory discrimination.

Tactile awareness- Object of reference cues and personalised timetable.

Cognitive Development – Cause and effect, making things happen and object permanence.

Perceptual Motor – Hand/eye coordination, hand function.

Gross Motor - Physiotherapy, hydrotherapy, rebound therapy, body awareness/ passive movement.

Organisation

Students with Profound and Multiple Learning Disabilities are grouped with their peers, and access individualised therapeutic programmes at key times of the week. All pupils follow the topic curriculum and work in a total communication environment with a personalised timetable.

Information and Communication Technology

Students have access to ICT across all curriculum areas. Students use switches to communicate and contribute in lessons and out in the community. A Smartboard and touch screen monitor are used with a variety of age appropriate software which all pupils regularly access and use sites on the Internet as appropriate to the curriculum topic.

Massage & Aromatherapy

Massage and aromatherapy are used as part of the Sensory and Developmental Curriculum to develop awareness of and perception the pupil's own body. This can help pupils to relax, increase tolerance to physical contact and develop rapport with support adults. For children with profound and multiple learning difficulties it can provide the basis for an individualised communication and cognitive skills programme. It can also form part of an individualised de-sensitising programme for pupils who exhibit anxiety and intolerance to touch.

Intensive Interaction

Intensive interaction is an approach used to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development. A central principle is that the adult builds the content and the flow of the activity by allowing the learner basically to lead and direct, with the adult responding to and joining-in with the behaviour of the learner.

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.

Organisation

The continuing elements of work covered by the sensory and developmental curriculum will apply mostly to PMLD pupils and be delivered as part of the topic curriculum; although at times it will be appropriate for other pupils to access these therapies. At all times age, gender and safeguarding issues will be adhered to.

Individual Progress Plans are prepared in consultation with teachers, therapists, parents/ carers and other professionals, and inform both the Annual Review process and the Annual Report to Parents.

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 9.3.15 and subsequently approved by the Full Governing Body.
To be reviewed annually.

Signed _____

Date _____