

# Curriculum Policy

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September 2016

## Rationale

The curriculum at Bettridge School provides structured, cohesive teaching and a learning framework that allows pupils to make sense of their world and realise their potential. It is designed to support a learning pathway from Early Years through to adulthood, based on nationally recognised frameworks from which an individualised learning pathway is created for each pupil, depending on their learning needs and styles.

Schemes of Work are planned to include progression and revisiting so pupils are successful in their learning, gain confidence and independence whilst recognising they are valued as individuals.

Safeguarding is an essential part of our Rationale. Personal, Social and Health Education, including teaching children how to stay safe is integral to each pupil's curriculum. In a variety of contexts, pupils are taught core British Values. Pupils and staff respect others and celebrate diversity. This ethos underpins all areas of the curriculum. Pupils are taught to express their feelings and communicate their concerns. Staff work with pupils who have communication difficulties to ensure they can express their feelings and needs so their voices are heard alongside their more verbal peers.

A Total Communication approach is used across the school to provide greater access to the curriculum and supports Safeguarding.

## The Curriculum

- Is broad, balanced and relevant
- Will develop all pupils' full potential
- Is matched to individual pupils' needs
- Builds on pupils' existing knowledge, skills and understanding
- Encourages life-long learning
- Reflects the multicultural nature of society
- Encourages confidence, high self-esteem, independence and mutual respect
- Develops a respect for the environment
- Prepares pupils for the opportunities, responsibilities and experiences of adult life, including how to keep safe.

## Curriculum coverage in each stage.

|              |   |
|--------------|---|
| Early Years  | Early Years Foundation Stage (EYFS)   |
| KS1/Some KS2 | EYFS  |
| KS2          | Modified National Curriculum<br>Activity and early communication curriculum based on Routes for Learning  |
| KS3          | Modified National Curriculum<br>Activity and early communication curriculum based on Routes for Learning  |
| KS4          | Accredited pathways concentrating on personal progress and functional skills<br>Personal Progress (Entry 1) accredited through BTEC<br>Skills for Independence and Work (Entry 2) accredited through BTEC<br>Functional Skills in English, Maths and ICT (Entry 1,2 and 3)<br>Duke of Edinburgh Award |
| Post 16      | "Pathways to Adulthood" accredited through NOCN Diploma in Independent Living.<br>Functional Skills in English, Maths and ICT (Entry 1 and 2)<br>Duke of Edinburgh Award  |

## Differentiation for Personalised Learning

The aims of differentiation for personalised learning are:

- To ensure tasks are matched to the capabilities of the individual pupil.
- To ensure there is continuity and progression for the individual pupil.
- To meet the pupil's needs through different teaching and learning styles, tasks, pupil outcomes and responses.

These will be achieved by:

- Schemes of work reflecting the different needs of individuals and groups.
- Learning objectives being made explicit to pupils.
- Setting short, medium and long term targets.
- Using the most appropriate teaching and learning style for the task.
- Adapting resources to enable the children to achieve.
- Challenging pupils sufficiently in order for them to reach their potential.

## Promoting a healthy lifestyle

The promotion of a healthy lifestyle is primarily achieved through the following curriculum areas:

Personal Social and Health Education (PSHE)  
Physical Education  
Food Technology  
Science  
Personal Progress (BTEC)  
Skills for Independence and Work (BTEC)  
Duke of Edinburgh Award  
Independent Living (NOCN)

Science and PSHE programmes include, where appropriate:

Sex and Relationship Education (SRE)

HIV and Aids awareness

Drug awareness

Alcohol and smoking awareness

Internet and Social media safety

Physical Education programmes aim to encourage pupils to participate in a broad range of sports and leisure activities whilst at school. It also promotes the idea of continuing with a sport after they have left Bettridge.

Food Technology lessons include work on nutrition, diet and healthy options.

## **Equal Opportunities**

The Bettridge Curriculum aims to promote self-advocacy, pupil voice and opportunities for decision making for all pupils. The achievement of all pupils is highly valued.

All pupils have an entitlement to the National Curriculum. The curriculum offered at Bettridge School, mainly in Key stages 2 and 3, is specifically adapted from the National Curriculum to provide for the academic and personal development of all pupils with learning difficulties. This may be complimented or replaced by additional elements. The balance of the different elements of the curriculum for each pupil is agreed in consultation with parents and professionals during reviews of Statements of Education, Health and Care Plans (EHCP's). Outcomes are written and reviewed based on the needs of the pupils. These outcomes (with agreed provision and resources) form the basis on which individual pathways are created. In addition to the Statement of EHCP review meetings, parents and teachers meet or communicate by phone in October, February and July to review progress against the outcomes and to adjust provision or the outcomes as necessary.

## **Individual Curriculum Pathways**

The balance between curriculum based sessions, personal and therapeutic input may vary for each pupil and is planned according to individual needs in collaboration with pupils, parents/carers and other professionals.

Total Communication and life skills activities aim to develop the functional independence of all pupils. From the earliest years onwards, pupils are taught self-awareness and self-help skills. There is emphasis on the necessary behaviour to work and play happily with others in a group and as pupils get older, increasing activities are planned within the community.

Bettridge School provides an environment with personalised timetable opportunities to develop awareness through sight, sound, smell, taste and touch. The school has light and dark sensory rooms, Food Technology areas, soft-play and P.E. spaces.

Bettridge also has close links with its neighbouring schools, and there are opportunities for inclusion and integration on an individual or group basis.

## **1. Academic Curriculum**

Bettridge offers a full range of curriculum subject provision that is broad, balanced and relevant to the needs of each child. It is designed to develop his/her knowledge, skills, attitudes and values. The starting point for the curriculum is the individual child with a programme designed to meet his/her needs taken from the full available curriculum. The emphasis given to different subject areas will change as children move through the school.

Throughout the modified curriculum, opportunities are sought to introduce, develop and consolidate skills for life. This may, for example, involve on or off site practical activities such as shopping, leisure choices and community based opportunities such as visiting the swimming pool, golf course, ski slope, sailing club, park, theatre, cinema, or art gallery.

## **2. The Activity and Early Communication Curriculum**

Pupils working at the lower P levels are taught mainly from this curriculum which is specifically designed to increase their ability to communicate with those around them, and to develop their curiosity and engagement in activities. The scheme is based around the Routes for Learning framework through which pupils' small but significant steps of progress can be measured. Pupils following this curriculum also have access to National Curriculum subjects differentiated to meet their needs.

## **3. The Therapeutic Curriculum**

Some pupils need therapeutic input to help make sense of the world around them. Some have additional, physical disabilities that make daily tasks difficult. At Bettridge School, complementary therapies are used alongside the traditional subject curriculum so pupils can make sense of their world and function to the best of their ability. Speech and Language therapy, Physiotherapy, Occupational Therapy, music therapy and horse riding are only some of the additional opportunities that may form part of a pupils' weekly timetable.

## **Early Years**

The Curriculum for our youngest children is planned and assessed according to the criteria and targets set out in the Early Years Foundation Stage Framework (EYFS). We are guided in our planning by the Development Matters in the Early Years Foundation Stage, a non-statutory guidance material which supports practitioners in implementing the statutory requirements of the EYFS. This states "The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner".

At Bettridge, we endorse and use these characteristics of effective learning in the EYFS. Play based learning is key to the whole process and a balance of adult led, child led and child initiated activities are integral to the development of our children.

We plan our Schemes of work using the three prime areas and four specific areas of learning and development and we use a topic based approach to ensure breadth of delivery. The Prime Areas underpin all learning and overlap with each other.

Aspects of the areas are taught through a variety of approaches, some being taught through daily routines, some taught discreetly and some through other areas of learning.

Prime Areas of Learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

This curriculum may continue through KS1 and for some children into KS2.

### **KS2 - KS3**

Within Key Stages 2 and 3, all the Core and Foundation Subjects of the National Curriculum are available to be taught using Schemes of Work developed from the subject based curriculum. The Activity and Early Communication curriculum are also used in both Key Stages. Methodologies and approaches are modified according to the needs of individual pupils within each class. The overall emphasis is on the development of basic skills. Materials used are modified to meet the needs of the children and they are assisted to access these skills by the use of symbols and signs as appropriate. Planning of the curriculum is undertaken to ensure breadth, balance, depth and progression of learning for all pupils. In addition, aspects of Personal Social and Health Education are given a high priority. The schemes of work are developed collaboratively by the teachers around topics which change each term. They are designed to mirror those experienced by their peers in mainstream school. As all pupils at Bettridge are working significantly below age expectations, the materials are adapted so they can be accessed and enjoyed and pupils can make progress from their individual starting points.

## **KS4**

In Key Stage 4 (14 – 16), pupils continue to study the Core and Foundation Subjects on a modular basis linked to accredited schemes. Accreditation is currently through BTEC qualifications.

There is strong emphasis on helping pupils prepare for adult life and function as independently as possible within the community. Pupils in year 11, for whom it is appropriate, take part in link courses at a local college. All pupils take part in enterprise and some form of work experience opportunities. Pupils are enrolled on the Duke of Edinburgh Scheme. They take part in a variety of activities including Outdoor and Adventurous opportunities, volunteering, developing hobbies, and, where possible, a residential or camping experience.

As pupils approach the end of statutory school age, the emphasis is on developing skills and knowledge to support a smooth transition from Bettridge to post 16 provision and they will accredit these achievements through nationally recognised qualifications.

## **Further Education (FE)**

From September 2016 onwards Bettridge will have post 16 provision for up to 24 learners. This is a key time when learners prepare for adulthood.

Bettridge is developing a new scheme of work for our provision based on the Pathways to Adulthood Model. Learners working at the upper end of Entry Level 1 and Entry Level 2 will gain accreditation through NOCN leading to a certificate or diploma in Independent Living. Learners working at the early stages of Entry 1 will gain modular based recognition for their attainment which will be developed by Bettridge School and moderated with external agencies and other providers.

The schemes of work will focus on enabling pupils to communicate, develop and follow their chosen interests and build on their strengths. Most pupils spend three years at Bettridge before moving into post 19 provision. During that time, they have increasing opportunities to be taught by Bettridge staff in centres around the area who provide for adults with disabilities and learning difficulties. This is planned and reviewed at regular intervals throughout the year by the pupils, parents and carers, Bettridge staff and other professionals. This gives pupils the opportunity to experience working at different centres and help them to make appropriate choices for their adult life.