The Edith Borthwick School

CURRICULUM POLICY

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<th>Date Staff Consulted</th>
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<td>Lead Governor</td>
<td>Stephanie Taylor and Emily Welton</td>
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<tr>
<td>Date approved by Governing Body</td>
<td>2.7.20</td>
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<td>Next review date</td>
<td>Autumn 2020</td>
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The Edith Borthwick School
Curriculum Policy Statement

Introduction and Ethos

- We aim to provide a curriculum that is enjoyable, motivating and interesting with experiences that are challenging and fun for learners and staff alike. We fit the curriculum around the learners offering individual programmes to meet their needs.

- Our aim is to give learners the skills to live as independently as possible in their adult life, and learning is focused on developing Functional / Key skills and life skills. Life is not classroom based, so neither is our learning. We reinforce breadth of learning in all settings to ensure transference of skills and progression, with an emphasis on supporting learners to develop their own independence and self-confidence.

- We are committed to a person centred approach which puts our learners at the heart of everything we do. Long term goals and short-term outcomes are unique to each learner and their parents/carers, and we work hard to create effective relationships so that these can be understood and worked towards together.

- The goals and outcomes are based on essential key/life skills which cover the following areas:
  - Communication Language and Literacy
  - Mathematics
  - Computing and Information Communication Technology
  - Knowledge and Understanding of the World (Science, Horticulture, Animal Care, Geography, History, Cultural awareness/RE)
  - Physical Development (PE, Swimming, Community Sport)
  - Creative Development (Art, Music, Technology, Drama)
  - Improving own learning
  - Personal, Social and Emotional Development, Citizenship and Sex and relationships.
  - Careers Development and enterprise

- As learners progress through the school, activities become increasingly community based so that skills can be reinforced in a real-world setting. Many learners will also take part in college links and appropriate work placements to further develop their learning. In each academic year, learners will be offered a range of residential trips, subject to the right opportunities and support resources being available.

- A variety of lunch time clubs are also available including Dance, Computing, Music and Lego. These clubs give our learners opportunities to further their own personal interests, to foster social interaction and to develop friendships in less formal sessions. Due to the fact that the majority of learners are transported to school it is less easy to provide enrichment activities
outside School. Nevertheless, initiatives are in place for the Charity INTERACT to run such clubs for 12-18 years on specified days of the school week.

- Learners are supported to be as independent as possible and are given choices, and we expect responsibility and positive behaviour in return. We promote an environment of respect and good citizenship; British Values and the Spiritual, Moral, Social and Cultural Development of our learners are implicit at all times.

- During the academic year emphasis is being placed on further developing a whole school curriculum with the completion of skills banks in the four areas of Communication, Cognition and Learning, Personal and Social Development and Physical and Sensory Development. Statements produced will be relevant to all learners across the school – 3 to 19 years - and used as a basis for One Plan Planning

**Lower & Middle school Curriculum (EY-Yr9)**

Our curriculum is an adapted version of the National Curriculum (2014). It covers the following areas:

*Communication, Language & Literacy (CLL)*
*Reading*
*Personal, Social & Emotional Development (PSED)*
*Problem Solving (PS)*
*Learner centred approach*
*Understanding of the World (KUW)*
*Physical Development (PD)*
*Creative Development (CD)*
*Information Communication Technology (ICT)*

*Personal, Social and Emotional development (PSED)*

In PSED we learn how to be good friends, be independent, healthy and safe. PSED helps learners to develop a sense of themselves and others. We aim to support learners to be confident and as independent as possible. Activities support learners to develop their social skills, a respect for others and the curiosity to want to explore and learn.
**Communication, Language Development (CLL)**

In CLL we learn to communicate and listen. CLL supports learners to develop their understanding and expressive language. A language rich environment is provided and differentiated to meet each child’s individual needs. Developing communication skills linked to speaking and listening is a key part of the work we do within school phase. Literacy supports the development of reading and writing skills. We have a wide range of books and other reading materials within school phase which learners can access independently and with others. The development of writing skills is supported not only via traditional writing activities but creatively, through example the use of iPad and a multi-sensory approach. The early learning of reading is promoted through the use of Jolly Phonics.

**Reading**

We promote a synthetic phonics approach across the school through Jolly Phonics. We aim to meet our learners wherever they are and therefore tailor our reading program to their needs. This may mean that learners are reading objects, photos, symbolised text or written words. We aim to make reading functional and enjoyable and therefore ensure it is targeted and present throughout the curriculum.

**Problem Solving**

Problem solving supports the development of an understanding of number, using number and shape, space and measures. More than this is aims to support learners to apply their learning in real and functional ways.

**Knowledge Understanding of the World (KUW)**

KUW supports the development of knowledge, skills and understanding that helps learners to make sense of the World. We provide opportunities for learners to encounter creatures, people, plants and objects in their natural environments and in real life situations. Learners are supported to participate in practical experiments and explore a wide range of materials. In UoW learners are encouraged to use their senses to explore their environment. UoW also provides learners with opportunities to engage in design and making activities using a variety of tools.

**Physical Development (PD)**

PD supports learners to learn by being active. It helps learners to gain confidence and develop their co-ordination and movement. Learners are supported to make healthy choices about the food they eat both at snack time and lunch time.

**Creative Development (CD)**

CD supports learners to explore and play with a wide range of media and materials. Learners are provided with opportunities and support to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, imaginative role play activities, design and technology.

**Information Communication Technology**

ICT is taught using a wide range of interesting and motivating resources across the curriculum. The use of ICT enhances all curriculum areas and increases learners’ ICT skills and knowledge.
Upper school Curriculum (Year Groups 10 -14)

Key Stage 4 – ages 14 – 16

- As in the lower school, the upper school has sympathetically implemented the National Curriculum 2014. This is used as part of an overall School curriculum that focuses on life/key skills and is embedded across the timetable. The curriculum is supplemented by sensory and therapeutic resources to allow learners to self-regulate and access learning.

- Within each subject, learners currently follow our Themes and Curriculum Programmes which are aligned to the NC framework as relevant. The Programmes are flexible and differentiated to meet the wide range of abilities, needs, and learning styles of our learners.

- Those with most severe and complex needs will use the Programmes as a vehicle to promote communication, self-help and independence, together with access to the community and sensory learning opportunities.

- All learners will study the Core / Foundation subjects within the NC framework, plus one subject from each of the four entitlement areas – The Arts, Design and Technology, Humanities, and Modern Foreign Languages (via cultural experiences). Again, for those with most severe and complex needs modules from the Equals Moving On Programme are used as a means to broaden their experiences in these areas.

- In addition, learners in Key Stage 4 will study PSHE (including Sex Education), Citizenship, Careers development, and Religious Education as part of the overall School curriculum, but differentiated to meet the abilities of the student.

- Reading skills are a key focus, with access to set reading schemes from age appropriate books, and dedicated reading/phonics sessions in tutor time. Auditory books, I Pads and Kindles, photo and sensory stories and other visual methods such as Picture Exchange Communication System (PECS), give similar opportunities to learners with higher levels of need.

- Some learners, have the opportunity to take accredited qualifications from Providers such as OCR, Edexcel and AQA at Entry level and less frequently at Levels 1and 2 for students to take forward into future learning beyond school. Although external providers are no longer offering accreditation for learners at earlier cognitive levels, we continue to use the module content from both OCR Life and Living Skills and Equals as appropriate and accredit this ourselves.

- Most Key Stage 4 learners in Year 10 take part in Social Enterprise activities. This includes making and selling lunches to staff and going out in the community as a small group to experience different work settings. They are also given opportunities to take part in a local volunteering project.

- From Year 11, learners may have access to a school / College link and a work experience placement, if this is appropriate.
Curriculum in Key Stage 4

**AGES 14 - 16**

**Core subjects / Functional Skills:**
Communication / English, Maths, Science, Citizenship, Computing, PE / Physical Development

**‘Entitlement areas’:**
The Arts / Design and Technology / The Humanities / Modern Foreign Languages - via cultural events

Sex Education
Personal, Social, Health and Economic education
Religious Education

**Careers Education** (may include the following components):
School Enterprise
Community based - Volunteering / Site Visits
Classroom based – Skills for employment
Work Experience Placements

**Sensory curriculum**

**Compulsory**

**Optional**

Vocational Options
External College link

DIFFERENTIATED LEARNING FOCUSING ON LIFE SKILLS AND INDEPENDENCE
Key Stage 5 – ages 16 – 19

- Learning in years 12 – 14 continues within some elements of the National Curriculum, but timetables become increasingly personalised and focused on building key skills for life. Learning remains differentiated to meet the wide range of individual needs.

- As part of the overall school curriculum an emphasis remains on developing Functional Skills, Citizenship, and PSHE (including Sex Education).

- Learners continue to access to a sustained Career Development Programme (Talentino) with opportunities for career training within school. Links are established with local companies who come into school and provide advice on employability skills. For those students with the prospect of supported or independent employment, further opportunities are provided for them continue to do external work placements, sometimes on a longer-term basis with the same employer.

- As part of their curriculum, young adults with severe or profound learning difficulties experience a variety of work place settings. This includes visits such as to Stansted Airport and Alten8 Academy.

- Learners can also be part of the School Enterprise group. Some sessions take place on site, with the making of foodstuffs to sell in the School’s café located close to the entrance of the building. Also learners are encouraged to design, make, market and sell craft, DT and food products in school sales and within the local community.

- Learners choose twice weekly from a variety of vocational options, for example Photography, Care of Living Things, Horticulture, Music Technology, Art and Design, Media, and Dance and Drama.

- Learners have access to a wider range of learning providers, including supported school link sessions at local colleges e.g. Braintree College / Colchester Institute. Links are regularly reviewed, but previous learning has included Motor Mechanics, Woodwork, Engineering, Performing Arts, Food Technology and Sport. Learners with more complex support needs may take part in specialist Life Skills sessions at The Bungalow at Braintree College which have a sensory bias.

- If it is appropriate and subject to availability and resources, we try to source individual links for learners with a particular vocational interest.

- Transitions into new settings are carefully planned and may take place across an extended period throughout the final year at school. We share as much information as possible with other agencies before a student leaves, so that student needs are met and understood by those who will support them in the future.
Curriculum in Key Stage 5

**AGES 16 - 19**

**Functional Skills – Communication / English, Maths**

**Sex Education**
- Personal, Social, Health and Economic education
- Citizenship
- Religious Education

**Careers Education** (may include the following components):
- School Enterprise
- Community based - Volunteering / Site Visits
- Classroom based – Skills for employment
- Work Experience Placements

**Vocational Options**

**Other options available**

- External College link – Colchester, Braintree, Chelmsford

**Individual Learning links**

**Other External links** – e.g. Rainbow Rural Centre, Alten8 Academy, Outdoor Learning

**DIFFERENTIATED LEARNING FOCUSING ON LIFE SKILLS AND INDEPENDENCE**

**Sensory curriculum**