

# **Priory Sheridan School**

*'A unique service for unique young people'*

## **Curriculum Procedures**

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# **Sheridan School**

## **Curriculum Policy**

Priory Sheridan School aims to deliver the highest level of education tailored to individual need in a safe, positive and structured environment where every student is encouraged to achieve the best possible academic, social and vocational outcomes.

### **Guiding Principles**

At all times adults should be conscious of the need to be aware of the pupils' particular interpersonal difficulties and to work in conjunction with the care staff to ensure the safety and well-being of pupils and staff.

- To respect, value and understand the individual needs of pupils
- To strive to ensure equality of opportunity for all our pupils within the frameworks required by regulation taking account of the National Curriculum as appropriate.
- To prioritise the development of personal, learning and thinking skills and emotional literacy
- To hold high expectations of pupils within realistic challenges for academic achievement
- To foster a secure, safe and stimulating educational environment
- To co-operate and communicate effectively with other involved agencies
- To foster strong working relationships with pupils, parents, care workers, and significant others.
- To take account of the learning difficulties and disabilities, and other barriers to learning of all young people when implementing the curriculum.

### **Students**

Our pupils, boys and girls aged between 8 and 19 come from a variety of areas across East Anglia, and in some case the United Kingdom as a whole. They enter the school by virtue of having been placed in Priory Childcare Residential Care Homes or are day students, having been placed at the school by one of the local education authorities. Generally they will have experienced interruptions in their educational history or will have rejected the concept of 'school', in some cases violently - assaulting other peers and adults or damaging property. Many will therefore be operating at a level well below their peers of comparable age in mainstream settings and all will have EHCP documents. The school caters for a wide range of complex disorders, with a large proportion having autistic spectrum disorders, including Asperger's Syndrome or other specific learning difficulties.

### **The Curriculum**

All pupils, regardless of age, ability or disability, will have access to an education which is, within the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

The curriculum offers a range of opportunities for teaching and learning within the school community which helps the school meet the needs of all its learners. This is achieved through:

- A core curriculum offered to all pupils at the relevant level; with particular regard being paid to interventions that will enable the recovery of lost ground.
- A high level of differentiation
- A choice of vocational experiences in Key Stages 3 and 4, as appropriate to the needs and preferences of the pupils.
- A commitment to early entry (i.e. year 5 onwards) into accredited qualifications, including entry level courses.
- A flexible approach to the timetable in line with the individual needs of the pupils; this **may** involve for KS3 learners a reshaping of the curriculum under cross-curricular thematic headings; while continuing to meet regulatory requirements for curriculum coverage and where appropriate National Curriculum subject programmes
- An intensive focus on personal development, which is sensitive to the traumas that young people may have faced.
- An intensive focus on the core skills of Literacy and Numeracy.
- An in-house therapy provision, enabling our young people access to the following: Clinical Psychologist, Child Psychotherapist, Music Therapist, Speech and Language therapist and Occupational Therapy.

### **The Core Curriculum**

All pupils will have access to the following subject areas taught either as discrete subjects or as part of a thematic approach: English, Mathematics, Science, Computer Studies, Technology and Physical Education.

All students will experience Art, PSHE, Citizenship (Key Stage 3 onwards) and Humanities in addition to the above.

Spiritual, moral, social and cultural development of pupil is addressed through all subjects and through the wider 24-hour provision, with a strong contribution from PSHE, Citizenship and Religious Education (delivered as part of PSHE and Humanities). This is supported by a range of activities including off site social skills, SMSC clubs and specific tutor time resources.

### **Personal and social development**

While coherent, planned and progressive programs are in operation within the taught curriculum throughout Years 5 – 12 and address these aims, we recognize that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with education.
- Appropriate daily routines in the school.

- Assemblies and tutorials.
- Visitors to the school and educational visits.
- Cross-curricular learning in other subjects of the curriculum.
- The provision of SRE and careers education
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

All pupils receive Careers Education and Guidance, including input from approved external careers guidance advisors. Additional Careers Education is provided by aspects of the Citizenship and PSHE courses as well as specific topic work. The curriculum caters for the development of social skills through a range of off-site activities that encompass SMSC criteria.

Students will access Work Related Learning / Work Experience wherever possible.

Preparation for end of Key Stage Assessments and public examinations will be available as appropriate to the needs of individual students.

## **Literacy**

For many of the students, these aspects of learning represent the most significant barriers to learning. Some have learning difficulties, some have lost ground through having missed education and many react negatively to lessons in which reading and writing play a part.

For all of them, progress in literacy is essential, in that it plays a part in all aspects of the curriculum, and is closely allied to thinking and learning skills. Subsequently it is one of the highest of priorities within the curriculum

## **Rationale**

*We aim to provide a supportive, stimulating, secure and supportive environment where Students are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas. We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the language level of the pupil*

## **Principles**

1. Literacy is a right for all pupils and a central part of preparation for adult life.
2. There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum
4. We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to pupils' attainment.

5. We will make literacy support a key feature of differentiation in all subjects.
6. We will carry out baseline testing on entry to the school and subsequently to ensure accurate assessment of need.
7. We will take specialist advice from speech and language therapists where barriers in this area are identified by statement.
8. We will ensure that all staff have accurate information about the literacy levels of pupils they teach, about how best to support them, and about their targets for development.
9. We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression;

### **Key stage 2 and 3 curriculum structure**

In Key Stage 2 and 3 all of our students closely follow the national curriculum. We encourage the students to participate in core subjects such as Mathematics, English, and Science.

Throughout the key stages, we will regularly assess students' progress and where applicable, they will entered for Pearson Edexcel Entry Level and Functional Skills qualifications, as we feel this boosts self-esteem and enables them to become more receptive towards the end of KS4 qualification routes.

### **Key stage 4 curriculum structure**

In Key Stage 4 we prefer our students to complete externally accredited courses. This may include: vocational qualifications (NCFE), Functional Skills qualifications, the AQA unit award scheme, Entry Level Certificates, Level 1-3 Mathematics Awards and GCSE.

Key Stage 4 students are encouraged to participate in both academic and vocational studies. Specific choices will be dependent on the needs and interests of students. The school will access the extensive vocational schemes offered by both in our in house vocational areas and external accreditation centre; this will include Functional Skills qualifications.

### **Key Stage 5 curriculum structure**

In Key Stage 5 we will specialise the curriculum to meet the needs of the young person. This will build on their qualifications that they have achieved during the last academic year. There will be opportunities for them to enhance their GCSE grades and if applicable there will be provisions to access college placements and / or work experience.

	<b>Date</b>
<b><i>Agreed</i></b>	<b>September 2018</b>
<b><i>To be reviewed</i></b>	<b>September 2019</b>

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