

Policy for	Curriculum		
Associated Priory policy	Assessment policy Teaching and Learning Policy SEN policy	Number	ES36 ESOT ES16 ES29
Associated Regulation/Standards	The National Curriculum in England Framework document 2014	Number	
Unit	Priory Lodge School	Signature (Author)	
Issue date	April 2016 Updated Jan 2019	Review date	Jan 2022

1.0 Introduction

- 1.1 We provide a whole school framework for effective teaching and learning that directly contributes to raising the achievements of all pupils.
- 1.2 We provide a rich, broad, balanced, relevant and differentiated curriculum which is aimed at providing learning targets relevant to the individual. This curriculum is based on the national curriculum in order for pupils to have experiences similar to mainstream peer groups. Every opportunity is given to pupils to excel academically alongside a relevant curriculum that promotes wellbeing and social and emotional development.
- 1.3 The curriculum prepares pupils for the opportunities and responsibilities of adult life in order for pupils to take their place in society on leaving Priory Lodge School through the provision of lessons dedicated to the development of life skills, personal wellbeing and health.

2.0 Principles

Priory Lodge is an Independent Special School that provides full-time education for pupils of compulsory school age with autistic spectrum disorder (ASD), associated learning disabilities and complex needs. The curriculum is designed to support pupils by giving

them the opportunity to develop from their individual starting point ensuring that every effort is made to 'close the gap.'

Our curriculum will :

- a) Engage pupil interest to encourage a desire to learn
- b) Treat all pupils with respect and dignity
- c) Involve pupils in planning and offer pupils choices in their learning
- d) Provide differentiation in teaching and learning in relation to pupil's specific needs
- e) Create an exciting and stimulating learning environment
- f) Provides for the needs of individual pupils of either sex, diagnosed with ASD/traits of ASD, and/or Asperger syndrome
- g) Provides a whole school approach and focus on learning achievement, where all staff have knowledge and understanding of ASD
- h) Uses a range of diagnostic tools, including therapeutic assessments to support development, planning and implementation of pupil's learning programs
- i) Provides subject matter appropriate for the cognitive age and aptitude of pupils
- j) Plans and implements Individual Education Plans (IEPs)/ Individual Learning Plans (ILPs), encompassing specific pupil targets directly linked to a pupil's Education Health and Care Plan (EHCP)
- k) Be flexible as much as possible in approach to timetabling, appropriate to individual need
- l) Offer pupils subject choices at KS4 linked to their aptitude and ability (Year 10-11)
- m) Ensure that courses lead to accreditation which is nationally recognized
- n) Wherever possible offer pupils the opportunity for accreditation to build up relevant qualifications for further employment
- o) Enable Post-16 pupils, where possible, to integrate into mainstream Further Education provisions
- p) Develop pupils appropriately Post 16 according to need and aptitude.
- q) Support the development of pupil's understanding of how to apply the basic principles of health, hygiene and safety

3.0 Processes – all planning is reviewed on a half termly cycle and forms part of Performance Management of teaching staff based on The Hexagonal approach to Teaching and Learning.

Planning – based on the National Curriculum 2014

3.1 Long Term Planning indicates how content and skills within each Key Stage, subject and unit of study are covered. The long term plans show clear links between subjects and build in progression, consolidation and differentiation for pupils across all curricula areas over the course of the academic year.

3.2 Medium Term Planning gives clear guidance on determined outcomes and provides information on teaching activities, strategies, resources, and identifies assessment and recording opportunities. Weekly Planning, identified within medium term planning separates learning objectives into weekly achievable targets and activities.

3.3 Short Term Planning sets out detailed intentions of teaching and learning in the classroom on a daily basis and identifies the activities and resources planned to be used within each session. Short term planning gives clear guidance on the objectives

and teaching strategies used when teaching, as well as cross-curricula work, resources to be used and identifies extension activities linked to learning objectives.

3.4 Therapeutic staff

All pupils have access to support from a multi-disciplinary team of therapists including an Occupational Therapist and Speech and Language Therapists. The therapy team offer support according to pupil's assessment and learning objectives detailed within individual pupils' Education, Health and Care Plan. Attendance and participation in therapy sessions are carefully planned to ensure targets are worked towards.

3.5 Reporting on Pupils Progress and Attainment.

Individual achievement is monitored and evaluated each half term and on an annual basis benchmarked against whole school achievement. (See assessment policy). Parents are invited into the school to attend an Annual Review. The Head Teacher and senior managers have an "open door" policy for parents to come into school to meet on a 1:1 basis to discuss their child's progress and achievement.

3.7 Differentiation

Differentiation and timetabling flexibility is at the core of the school curriculum and is achieved by provision of a broad range of curriculum tasks/activities closely and appropriately matched to the individual pupil, in relation to specific educational needs.

3.8 Homework

Homework is set as appropriate, and may take a variety of forms dependent on individual pupils' needs. Many young people with autistic spectrum disorder (ASD) may experience heightened anxiety if requested to generalise a learnt skill. Therefore, teachers, pupils and parents/cares regularly liaise and mutually agree the suitability of setting homework.

3.9 Inclusion

All classes are supported by experienced teachers, who meet individual pupils needs by ensuring learning is person centered and focused on individual pupils abilities and specific learning needs.

Identified outcomes from a broad range of assessments, including target achievement/progress within pupils IEP/ILP, enables teachers to set "next step" targets which reflect individual pupils' skills, abilities and potential.

All lessons are differentiated to enable personalized learning and pupils are supported across the educational day by Learning Support Assistants.

3.10 Spiritual, Moral, Social and Cultural

The school recognizes that pupil performance and wellbeing go hand-in-hand and that pupils only achieve when they feel safe and are healthy. Priory Lodge School actively teaches and promotes:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well- Being

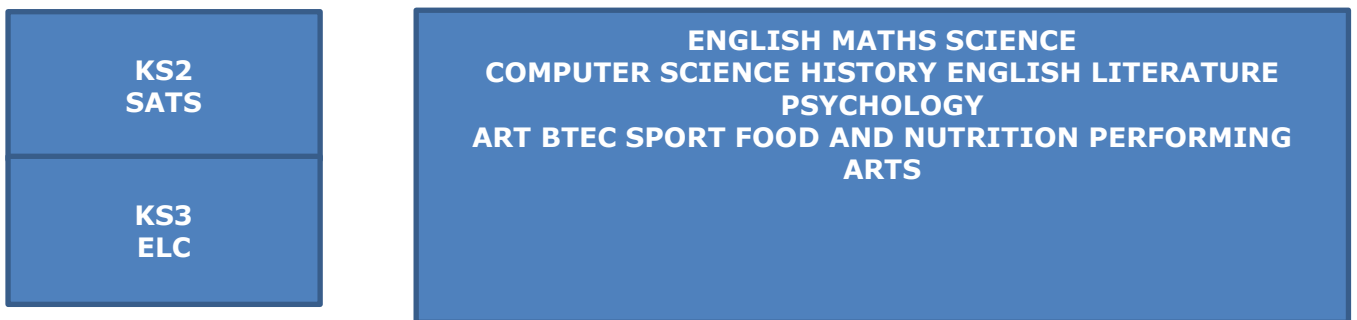
Staff ensure that all pupils are provided with Spiritual, Moral, Social and Cultural opportunities (SMSC) within the planned curriculum and through extended curricular events and experiences. Pupils' work and achievements within the curriculum are celebrated and displayed; this has a significant impact on the school environment and contributes to the positive ethos of the school.

3.18 Multi-Disciplinary Links

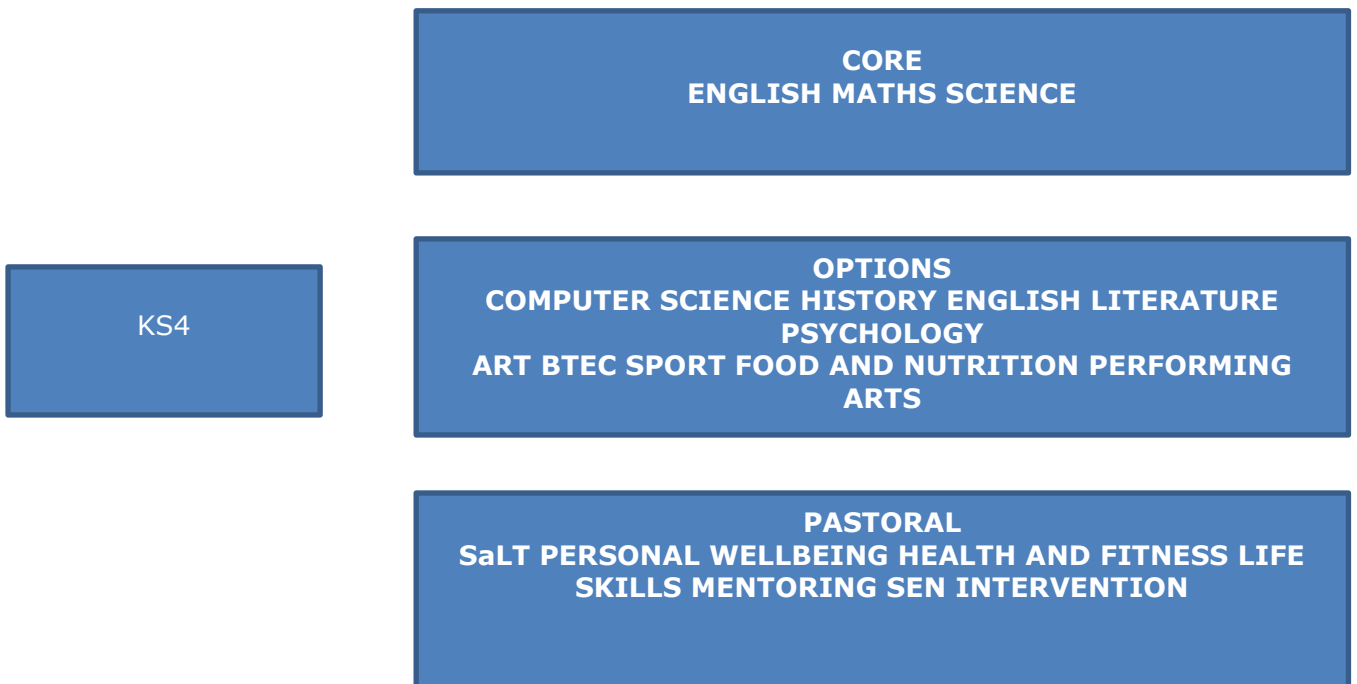
A broad range of multi-agency links are established to strengthen flexibility of approach e.g. work providers, voluntary agencies etc. to support individual pupil's progress, achievement and to support development of a transition pathway into adult life.

3.19 Curriculum Pathways

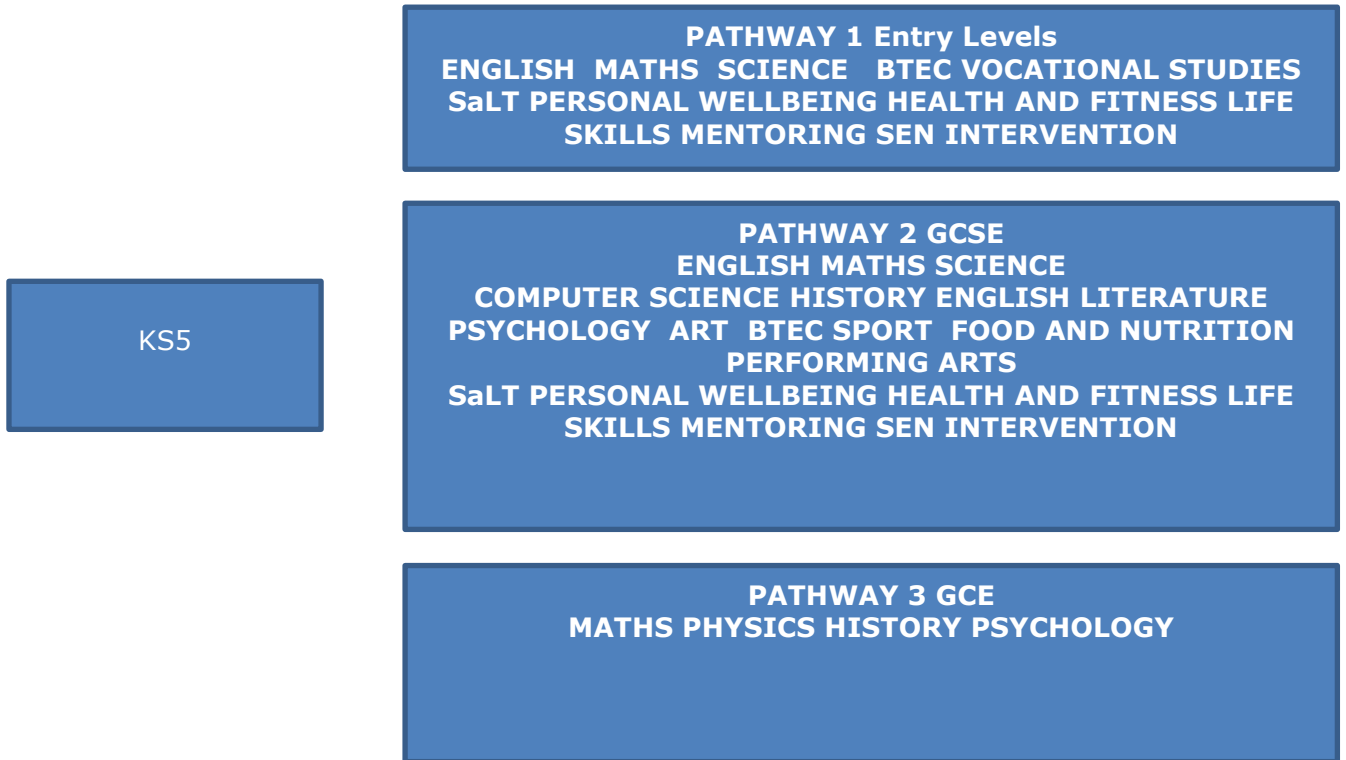
Key Stage 3



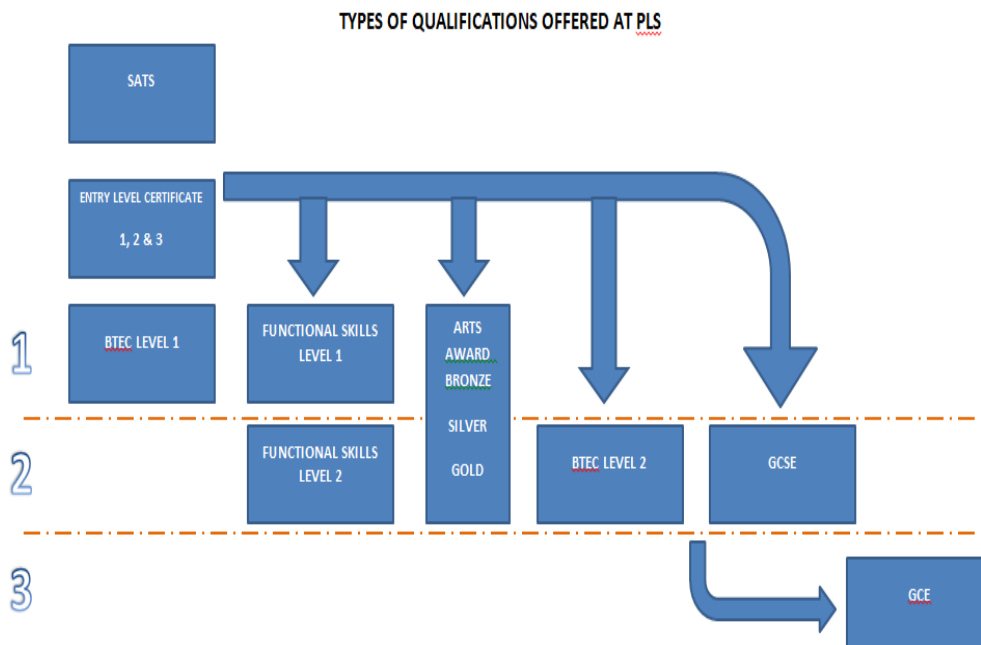
Key stage 4



Key Stage 5



3.20 PROGRESSION PATHWAYS AND COURSE WEIGHTINGS



4.0 Outcomes

We believe that all pupils within Priory Lodge receive a broad and balanced curriculum which is relevant and flexible to meet their individual needs.

- 4.1 All staff adhere to mandatory Priory and local policies/procedures and guidelines to ensure best practice
- 4.2 A coordinated approach to school self-evaluation/ School Development Plan includes pupil achievement, parental surveys, pupil feedback and feedback from the Student Council supporting the production of a well grounded SEF and School Development Plan summarising the school strengths and areas for development.
We are committed to effective school-self evaluation as a basis for raising standards
- 4.4 Our provision is evaluated by external inspection from OfSTED, governance by Priory Directors, and LAs who monitor and review individual pupils progress and achievement through the Annual Review process