

Tadley Court School

*Communicate, Engage and Thrive*

Creating a safe and engaging environment in which individuals are enabled to achieve their full potential by providing them with a fun, individualised and motivating curriculum.

<b>Local Procedure Title</b>	<b>Curriculum</b>
<b>Site</b>	<b>Tadley Court</b>
<b>ECS Policy number and title</b>	<b>ECS 31 Curriculum</b>
<b>Local Procedure template reference</b>	<b>ECS LP 31</b>
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<b>Local Procedure review date</b>	May 2022- ongoing/ undergoing development
<b>Local Procedure Author(s)</b>	Lesley Walkden
<b>Local Procedure Ratification</b>	Checked and Approved by:

**1. Introduction**

Our overall aim is to be an Outstanding School in our practice and delivery of educational services.

- We provide a whole school framework for effective teaching and learning that directly contributes to raising the achievements of all pupils
- We provide a rich, broad, balanced, relevant and differentiated curriculum which is aimed at providing learning targets relevant to the individual
- The curriculum increases pupils knowledge, skills and understanding of the world around them and prepares pupils for the opportunities and responsibilities of adult life

**2. Principles**

Tadley Court 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 the individualised needs pupils and provides a broad and balanced curriculum which:

- Engages pupil’s interest to encourage and motivate pupils to want to learn
- Treats all pupils with respect and dignity
- Listens to pupil’s voice and involves pupils in planning and decision making, ensuring promotion of self-advocacy
- Provides differentiation in teaching and learning in relation to pupil’s specific needs
- Creates an exciting and stimulating learning environment
- Provides for the needs of individual pupils of either sex, diagnosed with ASD/traits of ASD, and/or Asperger syndrome
- Provides a whole school approach and focus on learning achievement, where all staff have knowledge and understanding of ASD
- Uses a range of diagnostic tools, including therapeutic assessments to support development, planning and implementation of pupil’s learning programmes
- Ensures entry onto individualised learning programmes is based upon individual need and ability regardless of gender, race, disability, religion or social group
- Provides subject matter appropriate for the cognitive age and aptitude of pupils

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- Plans and implements Individual Education Plans (IEPs) encompassing specific pupil targets directly linked to a pupil's statement of Special Educational Needs (SEN)
- Holds flexibility in approach to timetabling, appropriate to individual need
- Rigorously monitors planning, teaching, learning and assessment to identify good/outstanding practice, as well as identifying areas of provision which need improvement
- Strengths and developmental areas identified from cross school analysis directly feeds into the school SIEF/Development Plan
- The curriculum is managed by a senior manager, directly responsible to the Head Teacher
- Ensures that each curriculum area/areas of learning is coordinated by Faculty Leaders responsible to ensure that the policy is implemented consistently, effectively and in consultation with senior managers/ Head Teacher
- Close observance that the curriculum contributes to individual pupil's wider well-being by ensuring that outcomes and principles from Every Child Matters and SMSC are fully met
- Enables pupils, where possible, to integrate into other special or mainstream primary, secondary or tertiary provisions
- Identifies (14 years – 19 years) nationally accredited programmes/ examinations, where appropriate
- Ensure pupils are supported to communicate with the use of a variety of communication tools i.e. Makaton, PECS, objects of reference, verbal communication etc.
- Where appropriate, offers outreach extended services to support pupils to engage and achieve
- Provides training/professional development programmes for all staff
- Recognises the crucial role parent/carers play, and encourages parental involvement in their child's educational process
- Supports the development of pupil's understanding of how to apply the basic principles of health, hygiene and safety
- Reviews and revised cross school subject policies on a bi-annual basis

**3. Processes**

The pupil body has been organised into three learning pathways, Footpath, (pupils working below P8) Bridge (pupils working between P8 and NC Level 3/ 4) and Highway (pupils working above Level 3 and achieving or likely to achieve external qualifications)

Tadley Court School offers a range of specialist facilities to provide opportunities to achieve, acquire, develop, practice, apply and extend skills within a range of contexts across the curriculum. The curriculum supports continuity of learning between the learning pathways and Post 16, broadly following the National Curriculum. Pupil's views are actively included in the planning process at the medium and long term stages where appropriate evidenced from pupil feedback questionnaires/ pupil's signatures on IEP's

Pupils work in a range of settings and with a variety of support depending upon social and sensory needs as well as educational levels. This may result in pupils working outside, in communal areas and 1:1 rooms. A great number of our pupils struggle to access a traditional classroom environment due to sensory, social and behavioural needs, this results in the school providing alternative work spaces such as 1:1 rooms, outside areas, communal areas and offices. Pupils may

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also follow daily programs or sensory diet led curriculums which are made up of short focused interactions, movement and sensory activities and communication 'down times' (pupil led time out sessions)

**4. Planning**

Long Term Planning indicates how content and skills within each Pathway, subject and unit of study are covered through well thought out topic titles that ensure the curriculum can be cover effectively and skill built across the school year. The long term plans show clear links between subjects and build in progression, consolidation and differentiation of approach for pupils across all curricula areas.

There is an agreed long term plan (four year rolling programme) for each Pathway indicating the topics to be taught each term. An overview of topics gives a broad outline and shows progression and continuity of topics/subjects taught across the school.

Medium term planning/ schemes of work give 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.

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. Short term plans can be reviewed within the following documents:

- Short term objectives for each pupil included within their IEP's
- Daily plans for classes

**5. Therapeutic staff**

All pupils have access to support from a multi-disciplinary team of therapists including Educational Psychologist, Occupational Therapist and Speech and Language Therapists and Thrive Practitioner. The therapy team offer support educational services according to pupil's assessment and learning objectives detailed within individual pupil's statement of Special Educational Needs and/or detailed within their Individual Education Plans (IEP's) plans. Attendance and participation in therapy sessions are carefully planned to ensure therapy targets are integrated within individual pupil's learning plan.

**6. Reporting on Pupil's Progress and Attainment.**

Individual pupil achievement is monitored and evaluated each term and on an Annual basis benchmarked against whole school achievement. Termly Review reports are compiled and shared with parents, LEA and social care, documenting progress against curriculum and statement targets. Interim or half yearly reports are distributed to parents to document progress against curriculum targets. Parents are invited into the school to attend an Annual and Interim Review. The management team have an "open door" policy for parents to come into school to meet in a 1:1 basis to discuss their child's progress and achievement. On request parents can receive annual analysis of whole school progress and achievement.

**7. Post 16**

For pupils Post 16 the school offers life-long-learning programmes which reflect the needs, interests and aspirations of the young person, to support young people to engage and achieve,

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build relationships and access the wider community. Work skills and Enterprise alongside lifelong learning activities are built into each learning Pathway, with a more defined focus for transitioning pupils.

**8. Outcomes**

We believe that all pupils within Tadley Court School receive a broad and balanced curriculum which is relevant and flexible to meet their individual needs. Our principles and our curriculum policy are explained within the SEN and school Curriculum Policy Documents.

- Individual policy documents describe the school focus on mandatory National Curriculum subjects, identifying curricula aims, expectations and teaching and learning considerations
- All staff adhere to mandatory Priory and local policies/procedures and guidelines to ensure best practice
- 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

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions