

Local Procedure Title	Curriculum Policy
Site	Sedgemoor Manor School
ECS Policy number and title	ACS 31 Curriculum
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Local Procedure Author(s)	Emily Bott
Local Procedure Ratification	Checked and Approved by:

1. Introduction	
1.1	This local procedure explains how the Curriculum policy is applied and put into practice at Sedgemoor Manor School
1.2	This local procedure should be used in conjunction with the related policies listed above where applicable.
1.3	<p>Sedgemoor Manor School offers a personalised curriculum so that all children and young people (CYP) benefit from individualised learning underpinned by the National Curriculum.</p> <p>Teachers' planning ensures that CYP take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all children and young people to maximise their progress. The purpose of this document is to provide a comprehensive overview to share with staff, Governors, other professionals, families and other interested stakeholders. This document incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the CYP at Sedgemoor Manor.</p>
2. Aims	
2.1	<p>At Sedgemoor Manor School the curriculum underpins the ethos of the school and strives to provide the context within which children and young people with autism and associated difficulties are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children and young people who attend Sedgemoor Manor School to be INSPIRED. By this we mean that we aim for them to be:</p> <ul style="list-style-type: none"> • Independent • Neighbourly • Self Managers • Passionate • Independent • Reflective • Empathetic • Determined
2.2	The curriculum aims to provide outstanding learning experiences and build resilience in order to prepare children and young people for the next stage in their life.
2.3	The curriculum supports high aspirations and expectations building clear progression pathways. We offer recognised qualifications and CYPs will be encouraged to take externally-accredited courses leading to recognised qualifications commensurate with their academic ability and attainment. Our CYP can choose from a selection of subjects at the end of Year 9 to follow as accreditation courses.

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2.4 Our curriculum is detailed below

	Primary		Lower School	Upper School	Post 16
	30 - 35 Min	50 min	50 min	50 min	50 min
Literacy/SPA G	5				
English	5		4	4	5
Maths	5		4	4	5
Science		3	3	6	x
ICT	2		1	1	2
DT/Food		2	2	2	2
PE		2	1	1	2
PSHE	2		1	1	2
Reading	10 minutes every day.				
TTRS	1		1		
Enrichment		2	2	2	2
Humanities	3		3		
Outdoor Learning		2	2		
Swimming					
Animal Care					
Art		1	1		
Drama					
Music					
Social Skills	4		2		
Group Thrive	2		1		
Princes trust			2		
PSD					4
Options				9	6
Total	29	12	30	30	30

2.5 Relationships and sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet CYPs' needs and ages (see policy [ES35](#)). We have a detailed procedure and schemes of work setting out how PSHE is taught to meet the particular needs of CYPs. Citizenship and religious education are taught in line with statutory requirements and detailed schemes of work are written for each .

2.6 Opportunities for work-related learning are provided as appropriate. Careers education and independent careers guidance is provided in line with the Independent School Standards and current DfE guidance.

2.7 At post-16 the curriculum focuses on preparation for adult life and includes individual programmes designed to enable CYPs to continue academic study in line with their abilities and prior attainment, as well opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training or employment.

3. Roles, Responsibilities and Implementation

3.1 All aspects and subjects within the curriculum are carefully planned. For all subjects we have long term plans/schemes of work which give details of intent and implementation,

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	short, medium and long term planning, teaching strategies and resources, assessment arrangements, and safety considerations.
3.3	We undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.
3.4	We review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people's needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting
3.4	Subject co-ordinators have responsibility within their schools and colleges to monitor and evaluate the teaching and CYPs' outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.
3.5	The governors ensure that the curriculum policy is implemented, reviewed and monitored effectively.
4. References	
Please also see Sedgemoor Manor School Curriculum Statement Sedgemoor Manor School's Accreditation Lists	

Contents Checklist (Local Sites may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact	✓	Opportunities for work related learning, independent CIAG and reference to the Gatsby standards	✓
Reference the ISS	✓	Post-16 as a separate section if this is applicable	✓
Reference qualifications and outcomes supported by the curriculum	✓	The role of subject coordinators if this is applicable and how the curriculum is monitored	✓
Reference relationships and sex education and how this is taught	✓	Reference to the process of how the curriculum is and will be reviewed	✓

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions