

# Curriculum Policy

Overton School

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<b>Approved by:</b>	Tracy Francis, Apricity Services Manager
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## **1. CURRICULUM AIMS**

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Support pupils' protected characteristics development
- Support pupils' understanding of British Values
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the vocational courses supporting further education or employment
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## **2. LEGISLATION AND GUIDANCE**

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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## **3. ROLES AND RESPONSIBILITIES**

### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as Entry Level to Level 2, GCSEs, BTECS, T-Levels, and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. ORGANISATION AND PLANNING**

- Curriculum approach are thematic, creative and in line with national curriculum and OFQUAL standards
- Cross curricular links are made to local partnerships to supports our young people develop personal developmental skills as well as life-long skills to support our young people beyond Overton School
- Curriculum is designed with KS3 subjects going into pathways. There are two pathways. Pathway 1 is related to our alternate curriculum supporting pupils on vocational studies, an integrated and in-direct approach to classroom based learning, where pupils learn from external provisions and outdoor activities. Pathway 2 is related our core curriculum supporting pupils to achieve level 1-2 qualifications such as Functional Skills/GCSEs in English and Maths combined with a BTEC courses. We also provide a bespoke curriculum structure for those who cannot access pathway 1 and 2. These bespoke curriculums are personalised to support the individual's skills, knowledge and provide opportunities for further education or employment. Details of curriculum pathways and bespoke plans are detailed in curriculum booklets or plans for each student.
- Curriculum at Overton School includes:

- Relationships and health education
- Relationships and sex education)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance
- Short, medium and long-term planning expectations
- Each subject is allocated budget to support curriculum creativity and delivery

## **5. INCLUSION**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

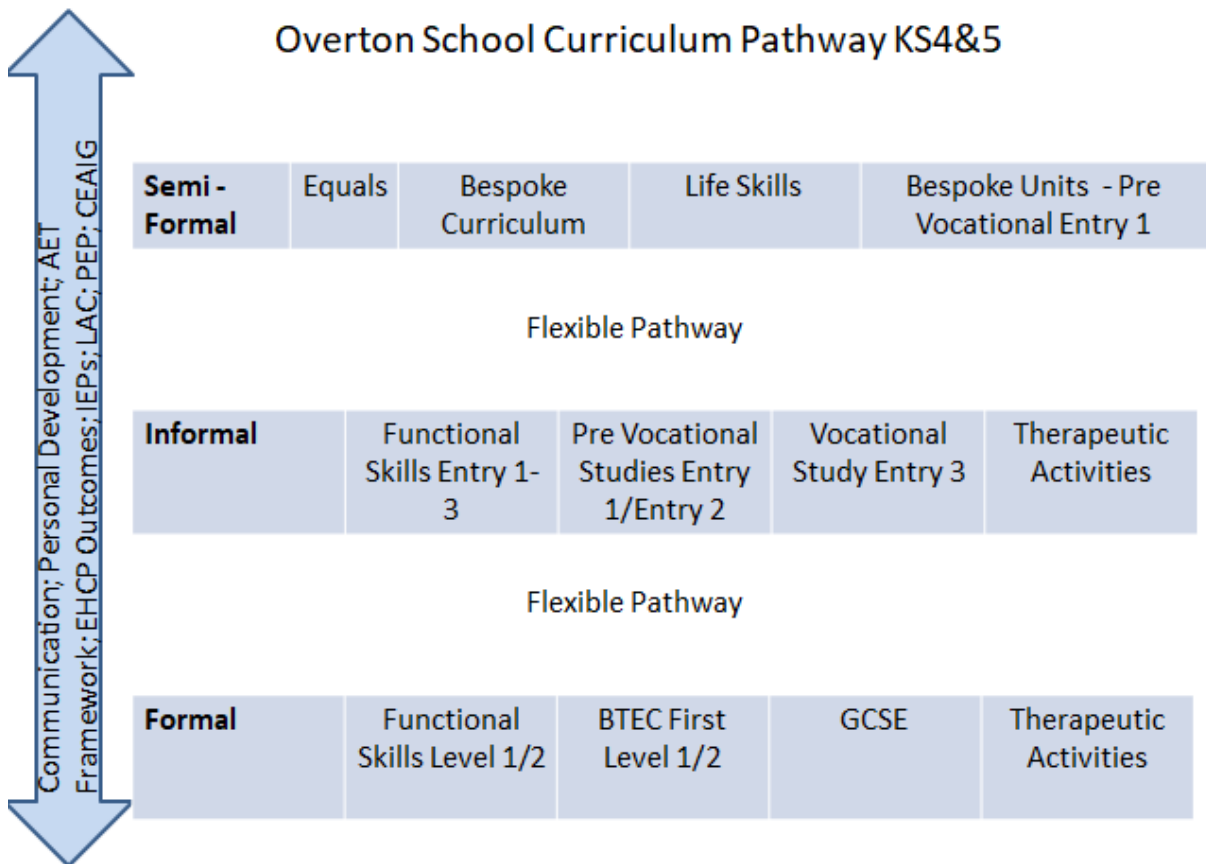
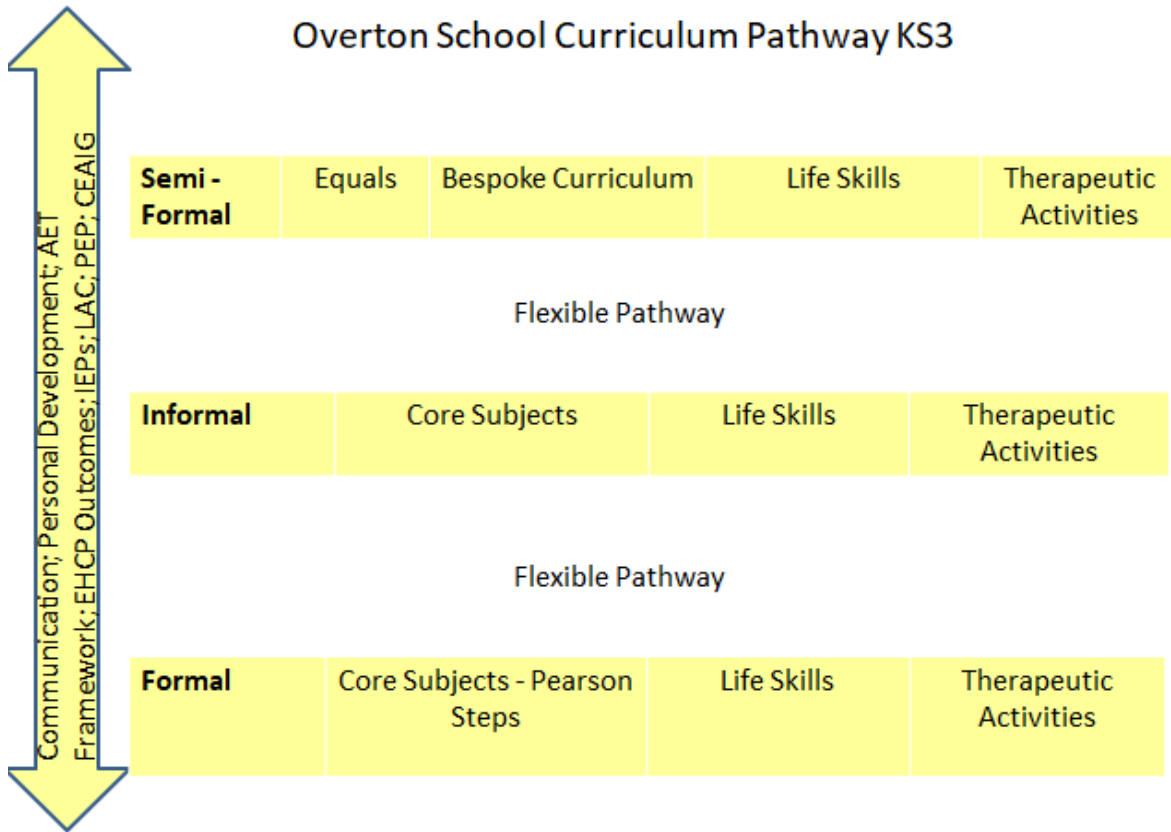
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. OVERTON SCHOOLS CURRICULUM**

At Overton School, we provide education for young people from year 7 (KS3) to year 13 (KS5).

We recognise that education pathways are not always appropriate for our young people and as such we adopt a three tiered, flexible approach to learning.



**Curriculum Pathways**

Type	KS3	KS4-5
<b>Semi-Formal Curriculum</b>	<p>Our pre-formal curriculum is built around the EQUALS framework and is designed to facilitate meaningful learning for our students who have severe learning difficulties.</p> <p>The curriculum follows a multi-sensory approach to learning activities with personal development and communication skills at the fore with students following bespoke programs and timetables to best suit their needs.</p> <p>The pre-formal curriculum covers the core subjects of English, Maths, Science as well as PSHE, Life Skills, PE, Humanities and creative subjects such as Music and Art.</p> <p>Students at Overton School engage in their learning both onsite and in the local community allowing opportunity to generalise and transfer newly acquired skills.</p>	<p>The KS4 &amp; 5 curriculum is also based on the EQUALS framework and follows units of work designed to promote personal growth and independence.</p> <p>Each programme is divided into three areas of study:</p> <ul style="list-style-type: none"> <li>• World Studies</li> <li>• Science, Technology, Foreign Cultures, Creativity, Humanities.</li> <li>• Independent Living</li> <li>• PSHE, Citizenship, Leisure &amp; Recreation, Daily Living Skills.</li> <li>• Vocational Skills</li> <li>• Work Related Learning, Careers Education &amp; Guidance/Post School Planning.</li> </ul>
<b>Formal</b>	<p>Our formal curriculum at KS3 covers the core subject of English, maths, science, history, geography, modern foreign languages, design and technology, art and design Music, physical education, PSHE/citizenship and computing.</p> <p>Students access the broad and balanced curriculum, developing their skills within each subject. In year 9, teachers work with students, parents and carers to explore next steps.</p> <p>Students following the formal curriculum usually continue this pathway into KS4</p> <p>Students will continue to have the opportunity to select therapeutic studies options to support their timetable. These options are flexible and can be discussed and agreed depending on the individual’s preferences and interests.</p>	<p>Our formal curriculum at KS4 &amp; 5 offers students the opportunity to achieve nationally recognised qualifications.</p> <p>We recognise that students’ learning styles vary and as such offer different pathways towards these qualifications.</p> <p>Students are able to choose between GCSE, Functional Skills and BTEC pathways. These are not required to be fixed pathways with many students choosing a combination.</p> <p>In conjunction with students, staff and parent carer input, the most appropriate pathways will be identified.</p> <p>Students will continue to have the opportunity to select therapeutic studies options to support their timetable. These options are flexible and can be discussed and agreed depending on the individual’s preferences and interests.</p>

**7. WHOLE PERSON DEVELOPMENT**

Personal growth and development is at the heart of everything we do here at Overton School and we value the small steps that our students make every day.

Throughout the school day, students have ongoing access to pastoral support from the senior leadership team, the teaching team and the support staff team. There is always someone on hand to mentor students through any difficulties and concerns they may have.

Within lessons and during less structured time we continuously support the development of communication and social skills. Staff carefully engineer opportunities for the development of these skills and model their application to encourage students to apply them too.

Students are encouraged to be as independent as possible within their learning and staffs promote this through the use of scaffolding techniques as well as through the use of TEACCH strategies such as independent work stations.

## **8. AUTISM EDUCATIONAL TRUST**

At Overton School, we use the AET Framework as an assessment and planning tool to identify areas of priority and progress for students in relation to their personal growth.

It is designed to support staff in identifying learning priorities and measuring progress in areas that fall outside the national curriculum.

The AET framework covers many areas that young people with ASC's typically find challenging such as Social Communication, Social Interaction, Social Imagination and Flexibility, Sensory Processing, Emotional Understanding and Self-Awareness, Learning, Independence and Community Participation.

The framework breaks these areas into smaller achievable chunks and allows us to demonstrate and celebrate the steps of progress our young people make towards these goals.

## **9. CAREERS AND WORK EXPERIENCE**

All of our young people receive information, guidance and advice on planning their next steps whether into employment, training or further education. This is part of the PHSE curriculum which explores the world of work and work related learning.

Careers inspiration and guidance at Overton is a progressive journey from Year 7-13 and covers each of the Gatsby Benchmarks: A Stable Careers Programme; Learning from labour market information; Addressing the needs of every pupil; Linking curriculum learning to careers; Encounters with employers and employees; Experiences of workplaces; Encounters with further and higher education; Personal guidance.

There are opportunities for work related learning and careers at every level with opportunities identified both onsite and through partnership with businesses in the local area. Work experience opportunities are sought in relation to students' interests.

## **10. COMMUNITY ACCESS**

Our goal at Overton School is for our young people to active participants in their local community, accessing a range of activities that are relevant and meaningful to them. As such, community access forms a large part of our curriculum and is facilitated through many different routes.

Trips – Subject teachers provide opportunities for enhanced understanding of their subjects through the organisation of trips.

Life Skills – Life skills are promoted across all subjects, where students may be required to obtain resources from the local community they are encouraged to compile lists for organisation and to practise both social and money skills in order to shop for them.

Therapeutic visits – These visits are usually organised to meet the interests of the students and may involve going on a walk, visiting the park, shopping for leisure or going for a cup of coffee. On all offsite visits, students are encouraged to demonstrate independence.

## **11. TRANSITION**

Transitioning to somewhere new can be a daunting experience which for a young person with ASC's is only magnified.

We aim to facilitate successful transitions for all of our young people and in order to achieve this are mindful that each person's transition is bespoke to them.

Our transition process begins by first building trust and relationships between key staff and the young person, this may initially be outside of school through outreach sessions then increasing contact/ school visits through a measured approach.

Students are encouraged to engage in activities that they feel comfortable with in the first instance until they are comfortable enough to engage with learning.

This is an individual process, some students may transition quickly over a week or so, others may take a number of weeks or months to fully transition into school.

## **12. BEHAVIOUR SUPPORT**

We recognise that for a young person with Autism Spectrum Conditions, navigating the complexities of school life can result in anxious behaviour which can be challenging.

At Overton School, we follow the House Model of Parenting, a consistent companywide approach. As part of this approach, staff at Overton School work to provide students with a secure base, providing security and a solid foundation from which to develop working relationships.

The staff team at Overton School implement P.A.C.E. (Playfulness, Acceptance, Curiosity and Empathy) into their daily practise. We work with our young people to develop their self-awareness and atonement, to repair relationships and support them to re-attune following a period of crisis.

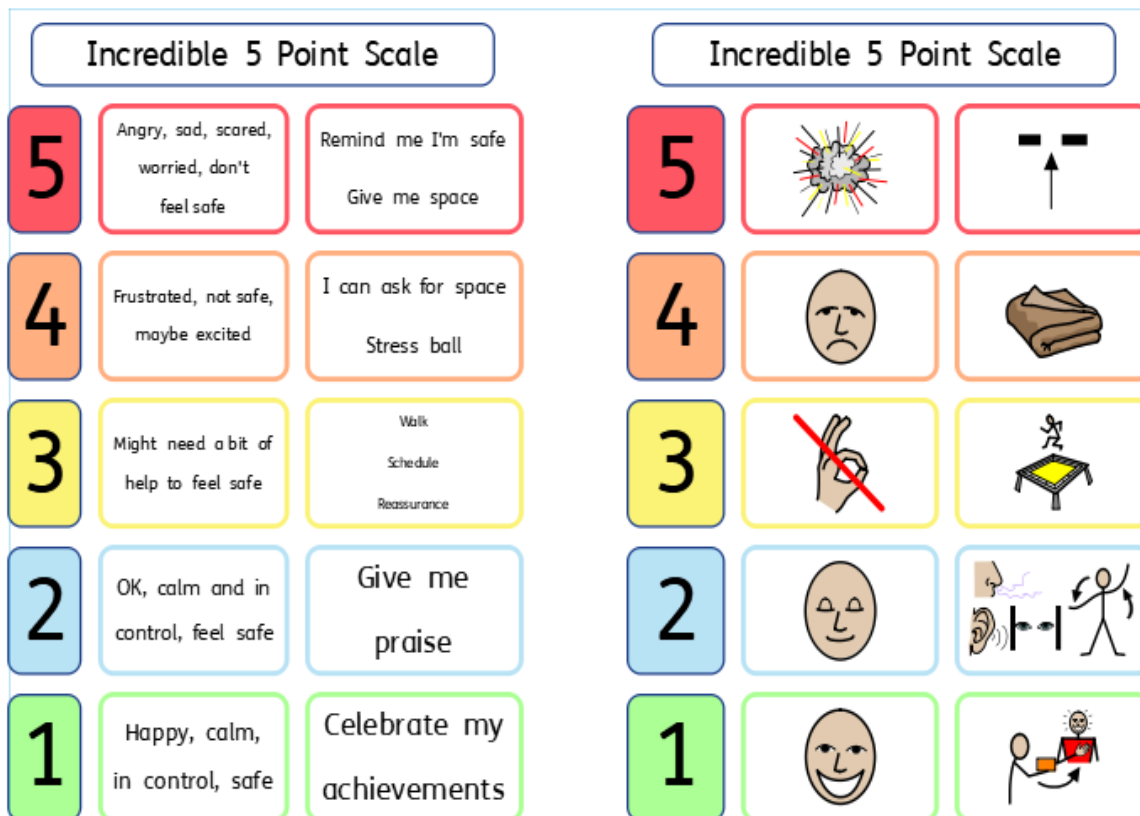
We provide structure so that our students know expectations, supervision in order to coach and mentor and security to help our young people feel safe.

We adopt a non-confrontational approach to provide opportunity for our young people to regulate, offering instead choice of actions and presenting logical consequences. If appropriate, the school implements rewards and sanctions. At Overton School we have a growth minds set and as such, work with our young people to identify positive steps forward and acknowledge these steps through a positive points system.



### 13. THE INCREDIBLE 5 POINT SCALE

At Overton School, the Incredible 5 Point Scale is implemented as an ever evolving strategy. The incredible 5 point scale is designed to encourage students to be reflective of previous experiences and to have ownership in contributing to future regulation strategies.



Each student has their own visual Incredible 5 Point Scale to be used as a prompt by staff to promote students to be more independent in selecting the most appropriate course of action.

### 14. PROTECTING RIGHTS IN A CARING ENVIRONMENT (PRICE)

There are occasions when our young people are unable to manage their anxieties and these present as challenging behaviour that puts the young person or others around them at risk. In these instances it may be necessary to physically intervene as a last resort in order to keep our young people and others safe.

The PRICE system incorporates a strategic framework to assess risk behaviour, and to document clear processes for managing individual students.

PRICE provides the framework of Individual Behavioural Support Plan (IBSP). The IBSP documents what action should be taken if a risky situation occurs and what measures are in place to reduce the risk of harm during their care.

### 15. MONITORING ARRANGEMENTS

Governors monitor whether the school is complying with its teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits, meetings with the school council

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies, learning walks, book scrutinies

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the principal. At every review, the policy will be shared with the full governing board.

## **7. LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures:

- Teaching and learning policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives