Curriculum Policy

'Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Co Chair of Governors	Jill Wilson and Matt Ridley
Policy Holder	Headteacher- Heidi Philpott
Policy Contributor	Deputy Head – Cat Elsom

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Introduction

The National Curriculum states that schools must offer a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. These two concepts underpin our school vision to 'build for successful futures' and promote our curriculum aims of enabling children and young people to lead confident, independent and successful lives when they leave Fred Nicholson School.

The Special Educational Needs Code of Practice recognises that high quality teaching needs to be 'differentiated and personalised' in order to meet the individual needs of children and young people. With that in mind, we have designed an adapted curriculum that is built around the identified needs of our pupils within their Educational, Health and Care Plans. The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition, we place value on the 'Preparing for Adult Life' outcome within our children and young people's Educational, Health and Care Plan. Our curriculum ensures our pupils are prepared for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life.

Curriculum Aims

At Fred Nicholson School, our curriculum aims to provide our young people with learning, opportunities and experiences to gain the necessary skills and qualities to enable them to lead the most successful, happy and independent lives possible. Our curriculum focuses on the teaching of functional skills with integrated therapeutic interventions in order to support pupils holistically.

Pupils leaving Fred Nicholson School will:

- Enjoy their learning and be proud of their achievements.
- Be an active member of our school and local community.
- Be able to communicate using a preferred communication method.
- Be able to form positive relationships with other young people and adults.
- Be able to use strategies to support self-regulation.
- Feel confident in themselves as an individual and be respectful of others.
- Be able to make choices and have increasing control over decisions made.
- Be aware of the importance of a healthy lifestyle and their own medical needs.
- Have reached appropriate levels of functioning in their key skills.
- Have the relevant qualifications for their next steps in education or employment.
- Be ambitious in their wants for their future.
- Feel supported in making the transition to the next stage of their lives.

Legislation and Guidance

This policy considers the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. 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. The main content of our curriculum is based on aspects of the following frameworks and approaches:

- The Early Years Foundation Stage Framework
- The Engagement Model
- Functional Skills Qualifications
- Zones of Regulation
- Attention Autism
- Sensory Circuits
- Trauma Informed Schools UK
- TITAN Travel Training
- Gatsby Career Benchmarks

Where relevant and appropriate to individual cohorts of learners, our curriculum also includes aspects of the National Curriculum Framework. However, the identified core and foundation 'subjects' within the framework have been adapted to ensure they are purposeful and relevant to our cohort.

Whilst our pupil cohort consists of pupils from Key Stage 2 to Key Stage 5, our curriculum is designed to meet the developmental stage of our children and young people, rather than their age. Our curriculum is planned according to Key Stage rather than year groups to allow for fundamental skills to be repeated, embedded and applied in varying contexts.

Curriculum Pathways

Our curriculum is delivered in three distinct pathways:

- **Orange Pathway** curriculum is based on aspects of the Early Years Foundation Stage Framework and Engagement Model. Pupils are taught in an explorative, play-based approach with a strong emphasis on supporting pupils' communication, physical and independence needs.

- **Green Pathway** curriculum is based on aspects of the Early Years Foundation Stage Framework and some National Curriculum areas. Pupils are taught in a child-led approach whilst developing some formal learning skills, such as enquiry and problem solving.

- **Purple Pathway** curriculum is based on aspects of the National Curriculum. Pupils are taught in a formal, but practical and purposeful way, with a strong emphasis on developing their confidence and independence with their learning.

Where a pathway runs through multiple Key Stages, the curriculum content and teaching approaches are similar yet progressive to ensure progress and positive outcomes for pupils.

Curriculum Subjects

Our curriculum consists of the following curriculum frameworks, linking to each area of pupil's Educational, Health and Care Plans.

- My Knowledge (Cognition and Learning)
- My Communication (Communication and Interaction)
- My Body and Movement (Sensory and Physical Needs)
- My Feelings and Safety (Social, Emotional and Mental Health)
- My Independence (Preparing for Adult Life)

Within each framework, the curriculum content is broken down into Curriculum Strands. These are the 'subjects' that make up our programme of study at Fred Nicholson School:

- Functional Maths
- Reading and Writing
- Early Reading and phonics
- World Around Us
- People and Communities
- Speech, Language and Alternative Communication
- Digital Communication
- Attention Autism
- Physical Activity
- Swimming
- Creative Learning
- Outdoor Learning
- Personal, Social, Health and Economic Education (PSHE)
- Zone of Regulation
- Life Skills
- Cooking for Life
- Careers and Employability

- Ready 2 Go (TITAN)

In Key Stage 4 and 5 pupils have the opportunity to work towards accreditations that are most appropriate and relevant to the individual. This may include Entry Level Functional Skills, OCR Life and Living Skills, Arts Award, AQA Unit Awards or ASDAN.

Additional curriculum themed days are built into our school calendar each year. These provide pupils with the opportunity to immerse themselves within a specific theme or subject and extend their knowledge and understanding. These may include but are not limited to subject specific days or weeks, e.g. World Book Day and British Science Week, cultural events and celebrations, e.g. Black History Month and Earth Day, and extended curriculum days, e.g. Outdoor Classroom Day.

Our curriculum offer also includes regular opportunities to access off-site trips to support their learning. These may include visits to our local area, subject specific visits, experience visits and where appropriate out of county and residential visits.

Spiritual, Moral, Social and Cultural Development

Our school provides a context for spiritual, moral, social and cultural learning and experiences. Pupils will have the opportunity to experience different aspects of society within a clear and consistent moral framework developing mutual respect and tolerance for each other. Spiritual, Moral, Social and Cultural development is embedded within various subjects within the curriculum and enhanced through relevant theme days across the year, recognising and reinforcing core British values and our school values.

The government set out its definition of British values in the 'Prevent Strategy'. These values include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Curriculum Planning

Strand Leads and Framework Leads work closely with the Curriculum Lead to design their subject content. Each curriculum strand has a clear intent and overview of topics taught each year and term. These are accessible via our school website.

Strand leaders determine the end points for each Key Stage in each of the curriculum pathways. End points are ambitious, with consideration of the cognitive abilities and learning profiles of each pathway, and appropriate next steps into Post-16 education.

Strand leaders outline the intended knowledge, skills, concepts and vocabulary to be taught each term, for each Key Stage and each curriculum pathway. These form our long-term plans. From the long-term plan, strand leaders support class teachers to design medium-term plans relevant to their individual classes. Strand leaders are responsible for ensuring appropriate resources are available to support the intended learning in their subject.

Monitoring Arrangements

Governors monitor coverage of subjects and compliance with other statutory requirements through:

- Monitoring meetings with the Curriculum Lead, Framework and Strand Leads
- Feedback from observations and scrutiny of delivery(*)
- Feedback from external reviews and reports
- Feedback from Data and Assessment Lead and Accreditations Lead

(*) Scrutiny includes planning focused activities, learning walks, observations

Links with other policies

Assessment, Marking and Feedback Policy

Teaching and Learning Policy

RSHE Policy

Careers Guidance Policy

External Visits

Equality Impact Statement

The Head Teacher has reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. The Head Teacher believes that the policy reflects a positive attitude and approach to all members of the school community.





Matt Ridley
Co-Chair of Governors

Jill Wilson