

Brook View School

Curriculum Policy

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Introduction

Brook View School is an independent specialist school for boys and girls aged 8 to 19 who have mild, moderate and severe autism and associated complex learning needs and/or associated anxiety. Our school offers a welcoming and warm environment where a positive education allows all pupils to access different opportunities and also experience success.

It is our ethos and belief that a supportive, positive and achieving culture is essential for creating an outstanding school that meets the needs of young people who have previously had negative school experiences. We believe our children and young people need access to a caring and understanding environment in which to rediscover and experience success, resilience, self-belief and re-engage with learning.

Curriculum pedagogy

At Brook View School we offer a planned curriculum which flexible and versatile to our individual learners needs, whilst being coherent and sequenced in delivery. This is underpinned by a therapeutic approach, which offers a balance of teacher led and enquiry-based learning.

We place an extremely strong emphasis on developing speech, language, and communication skills, as we appreciate and value each individual learner voice. As such we provide a curriculum which promotes communication skills in whatever the students are strong and needs to improve at. There are also planned

opportunities for personal development and preparation for adulthood built into the curriculum whether they are planned and personalised or discreet. We have exceptionally high aspirations for all of our pupils and these aspirations are achieved through the delivery of a bespoke curriculum; one which is inclusive of pupil's interests, promotes independence, resilience and problem-solving skills, yet supports and continues to nurture creative thinkers and inspires passive learners.

Intent

At Brook View School we provide the following;

- A broad and balanced education for all pupils - coherently planned to meet the highly individual needs of all our learners. For pupils who are able to access some independent learning (even with a high level of support), this education is based upon the National Curriculum.
- A curriculum that is continuously evolving and supportive in addressing the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and individual timetables.
- Our curriculum has high expectations at its centre and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to access opportunities and experiences where they can apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing independence and resilience.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training, or other destinations as appropriate (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.
- A curriculum which supports pupils' sensory processing needs, physical development and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
- A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of Intent equality of opportunity and a framework which is underpinned by British values.
- A curriculum which considers the physical and mental health of pupils, it is carefully considered, and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.

Curriculum offer

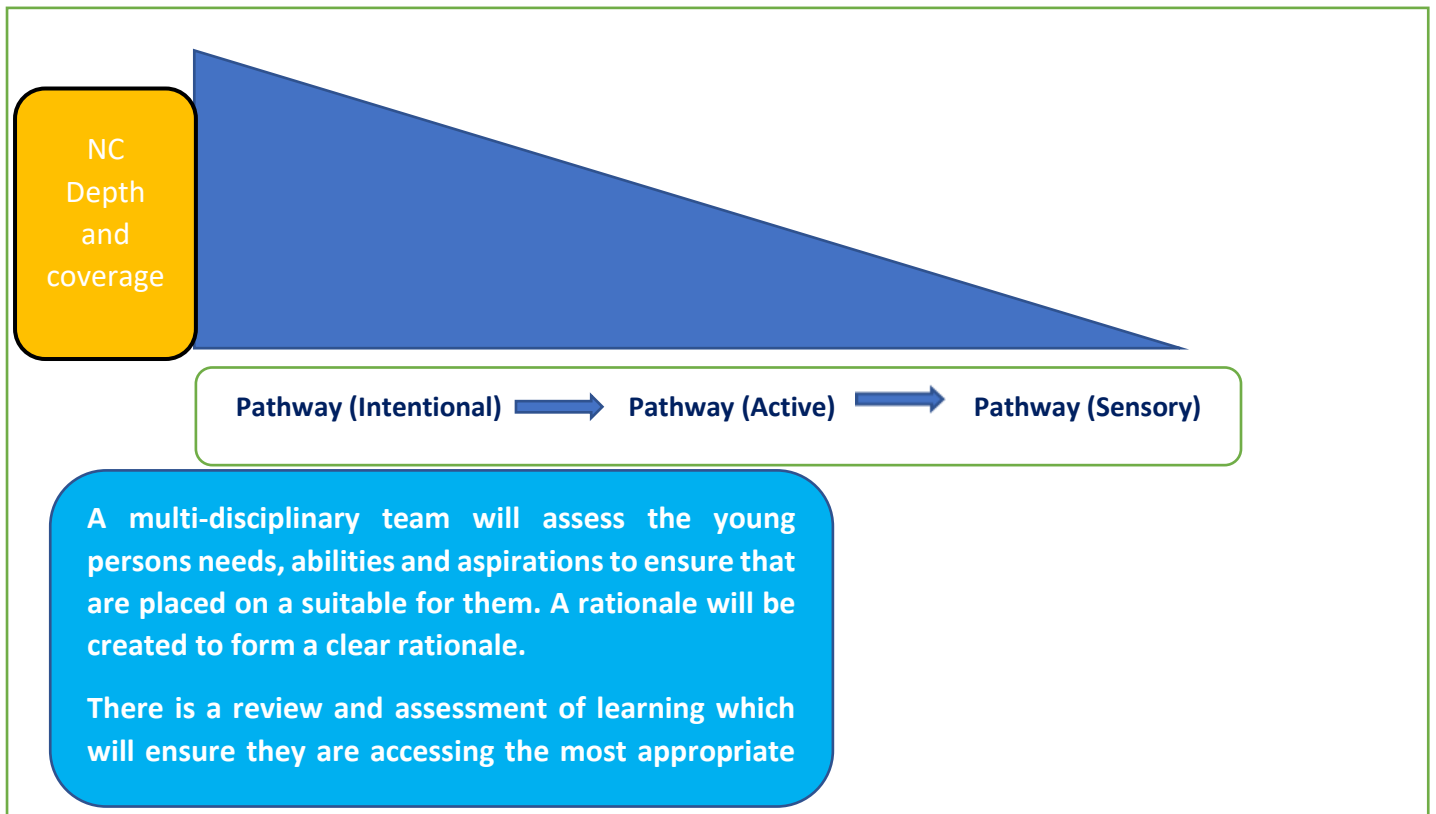
At Brook View School, our learners are delivered a curriculum which is broad and balanced, with the aims of developing both skills and knowledge, whilst focusing on the individual needs of pupils and their personal development and how opportunities and experiences can support this.

National Curriculum	Core Curriculum	Accredited Curriculum	Enrichment accredited courses	Personal development
<ul style="list-style-type: none"> • English • Mathematics • Science • IT • Humanities • Art and design • Physical Education • PSHE & RSE • Music 	<p>Key Stage 2/3/4/5 receive a balance of</p> <ul style="list-style-type: none"> • Discreet teaching of some subjects • Project and Enquiry based learning • Teacher led learning • 1-1 and small group teaching and learning • Sensory responsive and supportive learning opportunities and experiences • Low demand and arousal learning tasks, activities, experiences and opportunities 	<ul style="list-style-type: none"> • AQA pre-entry level unit awards • Entry Level 1, 2 and 3 functional skills • Maths and English Level 1 and 2 functional skills 	<ul style="list-style-type: none"> • ASDAN • Music • Art and Design • Cooking • Sensory breaks 	<ul style="list-style-type: none"> • Horse Riding • Sensory centres • Swimming • Accessing the local community • Good Health and Wellbeing

Curriculum pathway structure

Our curriculum is organised according to the needs and aspirations of our pupils and their specific needs. The curriculum is designed to ensure that pupils have opportunities and experiences to reach their full potential and learn about themselves and their own capability. Due to the diversity of needs across our school, pupils are assigned a specific learning pathway to suit their cognitive, communication and social capabilities.

<u>Pathways</u>	<u>Learning Style</u>	<u>Curriculum</u>	<u>Assessment</u>	<u>Has (PLI's) Personalised Learning Intentions</u>
Pathway (Sensory)	Pre-Formal	EHCP	Engagement Model/Accreditation	Yes
Pathway (Active)	Semi-Formal	EHCP/NC	NC/ACCR	Yes
Pathway (Intentional)	Formal	NC	NC	No



Sensory Pathway (Pre- formal)

- Learners following this pathway are performing at the earliest levels of development. They follow an immersive sensory approach which provides opportunities to develop responses and an awareness of the world around them.
- These learners are working at the earliest levels of communication.
- The main focus of this pathway is communication and physical development alongside a high care element which supports their readiness for learning. The approach is wholly holistic.
- Accreditation or formal outcomes. (AQA Unit Awards)

Active Pathway (Semi- Formal)

- Learners following this pathway are increasingly active in their general outlook and are beginning to interact with people and the immediate world around them.
- They use a mixture of gestures and vocalisations and are beginning to develop early control and curiosity towards their environment and learning tasks. They also require access to appropriate and personalised communication systems to support and develop their communication around their basic desires and needs. They are starting to develop their interactions with a receptive adult, their awareness of their peers and the impact they can have on people and objects.
- These learners require their environment to be responsive and reactive to their immediate needs which supports them in building on their understanding of cause and effect. Where appropriate, the learning environment will reflect both the age and learning style of each individual in order to promote their supported involvement in partner and small group work. They are beginning to show awareness of their peers and may interact with them in a supportive and structured activity. This group is beginning to engage with initial subject specific learning encompassing the early literacy and numeracy skills.
- Accreditation or formal outcomes. (AQA Unit Awards, Entry level and functional skills)

Intentional Pathway (Formal)

- The learners on this pathway have developed, and can skilfully apply, their chosen communication system in order to function and interact with the world around them. They understand and engage in subject specific work which aims to develop their understanding in relation to literacy, numeracy, wider mathematics, science, humanities, physical development, RSH, arts, life and independence. Learners show an awareness of the concept of time and place in relation to their lives. They initiate and maintain interactions with peers and adults and they understand social codes of behaviour and demonstrate increased independence.
- The teaching approaches will be dependent on the needs of pupils and may utilise a range of learning styles.
- Accreditation or formal outcomes. (AQA Unit Awards, Entry, level, functional skills and GCSE)

Planning expectations

b) Short, Medium, and Long-Term Planning Expectations

Teachers' planning is monitored as part of the Quality of Education.

Planning expectations include:

- Long term planning-Personalised curriculums and overview of learning
- Medium term planning-half termly schemes of work
- Short term planning-weekly should be identifiable within the individual Medium-term planning with previous assessments and progress identified and used to inform future planning.

There is an expectation that all teachers plan sequenced learning opportunities for each individual, with carefully planned learning objectives and outcomes.

c) Legislation and Guidance

This policy booklet reflects the requirements of the National Curriculum programmes of study for all our learners at Brook View School. The only dis-application is for those pupils with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years). 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 DofE's Governance Handbook.

d) Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Brook View School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Implementation

a) Curriculum Implementation and Personalised Curriculums

At Brook View School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.

b) Teaching implementation at Brook View School involves:

- Differentiated and personalised learning activities to match the ability and special educational needs of the individual pupil.
- Careful planning and well-structured individual and small group lessons which may include a starter, main teaching, task and plenary section.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SaLT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats (where appropriate), opportunities for oracy/communication and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support plans. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback, to pupils (Pupil voice and choice) and on pupil completed work to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are used to support and promote learning, self-regulation, communication and independence.

c) Implementation via themes and cross-curricular links

At Brook View School we implement our curriculum using a thematic approach where appropriate. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences.

Schemes of work have been written to support our young persons. These include all Primary National Curriculum subjects and are typically written for pupils of all ages. These pupils would not typically be working at age related expectations.

Themes may be taught in any order and over a variety of durations, this is down to the professional judgement of the phase teacher.

d) Accreditation Offer

At Brook View School, we offer a variety of accredited courses for all of our pupils. Accreditation offers for our pupils are an integral part of our curriculum and our school as it offers our pupils a sense of achievement and it can create further opportunities for our young people as they move onwards and upwards. In some cases, the accreditation can be personalised further

e) Cultural Impact of the School (Implicit Curriculum)

At Brook View School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

These expectations are displayed in every classroom and corridor and are at the heart of our school. Our values are positively reinforced through the school positive and proactive behaviour approaches. These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

The Learning Environment

Cambian Brook View School caters for young people with a range of needs and diagnoses. We believe that young people have preferred learning styles of which the learning environment is part. Observational assessment helps us to determine preferred learning environments for each young person and we attempt to deliver wherever it is safe and possible to do so.

We recognise that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practises. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. It is expected that classrooms are orderly environments and offer a learning environment which every young person feels safe, secure and able to apply themselves and to ensure that adequate resources are provided and accessible, and that young people treat the learning environment with respect.

Schemes of work and lesson planning

Each subject leader is required to have schemes of work for all their courses / programmes related where appropriate to the national curriculum and examination board requirements. Schemes of work set out how the content of the course is structured so that skills, knowledge and understanding are developed progressively and show how teaching is organised. All staff will use medium- and short-term planning of similar format. It is expected that planning takes place in sufficient detail to ensure that young people achieve high standards and are given the opportunity to achieve their potential. There should be a clearly identified learning outcome as the focus of every lesson and it must be clear that learning is ongoing and related to planning.

Teaching staff are not expected to complete lesson plans for every lesson but learning outcomes and plans should be informed by what went on in the previous lesson. They reflect the success in meeting the learning outcome and previous learning and assessment after the completion of each session. This is an agreed method of recording lessons and evaluating using this acquired knowledge to plan future lessons which will be progressive and appropriate.

Special Educational Needs

It is expected that all education staff plan, prepare and support each young person who attends Cambian Brook View and to be able to access the curriculum, regardless of their ability or needs. All of our young people have special educational needs but are encouraged to become independent and to take responsibility within the school.

All of our young people are being continually assessed and sometimes with the aid of assessment carried out internally and / or externally by the Clinical Therapy Team and external specialists. Targets for the Individual Development Plan (IDP) are put forward and agreed during review meetings where parents / guardians, social services and educational authority representatives have an input. Strategies to help achieve these quantitative targets are developed and inform the whole waking curriculum. They are evaluated in lessons and the pupils are scored accordingly. This helps to give them ownership of their IDP's and helps staff track progress. It is an expectation of staff to address targets in the planning, delivery and evaluation stages of each lesson. It is the job of the Head of Education to gather sufficient information to be able to set, monitor, assess and set appropriate targets. Progress with targets is monitored in half-termly meetings and IDP's are updated on a termly basis as a joint staff effort, including residential staff input. Formal review meetings are held on an annual basis. Monthly meetings are held for education staff to monitor and review targets along with progress and a written report is kept.

Each young person has a named key worker who is there for the young person as an additional support.

Impact

4. What difference is our curriculum making for our pupils?

Impact at Brook View School is measured and valued in a range of ways, we have high expectations of all pupils and strive for them to achieve to their absolute best in their unique and personal ways. We measure progress in the following ways;

- Annual EHCP Review
- Termly PEP meetings
- Assessment tracking – individual subjects
- Accreditation outcomes
- Standardised assessments in English, Maths and ICT – Toe by Toe, BKSB
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time, this is gathered in the following ways;

- Subject specific 'workbooks' (pupils on subject specific pathways)
- Tapestry Journal entries and assessment against targets and evidencing level of feedback
- ASDAN evidence files
- DofE evidence records
- Learning journals, daily learning objectives and outcomes, weekly sample of WOW work

In summary, types of evidence for ongoing use: quantitative and qualitative

- Pupil assessments and tests/exams
- Tracking of internal data
- Lesson observations and changes over time of the profile of teaching

- Quality assurance of Teaching and learning
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement
- Views from focus groups (pupils, parents, staff)
- Sampling (e.g. work scrutiny, case studies)

In addition, we highly value progress for our pupils which cannot always be measured.

5. a) Effectiveness of learning; attainment and progress;

Expected progress for pupils is defined using the learning matrix and the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at. These expectations may vary based on attendance, changes in behaviour or readiness to learn, all of these areas are monitored closely

Progress data for all pupils, across all subject areas is ongoing and will look differently for all our students. Progress is monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged. English and maths are similarly externally monitored with other special schools on a termly basis.

b) Effectiveness of curriculum on preparation for next stage of education and life;

Brook View School works to provide a holistic and highly individualised approach to help pupils prepare for future employment and independent living (Dependent of learners needs and complexities), by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of accredited awards, enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

When pupils enter the transition period between 14-16 years they are involved, if appropriate, in the compilation of the Preparation for Adulthood targets. This gives a synopsis of their expected journey through Brook View School, and beyond into adulthood. However, this gives a focus to the planning of the personalised curriculum for the pupil and ensures that the four Preparation for Adulthood outcomes are thoroughly embedded.

Where appropriate pupils are also introduced to the Future Steps careers program where they are provided with the information, resources and guidance needed to start to consider their future. Dedicated, individual advice and intervention helps to ensure that learners are aware of the options available and can make informed choices about their next steps.

Destinations following Brook View School include specialist further education colleges or where appropriate local colleges, employment, volunteering and community-based activities. Specialist residential settings maybe identified as appropriate for those with more complex needs.

Curriculum impact and assessment framework

Assessment is an integral part of measuring the impact Curriculum design, Teaching and learning has on individual learners and for educational colleagues to continually reflect upon their own conduct, professional and development. Considering these assessments in a formative or summative appearance will look different but are just as important. There are high expectations of educational colleagues to plan, deliver and enable assessments which are supportive providing information from which then able to use data is then used to inform long-term and medium-term planning.

Education colleagues will then report and record the effectiveness of Pedagogy and Teaching and Learning to identify area for improvement and best practice. End of term, year and unit assessments including mock exams (where appropriate) will scaffold and support our children and young people for sitting external examinations.

The outcomes and data from these assessments support the development of action plans and individual programmes of study. The assessment activities related to the improvement and development support the constant reflection and ambition to the quality of education and identify areas for intervention when and where required.

Assessment is carried out by:

- Use of memory platforms
- Observational assessment
- Summative assessment where appropriate
- Formative assessment
- Analytical
- Diagnostic
- Objective and subjective testing
- Multiple choice
- Online, paper based, verbal and practical, internal and external testing
- External moderation
- Specialist assessment
- Self-evaluation and peer reviews

We report via the following ways:

- Daily logs
- Class points and signature sheets
- Lesson plan evaluations
- PEP and CLA documents
- Weekly or Daily telephone calls home
- Care plans
- Individual Development Plans
- Newsletter
- Verbally
- Termly Academic Reports
- Principal's Report to parents
- Annual reviews
- Key worker/mentor meetings
- Pastoral Sessions

Work alongside assessment and feedback policy

Monitoring and review of the curriculum

Monitoring of standards, systems, teaching and learning at Brook View School is the responsibility of the Assistant/Vice Principal and the Principal. This is also supported through rigorous scrutiny by School Improvement Partners, Principals and Deputy Head's of other Cambian Schools/Colleges and Governance.

Quality Assurance Activities

Each subject has a continual Quality Assurance activity throughout the academic year via learning walks, lesson observations, work scrutiny's, Education meetings and learner voice. Parent/Care givers surveys, conversations and meetings will be held as well as continual communication and transparency with local authority stake holders.

Feedback

Further feedback is provided by external assessment bodies who require regular verification of standards of Teaching Learning and Assessment in order to comply with continued registration.