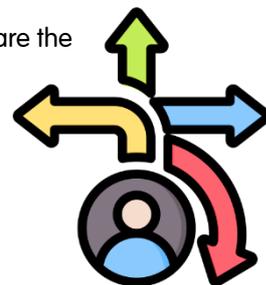


## PRE-FORMAL CURRICULUM POLICY

### Our Curriculum Drivers

#### 1. Flexible Curriculum Pathways

At Cambian Brook View School we have Flexible Curriculum Pathways. These pathways at their core are the Pre-Formal, Informal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood. Students can move between the pathways or experience elements of more than one.



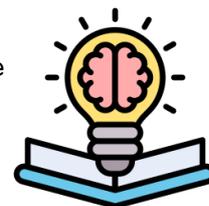
#### 2. Specialist Pedagogies



We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.

#### 3. Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.



#### 4. Communication



Communication is important as everyone deserves a voice, to share their wishes and feelings and have their opinions heard. The explicit teaching of communication is essential for our students as they may not yet have acquired communication skills for them to be able to communicate effectively. All our students benefit from developing their communication. Our curriculum strikes an appropriate balance between functional communication and enriching communication. The development of communication is not restricted to academic development but also enriches personal development.

#### 5. Spiritual, Moral, Social and Cultural development (SMSC)

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.



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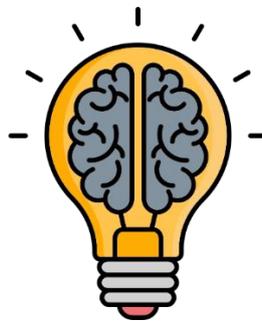
## Contents

1. Our vision	2
2. Curriculum aims	2
3. Legislation and guidance	3
4. Roles and Responsibilities	3
5. Education, Health and Care Plans – <i>'The Golden Thread'</i>	5
6. Curriculum 'Intent'	6
7. Curriculum content	7
8. Curriculum 'Implementation'	10
9. Curriculum areas	12
10. Inclusion, Post-16 and Third-Party Providers	17
11. Curriculum 'Impact'	17
12. Monitoring arrangements	18
13. Links with other policies	18

### 1. Our vision



To provide developmentally appropriate experiences that challenge and support pupils to access the world around them.



To provide pupils with skills and knowledge that is relevant to them, their life and their future.



To teach transferable skills and nurture holistic progress within the key areas of development and beyond.

### 2. 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

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- 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
- 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

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

### 3. Legislation and guidance

This policy reflects 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](#), and refers to curriculum-related expectations of the [Independent School Standards](#).

This policy complies with our funding agreement and articles of association.



### 4. Roles and responsibilities

#### 4.1 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
- Enough teaching time is provided for pupils to ensure a broad and balanced curriculum in line with the expectations of the Independent School Standards
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils at Key Stage 4 and above lead to accreditations/qualifications, such as ASDAN Personal Progress, ASDAN Personal Development, Pearson Entry Level English and Maths, Pearson Functional Skills etc.
- 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 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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4.2 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 the expectations of the Independent School Standards
- 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



4.3 Teachers, Higher Level Teaching Assistants (HLTAs)/Instructors and Teaching Assistants (TA’s)

Other staff will ensure that the school curriculum is implemented in accordance with this policy; some examples of which are detailed below.

	Teachers	HLTAs/Instructors	Teaching Assistants
Responsibility	Using the Schemes of Work provided to create: <ul style="list-style-type: none"> <li>• Yearly overviews</li> <li>• Medium Term Plans</li> </ul> Review EHCP Targets and update IEP’s Assessments against IEP’s and Curriculum content Assessment data tracking IEP reviews Assessment meetings with Senior Leadership Team	Under the direction of a teacher, HLTAs often plan, prepare and deliver learning activities with individual pupils, groups and (in the short term) whole classes, and also assess, record and report on pupils’ progress. They may manage other classroom-based staff, develop a specialist curriculum area within the school and often liaise with parents and carers on sensitive issues for particular pupils.	<ul style="list-style-type: none"> <li>• getting the classroom ready for lessons</li> <li>• listening to children read, reading to them or telling them stories</li> <li>• helping children who need extra support to complete tasks</li> <li>• helping teachers to plan learning activities and complete records</li> <li>• supporting teachers in managing class behaviour</li> <li>• supervising group activities</li> <li>• looking after children who are upset or have had accidents</li> <li>• clearing away materials and equipment after lessons</li> <li>• helping with outings and sports events</li> <li>• taking part in training</li> <li>• carrying out administrative tasks</li> </ul>

The above is not an extensive list.

### 5. Education, Health and Care Plans – ‘The Golden Thread’

Each student has an Education, Health and Care Plan (EHCP) which sets out long term outcomes within five areas:

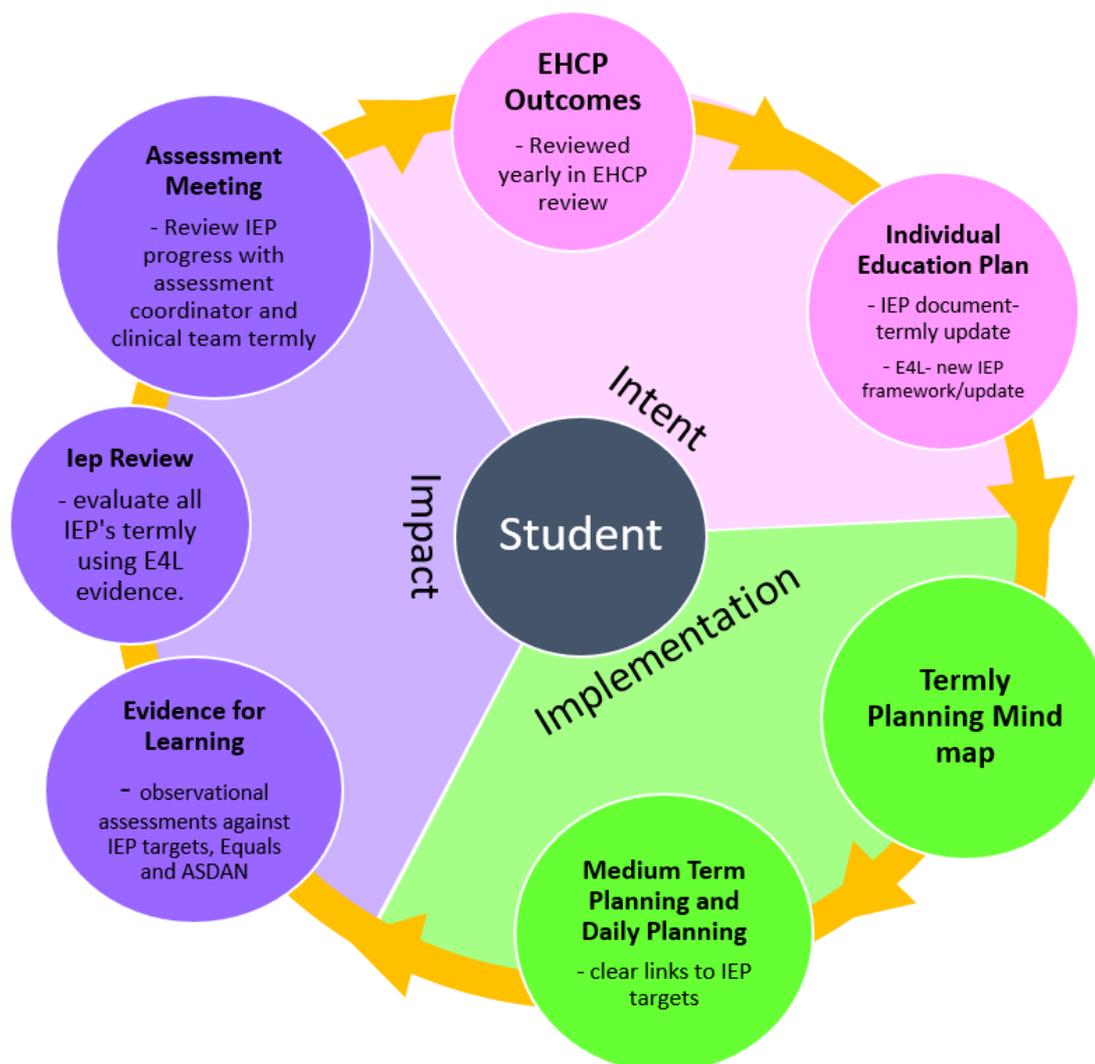
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence- Although only statutory from Year 9, all students have an independence target which supports them in Preparing for Adulthood.



These EHCP outcomes form the golden thread of each student’s individual curriculum provision, lesson planning and assessment, and impact on every aspect of each students’ education.

Yearly targets are written from the EHCP outcomes and are directly linked into medium term as well as formative and summative assessment tools.

Each students’ curriculum and assessment links back to their EHCP outcomes and yearly education targets. The process that this takes is shown below.



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## 6. Curriculum 'Intent'



The school is split into three areas by age, each with a different curriculum which builds on the previous one. These curriculums all support the development of communication, functional literacy and numeracy, problem solving, awareness of the community and world around them as well as social skills and citizenship.

Each student's personalised planning places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their personalised timetable designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a predominantly thematic focus
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home, care-setting and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible
- is broken into small steps and provides frequent opportunities to repeat and practice skills
- has an emphasis on experiential and sensory learning

The implicit curriculum includes all routines of the school day such as transition time, lunchtime, snack time, leisure time etc. These occasions are regarded as an integral part of the curriculum for students with autism and complex needs. Each class has access to a weekly onsite outdoor learning session which supports the development of appropriate risk taking, social skills and sensory exploration. Students also regularly take part in activities in the local community, including shopping, library, swimming, horse riding and café experience. Links with local businesses will be established to support work experiences when applicable.

At Cambian Brook View School, our pre-formal curriculum pays homage to the EQUALS pre-formal curriculum and The Engagement Model. Due to the cognitive levels and medical needs of our learners, we do not focus on development through the key stages, but more of an individualised curriculum per child based upon their EHCP targets as well as theirs and their family's goals for the future. The aim is to enable our pupils to have the best possible outlook to life after Cambian Brook View School, to ensure they are able to express their wants and needs as best as possible and living which as much independence as they can, whether that be physically, cognitively or communicatively.

The EQUALS pre-formal curriculum does not stipulate what to teach now and what to teach next, and it does not provide a body of knowledge that is essential for learners to know as it believes that it is the learners who will decide what direction the learning will take; teachers can only help to build routines, facilitate change, offer alternatives, observe and guide. Therefore, EQUALS is a curriculum of ideas designed collaboratively by the pre-formal staff based upon successes and failures recognised over time, proving that the success will depend upon the students we teach, and is therefore ever evolving and changing.

EQUALS plays great emphasis on developing recognition, anticipation and realisation skills relevant to our engagement model. This is why EQUALS suggests covering the same lesson for a pro-longed period in order to harness and develop these skills. Therefore, pupils will revisit the same learning for an entire term before moving on to a new activity or topic, evident throughout individual teacher planning.



7. Curriculum content



At Cambian Brook View School we work with a diverse range of students with challenging and complex needs. We use an informal curriculum to meet their needs across all key stages. This curriculum focusses on empowering pupils through consistent support that builds upon their individual foundation skills in; communication, engagement, play and leisure, independence and thinking and problem solving. Ensuring our students make progress holistically is at the heart of our curriculum to ensure they achieve their potential.

Areas of Cambian Brook View School Curriculum	NC Subjects	Key stages 2 & 3 Equals Pre-Formal Curriculum	Key Stage 4 ASDAN Supporting Aspirations & ASDAN Challenges	Post 16 ASDAN Personal Progress Entry Level 1
Literacy and communication	English Languages	Communication and social relationships	ASDAN Challenges -Listening and Responding to Texts -Taking part in Tac Pac sessions -Engaging with supportive objects linked to a story -Find out about a Famous Person -Exploring and participating in a sensory story -Respond and Engage with Literacy activities to develop awareness of self and others - Respond and Engage with Literacy activities to develop awareness of transport and leisure _develop attention, communication and social interaction skills	ASDAN Personal Progress -Developing communication skills -Developing reading skills -Developing writing skills
Maths	Maths	Cognition and Challenge	ASDAN Challenges -Using kitchen measures -Understanding of numbers to ten -Learning about position and direction -Practical understanding and organisation of time (seasons) -Experience activities relating to shopping -Awareness of object permanence -Experiencing shape and space activities -Sequencing events in a day -Exploring quantity, size and capacity -Respond to and engage with numeracy activities to develop awareness of self and others	ASDAN Personal Progress -Early Mathematics; Developing Number Skills -Early Mathematics; Measure -Early Mathematics; Position -Early Mathematics; Sequencing and sorting -Early Mathematics; Shape -Understanding what money is used for
Sport and leisure	Physical Education	Physical  <b>Ambition</b> Participate in a sensory walk	ASDAN Supporting Aspirations -Going out for a drink in the community -Experiencing games	ASDAN Personal Progress - Participation Skills; Participating in Sporting activities

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			<ul style="list-style-type: none"> <li>-Participating in games</li> <li>-Getting reading for swimming session</li> <li>-Taking part in swimming sessions</li> </ul> <p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Introduction to yoga</li> <li>-Visiting local community outdoors centres</li> </ul> <p><b>Ambition</b></p> <p>Successfully earn a swimming badge</p>	<ul style="list-style-type: none"> <li>-Developing Community Participation Skills; Getting Out and About</li> <li>Using a community facility over a period of time</li> </ul> <p><b>Extension</b></p> <p>AQA Unit Awards would be added to create bespoke learning relating to interests and aspirations.</p>
Community access	PSHE/RSE/citizenship Physical Education Geography History	Well-being  <b>Ambition</b> Know what makes you happy and be able to request it	<p>ASDAN Supporting</p> <ul style="list-style-type: none"> <li>-Engaging with shopping activities</li> <li>-Responding to people in the community</li> <li>-Engaging with activities in the community</li> <li>-Transport and leisure in the community</li> <li>-Engaging with activities related to 'Going Places'</li> <li>-Experiencing household shopping</li> <li>-Using transport</li> <li>-Experiencing community organisations</li> <li>-Visiting a sensory room</li> </ul> <p><b>Ambition</b></p> <p>Participate in an activity of choice for leisure</p>	<p>ASDAN Personal Progress</p> <ul style="list-style-type: none"> <li>-Engaging with the world</li> <li>-Developing Independent Skills; Keeping Safe</li> <li>-Developing Community Participation Skills; Personal Enrichment</li> <li>-Travel within the community; Going places</li> </ul> <p><b>Extension</b></p> <p>AQA Unit Awards would be added to create bespoke learning relating to travel.</p>
Forest School / Horticulture	Science Geography PSHE/RSE/citizenship	<p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Experiencing nature and the environment</li> <li>-Participate in and respond to a pet care routine</li> <li>-Participate in and respond to horticulture activities</li> <li>-Showing awareness of water through multi-sensory experiences</li> <li>-Sensory gardening</li> <li>-Sensory creativity: Scarecrow project</li> </ul> <p><b>Ambition</b></p> <p>Display a scarecrow during Ribchester's Scarecrow Competition (June)</p>	<p>ASDAN Supporting</p> <ul style="list-style-type: none"> <li>-Group nature project</li> <li>-Using creative resources to design, create and sell textile items</li> <li>-Moving around safely</li> <li>-Sensory awareness (Outdoors)</li> <li>-Visiting a Farm environment</li> </ul> <p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Weather reporting</li> <li>-Following a sensory trail</li> <li>-Participating in gardening activities</li> <li>-Walking a dog</li> <li>-Experience in looking after pets</li> <li>-Introduction to Horticulture</li> <li>-Making a bug hotel</li> </ul> <p><b>Ambition</b></p> <p>Harvest something and make a dish to share with others</p>	<p>ASDAN Personal Progress</p> <ul style="list-style-type: none"> <li>-Developing skills for the workplace; Growing and caring for plants</li> <li>Developing Community Participation Skills; Caring for the Environment</li> </ul> <p><b>Ambition</b></p> <p>All young people would engage in a 'Farm to Fork' workshop.</p>
Independence and life skills	PSHE/RSE/citizenship Maths (cooking) Science	<p>Self-determination and independence</p> <p>Self-determination and independence</p>	<p>ASDAN Supporting</p> <ul style="list-style-type: none"> <li>-Making decorations for special events</li> <li>-Understanding own personal hygiene</li> </ul>	<p>ASDAN Personal Progress</p> <ul style="list-style-type: none"> <li>-Independent Living</li> <li>-Developing Independent Skills; Having Your Say</li> </ul>

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		<p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Cooking with our senses</li> <li>-European Cooking</li> <li>-Sensory Cooking</li> <li>-Seasonal Cooking</li> <li>-Cooking for myself</li> </ul> <p>-Cooking dishes from around the world</p> <p>-Exploring Textures in Sensory Cooking</p> <ul style="list-style-type: none"> <li>-Seasonal home cooking skills (summer picnics)</li> <li>-Cooking produce grown in a school allotment</li> </ul> <p><b>Ambition</b></p> <p>Be able to communicate three things you like and do not like</p>	<ul style="list-style-type: none"> <li>-Participate in and respond to activities which promote good health and wellbeing</li> <li>-Participate in self and home care</li> <li>-Participate in activities about dressing appropriately</li> <li>-Experience and explore healthy eating</li> <li>-Using appropriate utensils during a meal</li> <li>-Responding to familiar sounds</li> <li>-Experiencing everyday food and drink preparation</li> <li>-Experience using domestic appliances</li> </ul> <p><b>Ambition</b></p> <p>Eating with friends and family</p>	<p>Developing Independent Skills; Looking After Your Own Environment</p> <ul style="list-style-type: none"> <li>-Dealing with Problems</li> <li>-Recognising time through regular events</li> <li>-Developing Independent Living Skills; Being Healthy</li> <li>-Developing Independent Living Skills; Personal Care</li> <li>- Developing Independent Living Skills; Personal Presentation</li> <li>-Developing Self-Awareness; All About Me</li> </ul> <p><b>Ambition</b></p> <p>All young people to ride on various forms of transportation for a purpose e.g. to go shopping etc.</p>
Creativity	<p>Music Design Technology Art and design</p>	<p>Creative</p> <p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Sensory Art</li> <li>-Experiencing Art Activities</li> <li>-Exploring landscape art</li> <li>-Seasonal sensory art decorations</li> <li>-Participate in art</li> <li>-Activities Exploring history through art</li> <li>-Experiencing graffiti art</li> <li>-Using art to explore different occupations</li> <li>-Exploring Art with natural materials</li> <li>-Making art based around the countryside (sensory experience)</li> <li>-Using recycled materials to make art</li> <li>-Under the sea sensory experience</li> </ul>	<p>Arts Award Discovery</p>	<p>Arts Award Explore</p>
Learning for life	<p>PSHE/RSE/ citizenship Careers History (personal history) Science</p>	<p>Sensory</p> <p><b>Ambition</b></p> <p>Know about your family tree</p>	<p>ASDAN Supporting Aspirations</p> <ul style="list-style-type: none"> <li>-Visiting a museum</li> <li>-Participate in activities relating to the world of work</li> <li>-Exploring jobs</li> <li>-Exploring different types of jobs</li> <li>-Using art to explore different occupations</li> </ul> <p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Bullying</li> <li>-Personal Profile: this is me</li> <li>-Dressing myself</li> <li>-Learning to learn</li> <li>-Understanding relationships</li> <li>-Relationships: My identity</li> <li>-Relationships: My family and friends</li> <li>-Relationships: Our bodies</li> </ul>	<p>ASDAN Personal Progress</p> <ul style="list-style-type: none"> <li>-Developing learning skills; Learning to learn</li> <li>-Developing skills for the workplace; Following instructions</li> <li>-Developing skills for the workplace; Health and Safety</li> <li>-Developing skills for the workplace; Getting things done</li> <li>-Participate in a mini enterprise project</li> <li>-Rights and Responsibilities; Everybody Matters</li> </ul> <p><b>Ambition</b></p> <p>All young people would raise money for a charitable cause.</p>

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			<ul style="list-style-type: none"> <li>-Relationships: Public and private</li> <li>-Relationships: Living an adult life</li> <li>-Relationships: Boyfriends and girlfriends</li> <li>-Relationships: Feelings and Emotions</li> </ul> <p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Showing awareness of light and shadows</li> </ul> <p><b>Ambition</b></p> <p>Participate in activities with a friend regularly</p>	
Computing	Computer Science / ICT	<p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-ICT in everyday life</li> <li>-Respond to and engage with a range of computing activities in the school environment</li> <li>-Communicate a simple choice using total communication</li> <li>-Using technology in the home and educational setting</li> <li>-Communicating a simple choice using total communication</li> <li>-Using a touch screen</li> </ul> <p><b>Ambition</b></p> <p>Make a simple request using technology</p>	<p>ASDAN Challenges</p> <ul style="list-style-type: none"> <li>-Using technology to Communicate with others</li> <li>-Using an app</li> <li>-Participate and respond to ICT activities in a school environment</li> <li>-Using symbols or technology in the community</li> <li>-Using a touch screen</li> <li>-ICT in everyday life</li> <li>-Using ICT in the home</li> </ul> <p><b>Ambition</b></p> <p>Able to generate communication through a chosen method.</p>	<p>ASDAN Personal Progress</p> <ul style="list-style-type: none"> <li>-Developing ICT Skills</li> <li>-Engaging in the World Around You; Technology</li> <li>-Using local Health Services</li> <li>-Engaging with the World Around You; Technology</li> </ul>

\* The list above is not extensive and units may change to suit individuals and provide a more bespoke learning package.

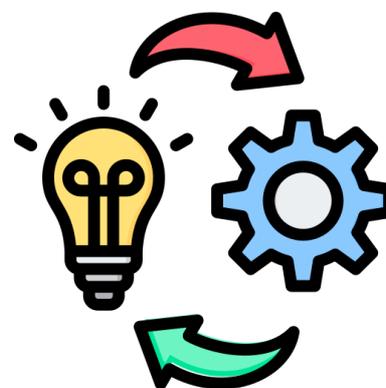
\*\* Young people may not access all of these units and above is a list of units available but, you people with progress through at a pace that meets their additional learning needs.

\*\*\* In addition, children may sit within a different pathway to their key stage depending on their additional needs, ability and/or their future aspirations and next steps in their learning journey.

### 8. Curriculum 'Implementation'

Our curriculum is carefully sequenced starting with curriculum maps, moving through to learning journeys, yearly overviews and then medium-term plans. Curriculum maps in place have details of what will be taught and when; taking into consideration the need to develop upon prior knowledge, recap previously learning and create opportunities for new learning to take place in a safe and stimulating environment.

At Cambian Brook View School we have a creative and bespoke way of delivering and organising our curriculum which takes into account the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.



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The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of the pupils as well as giving pupils experience in English, Mathematics, Science, Technology, Human and Social, Physical, Aesthetic and Creative education. We also have an extensive outdoor and enrichment curriculum at Linton School which provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values and SMSC.

We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject specific targets are used to close the gaps in their learning and provide the young people with a basis on which they can make progression.

Most teachers at Cambian Brook View School teach a number of subjects and staff are provided with training to help support the teaching of these. Training and support is offered by both internal and external providers to develop their knowledge and understanding as well as regular feedback and monitoring from the Senior Leadership Team within the School.

Teaching assistants support the young people and they are the consistent figures within the classroom. As the lessons change throughout the day, the teachers will visit classrooms, meaning that the students remain in a space that is familiar to them.

Classes at Cambian Brook View School are organised in a variety of ways, taking into account the additional learning needs and starting points of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the currently cohort / class groups. Children may not be with peers in the same year group and maybe with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

### High Impact Teaching Strategies

- **Explicit teaching** - Teachers model the activity and content to students as well as check for understanding during their explicit teaching time. They then review the content at the end of the lesson, linking it with the bigger picture of the unit
- **Asking questions** - By asking effective questions, teachers can build an immediate understanding of students. Effective questioning supports ongoing assessment and helps teachers to plan for future teaching and learning experiences. Asking questions allows students to discuss and express their ideas and possibly argue a point of view, engaging students in the content and allowing them to link their learning to their own lives
- **Goal setting** - There are clear learning intentions and success criteria which are all explained to or developed with students. This means that the students know what they are learning, why they are learning it and how they know when they have achieved the goal
- **Feedback** - Feedback tells students about their performance in relation to the learning intention and success criteria. It also provides a deeper understanding for teachers around the students' knowledge and skills in relation to the learning goals. Feedback can be provided by both teachers and peers and is used to redirect or refocus teacher and student effort in the following learning actions. Feedback can take many forms, including verbal and written
- **Modelling examples** - Teachers demonstrate the content and activity using modelled examples that are worked through with the students, showing the steps that are required to complete the task or solve a problem. The students will use these steps during the group or independent learning time to develop and acquire the new skill or knowledge

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- **Well-structured lessons** - A well-structured lesson not only reinforces routines and scaffolds learning, but ensures quality time on tasks and includes smooth transitions. Well-structured lessons link lesson and unit learning objectives and keep students engaged to maximise learning
- **Multiple exposures** - Students are more successful at achieving and expanding on skills and knowledge when they are provided with multiple opportunities to encounter, engage with, discuss and explain in their own words their new knowledge and skills. These learning opportunities may occur over a period of days, using a variety of different learning tasks or activities
- **Metacognitive strategies** - Metacognitive strategies support and teach students to consider their own thinking. Students gain control over their learning when they become aware of the learning process that they are engaged in. Metacognition also links to self-regulation and supports students to manage their motivation towards their own learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress and monitoring comprehension
- **Differentiation** - No matter where a student's knowledge or skill level is, a differentiated activity or task provides a starting point for all students. Differentiation is a way for teachers to adjust the content, process and/or end product specifications according to student needs. This allows for the further development of skills, knowledge and abilities so that all students can be successful learners
- **Collaborative or small group learning** - Completing meaningful learning tasks in structured small groups sees students actively participating in organising roles and responsibilities, as well as sharing in the outcomes of the activity or task. This learning style also provides for peer learning, where students take note of what their peers are doing to be successful and apply these techniques or strategies to their own learning

### Attention Autism

Attention Autism is a learning approach that aims to develop natural and spontaneous communication skills in autistic pupils and pupils with additional learning needs. Pupils develop the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking. Through the use of visually based and highly motivating activities.



### Zones of Regulation

The Zones of Regulation organises pupils' feelings, states of alertness, and energy levels into four coloured Zones: **Blue**, **Green**, **Yellow**, and **Red**.



Each zone has distinct identifiers and strategies to support self-regulation. By using simple, common language and visual structure, The Zones of Regulation helps make the complex skill of regulation more concrete for pupils and those who support them. Pupils learn to regulate their Zones to meet their goals and engage with tasks and demands, whilst supporting their overall well-being.

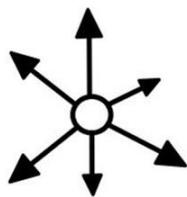
### Intensive Interaction

Intensive Interaction is a social communication approach that supports the establishment and development of improved social communication exchanges. Such as:

- Using and understanding eye contacts and facial expressions
- Learning to share personal space
- Using and understanding sociable physical contacts
- Using vocalisations with meaning
- Taking turns with another person.
- Enjoying being with another person.

These skills and understandings develop over time within, and across, a range of responsive and dynamic interactions with identified staff. Regular access to Intensive Interaction activities support development in content, duration and complexity of interactions as the pupil develops.





Total



Communication

Total Communication

All pupils benefit from a total communication environment. We support individual access to preferred means of communication, this may include Verbal communication, signing, gesture, objects of reference and use of symbols.

Cambian Brook View School encourages symbols to support vocabulary development, choice making and reference. A combination of identified timetabled visuals support consistency, alongside personalised symbols or photo references.

Staff also encourage pupils with consistent Makaton signs that support the school day. Additional signing is encouraged on an individual level to empower all pupils with effective communication.

Additional information and reference of topics is supported through visual displays and working walls, these are targeted to individual groups and appropriateness of student needs. Pupils with visual or hearing impairments benefit from the total communication access and are then supported further in their individual needs.

**9. Curriculum areas**



Literacy and communication

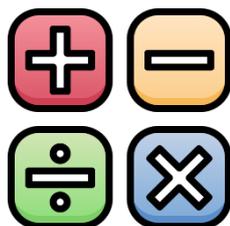
Literacy and communication are taught across all key stages in a functional and meaningful way. We aim to develop each student's communication skills so that they can communicate their needs, wants, views and feelings in the most meaningful and appropriate way for them.

Literacy and communication are taught through standalone and thematic literacy lessons as well as embedded through all aspects of the students' day. All students have a communication passport, written by the onsite Speech and Language Therapist, in liaison with the key staff members and family. This document is used to ensure that communication strategies are appropriate and relevant targets are set and followed.

Literacy lessons are planned, primarily in a thematic way, to develop communication skills, including reading and writing where appropriate as well as develop a passion for reading and books. The content of the books covered is wide ranging and includes a range of fiction, non-fiction and poetry texts over the year. The texts used in lessons, and available in the library, include a wide range of characters including those of different ethnicities, disabilities, genders, religions and sexualities. There are books available that represent all of our students in the school. These texts also challenge typical stereotypes, discuss emotions and promote the British values of rule of law, democracy, individual liberty, mutual respect and tolerance of other faiths and beliefs.

Our students are supported by a range of communication strategies, as set out in their communication passport, which may include the use of visual support tools, high and low tech augmentative and alternative communication, photos/symbols/ object of reference, written support tools and Makaton.

Separate to literacy lessons, all students also take part in daily communication or phonics sessions and reading activities. We initially ensure all students have developed the foundations of speaking and listening skills through the use of Letters and Sounds phase 1 resources. This stage will support students in attuning with the sounds around them and readies them to begin developing oral blending and segmenting skills. Once students have developed these skills they work through the FFT programme of phonics. Some of our students then progress onto reading for pleasure.



Maths

Maths is taught as a standalone lesson for all students. The aim is to develop the mathematical skills and awareness of all students to benefit them, functionally, for lifelong independence where possible.

The areas covered in maths are set out in the yearly planning overview document to ensure the breadth of coverage across the academic year. The areas covered include:

- Number and place value
- Addition and subtraction

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- Multiplication and division
- Handling data
- Shape
- Fractions
- Problem solving
- Position and direction
- Time
- Capacity and weight
- Money
- Length

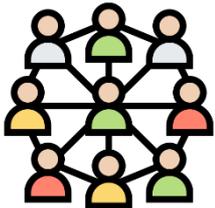


Sport and leisure

All of the students at Cambian Brook View School engage in a wide range of physical activity interspersed throughout their curriculum to aid regulation. This is suggested in each students' individual sensory motor passport where it is relevant. These physical activities are benefited by onsite facilities including, indoor and outdoor waterplay, play equipment and onsite trikes and our 'outside in' classroom. Cambian Brook View School also utilises its rural location and the students take part in regular walks in the local environment.

Formal PE sessions are focussed on a number of areas that develop gross motor skills in a variety of areas. These include:

- Sports- invasion games; net and field games; striking and fielding
- Athletics and basic movement
- Outdoor and adventurous activities
- Fitness
- Gymnastics and movement including dance and yoga
- Swimming and aquatic sports



Community access

All students at Cambian Brook View School have regular access to offsite and community access in the most appropriate way for them. Our aim is for all students to be able to live the most independent lives possible where they can access a range of facilities and be able to make contributions to their community.

When students start at Cambian Brook View School these community visits are built upon gradually in line with individual needs. Although not prescriptive these visits usually start as walks onsite and then the local area before short car rides in the local area. These extend over a relevant time frame and appropriateness for each student to accessing a range of facilities including local parks, shops, including supermarkets, clothes shops and post offices as well as leisure facilities, swimming pools, horse riding, public transport and cafes and restaurants.

Community access supports the students in developing independence e.g. following a shopping list when in a supermarket, using public transport, understanding and using money as well as developing the ability to communicate with members of the public and regulate their emotions, both through co and self-regulation, away from their secure environments.

At Cambian Brook View School and pupils will also take part in our 'Things to do before you leave Brook View School'. These activities will be based onsite, within the local community and where possible further afield and are aimed to support the personal development of all the young people who attend our school.

**Cambian Brook View  
'Things to do before you leave'**

Activity	tick	Date	Activity	tick	Date	Activity	tick	Date
Visit a farm			Create a piece of art for an exhibition			Go bird watching		
Paint a self portrait			Look up at stars on a clear night			Learn a song from another culture		
Plant some bulbs and watch them grow			Perform a date			Walk barefoot on a beach		
Go on an autumn walk			Go on a hunt for some insects or small creatures			Start a collection of something		
Make leaf rubbings			Make a home for an insect or small creature			Walk to a local landmark		
Make a sandwich			Create a class collage			Make a mask		
Taste a new fruit			Create a comic strip			Take part in a Roman banquet		
Visit a place of worship			Take part in a play day			Create a mosaic		
Fly a kite			Roll down a hill			Make a musical instrument		
Make a paper boat and see if it floats			Make a daisy chain			Learn a new game		
Perform a song			Join an extra-curricular club			Make something out of wood		
Re-tell a story to an audience			Build a den			Cook outdoors		
Post a letter			Perform in front of your class			Try yoga		
Meet a friend's pet			Plan a party			Eat something you have grown		
Search for butterflies outdoors			Play a board game			Make a sculpture		
Take a photograph			Learn a poem off by heart			Explore inside a cave		
Make a treasure map			Take a trip to the seaside			Walk through a forest		
Dress up like a pirate			Bake a cake			Visit a castle		
Look up where you live on a map			Buy something and check your change			Take part in a treasure hunt		
Have a teddy bears picnic			Write a weather report			Make paper mache objects		
Record different sounds and ask other to guess what they are			Build a bridge and test its strength			Walk to the top of a hill		
Make some biscuits			Become a nature detective			Litter pick in your local area		
Make and taste chapattis			Dress up as a superhero			Ride on a bus		
Make a puppet			Make a film			Ride on a train		
Put on a shadow puppet show			Start a vegetable patch			Be part of a charity event		
Borrow a book from a library			Pick fruit			Create a time capsule		
Discover what is in a pond			Get soaking wet in the rain			Go on a picnic		



**Forest Schools / Horticulture**

All students at Cambian Brook View School have access to weekly Outdoor Learning. These sessions take place onsite. Forest Schools/Horticulture sessions support students in developing an appreciation and awareness of the natural world whilst also developing tolerance of and shared working with peers. Students also take part in weekly horticulture sessions where they take part in growing and caring for a range of plants. There is a horticulture area onsite such as a selection of planters and bedding boxes across site.



**Independent and life skills**

Students access a curriculum that develops skills for lifelong independence. These are embedded throughout the whole school day within lessons and also through transitional times such as snack and lunchtime. The skills supported include developing interactions with peers, preparing drinks and snacks, cleaning and personal hygiene.



**Creativity**

Students creativity is supported throughout the curriculum within all subjects. Dance, drama, art and music are all planned for over the term and embedded within the thematic planning. All lessons are made fun, hands on and incorporating a range of creative sensory resources where possible to support engagement in sessions. Students' sensory profiles are taken into account when these sessions are planned.

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PHSE / RSE

The PSHE/ RSE curriculum supports students in developing emotional awareness of self and others, develop and build on relationships with others as well as an understanding of their body and how to care for it. The PSHE/ RSE curriculum is taught to all students at an appropriate developmental level and all individual needs are considered. The statutory requirements from the Relationship and Sex Education and Health Education guidance (2020) are considered throughout and all lessons are taught in an inclusive way that is non-discriminatory against any protected characteristics.



Computing

Computing is taught to all students at an appropriate level. As a minimum all students will have access to the following units every year:

- E-Safety
- Developing ICT Skills
- Using ICT for Communication
- Keeping safe online; Online relationships
- Social media

These maybe taught through lessons or during enrichment days.



Religious Studies and Culture

Religious studies are embedded into the other curriculum areas as opposed to being standalone sessions on the timetable. Religious studies are also sometimes covered through enrichment days over the year that arise as part of the calendar e.g. religious festivals. At Cambian Brook View School we also ensure all students’ religious views are supported and celebrate these across school to support all students mutual respect and tolerance of other faiths.

Students’ Spiritual, Moral, Social and Cultural development is supported throughout the curriculum and through staff instilling appropriate values in all of their interactions and support of students.

To develop spiritual awareness students are supported to develop a sense of self and explore their own views and beliefs as well as respect others views. This may be through choice making, taking turns or listening to others.

At Cambian Brook View School we support students to develop their moral awareness through assisting them in understanding what is right or wrong and the consequences of their actions as they arise.

Social development is embedded in the whole daytime routine of all students. Each class has a shared registration and circle time each day as well as other opportunities throughout the day for development of social skills including shared lessons and meal times as well as assemblies, Forest School and play times. These shared activities support students in developing their fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others.

Students awareness of their own and others’ cultures are supported through all aspects of the curriculum. At Cambian Brook View School we are proud of our multicultural community and ensure all are treated with respect. We ensure all students feel included, regardless of their cultural background and ensure that learning resources represent all students and cultures. Cultural events are celebrated as a school through events run over the year.

## 10. Inclusion, Post-16 and Third-Party Providers

### 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 Additional Learning Needs (ALN)
- Pupils with English as an additional language (EAL)
- Pupils who have a social worker
- Pupils who have been or previously been looked-after



Teachers will plan lessons so that ALL pupils can study every 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 Additional Learning Needs (ALN) policy and information report.

### Post-16 Provision

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a Living Independently and Employability focus in the timetable which gives pupils the opportunity to prepare for adult life.

### Third Party Providers

At times, Cambian Brook View School may choose to use third party providers to enhance the curriculum offered and provide the young people with quality experiences in a chosen subject. Cambian Brook View School has previously worked with local colleges and enrolled students on their 14-16 programme. These courses also help provide a scaffolded transition into further education.

## 11. Curriculum 'Impact'



At Cambian Brook View School, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on reports.

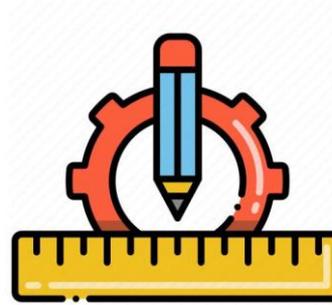
Cambian Brook View School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils.

Enjoyment of the curriculum promotes achievement, confidence and positive engagement and behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data
- Attendance data
- Incidents and behaviour data
- Stakeholder questionnaires
- Pupil Voice
- Progress towards EHCP and PEP targets
- Future destinations data
- Evidence for learning app
- Qualifications data
- IEP termly update against targets using MAPP
- Engagement trackers/module



## 12. Monitoring arrangements

This policy will be reviewed on an annual basis by the Principal and Regional Lead. It will be due for review in **April 2026**.

## 13. Links with other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Safeguarding Policy
- Additional Learning Needs policy
- Equality statement
- Online safety