

Bletchley Park School Curriculum Policy 2022-2023

Our Ethos at Bletchley Park School is to provide:

- A caring, holistic approach to education and care of our young people, with a curriculum providing opportunities throughout the school day
- A curriculum that is appropriate for the very special needs of our students, is ASD specific and that promotes individualised approaches for our learners
- A skilled staff team who are empathetic to the needs of the students
- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- An environment where our young people are provided with opportunities to contribute to their own learning journeys through the Quality of Life programme
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Our Values

At Bletchley Park school we support our students to achieve their personal best by:

- The active inclusion of all students in their learning
- Helping our students to develop self-regulation of their emotions
- Developing our student's capacity for communication and the development of social skills and socially acceptable behaviours
- Promoting the physical and mental health and welfare of our students
- Promoting the enjoyment of learning
- Helping our students to engage in the community
- Preparing our students for life beyond school
- Encouraging them to contribute to their curriculum through discussions with their QoL keyworker

Our curriculum intent

Each of our students has their own unique combination of learning, communication and sensory needs and, as a result, we believe that our students deserve to have access to an appropriate, personalised curriculum that reflects their individual needs, inspires them to achieve and supports the development of their independence and life-long learning skills.

As a result, we have designed a curriculum that reflects the diversity of our student population and acknowledges that not only is the development of fundamental skills vital, but that there are also key social, emotional, communication and independence skills which are essential to ensure that the students in our care develop holistically.

All of our students have an Education Health Care Plan (EHCP), which details the four Categories of Special Educational Need for each individual: Cognition and learning, Social emotional and mental health, Communication and interaction and Sensory/physical needs. Our curriculum is designed with these four categories of need in mind as well as a fifth element 'Preparations for Adulthood'. Therefore, it ensures that we can meet the complex needs of our students.

Each young person is also allocated a Quality of Life keyworker who will support them and their family to input into decisions about their EHCP and the corresponding curriculum they require to ensure their specific needs are met and they are given the opportunity to achieve to the best outcomes they are able to.

Bletchley Park School provides an exceptional and unique education to all students:

- The curriculum is broad, creative and ambitious. It provides positive, memorable and enjoyable learning experiences, which provide opportunities for high quality learning.
- The Bletchley Park Curriculum enables all students to work towards and achieve their individual EHCP outcomes.
- It is designed to support students to become independent and learn vocational skills.
- It prepares students for life after school and imparts a sense of `cultural capital` supporting students to become valued citizens both within the school setting and their wider community
- Teachers planning is highly effective in ensuring that all lessons are bespoke for their students, and ensure that they enable students achieve their personal best throughout their time with us.

| Cognition and learning | Social, emotional and mental health | Communication and interaction | Sensory and physical | Preparation for Adulthood |
|------------------------------------------------------------|-------------------------------------|------------------------------------------------|----------------------|------------------------------------------|
| Specialist support | | | | |
| Lead teachers | Clinical psychology | Speech and Language therapy PECs Makaton | Occupational therapy | Prospects |
| Subject areas included within each Category of Need | | | | |
| Number | Quality of Life | Reading, including phonics | Music | Careers Studies |
| Shape, space and measures | PSHE | Writing | PE | Work experience (Year 10 onwards) |
| Using and applying maths | RSE | Speaking and listening | Art | Careers advice |
| RE | SMSC | IT | DT | Independence and community participation |
| Science | Zones of Regulation | MFL | Drama | Personalised learning |
| Geography | | | | Duke of Edinburgh |
| History | | | | |

Implementation

Each of the traditional National curriculum subject areas are encompassed in our half-termly whole school themes, which run on a four-year cycle, alongside the areas of independence, social skills emotional and sensory development, communication skills, EHCP and therapeutic outcomes. This is presented to the students as a learning journey; for each theme there is a lead into each topic, the main topic, then a lead out, which links to the next term's theme. By designing our curriculum in this way, we aim to contextualise the student's learning and revisit skills and content throughout the 4-year cycle.

In order to meet our curriculum intent teachers and leaders will:

- create an autism friendly environment, which will allow students to learn to their full potential
- use well-judged and imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately
- ensure lessons are interesting and utilises the interests of students to ensure engagement
- systematically check the understanding of students; each of whom have complex needs and require differentiated support in all areas of the curriculum

- use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- model strategies to develop communication and interaction throughout the school day
- plan to use model and implement and encourage strategies to support students recommended by the MDT team and other specialists
- embed key concepts by using repetition and the generalisation of skills in order that they are transferable to real life settings
- Allow students to input into curriculum decisions which best meet their needs through QoL keyworkers
- use external providers who help to complement and extend our curriculum

Impact

All staff have high expectations for student outcomes at Bletchley Park School, believing that every child can achieve. Due to our students highly complex needs we recognise that their curriculum and learning pathways will need to be bespoke, therefore we use a range of tools to measure their progress and the wide range of skills that they acquire.

Students at Bletchley Park School make good progress towards their assessment outcomes. These are evidenced on our electronic monitoring and assessment system, Earwig, through the use of photographs, evidence of written work where applicable and through assessment against EHCP outcomes. From Year 9 onwards, students will have the opportunity to work towards Functional Skills, ELC or GCSE qualifications, dependent on their learning pathway.

Through the Bletchley Park curriculum, students have the opportunity to work towards a range of AQA Nationally recognised awards. AQA unit awards are woven into each half-term's planning; every pupil is expected to achieve unit awards in a variety of curriculum areas which are differentiated and tailored to their interests and intended outcomes.

Reviewed: September 2022

Next Review Due: December 2023



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September 2022



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September 2022