



# Policy and Procedure on Curriculum

Cambian Great Dunmow School

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## 1. Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above or earlier if significant changes to the legislation, regulatory requirements or best practice guidelines so requires.
- 1.2. The Head of Service will keep the local content of this policy under continuous monitoring and review

Signed:




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Sept 2023

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## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college/college. Cambian Great Dunmow School.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Great Dunmow School have young people attending and/or residing between the ages of 11 -19
Service Head	This is the senior person with overall responsibility for the school at Cambian Great Dunmow School this is the Headteacher
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Great Dunmow School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service

Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
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### 3. Introduction

- The curriculum at Cambian Great Dunmow School is comprised of all the activities that are organised to develop learning and to promote personal growth and achievement for our individuals. The uniqueness of each individual is recognised and valued – we put the individual at the centre of our curriculum.
- The purpose of this policy is to provide all staff (teaching and support staff), the proprietor and governors, families and carers, professionals and other stakeholders a comprehensive document outlining the philosophy, aims and values as well as the approach to the design of our curriculum.

#### 3.1. Context

Cambian Great Dunmow School is an independent, co-educational, DfE registered day school for up to 25 individuals aged 11 – 19 years, who have social, emotional and/or mental health needs, often presenting with behavioural issues.

##### Pupil profile:

- All individuals have had several educational placements before coming to us.
- For the vast majority of our individuals, their previous experiences of school, learning and the curriculum have all been quite negative. They are often disengaged or exhibit poor learning behaviours as a result.
- The vast majority of our individuals will have an Education Health Care Plan (EHCP) with social, emotional and mental health difficulties as their main presenting area of special needs and are funded through their local authorities.
- Our individuals often have issues with subjects being taught in a traditional manner. The curriculum is therefore adapted to reflect a bespoke approach to individuals' needs.
- In-year referrals mean that the size and dynamics of every teaching group change during the year.
- Our individuals need dependable, trusting and appropriate relationships in a nurturing environment that guide, reward, motivate and inspire them. They require fair and consistent boundaries to help them engage appropriately with staff and peers and to make positive choices and become responsible citizens in the future.

### 4. Curriculum Intent

#### 4.1. Vision and values:

At Cambian Great Dunmow School we have designed our curriculum with individuals' learning at the centre. We recognise that a curriculum needs to be broad, balanced and offer individuals opportunities to grow as individuals. Through a combination of learning techniques, we aim to ensure individuals enjoy learning and feel prepared for life after school/college. We also offer our individuals new and exciting experiences through a range of classroom based and out of school/college activities that are designed to build resilience, confidence and self-esteem. We recognise that individuals should be challenged in their education - learning from failures and celebrating successes. We have designed our curriculum to be empowering, enabling individuals to develop their interpersonal skills, creativity and independence.

Due to the vulnerability of our individuals we recognise the importance of ensuring their safety. For this reason, the curriculum is designed to allow staff to engage in conversations and discussions around a wide range of specific safeguarding issues, such as online safety and bullying, imparting the necessary tools and understanding to keep themselves safe.

## 4.2. Aims:

At Cambian Great Dunmow School we:

- Keep the individual at the heart of everything we do.
- Provide exciting, motivational and ambitious experiences for individuals that enable rapid and sustained engagement.
- Address individuals' learning barriers and needs in order to prepare them for the next stage of their education, wherever that may be, their life outside school/college and ultimately their adult life.
- Provide appropriate learning experiences, as well as breadth and depth of subject matter, adapting this and creating bespoke learning where appropriate.
- Seek alternative provisions to support the interests and aspirations of individuals, to develop skills as well as resilience and respect.
- Ensure real-life learning situations to facilitate preparation for future life situations, as well as making our curriculum as practical as possible where we can.
- Support and challenge our individuals by intervening where appropriate in a timely and supportive manner that creates progression and growth.
- Explore our individuals' talents and aspirations and enable them to experience a wide range of opportunities.
- Build confidence, self-esteem and resilience and engender a love of learning for life.
- Develop portable and transferable skills for all individuals in communication, social interactions, independence, personal safety, self-regulation of sensory needs, self-regulation of behaviour, Literacy, Numeracy and using IT as a tool.
- Provide a personalised curriculum that meets the needs, interests, abilities and aspirations of all individuals, ensuring SEND needs are fully met and also provide ongoing support for the next phase of their lives to allow them to make a positive contribution to society
- Ensure that our individuals know how to make a positive contribution to their community and wider society.
- Promote positive mental health, supporting social and emotional well-being for every member of our school/college community including, staff, individuals and families.
- Deliver Personal, Social and Health Education (PSHE) sessions around explicit safeguarding strategies to support individuals in keeping themselves safe.
- Promote equal opportunities to all of our individuals in line with the Equality Act 2010 throughout our practices.
- Become critical thinkers and independent individuals.
- Find a sense of belonging to the school/college and its community to promote the knowledge and cultural capital they need to succeed in life.
- Learn how to cooperate with their peers and tolerate and respect one another in school/college and in the wider community.
- Promote Fundamental British Values and Social, Moral, Spiritual and Cultural (SMSC) development throughout our curriculum delivery.
- Seek the input of individuals, parents/carers, other stakeholders and the wider community with regards to the planning and delivery of the curriculum through questionnaires and consultation.

## 4.3. Concept:



At **Cambian Great Dunmow School** we give particular emphasis on the development of the essential skills and knowledge through the promotion of experiences in the following areas:

**Linguistic** (including English and MFL, but encompassing all areas of the curriculum)

This area is concerned with developing individuals' communication and interaction skills and increasing their command of language through listening, speaking, reading and writing. Reading for pleasure is encouraged and modelled.

**Mathematical** (including Mathematics, Science, Food technology)

This area helps individuals to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** (including science, food technology, Forest School)

This area is concerned with increasing individuals' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technological** (including Art and Design, IT and Food Technology, Vocational studies, Duke of Edinburgh) These skills include information and communication technology (IT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

**Human and Social** (including Geography, History and Religious Studies, PSHE, RSE, careers)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most school/colleges, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal, Social and Health and Economic (PSHE) education alongside our knowledge and understanding of the world makes a strong contribution to this area. Religious Education is incorporated into distinct lessons available to all individuals. Other religions are also taught, so individuals have a broader understanding of the diverse world that they are living in. The school/college provides Sex and Relationships education in the basic curriculum. Individuals are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the school's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in RSE Guidance in accordance with the law the biological aspects of human reproduction remain compulsory for all individuals, but parents/guardian/carers may withdraw their individuals from any other part of the sex education provided without giving reasons.

**Physical** (**PE**, sports)

This area aims to develop the individuals' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Individuals should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative** (including Art, Drama, Photography, Hair and beauty, Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

## 5. Curriculum Implementation

### 5.1. Subject leadership and knowledge

Although it is not always possible, due to the small size of our school/colleges, we aim to provide specialist teachers particularly for the core subjects. We ensure that all non-specialists are provided with relevant training and support through networking. Subject leads are responsible for the planning, delivery, assessment and monitoring of their curriculum areas,



including self-evaluation and action planning. They are required to evaluate and reflect on the learning taking place and make relevant changes to improve the quality of teaching, learning and engagement across the subject

area. Subject standardisation and moderation take place with other school/colleges.

It is the responsibility of subject leaders to contribute to the subject related policy and to provide appropriate training in their area of specialism in order to ensure consistency in quality across the school/college.

## 5.2. Equal opportunities

Our curriculum is designed to provide equal access and opportunities for all individuals in the school/college. We adapt the curriculum to meet the needs, aspirations and abilities of individual individuals. Across the curriculum, provision is made to stretch the most able individuals, to address gaps in knowledge and skills and facilitate the learning of individuals with SEND needs.

## 5.3. Special Educational Needs and Disabilities (SEND)

Our school complies with all legislative and best practice requirements to meet the special educational needs of individuals. The majority of the individuals within our settings arrive with a history of special educational needs and individual requirements already identified. If an individual displays signs of having additional special needs, the teacher makes an assessment in consultation with the Headteacher or Special Educational Needs Co-ordinator (SENCo) and, in most instances, is able to provide resources and educational opportunities that meet the individuals' requirements. If an individual's need is deemed as requiring additional support, consideration is given to involving appropriate external agencies, stakeholders and special support teachers. We always provide additional resources and support for individuals with learning difficulties and/or disabilities. Where an individual has a Statement of Educational Needs or Education, Health and Care plan (EHCP) the school ensures that the education he or she receives fulfils its requirements and participates fully in the Annual Review. We ensure that all objectives in the Statement/EHCP are monitored and evaluated (please refer to SEND policy). The school provides an Individual learning and behavioural plan. This sets out the nature of the special needs, and outlines how the school/college will address these needs. It also sets out targets for improvement and progression, informed by the Statement or EHCP objectives so that we can review and monitor the progress of each individual. The plans are reviewed half termly to inform improvement and progression.

## 5.4. English as an Additional Language (EAL)

For individuals with English as an additional language, we are committed to providing the necessary support and resources so they can fully access the curriculum. There is a policy and established practices within the school/college to provide progression in line with other individuals (see EAL policy).

## 5.5. High achieving individuals (more able individuals)

We aim to create opportunities for all individuals to achieve their full potential. Our curriculum provides the challenge and stretch to enable all individuals to achieve outcomes in line with their abilities. Where an individual shows exceptional ability or talent in a particular area, the school/college will support the individual by providing additional differentiated resources and opportunities to focus on the development of this particular expertise. This may mean additional tutoring, advanced courses, trips and activities to stretch the individual and cater to his/her needs.

## 5.6. Mental Health and our curriculum

Due to the increasing number of individuals with mental health difficulties nationally, it is clear that individuals in all settings will face a myriad of undiagnosed mental health issues such as stress and anxiety, depression, drug and alcohol abuse, eating disorders, sleep deprivation, disruptive situations at home, and lack of nutrition. We recognise that a consistent, whole-school/college approach is needed to support our individuals with their well-being and mental health, regardless of the level of needs or vulnerability. All pupils start on an enrichment-based timetable, to support an increased engagement with academic lessons. We monitor their mental health closely and align the curriculum to match their needs.

We encourage the use of a range of strategies to build resilience and coping skills throughout the curriculum and beyond and adapt teaching styles and the environment to support individuals' well-being in line with government guidance:

### 5.7. Health and safety and Safeguarding

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their

families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' Keeping Children Safe in Education – September 2023.

Safeguarding is an extremely important part of what we do in school/college every day. All staff are vigilant and well trained. It is also part of our curriculum to deliver understanding about safeguarding issues – encouraging our individuals to adopt safe practices and to recognise when they could be in an unsafe situation. Part of this education involves helping individuals to recognise support services and how to access them. Health and well-being of individuals and staff are promoted through formal curriculum such as PSHE and Science as well as 'informal' curriculum, which encompasses the values and attitudes promoted within the school/college, and the physical environment and setting of the school/college. Examples might include serving healthier lunches and setting up peer buddying systems to reduce bullying. Through each area of the curriculum we work to develop our individuals' character, defining and modelling positive traits, temperaments and qualities to guide their conduct so that they are able to adopt dispositions that will allow them to flourish in society.

### 5.8. Personalisation and inclusion

The curriculum is adapted according to needs and build on individuals' strengths, interests and aspirations to promote personal achievement and success. We strive to provide opportunities to practice and apply learning in many contexts and ensure that individuals are supported by a range of therapeutic inputs.

- arranging timetable through the whole class, group and individual learning
- Increase involvement through the use of pupil voice ensuring that school/college provides positive experiences.
- Extending the skills of teachers through training and SENCo support to develop inclusive teaching and learning approaches across the school/colleges
- We use various technologies to ensure that the curriculum is accessible
- We apply flexibility in teaching approaches and learning environment to meet the children needs,
- use cross curriculum approaches giving individuals to practice across a range of activities and subjects
- Use of learning support assistants and 1:1 support to bespoke the content and the pace of learning to match individuals' needs.
- Develop curriculum entitlement and choices by ensuring that the core curriculum is supported by enrichment activities, vocational options.
- Ensuring that there are choices of subjects/ activities and learning approach cross curriculum approaches.
- Incorporating the interest of the individual to tailor the content to the course, ensuring that examples and exemplar.
- Using baseline and AFL to identify gaps and where individuals are in their learning / tailoring individuals learning journeys.
- intensive key skills programme for CYP with developmental delays

### 5.9. Organisation

We aim to follow the curriculum for each Key Stage with consideration to the broad areas of SEND need. We link subjects / learning experiences to the following criteria:

- Academic subjects
- Health and well-being, Mental health support,
- Personal PSHE and RSE
- Careers Guidance – Please refer to career guidance policy
- Vocational - Please also refer to our vocational policy
- Extra-curricular– trips, activities, clubs
- Enrichment and Life skills

Individuals are grouped based on Year group/ key stages / ability/ maturity

A typical school day at consist of core subjects in the morning and practical/ vocational/ physical options in the afternoon



### 5.10. Pathways available

At Cambian Great Dunmow School we offer a range of pathways dependent on ability and SEND requirements. This includes; Entry level, Certificate, AQA unit awards, Functional skills, BTEC, GCSE, A' level, Vocational, enrichment. We ensure all individuals have an appropriate pathway that prepares them for success in future life and ensures the greatest impact on self-development.

### 5.11. Timetabling

Where possible we ensure a full timetable. We do however individuals have at various stages of illness, recovery and need who benefit from a phased integration. This may mean that these individuals have a reduced timetable or attendance improvement plan. This may be stated in the EHCP or have been agreed during the PEP process. This is always a short-term plan..

'All individuals of compulsory age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet an individual's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.' DfE August 2020

Timetables are individualised where possible, dependent on the pathway and individual needs of the individual.

### 5.12. Planning

Robust planning is carried out for each subject area and includes 2 stages of planning: long term and Schemes of work. Each of the 3 curriculums gives due consideration to differentiation, progression and provides sufficient depth and breadth to allow all individuals to deepen their understanding of both their emotional literacy and behaviours for learning.

In planning the curriculum and putting this policy into practice, **Cambian Great Dunmow School** aims to ensure that:

- Lessons follow a thematic approach
- Activities are planned according to the SEMH needs of each individual pupil and their readiness to learn.
- On-going assessment informs planning.
- Individual's learning progresses smoothly through the school/college
- Individuals are prepared for life beyond school/college.
- Life skills education is paramount for life after school

#### 5.12.1. Therapeutic approach – see behaviour policy

We employ a therapeutic approach in our classroom with due regard for health and safety and safeguarding. We support individuals to develop and improve their emotional literacy skills, enabling them to:

- To provide support and opportunity for our students to achieve their potential and experience personal success in essential skills; life skills, emotional development, reading, writing and maths.
- To nurture a positive understanding of 'self' for each of our students, enabling them to accept and celebrate their individuality with confidence, creating a sense of positive identity.
- To facilitate our students' ability to develop the relevant skills, knowledge and attitudes to become tolerant socially and culturally aware young people.

We do this through regular reflection and discussions. Target setting focuses on behaviours and the teaching of alternative strategies. We encourage the use of tools and strategies such as time out of lessons, distraction toys and regulation techniques, to help individuals to adjust their behaviours and actions and to positively impact their emotional state. We also offer therapeutic coping strategies to regulate emotions, such as mindfulness, breathing techniques and distraction techniques.

#### 5.12.2. Differentiation

We use a range of strategies to differentiate learning. The use of these strategies is dependent on the individuals' requirements and the knowledge and skills being taught:



- Dialogue: All individuals are encouraged to develop high levels of verbal and written literacy. Higher order questioning, related to Bloom's Taxonomy, supports this development, with questions being suited to individuals' needs.

**Choice:** individuals can choose from a selection of activities to ensure interest and engagement. At times this can mean that individuals plan a topic, with teacher guidance, setting their own targets and tasks.

**Resources:** resources, carefully tailored to individuals' needs, are differentiated to scaffold learning and provide levels of challenge suited to all levels of attainment.

**Support:** Teachers and Teaching Assistants (TAs) may at times withdraw direct support to encourage greater independence.

**Pace:** More able individuals, working through at a faster pace than lower ability peers, may be given extension activities to further challenge their learning.

**Outcome:** Differentiation by outcome on its own is inadequate. However, when combined with other strategies (as listed above) and clear expectations of outcomes suited to the individual individuals, learning is promoted.

#### 5.12.3. Progression

Our school ethos aims to create young people who are going to be resilient, successful and good citizens functioning in a diverse and varied community. To drive our ethos, we deliver a curriculum which allows our young people the opportunities to develop and flourish.

Our curriculum delivery is split into 3 key areas; knowing that if our pupil can learn to understand their social and emotional needs and manage their own behaviours, learning and self-actualisation is significantly more likely to take place. The curriculum has been developed with our behaviour for learning approach at its core.

**Pre-Core curriculum** - This is integral to our aims in developing a child holistically and supporting them with re- engagement in education. It looks specifically at pupils metacognitive and learning skills to develop their overall approach and attitude to school and society. Here pupils learn to learn, develop the Social-Emotional Learning, hone their social skills, and engage in targeted SEMH wellbeing interventions. Experiences that develop a pupils Cultural Capital are cornerstones providing exciting real-life experiences.

It follows a nurture approach and gives our pupils experiences in education they missed out on in the past. It includes the delivery of; Maths mastery, PSHE, RSE, Emotional literacy, Topics about the wider world, creative, practical science, physical and Food technology.

#### Parallel Curriculum

Pupils are placed on this curriculum when they are more ready to learn but still have gaps in their educational knowledge. They study lessons specific to their interests, needs and skills. These include; Vocational subjects, PSCH/RSE, Life Maths skills – Money, time, money management, budgeting, fractions and percentages. Life literacy skills reading and writing. AQA Entry level qualifications and social skills.

#### Core Curriculum

Pupils are placed on this curriculum when they are ready to learn. The core is linked to the national curriculum at the stage the pupils are at. The assessments from previous years determines the level the pupils will be working at.

The core includes the delivery of; Maths – Entry Level/Functional skills, GCSE, English – Step up to English, Functional skills, GCSE, Vocational qualifications, Science units, Physical, Life skills, Foundation subjects' level 1 or GCSE, Social skills.

Through teacher assessments both academic and behavioural, pupils will be placed on the curriculum that suits their needs and will move through the curriculums when the pupil shows they can manage themselves.

#### 5.12.4. Breadth and Depth



At Cambian Great Dunmow School we ensure that our curriculum has breadth and depth by maintaining coverage of national curriculum subjects and an appropriate range of experiences. We promote social, moral, spiritual and cultural development by making sure that areas of enrichment, emotional literacy and behaviour support are also implemented throughout the curriculum. We prepare our individuals for later life by teaching social responsibility and behaviour, supporting each individual to be a successful member of society.

### 5.13. Teaching

Individuals are set realistic but challenging goals and are involved in setting their targets. We intervene to support individuals who underachieve and we seek opportunities to stretch the most able. This is based on a clear assessment of individuals' needs; intervention programmes are tightly focused on improving the progress and outcomes for individuals. Staff regularly engage individuals in conversations about their learning and time is set aside for individuals to reflect upon where they are and where they would like to be. The emotional and learning needs of every child are at the heart of everything we do and the school/college promotes high aspirations in order that all individuals succeed.

### 5.14. Marking, Feedback & Assessment:

Marking and feedback relates to learning objectives and the individual targets for each individual. At Cambian Great Dunmow School we give recognition and praise for achievement and clear strategies for improvement.

Our assessments have a range of approaches which are planned in order to ensure we have accurate tracking in place. We aim to use our cycle of assessment to ensure that we check individuals' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. This allows us to respond and adapt teaching as required.

## 6. Standard Forms, Letters and Relevant Documents

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School/college Standards Compliance Record) (England) (Amendment) Regulations.

Department for Education, Mental Health and behaviour in school, 2018

Department for Education, Statutory guidance on relationships education, relationships and sex education (RSE) and health education, 2019, reviewed 2021

#### Related policy

- Educational Visits and Off-Site Activities Policy,
- English as an Additional Language Policy,
- Special Educational Needs and Disability (SEND) and Inclusion Policies, AQA, (QCF) BTEC
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)
- **Vocational Curriculum Policy, Assessment, Recording and Reporting Policy, Differentiation Policy,**
- Marking Policy,