

# Policy and Procedure on Curriculum Policy

## The Forum School

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Approved By	Daniel Pitt
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Staff Groups Affected	All Staff

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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 shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 1.2. The local contents of this policy will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Daniel Pitt  
Principal, The Forum School  
Date: March 2022

## 2. Terminology

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

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
<b>Service Head</b>	This is the senior person with overall responsibility for the school and children's home. At The Forum School this is the Daniel Pitt (Principal) and Kerry Byron (Care Services Manager)
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The Forum School this is Ofsted
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service

### 3. Purpose, scope and aims.

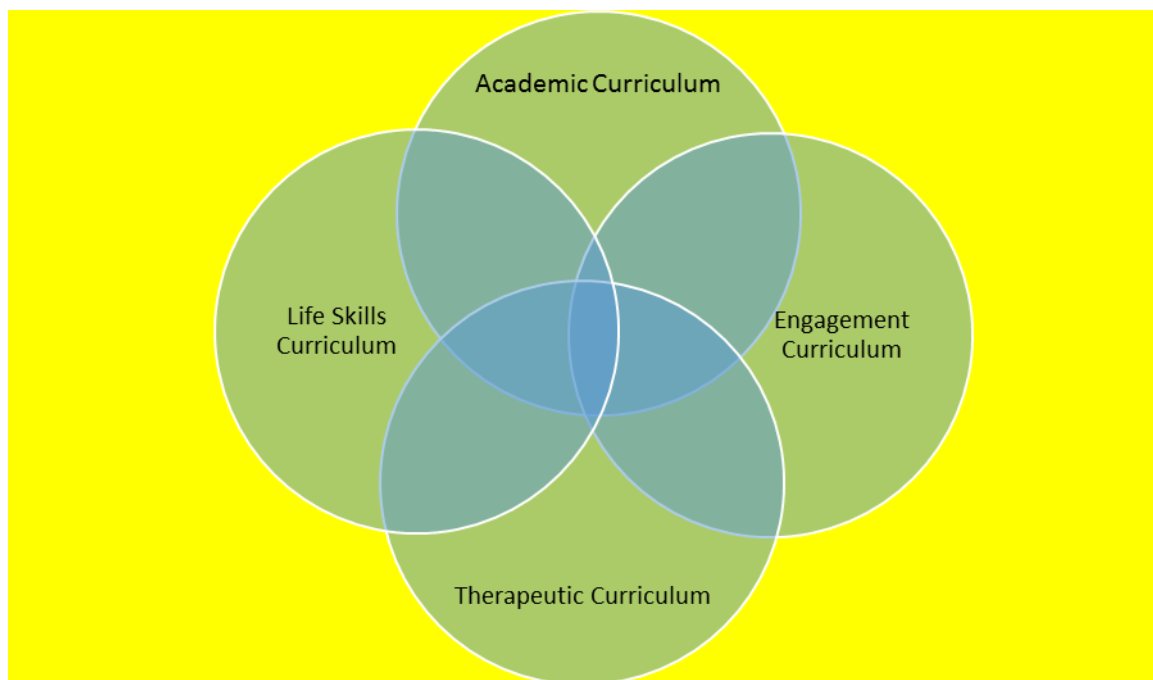
This policy describes the school curriculum offer at The Forum School.

'All children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education'

#### 3.1. Curriculum Aims

- The overarching aim of the curriculum is to develop the independence, confidence, dignity and self-esteem of each young person, to maximise their learning potential in all areas and to prepare them for adulthood.
- We provide a holistic curriculum which prepares our young people for all aspects of their life.
- The curriculum is designed to provide rich, interesting and enjoyable learning experiences that take into account individual student needs, abilities, preferences and interests.



Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• To write curriculum pathways that are relevant and interesting with the aim to increase students understanding of the world they live in, inside and outside of their community.</li> <li>• To give a range of experiences and opportunities that are co-constructed</li> <li>• To offer a diverse and bespoke curriculum offer based on the needs, interests, ability and skills of each student.</li> <li>• To understand and meet the needs, interests, ability and skills of each student and cohort.</li> <li>• To achieve success and make progress academically, socially and emotionally</li> <li>• To ensure the curriculum is relevant using their student pen portraits and SLP's to identify interests and aspirations</li> <li>• To ensure that academic outcomes are valued by the students and that all aim to take the most appropriate Learning Pathway.</li> </ul>	<ul style="list-style-type: none"> <li>• To make substantial academic progress including in literacy and SLC, measured through levels/grades/steps of progress as well as literacy and numeracy finer level tracking and progress</li> <li>• To ensure that all experiences meet the needs of the individuals learners through the use of a stepped approach rooted in national curriculum expectations with as many outcomes as possible leading to accreditation</li> <li>• To provide sequenced learning journeys for each student based on prior assessment data so next steps are clear to the student and the teachers working with them</li> <li>• To provide a vocabulary rich learning experience in all subjects to improve communication and understanding</li> <li>• To enable students with EHCP specialist intervention targets to make progress with in these areas through 1:1 specialist provision</li> </ul>	<ul style="list-style-type: none"> <li>• To develop confidence, independence and self-worth; to improve mental and physical well-being (EHCP targets achieved, TRAIL assessments highlight progress)</li> <li>• Outcomes that facilitates all students to have positive onward routes to college, employment or apprenticeship</li> <li>• To acquire new knowledge, understanding and skills evidenced by academic outcomes, successful work placements and gaining a clear direction of travel with sustained outcomes</li> <li>• Acquisition of language improves including emotional literacy</li> <li>• To make social and emotional progress measured through a range of welfare data; attendance, behaviour, nurture, and wellbeing surveys.</li> </ul>

### 3.2. The Forum Curriculum Summary

#### Appropriate autism education

Fundamental to our approach to curriculum at The Forum School is the ability and commitment to adapt teaching to the unique qualities and needs of each student. This is informed by knowledge of the strengths and difficulties associated with autism in general.

Personalised to meet the needs of each student, The Forum School provides:

- a rich, relevant, broad and balanced curriculum personalised to meet each student's needs
- teaching approaches and interventions supported by research evidence
- teaching approaches and interventions for each learner based on evidence of their progress and learning outcomes
- learning strategies and a teaching environment that are enjoyable
- planned interventions to overcome potential barriers to learning
- opportunities for students to be involved in the decision making about their learning including choosing their Learning Pathways in the sixth form
- the teaching and learning of functional skills, knowledge and understanding including access to vocational pathways in KS4 and the TFS College
- opportunities for students to receive accreditation in KS4 and the TFS College in vocational areas and Key Skills
- planned opportunities to generalise skills, understanding and knowledge to natural situations and settings (such as the home and the community)
- planned opportunities for local community involvement and participation, featuring inclusion in mainstream schools and inclusion projects run at The Forum school
- planned and supported vocational placements/work experience or community leisure opportunities (where appropriate) to students aged 16-19 years as part of the 16-19 study programmes
- planned and supported community sport and leisure opportunities for all students
- preparation for adulthood and a life that is as independent and fulfilled as possible'

The Forum School uses evidence-based practice to identify the unique strengths, needs, and learning profile of each student to personalise the school curriculum to best meets the needs of each student, with an appropriate emphasis on developing functional, life-enhancing skills and knowledge; and on teaching appropriate behaviours. Our curriculum has the flexibility to

address the individual and very specific needs of each student and is characterised by providing learning which is:

- Personalised
- Specialised
- Intensive
- Goal-directed and outcomes focussed
- Guided by student performance

And is informed by:

- Evidence based methods

## 4. Definitions

**Autism:** Most students at The Forum School have a diagnosis of autism or a severe communication disorder. Autism is a complex lifelong neurological condition, most commonly referred to as ASD (autistic spectrum disorder) *Evidence-based practice:* Evidence-based practice refers to the use of teaching interventions, strategies and support that have research documenting their effectiveness.

**Curriculum:** Each student has a personalised curriculum; which encompasses all the planned and incidental learning opportunities and experiences at school and across the community. The Forum provides access to a student-centred curriculum that is rich, relevant, broad and balanced overtime. The curriculum provides:

- personalised access to a highly differentiated and appropriately adapted National Curriculum, that has breadth and balance over time appropriate to meet each individual student's needs
- developmentally sequenced learning targets
- an early emphasis on learning to learn, and the enjoyment of learning
- the teaching of functional communication skills with guidance from speech and learning therapists
- maximal teaching and learning opportunities throughout the school day including opportunities for age-appropriate play and leisure interactions both between staff and students and students.

The Forum School strongly supports innovation in order to increase the effectiveness of its teaching. All innovation in education practice and general autism intervention must have a sound rational basis and be subject to continuous evaluation.

The curriculum is personalised to build the skills that will enable each student to enjoy, learn and participate appropriately in the world around them. Each student's learning journey

through the school curriculum is underpinned by precise data collection gathered through direct observation and close monitoring of their progress.

#### 4.1. Curriculum Objectives

The aim of The Forum School Curriculum is to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society, and
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

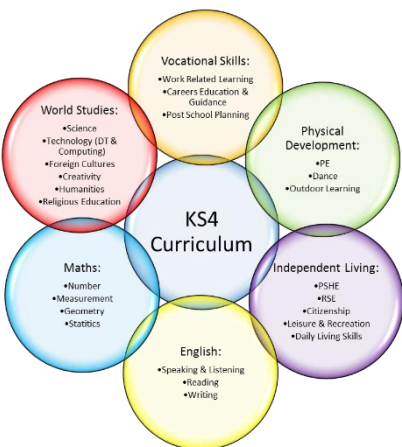
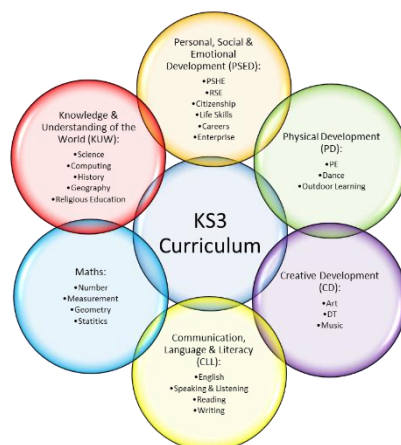
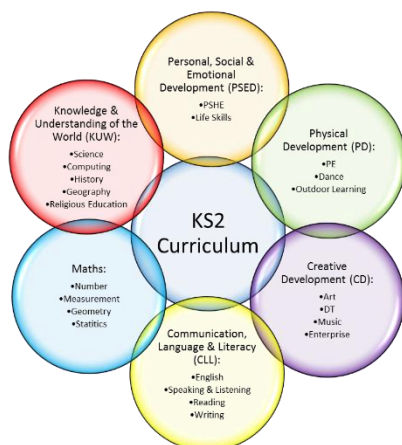
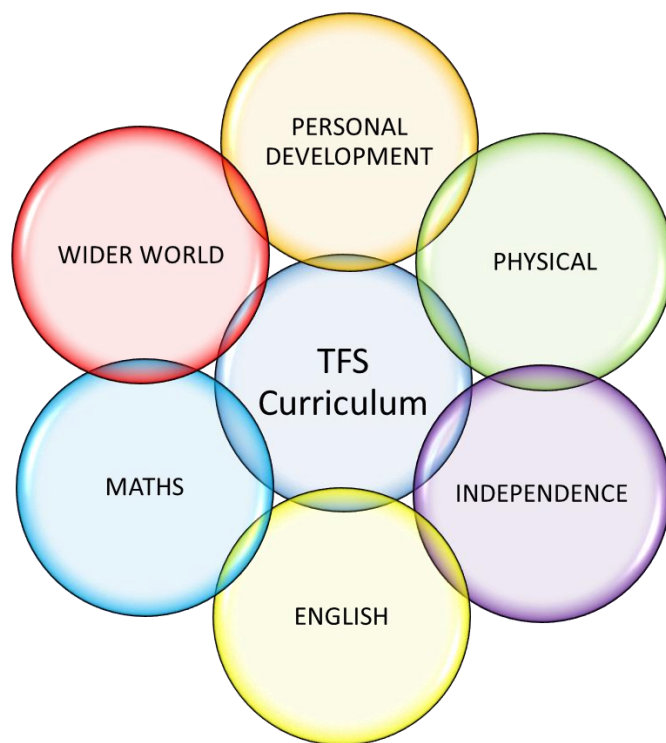
To those ends, The Forum School Curriculum is designed to be personalised to build the skills, knowledge and understanding that will enable all students to be:

- Successful learners: who enjoy learning, make progress and achieve;
- Confident individuals: who are able to lead safe, healthy and fulfilling lives with appropriate autonomy and independence and;
- Participative citizens: who meaningfully participate in their communities

Our ultimate aim is that our students enjoy, learn from, and participate appropriately in the world around them whilst at school and ultimately as an autonomous adult empowered through their education to lead a full and enjoyable life.

## 5. Curriculum Content

This school curriculum diagram gives an overview of subject coverage and how it informs each Key Stage





## 6. Curriculum Pathways

Pathway to Active Lives (SP)	Pathway to Community Living (LP)	Pathway to Employment (CP)
Learners on this pathway will access a broad and balanced curriculum with Multi-Disciplinary and Therapeutic input. This may be seen as an individualised learning programme enabling access to opportunities for progress.	Learners on this pathway will develop their skills to lead independent and fulfilling lives within their community. They will begin to build on learning from 'Active Lives' and develop the opportunities to take an active role as part of their community.	Learners on this pathway will aspire to securing their independence, personal and living skills and preparation for the world of work and employment. They will build on prior learning from 'Active Lives' and 'Community Living'
<ul style="list-style-type: none"> <li>• Key skills in English and Mathematics</li> <li>• Making choices</li> <li>• Developing independence and personal skills</li> <li>• Lead full and active lives</li> <li>• Experiencing the wider world</li> <li>• Enterprise opportunities</li> <li>• Internal work experience</li> <li>• Access to careers advice, awareness and opportunity</li> </ul>	<p>Experiences in 'Pathway to Active Lives' will be secure and embedded.</p> <ul style="list-style-type: none"> <li>• Skills for independent living</li> <li>• Developing skills to enable access to the community (enabling)</li> <li>• Developing skills for independence within the community (securing)</li> <li>• Skills for making a positive addition to the wider community (contributing)</li> <li>• Internal or External work experience</li> <li>• Careers advice and support leading to aspirational choices.</li> </ul>	<p>Experiences in 'Pathway to Active Lives' and 'Pathway to Community Living' will be secure and embedded.</p> <ul style="list-style-type: none"> <li>• Functional, personal and life skills for independent living</li> <li>• Travel training</li> <li>• Work related skills</li> <li>• Preparation for employment</li> <li>• Access to work opportunities</li> <li>• Internal or external work placements</li> <li>• Careers advice and planning for the future</li> </ul>
<p>ASDAN Transition Challenge – sensory</p> <p>ASDAN Towards Independence (sensory modules)</p>	<p>ASDAN Transition Challenge – introduction and progression</p> <p>ASDAN Workright</p> <p>ASDAN Towards Independence</p> <p>AQA Unit Award Scheme – pre-entry level &amp; level 1</p>	<p>ASDAN Workright or Employability</p> <p>ASDAN Towards Independence – World of Work modules</p> <p>AQA Unit Award Scheme – pre-entry level &amp; level 1 &amp; level 2</p>
Specialist Residential Care	<p>Specialist Residential Care / Supported Living</p> <p>Residential Specialist College</p>	<p>Residential Specialist College or FE provider</p> <p>Supported Living / access to local FE College</p> <p>Supported Employment / paid Employment</p>
SMSC and British Values / Enrichment Opportunities and Creativity runs through all areas and provides the breadth, balance and wealth of opportunities we continually provide		

### 6.1. TFS Curriculum areas:

A student's personalised curriculum places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme designed to promote social communication, language, literacy, problem solving and self-management of behaviour and emotions. This approach is developmental.

Given the needs of children with a diagnosis of autism, The Forum School has identified the following as its 'TFS Curriculum':

- English (with an emphasis on Expressive and Receptive Communication)
- Maths
- Personal Development including Relationship and Sex Education (RSE)
- Physical
- Independence
- Wider World including Religious Education

Students are encouraged to use Information Communication Technology as a learning tool across the curriculum, including the use of augmentative and alternative communication aids.

The TFS Curriculum areas form the integral underpinning of each student's personalised curriculum from 7 – 19 years of age. For students in the Lower School the TFS Curriculum emphasises on 'Learning to Learn' skills. Greater emphasis is placed on developing relevant and functional life-skills for students of secondary school age (11 – 19 years) and on developing vocational, work-related learning skills for students aged 14-19 years of age.

### 6.2. Wider Curriculum areas:

Students' entitlement to a broad and balanced curriculum, including the National Curriculum, is also provided through access to wider curriculum subjects.

### 6.3. The Primary Curriculum Model:

All students in KS2, KS3 and KS4 have access to cross-curricular teaching through topic sessions, as well as access to discrete wider curriculum sessions such as P.E., Music, and Art. Primary students also have opportunities to develop their social and play skills during exploratory play and social skill sessions. In KS4 students begin to develop key vocational skills and daily living skills.

### 6.4. TFS College Curriculum:

Students in the Sixth Form continue to access key skills and daily living skills sessions as part of their personalised study programme and timetabled sessions. Students in the TFS College access a highly personalised curriculum based on their preferences, strengths and areas to develop. This curriculum

consists of increased access to chosen vocational or leisure choices according to the Learning Pathway they are following and increased community access including work placements as appropriate.

The following strategies have been used for managing the time allocations and the different components of each student's personalised curriculum:

- giving significant time to those parts of the curriculum which are priorities for our students by identifying areas that are a key part of 'The Forum School Curriculum'
- varying the frequency of parts of the curriculum, for example, a higher proportion of time each day is allocated to The Forum School Curriculum areas including Personal Development including Relationship and Sex Education (RSE); English Basic Skills (with an emphasis on expressive and receptive Communication); Mathematics Basic Skills. Weekly time is allocated to other important areas of the curriculum such as PE, and vocational learning.
- identifying skills which require regular and frequent practice and teaching and ensuring that these are written as 'Individual Lesson Plans' so that a student has many opportunities to learn and generalise these skills
- teaching some wider curriculum subjects in rotating blocks, for example, history may be a lead focus in topic work in one term and geography in the following term
- teaching some parts of a subject in depth and treating other material with a lighter touch, for example, an emphasis on recognising personal and family history for students with complex needs rather than a comparison between their own lives and those of people in the Middle Ages
- recognising out-of-class time as contributing to aspects of learning that are important for students with learning difficulties, for example, planning, recording and monitoring students' progress with feeding
- linking parts of some subjects in themes, for example, 'topic' units of work that bring together a range of different subjects so that learning is contextual

Decisions about target setting and teaching methods are continually reviewed through termly 'Pupil Progress' meetings. These take account of the students' individual needs, drawing on their Education Health and Care Plan, the outcomes of their annual review and the priorities identified in their TRAIL document.

The overarching rationale behind decisions relating to curriculum breadth and balance is further explained by a characteristic profile of the curriculum at each Key Stage.

Phase	Key Stages 2	Key Stage 3	Key Stage 4	Key Stage 5 (College)
Approx age	7 – 11 years	11 – 14 years	14 – 16 years	16 – 19 years
TFS Curriculum	Ongoing teaching and maintenance of 'Learning to Learn skills';	Ongoing teaching and maintenance of 'Learning to Learn skills';	Ongoing teaching and maintenance of 'Learning to Learn skills';	Ongoing teaching and maintenance of 'Learning to Learn skills';

	<p>'catch-up' skills and knowledge.</p> <p>Overcoming potential barriers to learning</p>	<p>'catch-up' skills and knowledge.</p> <p>Overcoming potential barriers to learning and promoting behaviours for meaningful community participation.</p> <p>Identify areas of personal interests and strengths to inform planning of 14 – 19 curriculum, and transitions to adult life.</p>	<p>'catch-up' skills and knowledge.</p> <p>Overcoming potential barriers to learning and meaningful community participation.</p> <p>Introduction of work-related learning and vocational and leisure interests.</p> <p>Preparation for adult life, with access to suitable externally accredited courses (e.g. Transition Challenge)</p>	<p>'catch-up' skills and knowledge.</p> <p>Overcoming potential barriers to learning and meaningful community participation.</p> <p>Preparation for adulthood include a focus on outcomes for Employment, Education and Training, Independent Living, Community Inclusion and Health , with access to suitable externally accredited courses (e.g. ASDAN - Towards Independence) and qualifications 'Real work' experience.</p>
Wider Curriculum	<p>Generalisation of mastered skills to access greater curriculum breadth e.g. within differentiated The Forum School Curriculum topic work, PE &amp; music lessons</p> <p>Development of social and play skills.</p>	<p>Generalisation of mastered skills to learn through greater curriculum breadth e.g. through wider curriculum sessions and educational visits.</p> <p>Development of social and citizenship skills.</p>	<p>Use of mastered skills to learn through greater curriculum breadth e.g. through wider curriculum sessions, educational visits, enterprise, meal preparation, healthy living and work related learning.</p>	<p>Opportunities to further develop skills in areas of personal interest e.g. Horticulture, Landscaping, Performing Arts, Retail and Enterprise, Creative Arts through chosen Vocational &amp; Leisure pathways including community based learning opportunities.</p>

## 7. Curriculum Planning

The planning of a student's personalised curriculum starts first with identifying their developmental and learning needs. We use the following assessment tools:

- Clinical observation and assessment;
- Functional Analytic assessments of behaviours;
- Assessments conducted by Speech and Language Therapists;
- Assessments conducted by Occupational Therapists;
- TFS P-Levels.
- Assessment of IQ/Cognitive assessment

Students, parents and/or carer insights and priorities are also identified and inform decision making. Stretching targets are set in agreement with students and their families each term in order to support each student to reach their personal goals and achieve the best possible outcomes in the wider areas of personal and social development. The key processes, key concepts and contexts necessary to address these needs and priorities are then planned, in addition to strategies designed to remove barriers to learning, such as interfering behaviours associated with their autism.

Teachers modify the curriculum as necessary to provide all students with relevant and appropriately challenging work at each key stage by:

- setting suitable learning challenges
- responding to students' learning needs and overcoming potential barriers to learning and assessment for individuals and groups of students'
- Differentiation by 'Age and Stage'

## 8. Multi-disciplinary input

Multi-disciplinary input into all decision-making underpins student progress through collaborative assessments, curriculum planning, teaching, instruction and interventions, and is encouraged and expected at all levels and stages of decision making.

Our multi-disciplinary and multi-agency approach and our commitment to working in partnership with parents are fundamental to how we support and nurture every student in reaching their full potential and in ensuring they have the best possible life-chances.

## 9. Outcomes

All students at The Forum School have an Education Health and Care Plan. EHC Plans (ECHP) must specify the outcomes sought for the child or young person to be well prepared for adulthood, including wider outcomes such as positive social relationships and emotional resilience or stability. 'Outcomes should always enable children and young people to move towards the long-term aspirations of

employment or higher education, independent living and community participation. An outcome can be defined as the benefit or difference made to individual as a result of an intervention – in other words, what it is that the young person will be able to do as a result of the intervention that they cannot do now and by when this will be achieved.’

Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. An outcome for a child of secondary school age might be, for example, to make sufficient progress or achieve a qualification to enable him or her to attend a specific course at college.’

The effectiveness of our provision and the education which our students receive is monitored continuously through observations of students, data analysis and their progress towards achieving the outcomes agreed in their ECHP.

## 10. Curriculum review and policy review

In our determination to realise the aims and outcomes of this Curriculum Policy, we are committed to continuous review and improvement of teaching and learning. Each student’s personalised curriculum will continue to evolve in alignment with their individual needs and learning priorities; in consultation and partnership with parents; and with close involvement from all professionals working for the best interests of each student both now and in planning for the future.