

# Curriculum policy

Inscape House School



Approved by:

A handwritten signature in black ink, appearing to read "C. Tully", is written over a white rectangular background.

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## 1. Aims

Our curriculum aims to:

- Promote a love of and a thirst for learning at all ability levels
- Provide a broad and balanced education for all pupils which is tailored to their specific needs as outlined in their Education, Health and Care Plans
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- 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
- Inspire all stakeholders
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop skills specific to autism such as communication and social interaction
- Provide subject choices that support pupils' learning and progression from each key stage of education and enable pupils to work towards achieving their Education, Health and Care Plan outcomes as well as personal goals and aspirations
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- The school is complying with each of its funding agreements as commissioned by various local authorities, for each pupil, and teaching a "broad and balanced curriculum" which usually includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils' SEN needs as set out in their Education, Health and Care Plans
- All courses provided for pupils that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- It participates actively in decision-making about the breadth and balance of the curriculum

#### **3.2 Head Teacher**

The head Teacher 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 all legal requirements
- 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 to ensure that they meet their Education, Health and Care Plan outcomes

#### **3.3 Heads of Department**

Heads of Department are responsible for:

- Quality assuring and monitoring the breadth, depth and implementation of the curriculum in their department
- Supporting teaching staff to understand the importance of the effectiveness of planning to meet wider curriculum objectives

#### **3.4 Teachers**

Specialist and subject lead teachers are responsible for:

- Action planning on a yearly basis for their curriculum area to ensure that priorities are met and the curriculum is well resourced
- Supporting all teachers who teach their subject to enable them to implement the curriculum

All teachers are responsible for:

- Adhering to and adapting the curriculum as necessary for their cohort of pupils
- Resourcing, planning and teaching the curriculum
- Assessing the suitability of the curriculum and using assessment to ensure progress for all pupils

## 4. Organisation and planning

The curriculum incorporates four pathways across the school. Students are able to move across the pathways throughout their learning journey:

### 1. Champions

Pupils who are learning how to learn through sensory exploration.

### 2. Explorers

Pupils who are supported learners and learn predominantly through sensory exploration.

### 3. Crusaders

Pupils who are bridging the gap between being supported learners and becoming independent learners. These pupils have the potential to be on college, apprenticeship, Entry Level, Functional Skills or BTEC pathways.

### 4. Pioneers

Pupils who are independent learners and those who have the potential to be on GCSE, AS, A-Level and Higher Education pathways.

- The curriculum is adapted and individualised to meet pupils' specific needs as stated on their Education, Health and Care Plans
- Sex and Relationship Education is taught through the science and PSHE curricula and is mandatory in KS2, KS3, KS4 and KS5. The level of cognition and the age and stage a pupil is at determines what is taught in these lessons
- Spiritual, moral, social and cultural development is embedded throughout the curriculum and the Autism Education Targets that are set for each pupil feed into this
- British values is embedded throughout the curriculum and specific areas are featured on each medium term plan
- Careers guidance is taught through Employability and we have strong links with employers and local colleges
- Heads of Department are responsible for overseeing long-term plans, medium-term plans and short-term planning, however it is the teachers' responsibility to plan and deliver the curriculum and source appropriate resources relevant to the needs of their cohort

## 5. Inclusion

Teachers set high, yet achievable expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Emerging learners
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils who suffer with mental health difficulties
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils at any stage of their learning journey can access the curriculum, and ensure that there are no barriers to every pupil achieving.

Autism Education Trust Targets will be set for all pupils to enable pupils to develop the skills needed to become a successful member of society.

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.

## **6. Monitoring arrangements**

Governors, The Head Teacher and Heads of Department monitor whether the school is complying with its funding agreement as set out by each local authority and whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Case studies
- Learning walks and lesson observations
- Work and planning scrutiny
- Looking at KPIs as set by the Head Teacher and Heads of Department
- Regular meetings with the Head Teacher and Heads of Department
- Termly pupil progress meetings with class teachers and therapists
- A robust and supportive process for identifying and monitoring areas for development in teaching, learning and delivery of the curriculum
- Monitoring budgets

Specialist and subject lead teachers also have responsibility for:

- monitoring the way in which resources are stored and managed
- monitoring how the curriculum is taught across the school
- monitoring budgets

This policy will be reviewed yearly by the Head Teacher, the Head of Department responsible for Pupil Experience and the Governing Body. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- Examination policies
- Planning policy
- Teaching and Learning Policy