

West Kirby School and College

Curriculum Policy Document

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Legal Framework:

This policy has due regard to all the relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2014) SEND Code of Practice 0 to 25 years

DfE (2013) National Curriculum in England

DfE (2019) 'School attendance'

Links with other policies:

This policy links to the following policies and procedures:

Assessment policies

SEND Policy

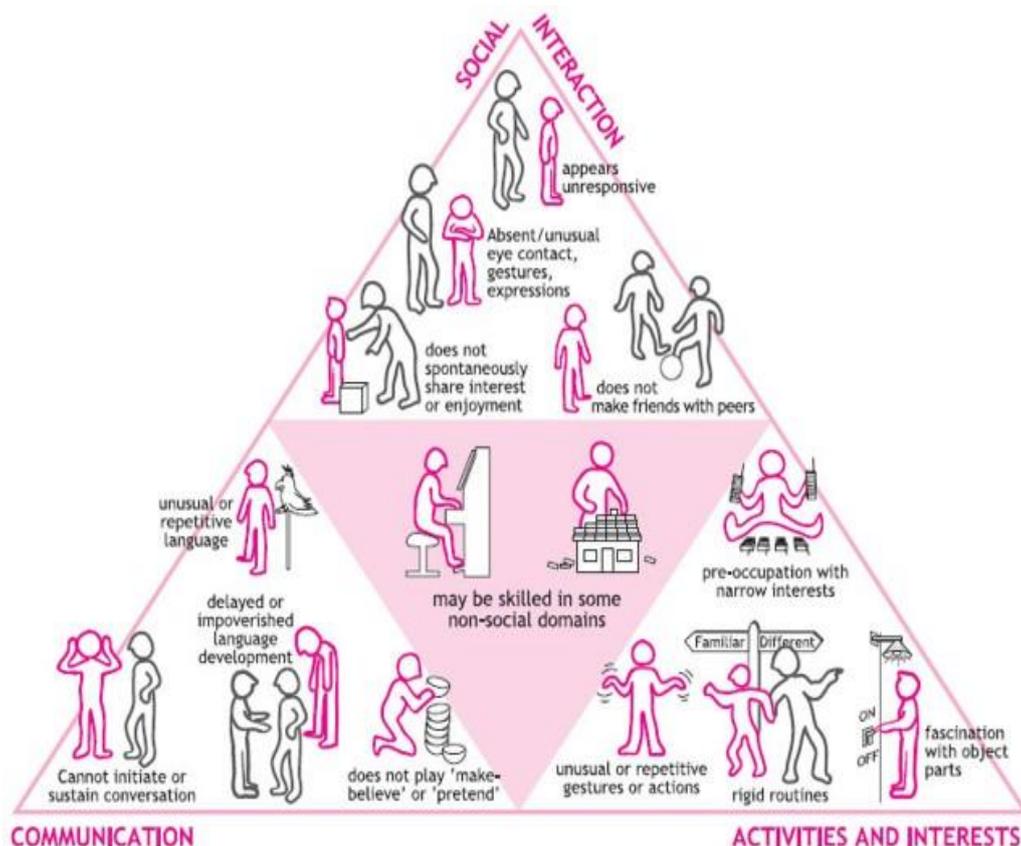
Equality and Diversity Policy

Introduction:

West Kirby School and College (under the charity West Kirby Residential School) delivers a differentiated 5-19 years' curriculum which caters for our pupils' levels of attainment, language ability and social communication needs.

We teach to the National Curriculum, which is underpinned by the SCALES ethos (Social Communication, Academic Learning, Emotional Support). This is a toolkit devised by the school which enhances, enables and develops children's learning through personal targets within speech and language and occupational therapy needs. Throughout all subjects there is an underlying focus on improving communication in all areas.

WKS educates pupils who have a variety of needs and diagnoses. These include a high percentage of pupils who have been diagnosed with Autistic Spectrum Condition (ASC). The school works hard to support pupils with ASC, through specific and varied learning experiences and has consistently achieved the Autistic Award. Teachers and Speech and Language Therapists (SaLT) work together to develop great learning opportunities for pupils. We understand that whilst not all pupils at WKRS have a diagnosis of ASC, almost all pupils display behaviours which can be characterised as belonging to some area of the triad of impairments. The model below shows some of the behavioural traits.



Examples of ways in which the curriculum is adapted for our pupils are as follows:

The National Curriculum is adapted to suit academic levels

Skills and knowledge are related to functional situations

Different departments collaborate

Tasks incorporate a 'special' or 'particular' interest

There is a weekly school-wide communication target

Work is individualised

Staff explain and use a variety of language to aid understanding

Pupils are streamed carefully, to ensure they are able to meet others with similar personalities and interests, therefore enabling them to build friendships

There is a dedication to the growth and development of a strong STEM curriculum throughout the school

Aims:

To enable pupils:

- To foster a positive attitude towards learning and an aspirational attitude
- To have equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support with all pupils having the aim of achieving at least 5 accredited qualifications at the end of Key Stage 4.
- To understand they are successful learners, who can discuss their progress
- To leave school with good basic skills in literacy, this is especially in the area of reading where a strong raft of interventions and a dedicated team support children's reading development
- To teach pupils the basic skills of numeracy, ICT and science, enabling pupils to have access to learning opportunities in a range of areas within STEM
- To allow pupils to develop their creative and expressive skills in a range of curriculum areas. To develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- To develop their own personal interests and thoughts on different topics
- To engage in spiritual, moral, social and cultural development, develop an understanding of fundamental British values and Protected Characteristics and to ensure they are living within these values
- To participate in physical development and to have responsibility for their own health. To enable them to be active
- To provide a broad range of subject choices which support pupils' progression towards achieving their lifestyle goals and career path progression
- To develop pupils' independent learning skills, enterprise and resilience, equipping them for further/higher education and employment
- To support pupils in developing high self-esteem and respect for others through a fair and equitable system which promotes trust, the development of healthy relationships and personal responsibility. Enabling a sense of belonging to school and community

Entitlement:

All pupils are given full access to the curriculum at an appropriate level. During the admissions and assessment period the most appropriate class setting is decided upon. If a pupil needs to change class after this period, it would happen through:

Statutory Annual Reviews
Referral to SLT
Consultation with pupils and parents

All classes receive a curriculum appropriate to their key stage, which is designed to meet their varied needs. Targets on the IEPs are taken into account by teachers and support staff.

The school has three distinct phases relating to:

KS1 and KS2:

Students in these key stages are either educated in the school's nurturing Zone area or in a primary classroom. It is rare to have a student in KS1 who attends WKS. The curriculum in KS1 and KS2 follows a thematic approach to learning, allowing pupils to make connections between different subject areas. Instruction comes from a multi-professional team including a qualified teacher, speech and language therapists and occupational therapists.

KS3 and KS4:

The main body of the school operates on an adapted secondary curriculum. Classes follow a curriculum which addresses pupils' SaLT and additional needs. Some classes operate at a developmental state, which has a reduced number of staff changes. In every class pupils learn English, Maths, Science and ICT in addition to a range of non-core subjects. In KS4, pupils are offered a range of options. KS4 options run for 2 years in order to enable pupils to achieve accreditations.

In **KS5** Pupils are offered options which create a bespoke package. These can be A-levels, additional GCSE level qualifications, work related options units, units which enable pupils to move towards adulthood and enable key skill development e.g. form filling, a KS5 directed Relationship and Sex Education course, resits and support in access college based units, in conjunction to school qualifications.

Accreditations:

Accredited courses are offered in line with pupil age and ability. These include (but are not restricted to):

A Levels
GCSEs
Cambridge Nationals & Technicals
BTEC
FCSE
Asdan
Functional Skills
Entry Level Certificates,
Arts Awards
Open Awards
Life & Living Skills Diploma

Pupils can also achieve Duke of Edinburgh Award qualifications.

Assessment and Recording:

Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a cycle of planning, teaching and assessment.

Short term assessments will be an informal part of every lesson to check pupils' understanding and gain information which assists in adjusting day to day lessons plans. Each department provides a curriculum framework within which arrangements for assessing and recording pupils' achievements are integral to the learning process.

Medium term assessments will assess some of the ideas linked to the key objectives which have been covered during a half term. These may be slightly formalised and may involve summative or formative assessments.

Assessment will be for a variety of purpose. They can be used as an aid to making judgements about the achievements of a pupil and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigation, project work and examinations (where appropriate).

Long term assessments may take place prior to a pupils' Annual Review. A variety of assessments may be used according to pupils' ability levels. Assessment will also be made through End of Key Stage Tests or tasks and also using external examinations.

Pupils' individual success will also be celebrated through the school's Going for Gold system, certificates and bespoke rewards.

Intended Outcomes

Through implementing the differentiated and modified National Curriculum based on a communication framework we intend to:

- Optimise the communication skills of all pupils,
- Cater for the specific needs and learning difficulties of individual pupils as described in their statements, providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interest in learning.
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.

It is intended that through the programme of study the pupils at West Kirby School will:

- Improve their communication skills.
- Improve literacy skills.
- Improve numeracy skills.
- Develop greater levels of independence.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to assist their decisions about future careers.
- Have a positive attitude towards their past, present and future learning.
- Be aware of the skills for interaction when working with others.
- Have sufficient key skills and self-esteem to approach new situations confidently.

Cross Curricular Links

- It is important that our pupils can recognise key skills used across the curriculum areas. This enables pupils to generalise skills they have learned in one subject applying them to the next.
- Where subject topics overlap co-ordinators can utilise this learning opportunity.
- All subject co-ordinators will complete their schemes, including literacy and numeracy links to their subject. ICT opportunities will also be identified in all subject areas.
- Classes in KS1, 2 or 3 may have humanities delivered through a cross curricular format.
- All subjects will have a strong emphasis on delivery through a communication focus. This optimises the pupils' learning opportunities and therefore the subject progress made.

Resources

All curriculum co-ordinators will maintain up to date resources. Due to the emphasis of communication in the curriculum all co-ordinators are expected to employ visual resources to support topics taught.

Co-ordinators complete development plans for the next year and these plans effect their budget for that year.

Promoting Financial Skills through the Curriculum

The communication framework ensures that the National Curriculum Key Skills are addressed in all subjects from planning through to delivery and assessment. The key skills are:

- Communication.
- Thinking Skills.
- Problems Solving.
- Working with others.
- Improving own learning and performance.
- Literacy/Numeracy/ICT

The National Curriculum documentation states that pupils should be given the opportunity to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. Pupils will be given opportunities to support their work with ICT as well as being taught essential ICT skills.

Literacy and Numeracy support the day to day delivery of all subjects. Through the implementation of the National Literacy and Numeracy strategies these skills are developed in all areas.

The promotion of pupils' spiritual, moral, social and cultural development is also paramount in our curriculum.

Inclusion

The needs of the pupils within West Kirby School are varied and often complex. Successful inclusion relies on absolute respect for the needs of the individual and attempts to give individuals the same access and opportunities as all other pupils wherever possible.

Each department attempts to set suitable learning challenges, respond to pupils' needs and overcome potential barriers to learning.

Promoting Pupils' Spiritual, Moral, Social and Cultural Developments, including British Values and Protected Characteristics.

Pupils throughout the school will develop their spiritual, moral, social and cultural experiences by themed days across the year. They will also have experiences delivered through assemblies and within the curriculum. The school is dedicated to the promotion of Fundamental British Values and Protected Characteristics.

- Spiritual – Through helping pupils to reflect and respond emotionally and spiritually to beliefs and ideals.
- Moral – Through helping pupils consider and respond to areas of morality and comparing to their own ideals of morality.
- Social – Through helping pupils to develop their sense of identity and comparing their life with others.
- Cultural – Through helping pupils to understand how other cultures developed and to consider their own views and opinions about them.
- British Values – Through helping pupils gain a respect of how the Government and the laws work.
- Protected Characteristics – Through developing an understanding of the importance of respecting others and approaching situations with an understanding of equality, acceptance and fundamental human rights. Pupils will understand the nine characteristics.

Throughout Key Stage 2, 3 and 4, pupils' understanding of British Values and Protected Characteristics will develop through and alongside the delivery of SMSC.