



## Birtenshaw School Curriculum Policy

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### Rationale:

The Curriculum at Birtenshaw School supports the mission statement: *brightening lives, building futures* by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development to ensure that ALL pupils, no matter their starting points, backgrounds and individual needs, are afforded the same ambitious curriculum and an equal chance to succeed.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age and the Early Years Foundation Stage. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area by tailoring curriculums to meet the needs and aspirations for all pupils.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Pupils at Birtenshaw School have complex needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with Occupational Therapist (OT) and Speech and Language Therapy SaLT staff. This ensures pupils are prepared, settled and motivated to access their learning fully.

We know that autistic people are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

### **Aims:**

- Pupils are able to develop a deeper understanding of the world and their learning by accessing a broad and balanced curriculum.
- Pupils are able to build on existing knowledge through scaffolded learning
- Pupils are supported by Teachers and Learning Support Assistants who are confident in their own knowledge and expertise
- Pupils are assessed and encouraged to self-assess so that learning leads to progress which is relevant for each individual pupil.
- Pupils are able to learn in a calm, purposeful environment.
- Pupils have clear expectations and are supported to self-regulate and manage their own behaviours where appropriate.
- Pupils understand their own rights and responsibilities as educated citizens within society.
- Pupils are supported in their career choices and have opportunities to access a wide range of further education, employment, supported employment, work placements and careers.
- Pupils are supported to be accountable for their own learning, where appropriate, and are acknowledged for their achievements and reaching their goals.
- Pupils communication development and understanding underpins all activities and lessons in school
- Pupils classroom learning is reinforced through community, enrichment activities to embed learning in real like situations.
- Pupils are able to contribute to their community and act as positive and respected citizens.
- Pupils spiritual, moral, cultural, mental and physical development at the school and of society is promoted to prepare pupils for the opportunities, responsibilities and experiences of later life

### **Curriculum Intent**

The purpose of the curriculum at Birtenshaw is to ensure that all pupils, no matter their starting points, backgrounds and individual needs, access a broad and balanced curriculum which prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum compliments and reinforces the long term aspirations and targets set in each pupils Education, Health and Care Plan and is designed to build on existing knowledge and skills so that pupils meet their end goals.

### Academic

Pupils will access the curriculum through three different Pathways.

**Pathway 1** – this pathway is designed to support pupils who will always require guidance from an adult in order to keep themselves safe, healthy and to experience a high quality of life. The focus of this curriculum is to build independence and self-care skills so that when pupils leave Birtenshaw School they are equipped with the skills they need in order to make informed decisions, express their wants, needs and feelings and have as much independence as possible.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To infinity and beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations Citizenship – rules Citizenship – finding out about occupations of people who help us	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies Relationships – understanding changes Relationships – public and private spaces Relationships - feelings	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment Relationships – making friends
Key stage 4 and 5 Curriculum			
Core Subjects	Preparation for Adulthood		
<b>ASDAN PPQ:</b> Developing Reading Skills Developing Writing Skills Developing Communication Skills Developing Self-awareness: All about me Early Mathematics: Developing Number Skills	<b>Autumn Term – To infinity and beyond</b> Developing Skills for the Workplace: Following Instructions Getting things done Growing and caring for plants Health and safety Looking and acting the part	<b>Spring Term – The prehistoric world</b> Developing Independent Living Skills: Having your say Keeping Safe Looking after your home Being healthy Personal presentation Preparing drinks and snacks	<b>Summer Term – The Olympics</b> Developing community participation skills: Caring for the environment Getting out and about Participating in sporting activities Personal enrichment Travelling within the community

Early Mathematics: Measure Early Mathematics: Sequencing and Sorting Early Mathematics: Shape Early Mathematics: Understanding what money is used for			Using local health services Engaging in new, creative activities
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**Pathway 2** - The aim of this pathway is to provide a broad and balanced curriculum for pupils whose long term aspirations are to live semi-independently. Pupils on this pathway are likely to always have support in their adult life but the ability to do many tasks independently. The pathway will have a focus on building pupils knowledge and skills in all areas of the curriculum so they can make informed choices at 14 in regards to future education and areas of study. These areas of study will support pupils to meet their long term aspirations and provide opportunities for them to access employment and develop a range of skills.

Pupils in year 9 will then have access to a more streamlined curriculum offer which is designed to prepare pupils for adulthood and develop awareness of cultural capital so they can be productive and contributing members of society.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To Infinity and Beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations Citizenship – rules Citizenship – finding out about occupations of people who help us <b>AQA Unit Awards Entry Level</b> The nature of friendships	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies Relationships – understanding changes Relationships – public and private spaces Relationships – feelings <b>AQA Unit Awards Entry Level</b> Managing relationships	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment Relationships – making friends <b>AQA Unit Awards Entry Level</b> Healthy Eating Making a fruit smoothie Keeping healthy

	<p>Mentoring and helping others</p> <p>Expressing personal likes and dislikes</p> <p>Engaging with the careers service</p> <p>Making informed career changes</p> <p>School and home relationships</p> <p><b>Level One</b></p> <p>The nature of friendships</p> <p>Building positive relationships</p>	<p>Relationships</p> <p>The human body</p> <p>School and home relationships</p> <p><b>Level One</b></p> <p>Life Skills Building healthy relationships</p> <p>Learning how to keep our bodies safe</p> <p>Developing self esteem</p> <p>Healthy eating</p> <p>Using the internet safely</p>	<p>Taking part in activities in the local community</p> <p>Finding out about the local community</p> <p>Visiting a venue in the local community</p> <p><b>Level One</b></p> <p>Making positive changes in the community</p> <p>Introduction to developing community knowledge</p>
<b>Key stage 4 and 5 Curriculum</b>			
<b>Core Subjects</b>		<b>Preparation for Adulthood</b>	
<p><b>ASDAN PPQ:</b></p> <p>Developing Reading Skills</p> <p>Developing Writing Skills</p> <p>Developing Communication Skills</p> <p>Developing Self-awareness: All about me</p> <p>Early Mathematics: Developing Number Skills</p> <p>Early Mathematics: Measure</p> <p>Early Mathematics: Sequencing and Sorting</p> <p>Early Mathematics: Shape</p> <p>Early Mathematics: Understanding what money is used for</p> <p>Developing ICT Skills</p> <p><b>Optional core subjects</b></p> <p>BTEC Entry 1 – Pre Vocational Study</p> <p>BTEC Cooking Skills Level 1</p> <p>Functional Skills Entry 1 – Entry 3:</p> <p>English</p> <p>Mathematics</p> <p>ICT</p> <p><b>SMSC / PSHE</b></p> <p><b>PE</b></p> <p><b>Arts Award</b></p>	<p><b>Autumn Term – To Infinity and Beyond</b></p> <p>Developing Skills for the Workplace:</p> <p>Following Instructions</p> <p>Getting things done</p> <p>Growing and caring for plants</p> <p>Health and safety</p> <p>Looking and acting the part</p> <p>Participating in a mini enterprise project</p> <p>Planning and preparing food for an event</p> <p>Learning to learn</p>	<p><b>Spring Term – The Prehistoric World</b></p> <p>Developing Independent Living Skills:</p> <p>Having your say</p> <p>Keeping Safe</p> <p>Looking after your home</p> <p>Being healthy</p> <p>Personal presentation</p> <p>Preparing drinks and snacks</p> <p>Using local health services</p> <p>Using a community facility over a period of time</p>	<p><b>Summer Term – The Olympics</b></p> <p>Developing community participation skills:</p> <p>Caring for the environment</p> <p>Getting out and about</p> <p>Participating in sporting activities</p> <p>Travelling within the community</p> <p>Personal enrichment</p> <p>Rights and responsibilities – everybody matters</p> <p>Using local health services</p> <p>Engaging in new, creative activities</p>
		<b>Work skills / life skills</b>	
		<p>Work skills / life skills half day per week session</p> <p>Duke of Edinburgh</p> <p>Work experience – Bird Sanctuary, Rivington Restoration</p> <p>Volunteering – Gravel pits</p> <p>Birtenshaw College Cafe</p>	

**Pathway 3** – The aim of this pathway is to provide a broad and balanced curriculum for pupils whose long term aspirations are to go on to study through further education, complete paid or volunteer work and live mostly, if not completely, independently. Pupils on this pathway are capable of completing most tasks without any support from adults.

This pathway will have a focus on building pupils knowledge and skills in all areas of the curriculum so they can make informed choices at 14 in regards to future education and areas of study. These areas of study will support pupils to meet their long term aspirations and provide opportunities for them to access employment and develop a range of skills.

Pupils in year 9 will then have access to a more streamlined curriculum offer which is designed to prepare pupils for adulthood and develop awareness of cultural capital so they can be productive and contributing members of society. Pupils who wish to continue their education will leave Birtenshaw School with the qualifications to do so.

Key stage 2 and 3 Curriculum			
Core Subjects	Developing Independence		
<b>Wilson Stuart P Steps:</b> Literacy Numeracy Science History Geography Art Design Technology PE SMSC Music PE	<b>Autumn Term – To Infinity and Beyond</b> ASDAN Horizons: Social – Friends Social – helping others Social – careers Personal – likes and dislikes Personal – my family's jobs Health – finding out about health related occupations Citizenship – rules Citizenship – finding out about occupations of people who help us	<b>Spring Term – The prehistoric world</b> ASDAN Horizons: Personal - personal details Personal – my family Health – personal care Health - healthy eating Health – keeping safe Citizenship – having your say Relationships – our bodies Relationships – understanding changes Relationships – public and private spaces Relationships – feelings	<b>Summer Term – The Olympics</b> ASDAN Horizons: Social – My local community Social – different communities Personal – leisure Health – keeping fit Citizenship – rights and responsibilities Citizenship – environment Relationships – making friends
Key stage 4 and 5 Curriculum			
Core Subjects	Preparation for Adulthood		

<b>Literacy:</b> Functional Skills English GCSE English <b>Numeracy:</b> Functional Skills Mathematics GCSE Math <b>ICT:</b> Functional Skills ICT BTEC Information Technology <b>Science</b> WSP Steps AQA Entry Level Certificate <b>SMSC / PSHE</b> <b>PE</b>	BTEC Below Level 2: Engineering BTEC Cooking Skills Level 1 and Level 2 BTEC Sports and Fitness BTEC Performing Arts or Arts Award BTEC Level 1 Work skills BTEC Entry 1 – Pre Vocational Study  Work skills / life skills half day per week session Duke of Edinburgh Work experience – Bird Sanctuary, Rivington Restoration Volunteering – Gravel pits Birtenshaw College Cafe
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### **Literacy and Numeracy:**

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Literacy and Numeracy are taught each morning and form part of the pupils' daily routine.

Pupils' reading skills are developed by the use of the phonics reading schemes; Read, Write, INC, "Dockside" and "Jolly Phonics" which provide a structured age appropriate and engaging scheme to support reading and comprehension skills.

### **Creative Curriculum:**

The Creative Curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a topic based framework.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners

Each topic covers aspects of the Humanities and Science and reinforces Literacy and Numeracy skills.

## **14-19 Curriculum**

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking are taught and where appropriate work experience.

## **PSHE and SMSC**

PSHE is a timetabled session every day with each day having a difference focus. (see timetable)

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum.

## **Religious Education and Collective Worship**

Religious Education themes and topics are covered via Creative Curriculum Lessons as well as through assemblies and PSHE.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all of those within the school community and aim

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Parents have the right to withdraw their child from Religious Education and/or Collective Worship.

## **Sex and Relationships Education**

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations and the Learning Disability Nursing Team for specialist individual input and support.

### **Enrichment:**

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: Pony Riding, music workshops, gardening, educational visits.

### **Accreditations:**

Learning outcomes are accredited via AQA unit awards and where appropriate entry level qualifications - Functional Skills and BTEC, ASDAN Awards, Arts Award,

### **Responsibilities:**

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings are requested

### **Monitoring and Evaluation:**

The Head of School and Assistant Head of School will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks

- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

### **Resources:**

Resources are allocated in line with the priorities indicated in the School Development Plan.

### **CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

### **Equal Opportunities:**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.