

Curriculum Policy

Great Howarth School



Approved by:

MD Education Services

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1. Overview

Mission statement: A nurturing school community where we inspire and learn together.

School Vision: Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, happy, safe, and supportive learning environment within which everyone is valued, equal and all achievements are celebrated.

School Ethos: We believe that our school will nurture all individuals in their journey to achieve their full and unique potential. We are committed to developing an inclusive, welcoming, safe, and stimulating learning environment that will enable our pupils to be happy and become responsible, community-aware citizens and lifelong learners.

Great Howarth School is a specialist provision for pupils aged 7 years to 18 years with Social Emotional and Mental Health Needs.

2. Intent

At Great Howarth School, all pupils have a right to access a curriculum that is enthralling, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Lessons at Great Howarth motivate, engage, and excite our pupils. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school.

With the complex learning and behaviour needs of our pupils we acknowledge that the needs of each individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their school career.

Our school works in partnership with parents/ carers and the views of parents/ carers and pupils are taken into account in achieving the appropriate balance between pupils' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, therapeutic interventions or intensive tuition to enhance or consolidate core skills and talents. Curriculum development in conjunction with the needs of the individual, strives to ensure maximum progress for all pupils.

Our curriculum aims to:

- Ensure that all pupils have access to broad, balanced, challenging curriculum based on National Curriculum.
- Ensure quality curriculum content through systematic curriculum planning, monitoring and reviewing procedures.
- Ensure that all pupils have access to an appropriately differentiated curriculum.
- Ensure that pupils cover Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision.
- Provide pupils with access to accredited courses at Key Stage 4.

Clearly identify progression pathways for children in Year 9 including access to Further Education, vocational

courses, and work-related learning.

- Ensure that there is an equality of access to all Programmes of Study.
- Promote pupil's spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and respectful citizens.
- Develop independence and life skills through experience and activities such as cooking food, mobility, residential and work experience.
- Prepare pupils for the opportunities, responsibilities, and experience of adult life.
- Monitor and assess pupils progress for the purpose of ensuring high standards of achievement.
- Engage pupils in understanding how they make improved progress through Assessment for Learning.
- Equip our pupils with an understanding of respect for Fundamental British Values.

Research demonstrates that pupils learn best when learning is connected, practical, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and ultimately for life.

Secondary Education

In Year 7 to Year 13 the curriculum is broad, balanced, and relevant; it allows pupils time to explore, deepen understanding and embed skills for life. There is an emphasis on connectivity between subjects, so the pupils develop their understanding holistically and make the connection between what they are learning in class and the wider world. Within the wider curriculum each pupil will have individualised adaptive programmes of studies to meet their individual need this include academic and social learning

Individualised Programmes

This pathway runs throughout Key Stage 2 to Key Stage 4. The aim of the curriculum is to ensure it considers the individual needs of each pupil. For those pupils who are significantly less cognitively able than their peers or have behaviours that result in barriers to learning a bespoke curriculum is devised to ensure pupil receive a curriculum that is appropriate, meaningful, and challenging and also that prepares the pupils for adulthood and life beyond school. There is a clear focus on developing the knowledge, skills and understanding so that pupils can live a purposeful, meaningful, and fulfilled life and are able to contribute to and be an active member of their community.

Enrichment Programmes

The Enrichment Programmes are designed to aid all pupils develop confidence, life skills, emotional literacy. The Enrichment Programme is designed to be flexible in order to cater for a variety of needs.

The Enrichment Programme allows all pupils to feel secure in their environment and their specific development.

The Enrichment Programme allows for provision of breakfast, break time activities and a secure space to eat lunch has allowed pupils to develop socially. It focuses on the development of extra-curricular activities, hobbies, maintaining relationships/friendships and also developing an understanding of community values and a sense belonging.

The Enrichment Programme is supported and embedded throughout the curriculum and daily activities. Students can also follow Gateway Awards and Certifications Level ½.

Pupils also follow EHCP targets with Boxall Profiling providing a focus for support. A core curriculum focus is to develop and improve the social, emotional, and mental health of pupils.

3. Curriculum Implementation

Pupils join Great Howarth School with their own individual learning needs. Our curriculum implementation ensures that each pupil is able to access a curriculum pathway that enables them to make the very best progress that they can. The school has taken account of recommendations of the Rochford Review (October 2016) developing parallel but interconnecting curriculum pathways across the school. Pupils can move

between each curriculum model as they develop and move through the school. The emphasis is always to provide an accessible curriculum that enables pupils of all ages to develop behaviours for learning and skills for independence.

Main Pathway

For our core curriculum pupils ready for formal subject led learning will follow planning driven by the National Curriculum and accreditation specifications. Each pupil in the school has EHCP provision plans with outcomes and targets which are addressed and embedded into teacher planning.

Curriculum Implementation in the Secondary Phase

The secondary curriculum is organised on a subject based model with pupils moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability occurs in English and Math's enabling all able pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Math's, Science, History, PE, British Values, Art, ICT and Hospitality and Catering.

Work Experience

Work Experience programmes form an important and integral part of the Key Stage 4 curriculum. Careful planning takes place to ensure that each pupil accesses a suitable placement that progressively extends their abilities and independence. Pupils have regular meetings with an external Careers Advisor working to the Gatsby Benchmarks. Preparation for work experience starts at the beginning of year 10.

Travel Training

Learning to travel independently and extending general independence skills in the wider community is a crucial element of the Key Stage 4 programme. Many pupils achieve independent travel status and are able to use public transport by the end of Key Stage 4, however for some pupils, travel training is ongoing and continues to form an important feature of the pupils post 16 individual action plan.

Curriculum Delivery Model: Wave Pathways

Pupils who come to Great Howarth School will come presenting with many complex needs. These will range from Trauma, Attachment, SEMH and ASD.

Many of these needs will make learning hard for pupils and will have to be addressed in part before formal academic learning can take place, therefore Great Howarth utilise a Wave Pathway to support and allow engagement.

Pupils are provided with a purposeful, fun, and engaging learning environment where we encourage them to develop their independence and collaborative skills. Learning is focused on Communication, Cognition, Technology, Physical skills, and Personal, social, emotional well-being. Learning will be creative and experiential; pupils will be working towards differentiated outcomes appropriate to their individual needs.

Delivery Model

Our model includes 3 pathways that prepare pupils to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pathway forms a transition into formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the pupil to move successfully into adulthood.

Wave 1: Engagement

To prepare Pupils who are unable to access education we will develop an individual's timetable that will include some time spent learning in a variety of environments that meets the individual needs of the pupil this can include; one-to-one tuition, offsite experiential learning, outdoor education, Duke of Edinburgh and planned and delivered enrichment sessions. By providing a programme of engagement and adapted

curriculum, we allow the development of basic cognitive skills that enable access to targeted clinical therapies and education.

This is time to build relationships and develop trust allowing the first steps for pupils engage with us and develop the confidence needed to thrive within education.

Wave 2: Introduction of therapeutic interventions

Pupils who attend Great Howarth will often arrive with complex needs that require the support of a full therapeutic programme. Therefore, an individual timetable is planned and implemented in conjunction with the therapies team.

With a high level of engagement developed in wave 1, and an increased ability to follow school systems, engagement in therapeutic process is more successful and meaningful.

This will enable staff and pupils to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes.

Therapeutic interventions underpin the ability to learn and support the academic process. At Great Howarth School, we weave a therapeutic model throughout education. This is facilitated by trained members of staff via Horizon Blocks, Play Work, Drawing and Talking by qualified and professionally registered therapists who facilitate CBT based Counselling, Speech and Language Therapy, Educational Psychology and Play and Creative Art Therapy.

Wave 3. Enrichment

The Enrichment Programme is designed to aid all pupils in developing confidence, life skills and emotional literacy. This is run alongside the development of the therapeutic programme. (See below)

Through providing purposeful, fun, and engaging learning environment where we encourage pupils to develop their independence and collaborative skills. We start to introduce more formal learning and enabling the development of study skills, whilst addressing issues such as trauma, attachment, and behavioural issues the ability to learn grows. We therefore underpin these new skills by focusing on communication, cognition, technology, physical, social, and emotional skills delivered through individualised accredited learning such as Gateway and NCFE Certifications.

Wave 4 Academic Programme

With a pupil now undertaking meaningful therapeutic sessions and developing a sense of self and acquiring study skills we are now able to introduce more formal learning. This includes entry level, functional skills, and GCSEs, including core subjects. Pupils will continue to develop their cognitive skills and social skills through embedding all learning across the teaching timetable.

Activities to supplement classroom learning

All activities that are planned and implemented by staff will aim to directly and indirectly make an impact towards academic, EHCP and Boxall targets.

Offsite visits will be planned in collaboration with the pupils. Visit aims will vary from increasing the daily physical activity of pupils to experiencing new and interesting environments and increasing and understanding of local history and community. Pupils will be taught how to research a variety of recipes that can be prepared in the kitchen area. They can develop their literacy and numeracy skills by costing and sourcing activities and resources. Pupil's knowledge of health and safety and culinary skills can be advanced by preparing and producing a range of meals.

Other areas of learning can be discretely taught to pupils, such as basic biological concepts, when experiencing the farms, zoos, and local gardens The team, in collaboration with the pupils, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Pupils will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach pupils how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Pupils will participate in different forms of physical activity during their school day. This will help to promote a positive mental and physical wellbeing, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shop, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks. The local amenities are varied and of high quality.

4. Curriculum Impact

At Great Howarth School there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

- Progress measures using formative and summative assessment.
- Senior Leaders/Curriculum leader work scrutiny.
- Monitoring of pupil well-being and engagement using classroom-based assessment and wellbeing sessions.
- Monitoring the impact of Social, Emotional and Mental Health Interventions through Boxall profiles.
- Monitoring of EHCP provision plan targets.
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing attendance data.
- Pupil surveys.
- Parent surveys.
- Parental feedback at EHCP reviews - Section A form.
- Observation of pupil engagement during drop-ins, lessons observations and learning walks.
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to pupils, parents, and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as Social Care, CAMHS, Virtual School.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

Horizon Education and Care provide full governance through Independent SIP Visits, Director Monitoring Visits (Monthly) and Managing Director Visit (Termly) the reports generated monitor the effectiveness of our school curriculum. The HLT of Horizon Care, along with the Head Teacher and SLT at Great Howarth, are responsible for curriculum monitoring and take responsibility for different subjects and areas of the curriculum holding subject leaders and school leadership team to account.

5. Monitoring arrangements

This policy will be reviewed by the headteacher annually.

At each review, the policy will be approved by the managing director of education.