



Curriculum Content

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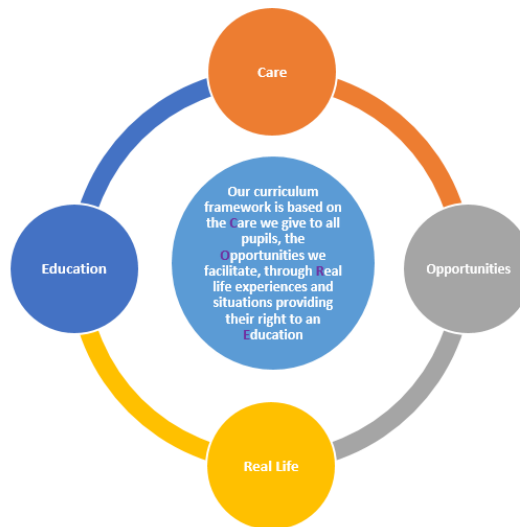
An academy within:



“Learning together; to be the best we can be”

Statement of Intent

- 1.1. Heatherwood School is part of Nexus Multi-Academy Trust. We are a co-educational community special school for children and young people aged between 3 and 19 years. Our designation is for pupils who have profound, severe and multiple learning difficulties. In addition, we also cater for a group of post 16 pupils who present with moderate learning difficulties.
- 1.2. Our curriculum framework is based on the Care we give to all pupils, the Opportunities we facilitate, through Real life experiences and situations providing their right to an Education



- 1.3. Social, Moral, Spiritual and Cultural education underpins our curriculum and permeates throughout and together with equal opportunities is an integral feature of all aspects of the life of our school; of the formal curriculum, the informal curriculum and the 'hidden' curriculum; it is implicit in teaching strategies and approaches, the quality of relationships and the ethos of our school.
- 1.4. 'Tolerance' is a small-step on the road to a prejudice-free society and, as such, whilst it remains a term in government documentation, we help our pupils to learn and therefore have knowledge of how to positively embrace and celebrate diversity and equality.
- 1.5. Our pupils learn what it means to be tolerant and we pride ourselves in the fact that they will not just be taught to 'put up with it'. We want our pupils to be leaders in tackling prejudice and abuse.
- 1.6. We want our pupils to be recognised global citizens because they embrace, enrich and celebrate their own beliefs and those of others, accepting these may be different, within the context of their school community, their local area and far beyond.
- 1.7. We go beyond 'tolerance' at Heatherwood; instead, we promote acceptance and celebration so that our pupils can embrace differences.
- 1.8. Together, we can and will empower our pupils to take on the world in which they live.

2. Aims

2.1. We aim to achieve this by:

- Recognising that every child is an individual with individual needs and abilities.
- Delivering an engaging, exciting, broad, balanced and relevant curriculum that meets the needs of all of our pupils.
- Building knowledge and skills for life for all learners.
- Providing an enabling environment in which each individual can develop and make progress.
- Ensuring that each pupil is able to achieve his or her fullest potential through planning, recording, assessing and monitoring in a systematic way.
- Enabling pupils to develop knowledge, understand concepts and acquire skills, which they will then apply in relevant, real life situations where possible.
- Supporting pupils' spiritual, moral, social and cultural development.

3. Legislation and guidance

3.1. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, the National Curriculum programmes of study as well as the recommendations for learners working below the standard of the national curriculum tests in the Rochford review: Final Report. 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. In addition, this policy acknowledges the requirements for promoting the learning and development of children as set out in the Early Years Foundation Stage (EYFS) statutory framework 2023.

4 Roles and Responsibilities

4.1. The Senior Leadership Team will monitor the effectiveness of this policy and feedback to the Local Governing Board as to its effectiveness. The Head of School and Executive Head teacher will hold the Curriculum Leader to account for its implementation.

The Head of School will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school implements the legal statutory assessment arrangements.
- The curriculum offer encompasses the relevant breadth and balance.
- The school fulfils its role in processes to disappplied pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2. The Head of School 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.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- Proper provision is in place for pupils with different abilities and needs

4.3. Staff members are responsible for ensuring that the school curriculum is implemented in accordance with this policy:

- All teachers are responsible for ensuring delivery of the curriculum in line with this policy and individual subject policies.
- Subject leaders oversee policies and schemes of work for individual subjects and are responsible for monitoring coverage within their subject.
- Curriculum lead to oversee curriculum review and the work of subject leads, reporting to the Head of School and Central Trust.

5 Implementation

5.1. Our curriculum framework is based on the Care we give to all pupils, the Opportunities we facilitate, through Real life experiences and situations providing their right to an Education

5.2. Learning is delivered through the following areas of learning; Communication, Cognition and My World, Personal, Social and Emotional, Physical, ARTS and Environment, Computing, Independence and Life.

5.3. The key skill base to our curriculum is Communication/Oracy and Communication/Oracy skills are explicitly taught throughout our curriculum. Communication/Oracy is a key skill for our pupils to enable them to be active articulate citizens:

5.4. Communication/Oracy is the ability to articulate ideas, develop understanding and engage with others through both spoken, symbolic or gestural language, within and beyond school. Communication/Oracy is a powerful tool for learning; it empowers pupils to have a better understanding of themselves, others and the world around them. Through the development of Communication/Oracy skills at Heatherwood, we will support children to be able to develop healthy, positive relationships and make and keep friends. Pupils will express themselves with increasing confidence which will enable them to thrive and also navigate conflicts in their relationships in a positive and productive way.

5.5. In order to achieve a personalised approach, our curriculum will consist of different learning pathways. Each pathway will encompass relevant areas of learning to provide skills and progression for each individual learner. Some pupils may require highly individualised timetables to allow them to make good progress and these are facilitated where required.

5.6. The pathways are as follows:

- **Sensory** - Learners following this pathway are performing at the earliest levels of development. They follow an immersive sensory approach which provides opportunities to develop responses and an awareness of the world around them. These learners are working at the earliest levels of communication. The main focus of this pathway is communication and physical development alongside a high care element which supports their readiness for learning. The approach is wholly holistic.
- **Active** – Learners following this pathway are increasingly active in their general outlook and are beginning to interact with people and the immediate world around them. They use a mixture of gestures and vocalisations and are beginning to develop early control and curiosity towards their environment and learning tasks. These learners require their environment to be responsive and reactive to their immediate needs which supports them in building on their understanding of cause and effect. They also require access to appropriate and personalised communication systems to support and develop their communication around their basic desires and needs. They are starting to develop their interactions with a receptive adult, their awareness of their peers and the impact they can have on people and objects.
- **Bridge** – Learners on this pathway are developing their preferred method of communication in a more formal way; they are able to apply some representative communication with purpose to express their individual needs. They are beginning to show awareness of their peers and may interact with them in a supportive and structured activity. This group is beginning to

engage with initial subject specific learning encompassing the early literacy and numeracy skills. The learning environment reflects both the age and learning style of each individual in order to promote their supported involvement in partner and small group work.

- **Intentional** - The learners on this pathway have developed, and can skillfully apply, their chosen communication system in order to function and interact with the world around them. They understand and engage in subject specific work which aims to develop their understanding in relation to literacy, numeracy, wider mathematics, science, humanities, physical development, RSHE, PSED, arts, life and independence. Learners show an awareness of the concept of time and place in relation to their lives. They initiate and maintain interactions with peers and adults and they understand social codes of behaviour and demonstrate increased independence. The teaching approaches will be dependent on the needs of pupils and may utilise a range of learning styles.

5.5 Each pathway covers all of the National Curriculum subjects at a level appropriate to each pupil. All curriculum pathways cover the following:

- Relationships, sex and health education
- Spiritual, moral, social and cultural development
- British values
- Careers education and guidance

5.6. Pathways follow a thematic approach enabling teachers to ensure the necessary progression whilst providing a broad and engaging learning offer.

5.7. See our Foundation Stage and Post 16 policies for further information on how their curriculum is delivered.

6 Impact

6.1. Carefully scaffolded learning opportunities provide pupils with the chance to apply the skills they have learnt to real life situations therefore promoting greater independence. It is these same experiences that allow children to extend their understanding of the world around them; each child creates their own learning story to tell.

6.2. Learners make sustained progress over time increasing their knowledge, skills and understanding which therefore helps lay the foundation for a successful transition into adulthood.

6.3. Our pupils will become someone who:

- ...communicates effectively in a range of ways
- ...develops their powers of enquiry and thinks for themselves
- ...learns through experiences; including their own mistakes
- ...is able to learn and work with increasing independence
- ...cooperates with others and is accepting of the differences they may bring
- ...responds or relates to others and forms positive relationships
- ...develops their understanding of the world around them
- ...enjoys learning and is motivated to achieve the best they can
- ...has a sense of self-worth and personal identity
- ...is self-aware and deals with their emotions
- ...has established some basic values and knows right from wrong
- ...can be supported to take managed risks and stay safe
- ...recognises their abilities and, with support, works towards personal goals
- ...is prepared to adapt to change
- ...is developing an awareness of their own culture and traditions

7 Monitoring

7.1. Governors are updated on the school's compliance with statutory requirements through effective monitoring and reporting systems from the curriculum leader and wider senior leadership team.

7.2. Subject leaders, supported by the curriculum leader, will monitor to ensure that coverage is in line with the aims of the school. This can take a variety of forms; i.e. planning scrutiny, learning walks, lesson observations, work scrutiny, critical friend feedback.

7.3. Subject Leaders monitor the purposeful distribution of resources, their storage and impact alongside pupil progression and attainment by utilising effective subject audits and action plans.

8 Evaluation

8.1. This policy links to the following school policies and procedures:

- Individual Subject Policies (where relevant)
- Foundation Stage policy
- Assessment policy
- SEND Annual Statement
- Single Equalities Policy

8.2. The policy will be reviewed annually or before in response to any review of the whole school curriculum.