



**Bleasdale  
School**

Learning Together / Achieving Together

# **Curriculum and School Organisational Policy**

## ***Curriculum Intention***

This policy reflects the school values and philosophy in relation to Curriculum and School Organisation. It sets out a framework which teaching and non-teaching staff can operate, outlines procedures for planning, teaching and learning, monitoring and evaluation of the curriculum and gives guidance on practice within school.

The School Motto is:

### **Learning Together, Achieving Together**

Our aim is to encourage every individual to reach their full potential and be the best they can possibly be. There are no barriers as pupils learn in a specialist environment with skilled staff who endeavour to find innovative solutions and continually develop new ways to support pupils and their families.

As a school, we strive to:

- To recognise everyone as an individual and to respect and value every member of our school community
- To acknowledge and value the role of parents/guardians/ carers as educators and to work in partnership with them.
- To have high, realistic expectations of our pupils, allowing the maximum amount of progress possible.
- To ensure access for all pupils to an extended, inclusive curriculum, designed to meet individual pupil need and centred around therapeutic learning.
- To celebrate achievement and success.
- To value the involvement of and contribution by the local and wider community.
- To prepare the pupils for transition throughout their school life and beyond.

Bleasdale school curriculum provides each pupil with learning activities to develop an awareness of the world around them. The curriculum is designed to support each individual on their own pathway to adulthood, teaching the skills to communicate their awareness of others and the environment, developing motor skills and promoting opportunity for independence where possible. Pupils will have access to a range of experiences and appropriate opportunities throughout each key stage to access their determined pathway whether that is supported employment, community inclusion, potential independent or supported living.

## ***Curriculum Implementation***

There are 3 distinct pathways to adulthood. Pupils at Bleasdale are supported along a set pathway, beginning in the Early Years and developing through each key stage where a specific focus on destinations beyond school is more pertinent to the curriculum from KS4 into Post 16.

The pathways are:

### **1. Employment/Supported Employment**

- 2. Independent Living**
- 3. Community Inclusion**

Every young person is entitled to remain as healthy as possible throughout their lives, so health services play an important role within all pathways.

By identifying the correct pathway for pupils, multi-agency teams and parents can prepare in advance for transition for young people.

### **Employment/Supported Employment**

These are the young people who are likely to go on to secure some sort of employment whether supported or not, paid or voluntary, regular or casual.

Education plays a big role and a successful curriculum for these young people may include the following areas:

For example: In Early Years vocational role play would be covered alongside problem solving reasoning and literacy. In Primary, pupils would visit real world establishments such as fire, and police stations. Have access to career role models and be supported to make decisions about their own potential career interest. In Secondary, pupils would have access to career related role models, start to develop their own career model, building on vocational and personal profiles. Post 16 students would then build on strengths and interests that were highlighted in their profiles, including further work on academic and vocational qualifications. This would also include work experience at an appropriate level.

*Throughout this Pathway English and Maths are paramount to the curriculum as this underpins all career opportunities.*

### **Independent Living**

For example: In Early Years, pupils will begin to develop self-help skills (feeding, drinking and toileting). As well as choice making. The Primary Curriculum would involve further developing self-help skills such as: washing, cooking, brushing teeth. It would also include functional skills (telling the time, use of money in context). The Secondary curriculum would build on earlier skills through generalisation into other areas. eg. independent travel training, snack preparation, and socialising unsupervised. In Post 16, students would learn to manage and develop the use of money, further enhance self-help skills to include daily Living tasks.

Safety in society would also underpin the whole of this pathway.

*Every young person has the right to live independent from their family or carers whether that is totally independent or with a varying level of support.*

### **Community Inclusion**

This pathway provides a meaningful education for those Young People who would struggle to access the above 2 pathways, including those young people who may have Profound and Multiple Learning Difficulties

These young people would still need to be a part of their community and it is vital they are included regardless of need. They may not be able to sustain employment whether supported or not but have a right to lead a fulfilling life.

Their curriculum should include the following: In Early Years, pupils would look at making friends and social interaction with both school and mainstream peers. They would be encouraged to communicate as effectively as possible with both familiar and unfamiliar people. In Primary, pupils would work on team playing, developing friendships, choice making including weekend activities.

In Secondary, pupils would look at Internet safety, building appropriate friendships/relationships and have the opportunity to belong to different social groups. They will need to generalise to age appropriate activities that still meet their cognitive ability. At Post 16, students would further develop sequencing skills such as times of day, organising their day to day activities and managing their own possessions, continuing to develop in an age appropriate manner.

# ***School Organisation***

## ***Structure***

The school structure is based on 5 classes with the addition of a residential group whereby a small number of day pupils have access to activities in the evening as part of their weekly boarding offer:

Primary 1(EYFS and KS1)

Primary 2 (Key Stage 2)

Secondary (Key Stage 3)

14-16 (Key Stage 4)

16-19 (Post 16 students)

Residential

## ***Identifying teaching time***

The school day is organised into teaching periods, but there is flexibility for the teachers to deliver learning experiences in a variety of contexts to suit the needs of the pupils. For young children in the Early Years, continuous provision is more appropriate, whilst in the 14-19 department, blocks may be merged to give longer teaching periods

## ***Early Years Foundation Stage Department***

Children in the Early Years may be below statutory school age and some pupils attend on a part-time basis only. Therefore, their curriculum experiences reflect their age, developmental readiness and individual needs. The curriculum content and methodology for these children is outlined in the Early Years policy.

## ***Key Stage 1-4***

Children in years 1-6, follow their curriculum entitlement. Pupils are taught a range of skills and have access to experiences under the areas for learning outlined above. Class teachers have responsibility for deciding when to teach each of these subjects and to ensure that pupils have a broad and balanced curriculum that includes access to therapeutic learning areas.

At Key Stages 3, for pupils in years 7-9, statutory requirements and the needs of the pupils determine the curriculum content and methodology. The curriculum is adapted to meet the needs of all pupils, incorporating appropriate programmes of study and opportunities to access sensory learning.

At KS 4 the curriculum becomes more flexible to take account of students growing maturity, independence and ability to make choices. KS 4 offers an element of work related learning at an appropriate level, including (where appropriate) access to external accreditation units (Transition Challenge)

## ***Post-16 Department***

Students in the Further Education Department follow a curriculum which is designed to provide an enriching educational and contemporary life experience to prepare students for adult life. Students follow the Preparation for adulthood curriculum, which is specifically designed for Pupils with learning difficulties aged 14-19 and use AQA for accreditation. The curriculum provides a continuing education for the pupils, enabling them to further develop their skills, knowledge, understanding and maturity to allow them to enter adult life and take full advantage

of any opportunities that may be available. The 16-19 curriculum is enriched with therapeutic activities that support personal needs and development. The emphasis is placed firmly on preparing for life beyond Bleasdale School and much of this involves working within the local community.

The policy document for 14-19 students includes a full account of the curriculum content for pupils aged 16-19 years.

## ***Wider Curriculum***

Throughout school, the emphasis is placed firmly upon maximising opportunities for every pupil so that each pupil receives their entitlement to an appropriate curriculum which reflects their individual needs.

The wider curriculum at Bleasdale School comprises of:

- Sensory interaction sessions
- Aquatic learning sessions
- Rebound therapy sessions
- Foundation subjects delivered across the school coordinated by Subject Leaders
- Cultural Awareness Events
- Music and Music interaction sessions
- Inclusion links with local playgroups
- Inclusion links with mainstream schools
- Inclusion links with SEN schools
- Work experience links with the community- Where appropriate
- Wider Community links
- Life skills in the community
- Learning for leisure - outward-bound courses, bowling, cinema, theatre, restaurant visits.
- Aesthetic and creative experiences - performers, artists, shows, musicians

Throughout the curriculum, an emphasis is placed on the underlying moral and spiritual values common to religious beliefs and cultures of the world, together with the promotion of positive and caring attitudes. Collective worship, in the form of a whole school assembly weekly and class group reflections at the end of each day provide the opportunity for pupils to gather together to share experiences and achievements; emphasising the school as a "family" or community and promoting the pupils' self-image and a sense of belonging. Assemblies and reflection time are cross-curricular and provide an opportunity to develop the multi-sensory nature of our school curriculum so that pupils can participate at a meaningful level.

## ***Residential Curriculum***

The school's residential provision actively supports pupils' educational progress at the school in accordance with the National Minimum Care Standards for Residential Special Schools.

Educational curriculum activities are offered to all residential pupils as a complimentary aspect of the formal school curriculum available at Bleasdale School. This ensures continuity of approach to the education and learning opportunities for resident pupils who attend the school. The residential curriculum offers a number of focussed areas, developed by the Care Manager and delivered by the care team.

Each resident pupil has his/her own individual file providing assessment schedules, care plans and individual guidelines which relate to learning taking place in school.

Key Worker's attend annual reviews for their named child. This ensures continuity across the day school and the residential building.

## ***Delivery of curriculum experiences***

### ***Role of the Subject Leader***

The teacher's role within Bleasdale School is complex, given the range of needs and abilities of our pupils, the statutory requirements when providing an appropriate Curriculum, the age range of the pupils and the teaching methodologies which reflect class teaching for the majority of the timetable in School. In addition, all teachers have responsibility for two or more curriculum area(s) where their role is to co-ordinate, plan, monitor, evaluate the delivery of their subject throughout the school.

### ***Multi-disciplinary team***

Bleasdale School is served by professionals from a wide range of services. These include School Nurses, who play a vital role in the health and welfare of pupils during the school day. On a part-time basis, the specialist services of physiotherapists, occupational therapists and speech and language therapists also play a key role within the school. All visiting professionals are considered as part of our multi-disciplinary team, working together to improve the learning opportunities of all our pupils and their parents. Arrangements are agreed amongst all members of the team to determine timetables and working locations via withdrawal of pupils for individual therapy sessions (SaLT), or through therapists and school staff working alongside each other in classrooms to the benefit of groups of pupils (Physiotherapy and OT).

## ***Establishing curriculum coverage and progression***

There are three broad levels of planning: long, medium and short-term. A differentiated approach within planning ensures that the needs of individual pupils are met.

### ***Long-term planning***

#### ***Programmes of Study***

Programmes have been developed for all subjects and, where relevant, relate to the content as outlined in National Curriculum Documentation. Subject Leaders have developed the long term Programme of Study by preparing and developing schemes of work for each key stage, which are presented to colleagues for discussion and amendment. The schemes of work, using an agreed format, determine what, and when we teach learning experiences across all key stages to show breadth, balance, continuity, progression and differentiation of curriculum experiences. The framework for delivering the programme of study throughout the key stage is further broken down into mapping plans, which denote which aspects of the programme of study are to be the focus for each class, to ensure effective progression and coverage.

## ***Medium-term planning***

### **Units of Work**

The purpose of medium-term planning is to determine detailed sequences of Units of Work selected from the key stage programmes of study. Units of Work identify aims, learning outcomes, specific learning experiences, methods of teaching these experiences, assessment opportunities linked to learning outcomes and resource requirements.

### ***Short-term planning***

Lesson plans determine what pupils are taught in specific lessons, based upon coverage of Units of Work. At this stage, we differentiate the content for individuals taking account of their individual needs and in particular their Individual Education Plans. By identifying specific learning outcomes for individual pupils within the same activity, we are able to work towards the specific targets set on the IEP or subject related targets, evaluate the progress made towards those targets and report on achievement at Annual Review or via Annual Reports accordingly. All IEP targets are altered to be subject specific, ensuring that all pupils are challenged across the curriculum. The need for differentiated resources will be identified within the short-term planning. Pupil responses and progress towards achieving learning outcomes will be identified at this stage. The use of a standardised format for planning facilitates effective planning/ assessment/ recording/ reporting and continuity throughout school.

## ***Monitoring and evaluating the curriculum***

Monitoring and evaluating curricular strengths and areas for development to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process that is the responsibility of all staff, but it is directed from a senior management level. The SLT can sample pupils' work and teacher recording methods by working alongside teachers in class to review standards of pupil achievement. A standardised format is used for the monitoring and evaluation of teaching and learning and this should provide the focus for improving standards.

Throughout the curriculum development process, all staff at Bleasdale School are mindful of the following:

- Are the standards of achievement in each subject appropriate to the skills, and abilities of all pupils?
- Is there a range of high quality learning experiences?
- Is the standard of teaching and learning of the highest quality?

Opportunities for subject leaders to monitor and evaluate their subject is indicated in the subject development plan, which is up-dated annually to feed into the School Improvement Plan (Spring Term). The Programmes of Study, Units of Work and lesson plans are evaluated for effectiveness. The process of monitoring and evaluation involves staff consultation, INSET opportunities for subject co-ordinators and the provision of time to allow for this.

## ***Governors***

Bleasdale School Governors work together to monitor all aspects of the curriculum. Each learning area also has a link governor who is encouraged to find out more about the work of that and to join in class events. Governors also carry out monitoring visits for the residential curriculum, under the direction of the Headteacher.

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