



Curriculum Policy

Date of Policy: January 2021

To be reviewed: Annually

Overview

All pupils at Delamere School have an EHC plan [Education and Health Care plan] that defines them as having a learning difficulty.

This policy should be read in conjunction with other relevant school policies and documents: Delamere Curriculum Overview, subject specific programmes of study, yearly programmes of study Assessment and Recording Policy, Sensory Policy, Communication Policy, Transition Policy, Continuing Professional Development Policy and Attachment Aware and Behaviour Regulation Policy.

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

The intent of the curriculum at Delamere is to enable all children to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate needs, wants, and opinions. The curriculum offer outlines how the school provides teaching and learning opportunities that are essential for the learning and development of all our children.

At Delamere we offer a flexible and adaptable curriculum model that informs personalised learning pathways for pupils whose learning style may be experiential, independent or structured. Pupils may have their own personal timetables. Individual strategies and / or interventions as described in class planning.

Each pupil follows an individual learning journey. Education, Health & Care Plan outcomes are central to this learning journey. These outcomes inform the Personalised Learning Targets (PLTs). During the Annual Review process, and throughout the year, we work closely with families to ensure all targets are aspirational and meaningful.

At Delamere School we value and celebrate individuality. As part of this we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

Children at Delamere are considered both individually and as part of their family context. The curriculum offer provides a holistic view of how best to support a child to improve their life chances and long term outcomes within their family.

Implementation

Pupils at Delamere School follow a curriculum that suits their learning style. Pupils are taught individually, in small groups or within a whole class depending on their learning style and the activity. Across the school teaching is differentiated to meet the needs of all children. Multi agency working is essential for children’s learning with support from school nurse, physiotherapists,

occupational therapists, speech and language therapists, play therapist and curricular specialists alongside holistic support including CAMHS, family liaison, social care etc.

The school curriculum follows programmes of study ensuring that all areas of learning are covered and incorporates interleaving through offering challenge and repetition. Teachers plan using the programmes of study as a guide ensuring that prior learning and assessment is taken into account when planning. Throughout school teaching staff provide differentiated learning opportunities for all the children and provide materials and resources appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. Staff meet on a regular basis to review and develop the curriculum.

Work scrutiny and regular lesson observations are carried out by the senior leaders on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils.

We deliver many aspects of the curriculum within the local community. This work could include: going on a shopping trip to buy ingredients for cooking in order to look at working with money; attending a local park in order to use communication aids to ask to go on equipment.

The curriculum accommodates social inclusion and involvement in projects with local businesses or schools. This especially but not exclusively supports pupil development in the arts and sports.

At Delamere we don't view cultural capital as a separate subject but view it as something that flows through our curriculum and is part of everything we do. We are aware that some of our children have only limited exposure to experiences in their early years. We address this through dialogue with parents and provide experiences that will extend and develop their cultural capital.

Further details of curriculum content can be found in the curriculum overview, subject specific programmes of study and yearly programme of study

Impact

- Pupils enjoy learning and are active and engaged learners.
- Pupils achieve high levels of progression in both skills & knowledge from individual starting points.
- Pupils develop high levels of independence from their starting points.
- Pupils achieve maximum inclusion
- The school judges that pupil's work across the curriculum is of good quality and this is validated through external moderation and recognition of the curriculum via external quality awards.
- Pupils have accessed the full curriculum through personalised learning. This ensures that the communication, cognition, personal, and physical outcomes identified on their individual EHCPs are met.
- Pupils make effective transition to destinations that meet their needs and educational aspirations.
- Pupils gain confidence to access new learning gaining a greater appreciation of wider experiences.
- Where deemed appropriate some pupils will access national tests which meet government expectations.

- All the above contribute to improve pupils' life chances and long term outcomes within their family