

Southview Curriculum Policy

Curriculum Statement

Students at Southview receive a broad and balanced curriculum. This child centred, needs driven curriculum is interlaced with the revised National Curriculum, blended with opportunities with pupils to develop functional, independence and life skills. Pupils also have access to the Early Years Foundation Stage curriculum, and a bespoke college curriculum in the early and latter stages of their school life. A personalised approach to learning is established within the school, matching content and learning experiences to the individual needs of each child as far as is practical, whilst taking into account their particular health and medical needs.

Liaison with parents/carers forms an integral part of the planning for each pupil. This is done through annual reviews of the EHCP, and parents meetings.

The timetable and Curriculum are reviewed regularly to ensure compliance, and to provide continuity and progression.

Our pupils have a physical and neurological impairment, and this is often combined with other barriers to learning, such as sensory loss, and communication difficulties. Individualised timetables provide opportunities for students to withdraw from lessons to participate in therapy sessions with occupational therapists, physiotherapists, and Speech and Language therapists.

Aims

- Students will access a broad, balanced and relevant curriculum which is child centred.
- Students will access an EYFS (Early Years Foundation Stage) curriculum, appropriately expanded and broadened for our specific pupils.
- Students will have access to examinations and appropriate schemes of work e.g. ASDAN, GCSE, entry level, foundation level etc
- A personalised curriculum geared to the student's personal and family aspirations is in place in the college department.
- A flexible approach to the delivery of national initiatives integrating health, therapy and physical objectives is in place for all students.
- An understanding and a development of British values.
- Development of independence, social skills, and knowledge to support each student for life.
- Students will develop communication skills through speech, signing, symbols, objects of reference, low-tech devices such as switches, and hi-tech communication devices such as eye-gaze.

Outcomes for Students

All students will be enabled to communicate their ideas, needs and wants, views and aspirations. They will grow and develop in a caring, supportive and challenging environment. They are expected to become responsible, respectful and compassionate individuals who behave well in society.

Early Years and Foundation Stage

Students follow a skills based curriculum as set out in the EYFS curriculum. This will be updated as from September 2021.

Key stage 1 and 2

Learning objectives are taken from the National Curriculum and combined with therapy targets to ensure a holistic approach. We have a topic based approach, and a five year rolling programme ensuring coverage of all subjects. Many subjects, especially communication and computing skills, are cross curricular and taught throughout the day.

Key Stage 3 and 4

Where appropriate, students have access to discrete lessons under National Curriculum subject headings. Curriculum maps lay out clearly the range of skills to be covered within each subject. Children and students are assessed using our bespoke assessment system. Where applicable, students are entered for public examinations and external accreditation, including ASDAN, GCSE and entry and foundation level in various subjects.

Southview College

Students aged between 16-19 at Southview College have a bespoke curriculum geared towards them. The curriculum is taught through seven strands; communication, functional maths, independence for living, developing self, developing and managing relationships, health and well being, and community.

Life skills

Permeate the taught curriculum at all levels. Development of communication, independence and social skills are seen as vital components of the education we provide at Southview. Evidence of progress in these subjects is captured via our social skills assessment systems. Soft data is collected to evidence progress in areas not deemed as 'academic' e.g. confidence and sociability. As children progress through the school, there are opportunities to take part in work experience or to become part of the school council. This will help to develop confidence, initiative and problem solving skills.

Enrichment

Supplementing the curriculum, we have an afternoon per week devoted to enrichment, when physical skills in their broadest sense are worked on. Activities might include yoga, zumba, exploring sensory materials and developing fine and gross motor skills. Student's personal physical targets are worked on in a fun but targeted way under the advice of the physiotherapist and OT.

Homework

Parents are partners in their child's education. Some children take homework home at their parents' request. Parents who wish to help and encourage their children through homework are invited to discuss the work and approaches used with learning leaders. Homework might take the form of physiotherapy programmes or exercises from the relevant therapist.

Inclusion

Where desirable and appropriate, developmental learning and social experiences are available in mainstream settings. We work collaboratively with other schools and organisations to include our students.

Timetable

The organisation of the timetable is structured to suit the needs of students. Classes and activities are organised to reflect the abilities of the children, and a mix of individual, small group and whole class teaching takes place. The timetable will look different in each learning team and will reflect the curriculum being taught there. There will also be opportunities for pupils to work with relevant therapists, physio, SaLT, OT or to spend sessions with our communication team, or 1:1 support TAs where appropriate to do so as part of their school day.

Recognising achievement

Each class use their own age-appropriate systems to recognise and celebrate achievement. There are stickers from the Head teacher, and regular assemblies to share good work and success.

Monitoring and developing excellence in learning

Students work is continuously monitored by learning teams. Progress is recorded and next steps identified. These are drawn from the curriculum and from targets discussed with parents/carers at annual review meetings of the statement or EHCP. Targets are displayed around the classroom and discussed with support staff and also students themselves where appropriate.

The whole school, including parents, staff and pupils contributed to creating a new curriculum within Key Stages 1-4, making it relevant and innovative. Learning leads

are responsible for their class targets, but also lead a subject across school. They will keep abreast of new developments in their subject, hold a budget, and have an understanding of how their subject is taught at all levels across the school. They will be aware of where data shows strengths and weaknesses in their subject, and have a plan on how to address this, either through supporting themselves or through external continued professional development courses.

Reviewed: Autumn 22

Next Review: Autumn 23