

|  |  |
| --- | --- |
| **Statement of Curriculum Policy**  | **School & College** |

**Policy application: - Education and Life Skills – School & College**

**Job title of the author: - Director of Education**

**Responsibilities for implementation: - Director of Education/Deputy Head of Education**

|  |  |
| --- | --- |
| **Approved by the David Lewis Senior Management Team:** |  |
| **Policy Review Date: yearly** | September 2022 |
|  |
|  |
| **Reviewed and agreed by Governors:** | September 21st 2021 |
|  |
| **Department issuing the document:** | Education & Life Skills |

**Introduction:** *To be read in conjunction with respective school and college curriculum intent documents.*

Provision of a rich, inclusive learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the ethos at David Lewis.

Our curriculum supports young people to gain confidence and resilience. Develop their skills for independence and work and to deepen their knowledge and understanding of the world around them and their place within it. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners and support the meaningful transformation of their lives and the achievement of their aspirations.

At David Lewis School and College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. This policy should be read in conjunction with the SEN Code of Practice (2014) and other relevant school and college policies.

**Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school or college age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post-16 institutions."

SEN code of Practice 2014

**Definition of Disability**

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

**The aim of our curriculum is that all our young people become:**

1. Successful learners who enjoy learning, make progress and achieve their full potential
2. Confident, resilient individuals who are able to communicate effectively and live safe, healthy and fulfilling lives
3. Responsible citizens who can take their place successfully in their wider communities

**We aim to ensure that the curriculum:**

* Is broad, balanced and relevant, focusing on functionality
* Includes elements of the national curriculum as appropriate for school pupils
* Will encourage and support all learner’s to reach their full potential
* Is flexible enough to meet the needs of the diverse population within the school and college and matched to the individual needs of the student
* Builds on learner’s’ existing knowledge, skills and understanding.
* Reflects the multicultural nature of the local community and builds on British Values
* Develops confidence, high self-esteem and independence
* Develops a respect for other people and the environment
* Prepares learner’s for the opportunities, responsibilities and experiences of adult life

**Curriculum Organisation**

The curriculum at David Lewis is learner centred, targets are learner owned, progress is learner focused and success is measured robustly and with rigour.

We give particular emphasis in our curriculum to the continued development of:

* Communication and Interaction Skills
* Increased Independence
* Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
* Social, Emotional and Mental Health skills, including CPSHE and SRE (Sex and Relationships Education)
* Sensory and Physical Skills including Sport, Swimming, Individual Therapies, using the community and Life skills
* Work-related and Vocational Skills including Animal Care, Horticulture, Customer Service and Hospitality

**Personalised Learning**

We adapt the curriculum for individual learners according to their needs. We recognise learners’ strengths, needs and interests and build on these and their prior learning to promote achievement and success. We identify our learner’s' needs through our robust admissions and assessment process's and the Annual Review process. We plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources practical learning experiences in different situations and learning programmes that link all learning opportunities to life skills. We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the curriculum learners access a range of therapeutic inputs that support them to access learning successfully. These include Speech and Language Therapy, Occupational Therapy and sensory support, Physiotherapy including Hydrotherapy, and Rebound Therapy.

**Planning**

In planning the curriculum and putting this policy into practice, David Lewis aims to ensure that:

* Lessons are challenging and have pace, rigor and direction for all learners
* A range of relevant teaching styles are employed to ensure that individuals’ needs are met
* Long term goals are set from the outcomes on the Education Health Care Plan
* The long term goal is broken down into small achievable steps – Targets
* Targets are SMART - Specific, Measurable. Achievable, Relevant and Time bound
* On-going assessment of achievement informs planning for sequenced next step learning

**Assessment**

Assessment serves three fundamental purposes:

1. To establish starting points and plan for sequenced learning
2. To help learner’s learn by providing daily feedback on their progress and what they need to do to improve – this can be formative or summative
3. To help teachers teach more effectively and plan sequential, individualised learning
4. To provide accurate attainment data for the school and college stakeholders to closely monitor progress and attainment.

**Assessment Processes:**

During lessons, teachers will engage in the following activities which support assessment:

* Baseline assess learner’s to establish their starting points
* Share learning objectives with learner’s in language they can understand.
* Make a distinction between objectives and outcomes.
* Set high expectations
* Provide clear success criteria at an individual level
* Provide modelling/exemplars to show what is expected
* Provide opportunities for self-assessment and peer assessment where appropriate
* Provide opportunities for learner’s to reflect on their own learning using appropriate communication methods at an appropriate level.
* Provide next steps feedback, verbally, on marked work (as appropriate \*)and in instructions to support staff, so that they are clear about how to move a student forward in their learning
* Evidence, monitor and record achievement on individual learning plans
* Display work and celebrate small steps achievement.
* Use starter activities and plenaries to check understanding and bridge learning within and between lessons.

NB: Where learner’s have needed assistance to complete a piece of work, the work should show clearly the level of assistance that has been provided so that assessment judgements are accurate.

\*Every effort is to be made to mark work to allow learners to assess their own progress however this is at discretion of the Teacher. Some learners will struggle with their work being marked and Teachers need to be sensitive to that fact and feedback by an alternative method. I.e. for some learners this could be visually or modelled.

Within six weeks of a student entering the school or college, baseline assessments should be completed. These will take account of prior attainment data, observations and criteria based assessments using National Curriculum (NC) Level descriptors where appropriate.

**Review:**

Assessment methods including RARA, Formal Accreditation (Edexcel) and BKSB are used to formally track progress from leaners baseline starting points.

Summative assessments are completed holistically, i.e. not half termly/termly. However, they must be signed off as achieved/not achieved at the end of an academic year. Progress is tracked within the software enabling managers to clearly identify under achievement.

**Monitoring:**

Within the school and college quality process’s there are scheduled opportunities throughout the year for the robust monitoring of progress and achievement for all learners. Included in this process is formal standardisation and moderation of accredited learning. Termly Education Boards monitor every aspect of learner’s education placement. This will ensure progress and achievement is as expected, identify any gaps in learning or identify any additional support required to support the learner to achieve.

**Reporting:**

Progress is formally reported to parents/carers and local authorities at the annual review. In addition, termly progress reports are provided for parents and carers or local authority stakeholders.

Education Health & Care Plan review:

**Responsibilities:**

The Director of Education and Deputy Head of Education are responsible for:

* Ensuring that quality assessment is an ongoing process. Learning Walks, formal lesson observations and training opportunities (CPD) are part of this process. In addition, the monitoring and evaluation schedule clearly sets out when evaluation and review will take place.
* Ensuring that summative assessments are completed appropriately. (Assessment of learning at David Lewis school and college is a holistic process and not time bound)
* Maintaining the tracking database and reporting to the appropriate member of the senior management team

The class teacher is responsible for:

* Ensuring that lessons are planned in such a way as to include Assessment for Learning and Assessment of Learning in accordance with school and college procedures
* Ensuring that summative assessments are completed holistically
* Ensuring that planning is individualised so that progress targets can be met
* Ensuring that support staff fully understand their role in using assessment information to support learner’s’ learning
* Ensuring that learner’s requiring additional support to work towards targets are provided with appropriate interventions
* Providing accurate quality reports for parents/carers and local authorities and any other interim reports that may be required.
* The ILP will be reviewed holistically and the outcomes will be recorded.

**Equal Opportunities:**

The school and college supports the rights of all learner’s to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The College promotes an ethos of respect for everyone.

END