



Longdon Park School
Curriculum Policy

Created June 2021
Review Date June 2022

Rationale

There is a need for our curriculum to be flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our students for a life within it - this is the cornerstone of this policy.

As a school specifically supporting students with ASC, delivering education to a diverse group of student, our curriculum has been adapted and tailored to meet individual needs. We believe that all student deserve the right to an education that will support them to become happy and confident individuals; acquiring qualifications and achievements that will support them for their future.

The Curriculum

At Longdon Park School we ensure access to the curriculum areas that are listed within, but not limited to, the Independent School Standards. In accordance with this, we provide a curriculum that meets the needs of each student based on the terms of their Education, Health and Care Plan.

All student receive access to a part or full-time educational / therapeutic package. Our curriculum includes a range of:

- Linguistic
- Mathematical
- Scientific
- Technological
- human
- social
- SRE
- Physical
- Aesthetic

- Creative

aspects appropriate to their age, aptitude and stage of development.

Curriculum intent

Longdon Park School harnesses passions, unlocks ability and realises potential through delivering individualised learning pathways to support students and their families.

Our school community strives to equip all students with a toolbox of skills, strategies, and knowledge to prepare them for their onward journey and realise the contributions they can make to the wider world.

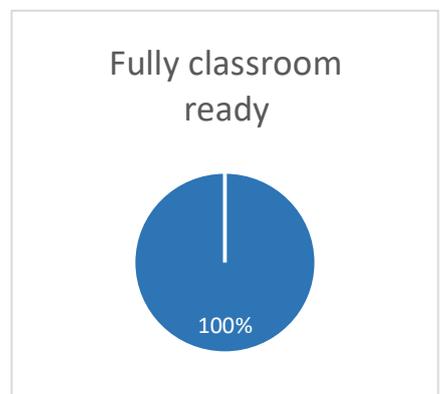
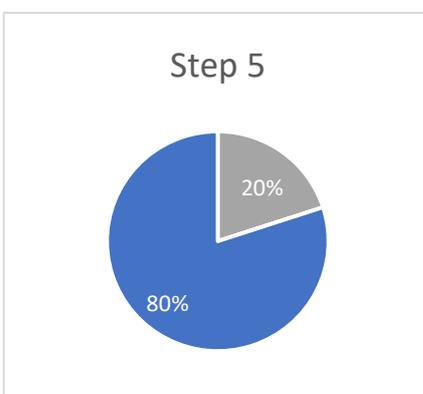
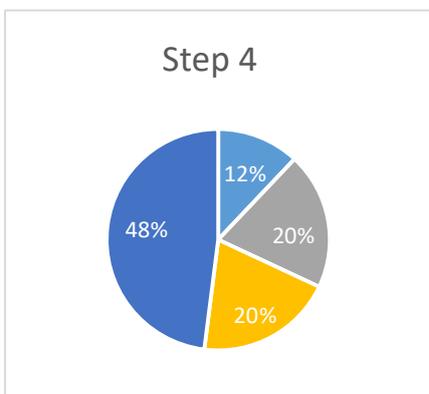
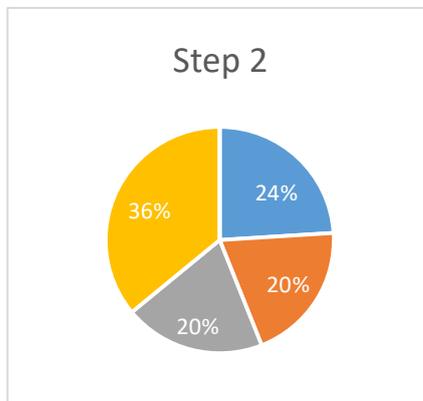
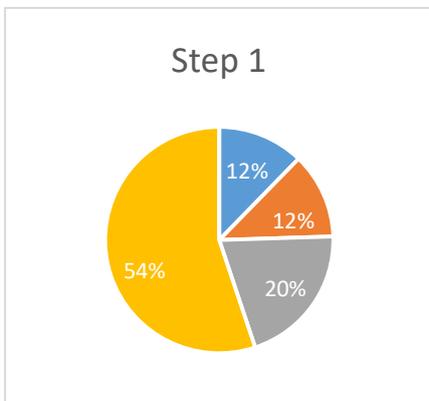
Safe – Happy - Independent – Nurtured - Engaged

Curriculum implementation overview

The curriculum can be accessed on different levels according to each student's need, previous experience and level of attainment. The majority of our cohort at Longdon Park School have needs arising from an actual or suspected diagnosis of Autistic Spectrum Conditions and therefore have learning challenges associated with this diagnosis. They experience barriers to learning related to: cognition and learning including memory; communication and interaction; language and concept development; flexibility of thought; sensory processing; social awareness and behaviours associated arising from their conditions. On admission to the school, some students have experienced multiple failures and exclusions from previous settings. The curriculum and teaching & learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement in school life.

It is the expectation that all student will access the curriculum and attend sessions within their timetable in order to fulfil their potential. Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For others it is more appropriate to base approaches on an appropriate Personalised Curriculum. Our stepping Stones programme helps identify the initial needs of the learner and gives them a 'starting step' - the differences between each of these steps highlighted below.

Steps / Percentage Allocation	1	2	3	4	5	Fully classroom ready
1:1 Core	12%	24%	12%	12%	0%	-
1:1 Academic	12%	20%	20%	0%	0%	-
1:1 Vocational or Alternate Provision	20%	20%	20%	20%	20%	-
Therapeutic Activities	54%	36%	28%	20%	0%	-
In Class	0%	0%	20%	48%	80%	100%



The students on steps 1-5 will be allocated a 1:1 supporting staff member to help them to access learning. A small number of our students on step 5 develop greater independence and can move away from requiring additional 1:1 support.

Our Personalised Curriculum is a student centred, needs led approach, rather than being subject & content driven. This has been developed in order to facilitate the planning and assessment of learning for student who are working below the National Curriculum and who don't make progress in a neuro-typical way.

The overall design of our Personalised Curriculum addresses some key issues relating to appropriate learning approaches for student with an ASC diagnosis. Our curriculum is designed so that students can make progress in the following areas; all of which are monitored through our holistic tracker on a lesson-by-lesson basis.

- Literacy in action - Progress in SPAG, Reading and Communication.
- Pathway to progress – Progress in Readiness to Learn, Relationships with others, Resilience.
- Subject content – Learning outcomes.

Progress within these areas correlate & feed directly into evidencing targets against the student's EHC planning document, and aim to work towards outcomes that are decided upon by a multi-disciplinary team. A sample timetable for a Stepping Stone learner, who is not yet classroom ready, can be seen below.

	 9:00	 09:30	 10:20	 11:10	 11:30	 12:20	 1:10	 1:50
 Monday	 Breakfast	 Core Lessons	 Time Out	 Break	 Core Lessons	 Home	Lunch	
 Tuesday	 Breakfast	 Core Lessons	 Time Out	 Break	 Core Lessons	 Relaxation	 Lunch	 Animal Care
 Wednesday	 Breakfast	 Core Lessons	 Time Out	 Break	 Core Lessons	 Lunch	 Horse Riding	 Horse Riding
 Thursday	 Breakfast	 Core Lessons	 Time Out	 Break	 Core Lessons	 Relaxation	 Lunch	 SaLT
 Friday	 Breakfast	 Core Lessons	 Time Out	 Break	 Core Lessons	 Home		

Planning of Personalised Learning

In order to ensure that our students are accessing a curriculum that is appropriate to their needs, we assess informally around the time of referral, speaking with previous placements where possible regarding current curriculum and progress as well as reviewing the current EHCP. Alongside this, we discuss student needs with parents and carers to gauge an overview of how they would be best placed within school.

Upon entry to the school, the first steps in the target setting process are to gather information from the EHC and therapy reports in order to identify long-term outcomes and routes for learning. This information is contributed to, and collected termly, through collaboration from all members of the child's core team, including teachers, teaching assistants and therapists.

The students lead/form teacher, in consultation with all professionals, will then agree learning intentions on a termly basis mapped against the child's EHC outcomes. Within class groups, teachers will plan taking into account possible teaching and learning strategies that facilitate cross-curricular, blended approaches.

Curriculum Implementation - Planning & Organisation

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each student is enabled to make the very best progress in the development of their knowledge and skills.

Teaching schemes are organised in the following ways:

- Long-term scheme overviews – These give an overview of the content covered across all key stages for each of our subjects.
- Mid-term scheme overviews – These break down the long term overviews further and demonstrate how content that is delivered is linked to the NC or qualification route.

Teachers Yearly Planning

- Yearly overview – Highlights the intent of learning on a week by week basis for each subject. These are produced by our subject leads for each area.
- Half termly overview – Highlights the intent of learning on a lesson by lesson basis for each week of the half term. Implementation successes / developments are also highlighted as a part of this document. These are also produced by our subject leads for each area. This document links directly to students feedback pages.

Teachers should be flexible and evaluate their own practice to make necessary adjustments to planning in response to changing student needs. Subject leads will review the curriculum / planning in their area and will meet with the senior team to discuss strengths and barriers to their department through DDP meetings.

The Senior Leadership Team and subject leaders are responsible for monitoring the planning and delivery of the curriculum through both the standard QA and Deep Dive processes. This monitoring is organised into an annual cycle, which informs training and further developments (See QA policy)

Compliance

The 1996 Education Act states that governors, councils and heads must “forbid the promotion of partisan political views in the teaching of any subject in the school.”

Teachers within our setting will not promote their individual political as a part of any planned or delivered session. All teachers must remain unbiased in their view / delivery.

This also applies to individual external providers that provide education to our students.

Stepping stones implementation

The Stepping stones program is a graduated, individualised and holistic curriculum plan that is designed to prepare pupils who are not classroom ready for gradual reintegration into the classroom through a combination of academic, therapeutic and Enrichment / pastoral intervention. Pupils work on a structured program that is based around their individual outcomes from their education, health and care plan with increasing levels of academic and vocationally based study.

Staff working with pupils follow the same planning documents as detailed above to deliver lessons to our stepping stones students. Sessions are either TA or teacher led depending on the subject and content.

Therapeutic curriculum Implementation - Planning & Organisation

In key stages 2 & 3 students receive dedicated Group Therapy, Occupational Therapy, Speech and Language Therapy and Life Skills sessions once a week on their timetable. In addition, students with further requirements also have access to individualised 1:1 sessions.

In Key Stage 4 there is dedicated 1:1 Occupational Therapy and Speech and Language Therapy for students who have these requirements, and Group Therapy and Life Skills sessions remain part of our students curriculum offer once a week.

Monitoring Progress

The first steps of target setting for the students who are accessing the National Curriculum is to find out where they were in their previous placement. If appropriate; from this point the teacher will set a range of tasks and sessions based on this level, in order to gauge whether they need to challenge or support at a lower level. They will then baseline the student using standardised assessment descriptors which are logged using our SOLAR software in order to produce next steps and appropriate learning for the student.

During this time a range of specialists at the school, which will further inform how the student works best and identify any interventions that may need to be implemented. These professionals include, Occupational and Speech & Language therapists.

In keys stages 2 & 3 our classroom ready cohort will follow the national curriculum. Progress in these key Stages then determines which pathways students will access in key stage 4. The pathways that are on offer include the Entry Level / Functional Skills or the GCSE pathway.

Dependent on the pathway the student is following; their expectations will be set through a multi-disciplinary team in order to assess the rate of progress they should be making. This is captured and shared as part of the annual review process.

Curriculum implementation – Key Stage 2

The curriculum for Key Stage 2 is mapped against the National Curriculum for each of the subjects that we offer. In addition we provide therapeutic / sensory / enrichment activities as part of our student's timetables where our own programmes have been implemented. These are linked to EHCP targets and holistic development.

A focused literacy session takes place once per week to develop our learners' confidence and enjoyment in reading. Depending on the ability of the learners, students may listen to a story during this time and answer questions on what is happening. Literacy sessions focus on improving students reading and spelling ages as well as their comprehension skills.

Students benefit from accessing two tutorial slots at the start and end of each day allowing them to successfully transition from home to school and reflect on their day's progress with tutors' at the end of the day. Students also access a key stage assembly slot each week which focuses on current topics of interest as well as British values / Social, Moral, Spiritual and cultural issues.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Long term recall activities are built into sessions which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject area along with a weekly target to work for future development.

Additionally, all students also benefit from therapeutic input in the form of movement / sensory sessions as well as a dedicated session led by the therapy team on zones of regulation.

Students have the opportunity to enrich their timetable through a choice of activities once a week (see enrichment choices booklet). These sessions allow our students to interact with one another or members of the community in a less academically focused environment. Progress in these sessions is tracked against individual EHCP outcomes.

The table below shows a typical week for each of our learners at Key Stage 2. (Not taking into account individualised therapy sessions).

	Reg	P1	P2	Break	P3	P4	Lunch	P5	P6	PM Reg
	08:45 - 09:20	09:20 - 10:00	10:00-10:40	10:40 - 11:00	11:00 - 11:45	11:45 - 12:25	12:25 - 13:25	13:25 - 14:10	P7	14:50 - 15:00
Monday	Reg / movement	Maths	SRE	Break	English	PE	Lunch	Enrichment	Enrichment	PM Reg
	KHO	KHO	EBA		KHO	RS		TA led	TA Led	
Tuesday	Reg / literacy	Maths	English	Break	Computing	PE	Lunch	Music	Topic (art)	PM Reg
	KHO	KHO (Jse OT)	KHO		BBR	RS		RH	KHO	
Wednesday	Reg / movement	Yoga and literacy activities	Maths	Break	English	Science	Lunch	Enrichment	Enrichment	PM Reg
	KHO	FD (Jse Salt) (AF OT)	KHO (AF SaLT)		KHO	KHO		JG	KHO	
Thursday	Reg / literacy	Maths	Topic	Break	English	Science	Lunch	SALT / OT - Zones	Topic (art)	PM Reg
	KHO	KHO	KHO		KHO	KHO		Therapy Led / KHO	KHO	
Friday	Reg / movement	Community	Community	Break	Maths	English	Lunch	Activities	Activities	PM Reg
	KHO	KHO	KHO		KHO	KHO		TA	TA	

Curriculum Implementation – Key Stage 3

The curriculum for Key Stage 3 is mapped against the National Curriculum for the subjects that we offer.

Key stage 3 follows a ‘nurture’ model with the majority of subjects taught by the class teacher. The curriculum follows a primary approach but delivers Key Stage 3 curriculum content, mapped out by our secondary subject specialists.

A focused literacy session takes place once per week to develop our learners’ confidence and enjoyment in reading. Literacy sessions focus on improving students reading ages as well as their comprehension skills. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability.

Students benefit from accessing two tutorial slots at the start and end of each day allowing them to successfully transition from home to school and reflect on their day’s progress with tutors’ at the end of the day. Students also access a key stage assembly slot each week which focuses on current topics of interest as well as British values / Social, Moral, Spiritual and cultural issues.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Therapeutic or sensory activities are also part of our KS3 learner’s mornings each day. Long term recall activities are built into sessions which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject area along with a weekly target.]

Preparation for adulthood sessions are introduced at key stage 3. These sessions focus on a combination of education in careers as well as providing students with activities to monitor progress against the EHCP outcomes.

Additionally, all students also benefit from therapeutic input in the form of movement / sensory sessions as well as a dedicated session led by the therapy team on zones of regulation.

Students have the opportunity to enrich their timetable through a choice of activities twice a week (see enrichment choices booklet). These sessions allow our students to interact with one another or members of the community in a less academically focused environment. Progress in these sessions is tracked against individual EHCP outcomes.

The table below shows a typical week for each of our learners at Key Stage 3. (Not taking into account individualised therapy sessions).

	Reg	P1	P2	Break	P3	P4	Lunch	P5	P6	PM Reg
	08:45 - 09:20	09:20 - 10:00	10:00-10:40	10:40 - 11:00	11:00 - 11:45	11:45 - 12:25	12:25 - 13:25	13:25 - 14:10	14:10 - 14:50	14:50 - 15:00
Monday	Reg	English	Maths	Break	Sensory Play	OT/SALT - Zone	Lunch	Enrichment	Enrichment	PM Reg
	CRA	CRA	CRA		JG	CRA / Therapy		CRA	CRA	CRA
Tuesday	Reg	Creative/Art	PE	Break	PFA	ICT	Lunch	Enrichment	Enrichment	PM Reg
	CRA	CRA	RS		CRA	CRA		CRA	CRA	CRA
Wednesday	Reg	Maths	PE	Break	Science	Humanities	Lunch	Enrichment	Enrichment	PM Reg
	CRA	CRA	RS		CRA	CRA		TAs	TAs	CRA
Thursday	Reg	English	Maths	Break	Science	SRE	Lunch	Cooking	Cooking	PM Reg
	CRA	CRA	CRA		CRA	EB		HS	HS	CRA
Friday	Reg	Creative/Drama	English	Break	Literacy	Humanities	Lunch	Activities	Activities	PM Reg
	CRA	CRA	CRA		CRA	CRA		TAs	TAs	CRA

Curriculum implementation – Key stage 4

The curriculum for Key Stage 4 is mapped against the National Curriculum / qualification routes appropriate to each learner for each of the subjects that we offer. Students benefit from choosing an option of either History, Sports, Art or Enrichment.

Students between the ages of 14 and 16 follow an accreditation based curriculum. Qualifications are based on the level of ability of students and therefore range from GCSE qualifications, Functional Skills and Entry Level Qualifications. All students access core qualifications as well as an options choice in the afternoon.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Therapeutic or life skills sessions are also part of our KS4 learner's day. Long term recall activities are built into session which gives learners the opportunity to revisit content they have been taught throughout the subject. Our learners receive regular feedback in each subject area along with a weekly target.

Literacy activities are built into English qualification lessons to develop our learners' confidence and enjoyment in reading. Students still benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability. Students continue to be monitored on accelerated reader throughout key stage 4.

Students benefit from accessing two tutorial slots at the start and end of each day allowing them to successfully transition from home to school and reflect on their day's progress with tutors' at the end of the day. Students also access a key stage assembly slot each week which focuses on current topics of interest as well as British values / Social, Moral, Spiritual and cultural issues.

Preparation for adulthood sessions are continued at key stage 4. These sessions focus on a combination of education in careers as well as providing students with activities to monitor progress against the EHCP outcomes.

In addition, and where appropriate students will receive weekly input from a speech and language therapist or an occupational therapist.

The table below shows a typical week for each of our learners at Key stage 4 (Not taking into account therapy sessions). Student timetables are tailored towards student interests within KS4 with some students accessing external college courses and work experience placements.

	Reg	P1	P2	Break	P3	P4	Lunch	P5	P6	PM Reg
	08:45 - 09:20	09:20 - 10:00	10:00-10:40	10:40 - 11:00	11:00 - 11:45	11:45 - 12:25	12:25 - 13:25	13:25 - 14:10	14:10 - 14:50	14:50 - 15:00
Monday	Reg	Core rotation	Core rotation	Break	PFA	Core rotation	Lunch	Option	Option	PM Reg
Tuesday	Reg	Core rotation	Core rotation	Break	SRE	Core rotation	Lunch	Option	Option	PM Reg
Wednesday	Reg	Core rotation	Core rotation	Break	PE	Core rotation	Lunch	Option	Option	PM Reg
Thursday	Reg	Core rotation	Core rotation	Break	PE	Core rotation	Lunch	PFA	PFA	PM Reg
Friday	Reg	Core rotation	Core rotation	Break	PFA	Core rotation	Lunch	Activities	Activities	PM Reg

Assessment, Recording, Reporting & Accreditation (refer to marking and assessment policy)

Some student's at Longdon Park follow nationally accredited courses. In Key Stage 1 & 2, if ability allows, SATs are completed. From Key Stage 4 onwards – some student will have the opportunity to work towards the following:

- Entry Level 1-3
- Functional Skills
- General Certificate of Secondary Education (GCSE) at 9-1
- ASDAN awards

All learners in primary and in Nurture key stage 3 groups are measured against National Curriculum expectations for each subject area mainly using a system designed by the Wilson Stewart School called WS P steps. Some programmes such as maths follow other standardised assessment frameworks e.g. white rose. Progress across the steps helps to identify the most appropriate pathway for students in key stage 4.

More information about the WS steps system can be found at...

<https://www.wilsonstuart.co.uk/how-we-assess-progress-at-wilson-stuart-school/>

Extended Learning

The formally delivered curriculum is enhanced by days/sessions that are planned for enrichment purposes. This may include culture immersion days, health, ecological or religious/spiritual activities. The aim of such events is to broaden student's experiences as well as giving them an opportunity to apply their skills in varied situations.

Our curriculum endeavours to further develop student's personal skills, therefore we run joint target setting meetings with therapists and carers/ parents; we develop appropriate targets and strategies based on their EHCP and specific needs.

Cross Curricular Links

Literacy, Numeracy, ICT and SMSC are cross-curricular strands, highlighted in a wide range of activities. Reading is embedded in to all aspects of the curriculum and is tracked through our holistic learning platform.

External providers

To ensure that our learners have access to the best possible opportunities, the school will occasionally work with external providers. This is to facilitate access to alternative qualifications that the school itself does not provide.

We hold these external providers to the same high standards and expectations of our own staff team through our robust quality assurance processes.

Staffing and Resources

The education team consists of primary and secondary teachers, specialist core teachers, foundation and vocational teachers, as well as experienced teaching assistants, occupational and speech and language Therapists. A variety of specialist settings are provided to meet the diverse needs of our students.

Working with Parents

We encourage parents to visit whenever possible and in particular to attend the annual review meetings. Parents are provided with updates on progress in termly reports that comment on all areas of the curriculum as well as EHC outcomes.

We use an online tool called "Class Dojo" in order to post children's work and media to parents so they can see what their children have been up to on a regular basis.

Review

The curriculum is reviewed termly on an ongoing basis, evaluating a range of success indicators to ensure it meets the needs of all our students. We continue to develop a curriculum that is tailor made to each individual to provide specific and holistic opportunities.