



Policy  
Document

# Woodfield School

Curriculum Policy

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# Curriculum Policy



The curriculum at Woodfield School is based on the National Curriculum for pupils in England.

We aim for the curriculum to provide relevant and challenging learning to all pupils.

When planning the curriculum we take into account:

- The pupil's learning disability
- The barriers to learning the pupil faces
- The pupil's preferred learning style
- The assessment of the pupil's learning to date
- Views of parents about what is important for their child

All pupils at Woodfield School have special educational needs and disabilities. Teachers will provide access to learning for all pupils by:

- Providing appropriate support for pupils who need help with communication, language and literacy
- Planning to develop pupils' understanding through the use of all available senses and experiences
- Planning for pupils' full participation in learning in physical and practical activities
- Helping pupils to manage their behaviour and take part in learning effectively and safely
- Helping individuals to manage their emotions, and to take part in learning

At all times teachers are expected to set high expectations and provide opportunities for all pupils to succeed. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively. Teachers will:

- Create effective learning environments
- Secure pupils motivation and concentration
- Provide equality of opportunity throughout the school day
- Use appropriate assessment approaches
- Set learning targets for individual pupils

At Woodfield we believe that the most vital aspect of the curriculum for our pupils is communication. During the early years at school, this is the main focus. At the very least, pupils need to be able to make a clear choice between 2 options and have a clear yes/no response.

## **Aims**

The curriculum should:

- help children to enjoy learning, make progress and achieve.
- meet the special educational needs of each pupil on an individual basis, identifying and developing strengths, and working to develop skills in areas identified as priorities.
- ensure that the curriculum is accessible for all pupils.
- provide a coherent learning experience for all pupils, based on the National Curriculum, that is challenging and relevant to pupils' needs and provides them with real-life experiences.
- develop skills that will allow pupils to have as much autonomy and independence in their future life as is possible.

- develop confident individuals who are able to live safe and healthy lives, and make a contribution to their local community
- involve parents and carers in developing the aims and objectives for their own child.
- have a clear policy for the curriculum in every subject area.

### **Rationale**

The learning difficulties of pupils mean that they often need to revisit a topic or have additional time to rehearse and embed a new skill. Also many pupils find it very difficult to transfer learning from one situation to another. For this reason, there is more repetition and time for practice allowed in the curriculum at Woodfield. Subjects such as Sex and Relationship Education are revisited annually as pupils need considerable help to develop understanding of such matters.

Multi- disciplinary working is essential to ensure that pupils are enabled to access learning. Occupational Therapists are involved in providing specialist seating and access equipment to promote physical well-being and access to learning.

Physiotherapists work with class staff to ensure that physical disabilities impinge as little as possible on access to the curriculum. Speech and Language Therapists and a Communication Assistant support pupils and staff by developing and maintaining communication systems that can be used throughout the week in school.

### **Whole school approach**

Literacy, Numeracy and Personal, Social and Health Education (PSHE) are regarded as core subjects.

All pupils from Nursery to KS4 have a communication and numeracy activity each day. Post 16 students have a Core Skills activity each day. This is clearly indicated on the timetable.

Pupils will be taught as a class group, in small groups and individually according to their needs.

From Nursery to KS4 other learning is based on a themed approach, with a topic for each Key Stage. Teachers plan activities related to the term's theme which may incorporate more than one curriculum area at a time.

Time is allocated for PSHE at key times in the school day to allow pupils to develop the individual skills they need.

Visits to local community facilities are considered very important and even the youngest pupils will usually make a weekly visit to the local shops or park. As pupils get older they are given opportunities to visit a wider range of facilities and at a greater distance from the school. This will often occur in small groups rather than as a whole class activity, so that the development of individual skills can be more accurately addressed.

### **Class groups**

Pupils are grouped by age, but numbers of pupils in each Key Stage will vary so pupils may be grouped slightly differently year by year. Primary age pupils will not be taught in a class with secondary age pupils and Post 16 students are a discrete group within the school.

Pupils in each class will have varying needs and have individualised programmes to meet their needs. The level of staffing in each class will be such as to allow for this.

### **Homework**

Some parents/carers request homework and others find it too difficult to find the time for homework as well as carry out their child's personal care. Homework suggestions are sent home by class teachers to all parents, but they are not an essential part of the learning. Teachers will also provide more structured activities for individual pupils if requested.

## **Communication**

The majority of pupils have significant difficulties in communication, and a key aspect of the curriculum is the use of visual support, signing and communication aids to help pupils to focus on the activity, develop understanding of what is being taught, and demonstrate their learning by making an appropriate response. A Communication Assistant works with each class to support the teacher in providing the right materials for each child who requires it.

Throughout the school visual support and objects of reference are used to help pupils understand their environment, be involved in their learning, and help them to understand the sequence of events in their day.

## **ICT**

All classes have an interactive whiteboard, with most classes having a height-adjustable plasma screen. The ICT subject leader and SENCo work with the IT Development Manager to ensure that all pupils have access through the use of appropriate switches, touch screens etc. All classes have allocated time in the ICT suite and pupils are supported to develop ICT capacity.

## **Mainstream inclusion and integration**

This is organised for individual pupils where it is appropriate and agreed with parents/carers. Pupils are accompanied by a member of school staff, and attend for 1 session per week at various local schools. Some classes have regular links with class groups in local schools and make weekly visits.

## **Sensory Curriculum**

Some pupils continue to require a curriculum which recognises their early level of cognitive development, and/or degree of sensory impairment. Such children are offered a range of activities which will stimulate sensory awareness and development.

## **Therapy needs**

Some pupils have physical disabilities which require regular sessions of exercise and physiotherapy. The NHS physiotherapists assigned to the school draw up a programme for staff to implement with pupils on a daily basis. This may occur in the classroom or in the hall during the daily therapy group session.

## **Behaviour management**

Many pupils need help to learn to manage their own behaviour. Such children will have an individual behaviour management programme devised by SLT and the class staff in discussion with parents. These will be individual to each child and make use of appropriate motivators for each individual. (see Behaviour and Discipline policy).

## **Early Years Foundation Stage**

Pupils in their first years at school will follow a play based curriculum, in line with the Early Years Foundation Stage framework with a focus on child initiated learning. The EYFS curriculum is formed of the following areas of learning:

- Communication and Language
- Physical Development (this includes weekly swimming sessions and physiotherapy)
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

In these early years at school the aim is to develop the skills necessary to learn, as well as to develop the self-help and independence skills pupils need, such as

communication, turn taking, feeding, mobility, dressing, and toileting. Pupils follow individual programmes to meet their particular needs, but also participate in whole class activities.

Because of small numbers of pupils and the early developmental stage of pupils, it is likely that KS1 pupils will also follow the EYFS structure.

### **Key Stage 2 and Key Stage 3**

Pupils will have allocated time for Literacy, Numeracy, PE, PSHE, and RE. Other subjects will be taught through a themed approach. Teachers will ensure that there is a balance to the work planned for pupils and this is overseen by monitoring by SLT.

KS3 pupils will follow the ASDAN New Horizons course as part of the PSHE curriculum

### **Key Stage 4 and Post 16**

Students in KS4 and Post 16 work towards the Foundation Learning Diploma. KS4 pupils will follow the ASDAN Transition Challenge course as part of their curriculum. Post 16 students follow modules from different levels of ASDAN schemes, Towards Independence and Personal Progress are most used. Much of these students' learning takes place in the community, putting their learning into use in relevant practical situations.

### **College links**

KS4 and Post 16 pupils access appropriate local Further Education provision for 1 session or 1 day a week in order to give them experience of a different education provision that they might access after leaving school. Once suitable provision is identified a transition programme is organised for students in their last term at school.

### **Work Related Learning and Work Experience**

All pupils participate in a Mini-Enterprise Week once a year and KS4 and Post 16 Students attend 'Opportunities Day' each year. Post 16 students run a Young Enterprise company.

Work Experience is organised for students in Post 16. This may be in school or off site with local providers such as Halfords, WHSmiths, garden centres, child care centres, charity shops etc. and supported by the local Connexions service.

### **School Facilities**

The school has specialist facilities to enable the delivery of this individualised curriculum. Facilities available are:

- Sensory Room
- Soft Play Room
- Hydrotherapy pool
- Sensory integration facilities
- Therapy Room
- ICT suite
- Teaching kitchen
- Mobile home
- Allotment and greenhouse area
- School minibuses

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