



# Underley Garden

## Curriculum Policy

<b>Created:</b>	September 2012
<b>Reviewed:</b>	April 2020
<b>To be reviewed:</b>	April 2021

## **Rationale**

The 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 young persons for a life within it, is the cornerstone of this policy.

As a SEN school delivering education to a diverse group of young people, our curriculum has been adapted and tailored to meet individual needs; we believe all young people deserve the right to an education that will support them to become happy and confident individuals with qualifications and achievements that will support them in their future.

Our staff team is dedicated to creating a curriculum that is flexible and ensures it is based around young people's individual needs.

## **The Curriculum**

At Underley Garden we ensure access to the curriculum areas that are listed in the Independent School Standards (2014). In accordance with this we undertake to provide a curriculum that meets the needs of each young person based on the terms of their Education, Health and Care Plan. All young people receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the curriculum is to achieve the best possible outcomes for the young people in terms of individual learning, independence, personal growth and development.

## **Curriculum Aims**

- Help young people to develop positive feelings of self-worth and confidence.
- Provide a broad and balanced curriculum, including a focus on independence skills that is inclusive and accessible to all
- Help prepare children and young people for the next stages in their life
- Deliver activities that provide suitable learning challenges, giving every young person the opportunity to experience success and achieve as much as possible.
- Devise individual approaches and interventions, in response to the curriculum, to match young people's diverse learning needs, interests and strengths.
- Teach young people to have an awareness of their own spiritual development, understand right from wrong and have an appreciation of British Values.
- Provide a curriculum that is free from partisan political views.

The curriculum can be accessed on different levels according to each young person's need, previous experience and level of attainment. Young people at Underley Garden have needs arising from Autistic Spectrum Conditions, Learning Difficulties and Social, Emotional and Mental Health Conditions. 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 young people have experienced multiple failures and exclusions from previous settings. The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all young people will access the curriculum and attend lessons 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. This was something we developed from a programme by The Dales School (a special school for children with severe and complex learning needs) to facilitate the planning, assessment and recording of progress in relation to a personalised learning programme.

Our Personalised Curriculum is a person centered, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and

assessment of learning for young people 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 young people with severe and profound learning difficulties. It is made up of five main cross-curricular areas; communication and interaction (which includes literacy, cognition and learning (which includes numeracy), personal, social and mental health, sensory and physical (including occupational therapy), and preparing for adulthood. These areas correlate directly to the young person's EHC planning document, and aim to work towards outcomes that are decided upon by a multi-disciplinary team. Learning intentions are then assessed and progressed upon using a 4 scale approach of development- specifically Prompting, Fluency, Maintenance and Generalisation. This curriculum ensures that learning is centered on what that person needs and wants at its very core, and means progress is achievable for all.

As part of the school's desire to promote an appreciation of the environment and natural world, young people also have the opportunity to access Outdoor Learning. It supports people to connect with, enjoy and care for nature, landscape, and the natural environment. We also provide Outdoor Education across the year which all children and young people participate in. Outdoor Education is a fantastic way to promote exploration and experiences as well as developing confidence, self-esteem and team work.

### **Planning & Organisation**

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each young person is enabled to make the very best progress in the development of their knowledge and skills. Subject teachers write curriculum maps, schemes of work, medium and short-term plans, in collaboration with the wider staff team, including specialist Teaching Assistants, Educational Psychologists and Therapists. Our planning is driven by the young people's needs and interests, whilst also being informed by the National Curriculum, 14 – 19 Curriculum, and other approaches to planning individualised learning programmes such as our Personalised Curriculum which is linked to a young person's individual EHCP outcomes.

The Senior Leadership Team are responsible for monitoring the planning and delivery of the curriculum. This monitoring is organised into an annual cycle of lesson observations and evaluation, which informs training and development as well as outlining any changes to the curriculum and the planning and provision of resources.

In order to ensure the young people are accessing the curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge and overview of how they would be best placed within school.

### **National Curriculum**

The first steps of target setting for the young people 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 child on Rising Stars in order to produce next steps and appropriate learning for the young person. This process usually takes a half term at least due to the young person settling in to a new environment.

During this time the young person will also be seen by a range of specialists at the school which will further inform how the young person works best and interventions that may need to be put in place in order for them to extend their learning. These professionals include, Educational Psychologists, Occupational therapist and Speech and Language therapists.

Dependent on the “pathway” the young person is following; their expectations will be set through a multi-disciplinary team in order to be able to assess the rate of progress they should be making. Teacher are expected to show long term and medium term planning for the class which clearly outlines differentiation for the needs of the young people that they teach. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the National Curriculum monitoring system (rising stars) with evidence of achieved targets.

### Daisy and Sunflower Provision Map

Independent School Standards Curriculum Area	Key stage 1	Key stage 2	Personalised Curriculum
Mathematical	Math's/Numeracy	Math's/Numeracy	Thinking Skills including patterns, number and reasoning
Linguistical	English /Literacy	English /Literacy/ Languages (where appropriate)	Communication including reading and writing
Scientific	Science (Thematic Curriculum)	Science (Thematic Curriculum)	Thinking skills including pre-symbolic (acting on the environment, cause and effect, early problem solving) and reasoning (observation, planning, predicting, evaluating).
Technological	Design Technology /ICT (Thematic Curriculum)	Design Technology /ICT (Thematic Curriculum)	Communication including means of communication (ICT). Independent Living Skills (identifying and using resources).
Human & Social	Geography/History (Thematic Curriculum) /RE (Understanding the World & Thematic Curriculum) /PSCE & SEAL	Geography/History (Thematic Curriculum) /RE (Understanding the World & Thematic Curriculum)/International Studies/PSCE & SEAL	Communication including social communication (communicating needs and wants). Emotional Development. Working with Others. Independent Living Skills.
Physical	PE Outdoor Education	PE Outdoor Education	Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.

Aesthetic & Creative	Art & Design/ Music/ Drama (Thematic Curriculum)	Art & Design/ Music/ Drama (Thematic Curriculum)	Communication including writing (assisted story telling). Thinking skills including pre-symbolic (acting on the environment) and reasoning skills (observing). Attention Control. Working with Others. Independent Living Skills.
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## Personalised Learning

In order to ensure the young people are accessing the curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the young person, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge and overview of how they would be best placed within school.

The first step in the target setting process is to gather information from the EHCP, Individual Learning Plans and therapy advice in order to identify long term outcomes and routes for learning. This information should be consolidated into a young person's Individual Educational Profile. Teachers, in consultation with educational psychologist and therapists will then agree learning intentions on a half-termly basis produced from these outcomes. These will be clearly categorised within a curriculum based on the EHCP headings. For each learning intention, teachers will then plan for possible teaching and learning strategies that will be facilitated using cross-curricular, blended approaches.

Planning documents consist of a Personal Educational Profile for long term mapping, a medium term overview detailing dedicated learning intentions, cross-reference with possible learning activities and opportunities, and a personalised planner that supports child-led and adult-led activities being facilitated in the classroom.

A range of materials are available to support defining and setting learning intentions, such as MAPP Routes for Learning, developed by the Dales School, Progression Planners developed by the Swiss Cottage DFE Teaching school, and Equals Semi-Formal SLD Scheme of Work. These can be accessed within:

T:\Education\Curriculum\Personalised Learning Documents

Communication and Interaction Outcomes for an EHCP might include:

“Ben will develop his skills to express opinions to make his wants and needs known”

Learning intentions might include:

“Ben will be able to use a talking mat by pointing to a “happy” or “sad” symbol.

Curriculum Areas linked to Independent School Standards Criteria	
Cognition and Learning	Literacy, Numeracy, Thinking Skills and Problem Solving
Communication and Interaction	Communication skills, Social skills, Speech and Language Therapy
Social, Emotional and Mental Health	PSHCE, Citizenship, Occupational Therapy,
Sensory and Physical	Occupational Therapy, Physical Education, Sensory Modulation
Preparing for Adulthood	Life skills, Leisure skills, Design and Technology, Community Participation, Work Experience

## **Post 16 Provision**

Post 16 young people continue to be involved in 30 slots of planned learning consisting of core and foundation subjects along with their chosen area of specialism. As within the primary and secondary provision, some young people follow the Personalised Curriculum.

The Post 16 timetable aims to support young people growing into adulthood and raising their aspirations by placing an emphasis on them developing independence knowledge and skills to prepare them for life in the wider community.

The curriculum provides educational opportunities planned through individual and class timetables. These opportunities are based in the school buildings and grounds through formal classes, individual activities and experiences within the wider school community. Opportunities further afield, for example at local F.E colleges and other training providers, on work placement or in the community are also provided, where appropriate, and integrated into different subject areas. All aspects of programmes are supported and facilitated by our multi-disciplinary team.

The young people are able to gain Open Awards Qualification; ranging from Awards, Certificates or Diplomas at their appropriate level.

## **Our Pathways**

We have segmented our curriculum in to Pathways to encompass all learning journey's for our young people. Below is a description of each of these pathways and how we teach them across the school. It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs. Our young people will be assessed as above when they get referred to us and using a mutli disciplinary approach we will map out their curriculum using a pathway that best suits their needs at the time. This will be reviewed every term and the pathways are made fluid so that a young person can move between pathways if needed.

### **Bluebell Pathway**

This pathway is for our young people that have Severe Learning Difficulties, related to their diagnosis, they are unable to access formal learning and need a child centred approach to achieving personal outcomes. Their curriculum is set out as follows:

Personalised Learning developed around EHCP outcomes:

#### **Assessed via Continuum of Skill Development**

- Cognition and Learning
- Communication and Interaction
  - SEMH
- Physical and Sensory needs
- Preparing for Adulthood

Thematic approach for experiential learning of foundation subjects – this is not assessed

Outdoor Learning  
Physical Development

## Daisy Pathway

This pathway is predominantly for our young people whom have an IQ between 70 and 90, however this is very much led by the attached attributes of the young person and their diagnosis, please see the rationale appendices 1;

Personalised Learning developed around EHCP outcomes: **Assessed via Continuum of Skill**

### **Development**

- Communication and Interaction
  - Cognition and Learning
    - SEMH
- Physical and Sensory needs
- Preparing for Adulthood

Core Subjects- Following National Curriculum: **Assessed via Rising Stars**

- English
- Maths
- Science

Thematic approach for experiential learning of foundation subjects – this is not assessed

Outdoor Learning  
Physical Development

## Sunflower Pathway

The young people on this pathway are our young people whom sit in the average to high IQ range (90+), again this is dependent on the young person's diagnosis and associated barriers and behaviours.

Personalised Learning developed around EHCP outcomes (**joint targets only**):

- Cognition and Learning
- Communication and Interaction
  - SEMH
- Physical and Sensory needs
- Preparing for Adulthood

Core Subjects- **Assessed via Rising Stars**

- English
- Maths
- Science

Foundation subjects- **Assessed via Rising Stars**

- Geography
  - Art
  - History
    - D&T
    - PSHCE
- IT/Computer Science
- PE /John Miur/ Outdoor Ed

## **Snowdrop Pathway**

This pathway is for our young people whom are ages 14-19 that are unable to access the Sunflower pathway due to their learning needs and IQ, they work on personal development targets (personalised learning) as well as vocational based learning qualifications.

Personalised Learning developed around EHCP outcomes: **Assessed via Continuum of Skill Development**

- Cognition and Learning
- Communication and Interaction
  - SEMH
- Physical and Sensory needs
- Preparing for Adulthood

A vocational approach to subjects- **Optional qualifications using Open Awards /AQA (where appropriate)**

- Life skills/Independent Living
  - Design & Technology
- Vocational option (E.g. Gardening, Hair and Beauty, Cooking)
  - Sport and Leisure/Outdoor Learning
- Functional skills- English, Maths, IT/Computer Science (if appropriate)

Work Experience

<b>Post 16 Courses</b>		
All young people have a timetable devised to meet their needs, optimise their progress and focus on their vocational pathways, interests and future hopes.		
<b>The Core Curriculum</b>	<b>Linked Qualifications/Accreditation</b>	<b>Personalised Curriculum</b>
Functional skill; Numeracy (including Financial Literacy), Literacy & ICT	Open Awards – Entry levels in functional skills and accreditation.	Communication including reading and writing, ICT Thinking Skills including patterns, number and reasoning Independent Living Skills
Life skills including Personal, Social, Health, Citizenship & Careers Education and Sport & Leisure	Open Awards in the following <ul style="list-style-type: none"> <li>• Community Skills</li> <li>• Independence Skills</li> <li>• Life Skills</li> <li>• Sport &amp; Leisure</li> <li>• Preparing for Work</li> </ul>	Communication including social communication and communicating needs and wants Thinking skills Emotional Development Working with Others Independent Living Skills
Vocational Choices – Accredited through the Open Awards from the ‘Developing Skills for Further Learning and Employment’ framework. This includes a wide range of general and pre vocational units which enable the progression of learners into further learning and/or employment		
Vocational Area- these are a few example or what we can offer the young people:	Linked Qualifications/Accreditation	
Gardening Small Animal Care Horse Riding Woodwork/ Construction Hospitality & Catering Sport and Leisure Independence Skills Life Skills Hair and Beauty Enterprise	Open Award Qualifications; Entry Level 1 up to Level 3 awards available.	
Outdoor Education	Duke of Edinburgh Skills: Thinking Skills including pre-symbolic (acting on the environment, cause and effect). Working with others. Independent living skills.	
<p>Work experience</p> <p>Our young people engage in a range of work experiences both offsite and onsite, here is an exemplar of what we offer:</p> <p>Onsite work experience include: Gardening/ horticulture, Teaching assistant, cleaning, recycling, car washing, café work, shop work.</p> <p>Offsite experiences include: Farm work, Leisure Centre assistant, horticulture, stables, animal care, St John’s Hospice.</p> <p>This is a list of what we are currently offering, however we try to cater to the needs of the individual and are always building new links with the wider community to provide further opportunities.</p>		

### **Assessment, Recording, Reporting & Accreditation**

Some young people at Underley Garden follow nationally accredited courses. In Key Stage 1 & 2, if ability allows, SATs are completed. From Key Stage 4 onwards – some young people will have the opportunity to work towards the following:

- Entry Level 1-3
- General Certificate of Secondary Education (GCSE) at 9-1
- Open Awards– ‘Developing Skills for Further Learning and Employment’ Awards, Certificates and Diplomas at Entry Level 1, 3 and Level 1 & 2

### **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 young people’s experiences as well as giving them an opportunity to apply their skills in varied situations.

Our curriculum endeavors to further young people’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. This allows our young people to work on targets on a 24 hour curriculum approach with strategies that can be used across school and home in order to develop specific skills- these are reviewed on a termly basis.

### **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.

### **SEN**

Underley Garden specialises in providing education to young people who have severe and complex needs, communication and interaction difficulties and social and emotional and mental health needs. The Special Needs policy aims to enable all young people to develop their skills and abilities. It seeks to ensure access to the curriculum subjects through differentiated approaches, therapeutic strategies and personalised programmes that take into account the needs of individual young persons’ and their strengths

### **Staffing and Resources**

The education team consists of primary teachers, specialist core, foundation and vocational teachers, as well as experienced teaching assistants, Educational Psychologists, Occupational Therapist and Speech Language and Communication Therapists.

A variety of specialist settings are provided to meet the diverse needs of our young persons.

### **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 the termly report that comments on all areas of the curriculum and also includes learning targets for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between young people, parents, education staff and care staff.

We use an online tool called “Seesaw” in order to post children’s work and media to parents so they can see that their children have been up to on a daily/ weekly basis.

### **Review**

We will review the curriculum annually to ensure it meets the needs of all our young people and we continue to develop a curriculum that is tailor made to each individual.