



WHOLE SCHOOL POLICY FOR CURRICULUM

Cribden House Community Special School

OUR SCHOOL CURRICULUM

INTENT

At admission, many of our children have experienced significant adverse childhood experiences, trauma and attachment difficulties which have impacted their ability to develop emotionally. Some have Autism, Social Communication, Language and Learning difficulties too. These unmet needs have impacted their abilities to make connections and enjoy positive relationships with others.

One caring adult can change a child's life and allow them to believe they can succeed. Our relationship-based curriculum aims to meet each child's individual needs by relentlessly removing barriers to learning. This allows our children to achieve the best possible academic success alongside their holistic development as unique and valued individuals.

Curriculum Aims

- To help each child develop a trusting relationship with at least one adult in school
- To recognise and value each pupil as an individual and build upon their emotional and physical wellbeing.
- To develop their self-belief and social skills so they can become confident, independent and collaborative learners.
- To meet each child's individual academic needs through a personalised curriculum which enables them to acquire, practice and build upon skills.
- To provide equality of opportunity to every learner and embrace the diversity of our school community and society irrespective of gender, race, disability, or religion.
- To promote the spiritual, moral, social and cultural development of pupils to live within a diverse society.
- To work in partnership with all families, involving them in their child's education and welcoming their involvement in the daily life of the school.
- To promote opportunities for inclusion within and outside of school.
- To continually review our curriculum to ensure that the changing needs of our cohort are fully met.

IMPLEMENTATION

At Cribden House school there are four possible curriculum pathways: 1. EYFS, 2. Semi-Formal, 3. Formal Curriculum and 4. National Curriculum. All children, regardless of which curriculum they follow, are entitled to inclusive learning opportunities with their peers, alongside ability-based groups or 1:1 teaching session, where appropriate. They are also entitled to access a curriculum that is broad and balanced demonstrating a clear progression of skills.

1. Early Years Foundation Stage (EYFS) Curriculum

We follow the EYFS curriculum with children working towards the Early Learning Goals (ELG). This curriculum is planned, designed and implemented to meet the needs of children in the EYFS and some in Year 1. They follow a topic-based curriculum on a three-year cycle incorporating all seven areas of Learning and Development from the Early Years Framework. This curriculum removes any barriers to children's achievements because the flexibility and responsiveness of the curriculum enables this to happen. Children are provided with an engaging, challenging learning experience with indoor and outdoor play opportunities in a supportive learning environment.

Our ever-changing cohort means our lessons and activities are always being adapted to ensure they are delivered in a personalised way. This incorporates using a multi - sensory approach ensuring inclusion for all children. Additionally, all our children have personalised interventions to close gaps in all aspects of learning e.g. Attention Autism, Precision Teaching, Thrive.

Pupils are assessed using B Squared 'Early Steps' based on 'Development Matters' 'Birth to 5'.

The 3 Prime Areas – each area is divided into aspects.		
Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Building Relationships • Managing Self • Self - Regulation 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<ul style="list-style-type: none"> • Gross Motor skills • Fine Motor skills

The 4 specific areas- each area is divided into aspects.			
Literacy	Mathematics	Understanding of the World	Expressive Arts
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical patterns 	<ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and present 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

Three - Year Cycle topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Seasons	Traditional Tales		Growing	Under the Sea
I'm Special!	Changes	Magical Mayhem!	People Who Help Us	Life on the Farm	What a Wonderful World!
Ourselves	Celebrations	Animal Antics	Space	Dinosaurs	Around the World in 6 weeks!

2. The Semi-Formal Curriculum

The semi-formal curriculum recognises that some children have a range of complex learning difficulties, Autism, Sensory processing difficulties and/or Speech, language and Communication needs; and it is this combination of two or more challenges that the curriculum is designed to meet by a personalised learning approach.

Our semi-formal curriculum is delivered through a thematic based approach using the ethos of Early Years - unique child; positive relationships; and enabling environments.

The curriculum is designed to be fun, engaging, practical and meaningful and matched to pupil learning and developmental needs. Regardless of the physical, emotional and learning challenges faced by the pupils due to their special educational needs and disabilities, teaching through our semi-formal curriculum captures the interest and imagination of our pupils.

Our semi-formal curriculum is currently being developed. We currently have the following areas embedded into classrooms:

Semi-Formal Curriculum		
Personal and Social Development:	Communication Skills:	Thinking Skills:
<p>Social Interaction:</p> <ul style="list-style-type: none"> • Responding to others • Working with others <p>Emotional Development:</p> <ul style="list-style-type: none"> • Emotions • Self-Regulation • Confidence and risk taking <p>Independence for Learning:</p> <ul style="list-style-type: none"> • Engagement and self-motivation • School routines • Self-help and Personal independence 	<p>Social Communication:</p> <ul style="list-style-type: none"> • Conversations • Greetings and Social conventions <p>Expressive Communication:</p> <ul style="list-style-type: none"> • Communication choices • Language and concepts • Storytelling and narratives • Communicative functions <p>Receptive Communication:</p> <ul style="list-style-type: none"> • Following instructions and requests • Listening and responding <p>Functional English:</p> <ul style="list-style-type: none"> • Reading • Writing 	<p>Thinking Skills:</p> <ul style="list-style-type: none"> • Memory and routines • Making connections • Problem solving • Creative thinking • Patterns and properties <p>Functional Maths:</p> <ul style="list-style-type: none"> • Using numbers • Mathematical thinking

3. The Formal Curriculum

Cribden House Formal Curriculum is aimed at those who can access subject specific learning. It offers a wider variety of subject content and is delivered at a higher cognitive level through delivery of discrete subjects. Although based on the National Curriculum it is designed for children who are working below age related expectations and need an adapted curriculum which reflects the whole child's needs.

4. The National Curriculum

There are a small number of children who are able to access the full National Curriculum in some or all subjects. These children will follow this curriculum either within a group at Cribden House or by accessing sessions in mainstream settings. Where possible these children will return to mainstream settings.

Children access work at their individual level, and where appropriate, access inclusive links in mainstream schools; ensuring they are progressing within the national curriculum framework and continuing to make good linear progress.

The Wider Curriculum

Throughout school, the emphasis is placed firmly upon developing relationships, removing barriers and maximising opportunities for every pupil so that each child accesses the National Curriculum at an appropriate level and they can explore a much wider curriculum that meets their very individual needs.

Our wider curriculum reflects the diversity of needs of our pupils and is flexible so we can adapt to any changing needs of individuals. We seek to continuously improve the outcomes for our pupils so we are always looking for innovative ways to extend our wider curriculum.

Our entire approach to curriculum delivery is through a Thrive (therapeutic) approach to help support children with their social and emotional development so they can be successful learners and happy in school.

All trips and visits are coherently planned with clear links to the intended learning outcomes of core or foundation subjects. The skills to be developed may be academic, emotional, social or life skills and will progress as the child moves through school.

Some of our wider curriculum at present may include:

- Forest and outdoor learning
- Sensory learning and diets
- Swimming
- Inclusion with local mainstream primary schools and secondary schools.
- Inclusion links with other special schools.
- Inspiring visitors
- Theme weeks/days
- Aesthetic and creative experiences e.g. performers, artists, shows, musicians.
- School trips
- Play skills

IMPACT

Our children meet challenging personal targets which support the outcomes of their EHC plans and they make excellent progress in their social and emotional skills and their mental health. Their self-regulation develops and improves which in turn leads to improved academic progress across all curriculum areas and the development of a love for learning.

There are many ways in which they experience success – good attendance, increased time spent in class, confidence, improved friendships, trust of adults, improved family relationships and a sense of security and safety. Most importantly they develop a firm belief that they can succeed which enables them to make a happy and successful transition to the next stage of their education.

REVIEW

This policy was reviewed in September 2024.