



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

Early Years Foundation Stage Curriculum

Our Foundation stage Curriculum is planned, designed and implemented to meet the needs of children in the EYFS. It also benefits some older children who because of their additional social, emotional and learning needs require the holistic nature of the Early years Curriculum. They follow a topic-based curriculum incorporating all seven areas of Learning and Development from the Early Years Framework. This curriculum provides no barriers to children's achievements, 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 enabling complete 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

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

Our Early Years children and those with more significant learning disabilities follow the Early Years Foundation Stage Curriculum where appropriate.

Key Stages 1 and 2

Children are taught in small groups with a high adult to child ratio throughout school with flexible age groupings to best meet the needs of the children.

They are taught a core curriculum consisting of English, Mathematics, Science & Outdoors and PSHRE (using the most appropriate National Curriculum year group expectations/units of work). The Thrive Approach (Emotional Learning) is embedded throughout school for individuals and groups. Our curriculum is individualised across school and varies according to the needs of each child, it aims to meet each child's need as stated on their EHC plan. The curriculum taught ensures children access a wide range of learning activities, outdoor learning and therapeutic interventions (including Thrive). Some teachers plan and incorporate core and foundation subjects into themes on a long term plan and others plan their afternoon sessions using a Thrive approach.

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.

Some of our wider curriculum at present may include:

- Other Therapeutic provision - Scrummy Crew (food therapy), Forest School , SmArty Crew (art therapy), Time Travellers (play based therapy), Messy Crew (sensory therapy), Construction Crew (Lego based therapy), Build A World (design therapy), Fitbods (physical activity therapy.)
- 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 2021.

Will continue to be reviewed in line with the whole curriculum review in Autumn 2021.