



Curriculum Policy

Last Updated: April 2021

Introduction

Elm Tree School promotes full access to the National Curriculum, but this is suitably adapted to the learning needs' (cognitive ability, previous levels of achievement and progress), presentation, skills and experiences of individual pupils. We are committed to making sure that all pupils are engaged in a meaningful and worthwhile education which provides them with the means to enjoy, achieve and believe.

The curriculum policy is based on the following aims;

- ✓ To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.
- ✓ To develop awareness in our students of their needs and help them develop strategies to support themselves.
- ✓ To encourage an atmosphere of mutual support where students are sympathetic to each other and stronger through the unity of the group. To help our students develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- ✓ To provide all students with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and their individual needs.
- ✓ To assist students, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- ✓ To equip all students with the skills, resilience, emotional strength, and self-confidence required for the transition from Elm Tree to the next phase of their lives, be it re- integration to a mainstream school or movement to Secondary Education.
- ✓ To enable those not achieving age-related expectations to narrow or close the gap.
- ✓ To enable students to progress based on ability not age.
- ✓ To be challenged and stretched to achieve their potential.

Our aims are simply that every pupil will be given the opportunity to develop, thrive, achieve and attain within a safe and nurturing environment. This means that every pupil will be encouraged to:

- Become an effective pupil who makes progress through reasonable challenge and targeted support;
- Develop a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are an important part. We support open and positive attitudes towards diversity and the development of skills, understanding and confidence to constructively challenge prejudice, discrimination and stereotyping;
- Develop the skills, knowledge, understanding and motivation they need to become active citizens who recognise and value their rights and responsibilities. We will strive to ensure all pupils receive a broad and balanced curriculum that meets their individual needs and provides them with the opportunity to succeed in reaching their individual potential at the highest level possible in line with their cognitive ability. We will do this by:
 - Placing a firm emphasis upon keeping pupils' safe and meeting individual needs;
 - Providing access to the National Curriculum that may be adjusted to meet individual needs;

At Elm Tree we adhere to the SEND code of Practice 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This statutory code contains:

- details of legal requirements that you must follow without exception
- statutory guidance that you must follow by law unless there's a good reason not to It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

The curriculum within Elm Tree School is the framework for setting out the aims of a programme of education including the knowledge, understanding and learning to be gained at each stage. The curriculum prepares pupils with a "body of knowledge" that will support them to progress through the various stages acquiring knowledge and skills moving them on to independence. All pupils at Elm Tree School will benefit from a curriculum that is rooted in a well-balanced and needs driven education.

The curriculum will challenge pupils and is focused on ensuring that each individual pupil learns and develops. The curriculum is also designed to ensure that all subjects develop each pupil culture capital.

Aim

The school curriculum offers a broad and balanced education adjusted to meet the needs of pupils with a wide range of abilities from ages 5 to 11

Learning

- That every pupil fulfils his or her learning potential.
- That teachers and pupils pursue excellence in teaching and learning.
- That our pupils develop an appreciation of learning, both individually and with others, and acquire a wide range of learning skills.
- That we create an environment in which pupils are confident in their ability and increasingly ready to take responsibility for their own learning.
- That literacy is a strand that permeates all subject teaching ensuring our pupils become more effective communicators through speaking and listening, reading and writing. This aim continues outside the classroom into all their interactions within their home, activities and all pupils and staff are aware of it.

Pastoral

- That every pupil receives excellent pastoral care within an ethos of tolerance and mutual respect.
- That pupils develop relationships with peers and adults in a way that prepares them for life beyond school.
- That pupils acquire a sense of responsibility and self-discipline.
- That pupil's benefit from a wide range of opportunities for leadership and the management of others.

Personal Development

- That our pupils participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness.
- That our pupils benefit from a comprehensive personal and social education that helps them to lead happy and fulfilling lives.
- That our pupils become more effective communicators through the provision of opportunities for speaking and listening, reading and writing.

Extra-curricular

- That we provide a varied range of activities beyond the curriculum.
- That pupils discover and develop their own individual skills and interests at school in preparation for adult life.
- That all pupils be adventurous and participate in a range of activities, appreciating the rewards of teamwork and positive risk taking.
- That all be given the opportunity for personal achievement and fulfilment in a way benefitting their own aspirations.
- That our pupils will take advantage of opportunities to communicate through speaking and listening, reading and writing.

General

- That our pupils develop a moral, spiritual and aesthetic awareness that makes them receptive to the world around them, bringing with it a sense of wonder and openness to the most important ideas in our own and other cultures.
- That our pupils develop and demonstrate tolerance to others from different races religions, colours, creeds, genders and abilities. All staff aim to consistently nurture and develop the life skills of individual pupils, through positive and creative interaction.

The curriculum at Elm Tree School underpins an emphasis upon the development and realisation of true adult independence. We ensure that every pupil is provided with adequate foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever changing, multi-cultural society.

Elm Tree School offers a distinct emphasis upon developing and maintaining key social skills, such as working together in a supportive and productive, as well as safe learning environment. Our curriculum is designed and implemented to encourage and promote an enthusiasm for learning and the acquisition of knowledge. Our teachers' work with support staff and key agencies to tailor a holistic response to the individual needs of all our pupils and challenge their strengths in a positive and creative way while demonstrating clear and achievable boundaries. Every effort is made to ensure that this is delivered in all ways practicable, plausible and realistic. We offer bespoke learning packages that are consistent with personalised individual pupil passports.

Elm Tree School offers access to the National Curriculum, which may be appropriately adjusted in keeping with the educational and holistic needs of our pupils. We pride ourselves on our attention to detail and we work closely with placing authorities to ensure that the best and most appropriately tailored education is provided for each one of our pupils. We will make every effort to ensure that all areas of the National Curriculum are covered in keeping with the needs of our pupils, which may well mean that the full extent of the National Curriculum is adjusted accordingly. However, we will aim to actively source appropriate professionals on an annual basis to ensure appropriate subject knowledge and expertise. The Headteacher works closely with the Governors and Team Leaders to ensure that the highest possible standards are consistently developed and maintained.

Access to curriculum

All pupils will have access to receive their appropriate entitlement of core subjects in line with the statutory framework and their individual learning needs plus cognitive ability. This means that:

- Learning needs will be met in accordance with individual needs as presented, whether in terms of formative assessments or as identified by ongoing assessment;
- All pupils will be treated as individuals with different learning styles, needs and aspirations;
- All pupils will have consistent opportunities to develop skills, attitudes and values in a safe and secure environment which promotes enquiry;
- All pupils will have opportunities to acquire social and interpersonal skills to enable them to be cooperative and constructive in working and interacting with others;
- All pupils will be encouraged to respond to experiences with sensitivity, creativity and imagination;
- All pupils will be provided with opportunities to develop their thinking and problem-solving skills;
- All pupils will be reasonably challenged and supported to reach their potential and achieve the highest possible standards of attainment;
- All pupils will be provided with a flexible and creative curriculum, which will be developed and enhanced as appropriate to needs and available resources;
- All pupils will be supported to develop and maintain a purposeful, responsible attitude to their learning, giving self-fulfilment and satisfaction.

Differentiation

Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'. At Elm Tree School we use a range of differentiation techniques. One method is, differentiation by task, involving setting different tasks for students of different abilities or different sets of worksheets or exercises depending on students' abilities or needs.

An alternative method is to use a single worksheet comprised of tasks which get progressively harder. The more advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials. Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group (known as peer modelling). Grouping also allows roles to be allocated within the team which cater for each member's skill set and learning needs.

Resources are also used to differentiate in the classroom. This means that while some may require quite basic texts with illustrations, others are capable of working with more advanced vocabulary and complex ideas. Differentiation of this kind allows a wide spectrum of materials to be used to attain a single learning outcome. It's a method that is greatly assisted by advances in technology which our students really enjoy using. In the differentiated classroom, rather than assessment taking place at the end of learning, students are assessed on an on-going basis.

There are of course other methods of differentiation and we adjust our approach according to the students' needs. At Elm Tree School we understand that we are dealing with a group of diverse individuals and adapted our teaching to ensure that all of them have access to learn. This is an on-going and flexible process which not only profiles students initially but also recognises progress and areas for improvement and adjusts accordingly to ensure learning needs continue to be met. In short, it shifts the focus from teaching a subject to teaching the students.

Our curriculum consistently aims to demonstrate:

Breadth and Balance of Curriculum - The curriculum is broad and balanced and takes in to account of the 7 areas of learning; linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative. Meaning that all pupils will be introduced to the elements of learning as appropriate to their varying needs, cognitive abilities and attainment.

Coherence - appropriate planning will aim to enable progression and the opportunity for each pupil to maximize their achievement and realise their potential.

Relevance - Our curriculum will be appropriate to each individual pupil, as well as the social and cultural context to which we are all inherently bound.

Access - All pupils will have access to the National Curriculum, which will be adjusted to take account of identified learning needs in a creative and engaging way. Subjects may be further differentiated to take account of needs, pace of working and style of learning. To ensure maximum flexibility and attention to individual needs, as well as academic and personal development the National Curriculum will be modified as appropriate.

Context

Many of our pupils have disrupted educational pathways leading up to them being placed at Elm Tree Community Primary School. All pupils have complex needs including Autistic Spectrum Conditions, Social, Emotional, Mental Health difficulties, Speech, Language and Communication needs or Attention Deficit Hyperactivity Disorders. Many have experienced failure within previous school settings.

As a result of their Special Educational Needs, our Pupils have significant barriers to learning, including:

Social communication difficulties:

A significant number of pupils at Elm Tree Community Primary School have diagnosed difficulties with social communication. This can affect their ability to express and understand their own thoughts and feelings, the thoughts and feelings of others and to interpret the world around them. It inhibits their abilities to form attachments, be resilient and access the wider community.

They often display a deficit in the ability to behave appropriately in social situations, and lack understanding of how their behaviour might impact on others. The development of social communication skills in our pupils is seen as a fundamental part of the work of Elm Tree Community Primary School.

***Definition:** Social communication skills are viewed as being the range of skills required to form relationships with others both on a personal level and in becoming an active member of society. Social skills enable effective and appropriate communication.*

Delayed development of behaviour for learning

Many pupils have not developed the skills required to enable them to listen and attend in order to learn and progress.

Attachment disorders

Many pupils have experienced insecure attachments in their lives and are impacted by this within the school setting. Pupils with attachment issues may have a strong desire to control and may refuse to complete tasks unless they have been supported to develop skills in order to make decisions for themselves. Pupils can be significantly affected by a change of class teacher or staff changes, even when this is part of the usual routine of the class such as weekly planning, preparation and assessment time for class teachers hence our closure at 13:30pm on a Wednesday afternoon.

Low Resilience

Many pupils have low resilience which may manifest as: a fear of failure; difficulty accepting challenge; low academic confidence; difficulty 'coming back' from even small set-backs. This may be expressed via a refusal to complete learning task

Our Curriculum

Our curriculum is highly ambitious, specialist, innovative and designed to ensure that every pupil's needs are fully met. Ultimately, we ensure that we have 'high expectations with high support,'

supporting each pupil to engage in their learning and make outstanding progress.

What we intend to do

- We want ambitious, exciting and varied curriculum that supports to develop knowledge and skills as appropriate to their age, ability and stage of development.
- Within our curriculum, we want to develop breadth to our pupils' understanding.
- we want to prepare pupils for future life
- We want to promote the spiritual, moral, cultural, mental and physical development.
- We want to support the social and communication skills of our pupils by building our social communication curriculum into our curriculum, design.
- We want to promote the development of skills at an age/ ability appropriate level of all pupils by building our skills curriculum into our curriculum design.
Skill based curriculum. Four skill areas (1. Thinking, Learning and Creative, 2. Sensory & Motor, 3. Communication, 4. Social & Emotional)
- We want planning to clearly state the intended learning outcomes and demonstrate progression from previous learning.
There will be long term (yearly) plans, Medium terms (half-termly) plans and short term (daily or weekly) plans.
- Our curriculum has been thoroughly designed by our whole team, inclusive of clinical services. This ensures that we have full National Curriculum coverage appropriate to the age, ability and Special Educational Needs (SEN) of our pupils.

Implementation

We will provide therapeutic assessment and intervention-

During their first term at Elm Tree Community Primary School, all pupils will be assessed by our Therapy Team (Occupational Therapists, Speech and Language Therapists in order to find out the strengths and difficulties that our pupils face. Armed with this knowledge, the Therapy Team can then advise teachers on strategies and support that can be implemented to help our pupils to access the curriculum. Some pupils will receive Wave 1 support which is universal. Some pupils will receive Wave 2 support which is targeted. Some pupils will receive Wave 3 support which is specific.

We will actively teach social and communication skills via our School Communication Curriculum

Social communication will be taught all day, every day. All adults in the school are models for appropriate social communication and will support pupils to learn how to interact and express themselves in an appropriate manner. Some classes will teach discreet Social Communication lessons to provide opportunities for the pupils to practice skills within a familiar and safe environment.

We will help the pupils to understand what good behaviour for learning looks like

Clear routines, rules and expectations for behaviour are evident in all classes. Pupils are rewarded for displaying good behaviour for learning. Visuals and others prompts are used to support pupils to learn what is acceptable, and what is not

We will place children in classes according to their needs, not age or ability

Our very specific class profiles enable us to place each child in the learning environment which best suits their resilience, sensory and social communication needs. Our learning environments, which are designed to match individual pupil profiles, support pupils to feel calm and ready to learn without becoming over-whelmed.

4 Pathways

- Key Stage 1 – Establish
- Key Stage 2 – Endeavour
- Key Stage 2 - Enlighten
- Specialised – Evolve

We will embed the teaching of skills for learning, communication, self-regulation and social skills into our taught curriculum.

The Skills Curriculum will support teachers to identify gaps in pupils' skills. This knowledge will then allow teachers to provide opportunities for pupils to learn, try out and apply new skills with the aim of making them more independent, resilient learners.

We will encourage the spiritual, Moral, Social and Cultural development of our pupils.

Quality PSHE teaching, Religious Education, off-site educational visits and visitors to school we will broaden the understanding of our pupils by allowing them to see and experience other ways of life, sharing in traditions associated with different countries, cultures and religions. Relationship education will be taught at an age and ability appropriate level for all of our pupils.

Pupils throughout the school will develop their spiritual, moral, social and cultural experiences through the curriculum in a number of methods both experiences in and out of lessons. Pupils will also be taught the fundamental British values of democracy, individual liberty and mutual respect and tolerance of others. These will incorporate the key aspects of SMSC and British Values. (Please

refer to the PSHE including British Values and Spiritual, Moral, Social and Cultural Capital Policy)

Spiritual:

1. Ability to be reflective about their own beliefs, religious or otherwise
2. Interest in and respect for different people's faiths, feelings and values
3. Sense of enjoyment and fascination in learning about themselves, others and the world revolves around them
4. Use of imaginations and creativity in their learning
5. Reflect on their experiences

Moral:

6. Ability to recognise the difference between right and wrong
7. Apply understanding of right and wrong in their own lives
8. Respect the civil and criminal law of England
9. Understand the consequences of their behaviour and actions
10. Investigate and offer reasoned views about moral and ethical issues
11. Understand and appreciate the view points of others

Social:

12. Use of a range of social skills in different contexts
13. Working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
14. Participate in a variety of communities and social settings
15. Co operate with others and resolve conflicts effectively
16. Accept and engage with fundamental British values of democracy
17. Demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain

Cultural:

18. Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
19. Understand and appreciate the rang of different cultures within school and further afield
20. Participate and respond positively to artistic, sporting and cultural opportunities
21. Show respect for different faiths and cultural diversity
22. Understand, accept, respect and celebrate diversity

British Values:

23. Understand Britain's democratic parliamentary system
24. Understand how citizens can influence decision making through the democratic process
25. Know they have a voice that is listened to in school
26. Promote democratic process e.g. school council whose members are voted for by the pupils
27. Appreciate that living the freedom to hold faiths and beliefs is protected in law
28. Understand that while different people may hold different views about what is right and wrong all people living in England are subject to its law
29. Understand the importance of identifying and combatting discrimination
30. Know how public institutions and services operate, and respect them and their importance
31. Understand respect for other people, even if they choose to follow a lifestyle that one would not choose to follow one-self.

Our curriculum encourages pupils to wonder. Through discrete or our topic-based learning we encourage the children to consider questions as a route into their learning. Teachers will initially pose a question but will encourage pupils to ask and answer questions of their own.

At Elm Tree Community Primary School we have a broad and balanced curriculum. The National Curriculum is underpinned by the skills curriculum, the social communication focus, PSHE, SMSC and British Values. All plans are flexible to ensure pupils' own interests can be incorporated into their learning, and teachers can be responsive to the changing needs and interests of their class. All subjects are taught at an ability appropriate level for our pupils. The rolling programmes ensure coverage of the programmes of study for our pupils. Teachers understand the needs of the pupils within their classes and will plan accordingly to fill gaps in knowledge and understanding for the pupils. Half termly planning is presented as a curriculum map and shows how each topic will link to social communication, PSHE and Skills. Memorable experiences, off-site visits and visitors to the school are all used to add colour, variety and interest to the curriculum in order to inspire and engage our pupils. Literacy and Mathematics are taught in the morning where possible.

We use a local leisure centre to deliver Swimming lessons to all pupils in. Each class group will have the opportunity to attend swimming lessons weekly for at least one 6 week block within the academic year.

Topics are planned collaboratively with teaching staff and long and medium term planning is the joint responsibility of subject leaders and classroom teachers.

Regular Curriculum Team meetings are scheduled with an emphasis upon sharing good practice to promote the continued professional development of our teachers and support pupils to progress.

Each class teacher has one afternoon of joint Preparation Planning and Assessment time with colleagues in their cluster and an additional PPA session weekly.

Each class is led by a class teacher supported by 2 Teaching Assistants.

Further support is offered by three Higher Level Teaching Assistants, one of these HLTA's is the Therapy Assistant. The lead HLTAs teach some planned lessons.

To further support our broad and balanced curriculum a range of visits and visitors are arranged. These include:

- Memorable experiences linked to the cornerstones or discrete learning
- Assemblies based on the world of work/leisure
- Curriculum days/weeks.
- Themed week
- Fieldwork visits
- Outdoor Pursuits and Activities
- Outdoor visits curriculum
- Offsite PE activities
- Sports coaching
- Range of activities at lunchtime.
- Pantomime
- Christmas and summer productions that are performed for parents, carers and visitors.
- Library visits

- Visit to the Town Hall
- Museum visits
- Visit to Magistrates court
- Author visit

We will utilise all opportunities for learning

At Elm Tree Community Primary School we utilise all opportunities for learning. All pupils have the choice to start the day with an “Emotional clock in” which indicates their readiness for learning. If needed, pupils will be offered emotional support to enable them to fully access their learning. Breakfast Club is a social event where we teach the skills of social interaction, good manners, turn-taking, making choices and developing independence. This is also a feature of lunchtimes.

We promote and support learning through holiday activities, parental support groups, homework tailored to our pupils, reading camps, educational visits and visitors. Off-site visits are a regular feature and promote community links.

We will fully utilise baseline assessment to tailor the curriculum to individual needs

Children are assessed within 12 weeks of starting at Elm Tree Community Primary School, in order to establish their baseline scores. Some assessments are conducted by the class teacher or TA, others are conducted by the Educational Psychologist, Occupational Therapist or Speech and Language therapist in order to establish a full and rounded picture of a child’s abilities.

Teachers use the information this provides in order to set targets for each child to move them on academically. Teachers report levels of progress and targets to the SLT and to parents/carers via annual reviews and end of year reports.

Data from each subject is analysed at the end of each term in order to identify trends in progress across and between groups so that the school can respond most effectively to the needs of the pupils. This tracking identifies any pupils not making expected progress who may have an intervention put into place to ensure that progress is made.

Thrive Profiles are completed for all of our pupils on a bi-annual basis. The information from the profiles informs the pupils’ passports and supports teachers to identify areas for development for individual pupils. Targets are set termly and identify barriers to learning which are not specifically addressed through differentiation. These are shared with parents and carers in Learning Mentor phone calls. There is an interim review each half term, detailing progress towards the target and adjustments to targets made if necessary.

We will quickly intervene for pupils not making expected progress

We have a range of interventions that we put into place for pupils who are not making expected progress following observations and analysis of assessments and Behaviour Watch. These are put into place by class teachers and are identified on the Provision Map.

We will foster pupils' independence

We foster independence in pupils and facilitate this by the use of visuals, processing time and individual strategies. Pupils are given opportunities for independence in Breakfast Club where they make their own toast. We recognise that children need to make mistakes in order to make progress and offer safe opportunities for this. Children are encouraged to make informed choices throughout the day and opportunities are provided to encourage and facilitate this through meal choices, playground activities and activities delivered as part of the curriculum.

We will provide home learning tasks to develop independence and extended learning opportunities

Class teachers are responsible for setting appropriate homework for each pupil in their class.

We believe that the development of children's Literacy and Numeracy is crucial to maximising their life chances and take all opportunities to promote these areas of the curriculum, using cross curricular links to develop the application of these skills.

Individual circumstances of parents and carers will be taken into consideration when setting homework and their views will be taken into account.

We will utilise all times of the day as learning opportunities

Breakfast

Our aims for Breakfast time are to develop social communication skills, encourage choice and provide opportunities for children to learn and practice social independence skills. It is a taught part of the day, and staff role model expectations and good practice. Pupils are monitored using our Independence skills checklists and social communication checklists.

There will be activities available for children that are matched to individual interests, children will be supported in their choice through the use of visuals if appropriate. The social communication focus for the week will be displayed prominently and children rewarded for use of these skills.

Children will be independent in toast making/breakfast drinks.

Lunchtime

Lunchtime provides another opportunity for us to teach social skills and develop independence.

Children will choose from the main meal or sandwich options the previous week, supported by visuals if required. Staff will model good manners and a social skills with conversation encouraged with others at their table.

Children are independent in serving themselves and cleaning away.

Social communication and independence skills are monitored and recorded using our checklists.

We are very aware of the potential difficulties of lunchtimes with our pupils who are on the Autistic

Spectrum and do our best to accommodate these.

Children choosing the sandwich option can make their own sandwiches from the fillings available on the day.

We will reach our children to keep themselves safe from harm

All curriculum activities, supervision and care of the children at Elm Tree Community Primary School is informed by the Elm Tree Community Primary School Child Protection Policy and Prevent Duty Guidance. This has clear guidelines taken from the Lancashire Child Protection Committee Procedures Handbook and has close links with the Lancashire Children Safeguarding Board (LCSB) 01772532723, Tim Booth LADO (Lancashire Authority Designated officer) [01772 536694]. Any situations that may arise from the teaching of our curriculum shall be sensitively handled with close reference to the guidelines laid out by the agencies.

Throughout our curriculum all aspects of safeguarding are taught through the curriculum, through strategies such as making safe choices, this is taught through PSHE or when matters arise. This is then outlined and tracked through SMSC grid maker.

What is the end result? (impact)

We engage all pupils with their learning

Pupils will enjoy school and will be successful. They will develop academically, socially and emotionally through the Child-Centred, holistic, therapeutic approach adopted at Elm Tree Community Primary School.

We develop the children's skills so that they grow into successful, life-long learners

Pupils will have multiple opportunities to learn, apply and consolidate the skills required to become effective and successful learners as is appropriate to their age, ability and SEN.

We ensure all pupils learn and make progress

Individual targets ensure that all pupils make progress at a rate that is appropriate to them. Passports will focus on developing behaviours for learning so that pupils are more able to access learning opportunities.

We ensure all pupils have broadened their experience of the world

Throughout the academic year, pupils from all key stages and all classes will participate in off-site educational visits in order to broaden their experience of the world around them; extend learning beyond the classroom and be inspired to learn more about a topic. Some off-site education visits will focus upon social skills (visiting a local shop); some on developing independence (Forest School); some to develop physical skills (such as swimming).

We will have developed the pupils' skills so that clinical services scores/assessments and way post scores improves year-on-year

Termly B-Squared assessments, completed by the class teacher, will monitor the progress made by pupils throughout the year. Pupils will have the opportunity to complete end of Key Stage Tests in Year 2 and Year 6 where it is deemed appropriate for their ability and emotional resilience.

Clinical scores will be assessed annually where necessary.

Covid-19 - appendix

The government have developed guidance for the full opening of schools and this can be found at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The school have identified processes to follow the areas of guidance that have been set out.

The below is not exhaustive but identifies areas of change and processes added to minimise coronavirus risks. The government are asking schools to prepare for all pupils to return full time from the start of the autumn term and schools should not put in place rotas.

Elm Tree are opening to all pupils and has worked to: Ensure that formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable. How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- staff maintaining distance from pupils and other staff as much as possible

Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals, the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum
- It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing.

Curriculum expectations

The government have set out some key principles that we at Westfield are following and are aiming to ensure that all pupils are given support to make substantial progress by the end of the year. The key principles that underpin our advice on curriculum planning are:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects.

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, to make use of existing flexibilities to create time to cover the most important missed content

Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.

Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

- Relationships and health education (RHE) for primary aged pupils and relationships

- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.