



# HIGHFIELD ACADEMIES

## CURRICULUM POLICY

**Lead: Simon Bainbridge  
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This Curriculum Policy sets out how our curriculum meets the range of learners needs at both our Highfield Schools.

Highfield Academies are two area special schools, each serving a catchment area with a 2 – 19 age range and to 25 years old including LINC. As a consequence, each school has a wide age range and a range of learning styles and needs.

At Highfield the curriculum is broad, balanced and appropriately differentiated. It aims to be inclusive, supportive, challenging, interesting and relevant to each and every learner. Many of our students learn through repetition, structure and making learning relate to real life.

Following a curriculum review in September 2018, we moved to a 'Pathway' model. This model created three distinct curriculum pathways based on the level and type of needs of our students. We group students dependent on which Pathway best meets their needs rather than grouping solely by their chronological age. One of the consequences of the Pathways model is that pupils are based in learning groups with a wider age range, but with other pupils whose learning style and level of cognitive ability are similar. We feel that this model meets the learning needs of pupils throughout our school more effectively than the previous one. In each Pathway, by the time pupils leave Highfield we aim for them to be independent, confident, happy learners who have been challenged, stretched according to their ability and are ready to take on their next challenge. As pupils move through the school we increase our expectations of their behaviour, independence and contribution to school life.

All pupils on roll are additionally vulnerable due to the nature of their Special Educational Needs (SEN). One vulnerable group are pupils whom are Looked After Children (LAC). Although their curriculum will largely be the same as the remainder of pupils on roll, they are a focus for the Local Authority and as such have additional planning (PEP) meetings, and additional funding to use to boost their progress and access areas of the curriculum they may be struggling with.

We have a separate Early Years policy that sets out provision for pupils in this age group.

### **Blue Pathway**

The Blue, or Pre-Formal, Pathway is designed for learners who have Profound and Multiple Learning Difficulties (PMLD) and therefore have a very sensory profile and

style of learning. Their learning is facilitated through sensory and exploratory activities, based solely on their Education, Health and Care Plan (EHCP) Outcomes. Progress for these learners is likely to be in very small steps, or may be about maintaining skills over time.

Learners in the Blue Pathway will have other, associated additional needs such as communication and medical. Learners in the Blue Pathway will have around 1-1 staff support due to their reliance on an adult in all aspects of their learning and care.

These learners may be destined to access a supported living environment, or may stay at home with family, therefore a proportion of their learning will be about them developing their self-care skills.

Within the Blue Pathway, learners will access a range of specialist therapies according to their very individual needs such as music, speech and language, physio and Occupational Therapy.

The curriculum learners access within the Blue Pathway is thematic throughout the age range, e.g. learners studying within an 'under the sea' topic. Timetables for these learners will be bespoke and designed to accommodate their EHCP outcomes.

Where appropriate, learners within our Blue Pathway can transfer into our 19 – 25 provision, LINC (Learning, Independence, Needs and Care). LINC essentially serves as an extension into adulthood of our Blue Pathway.

### **Green Pathway**

The Green, or Semi-Formal, Pathway is for learners who learn best through a topic based, exploratory curriculum differentiated according to their individual learning needs. Timetables for these learners will reflect individual EHCP outcomes and especially focus on building attention skills, as well as progress within curriculum areas.

There will be some subject specific teaching, e.g. teaching phonics skills to use in reading. However, activities should make learning 'real', for example handling money within real life contexts as Learners in the Green Pathway may struggle with abstract concepts.

Progress for Learners in the Green Pathway is measured against EHCP Outcomes as well as curriculum targets. EHCP Outcomes are likely to be a mix of self-help and life skills, behaviour, communication as well as subject based targets. Progress for learners in the Green Pathway will be in smaller steps than those in the Yellow Pathway.

Within the Green Pathway, learners will access a range of specialist therapies

according to their individual needs such as Lego Therapy, Horseriding, music, speech and language, physio and Occupational Therapy.

For Green Pathway students with a higher level of need, LINC 19 – 25 may be a viable, appropriate option when they leave school at 19.

### **Yellow Pathway**

The Yellow, or Formal, Pathway is for learners who learn best within a mainstream style curriculum, differentiated to the level of each individual. Learning groups are based within Key Stages with a progression of level of study running through the age range.

Learners in the Yellow Pathway will receive teaching delivered within a topic based curriculum within Early Years and Key Stage 1 (KS1), then in subject specific sessions from Key Stage 2 (KS2) upwards. From Key Stage 3 (KS3) pupils will have some changes in teacher and classroom for some lessons in a reduced secondary mainstream 'style' approach. During Key Stage 4 (KS4) every learner is studying towards qualifications at an appropriate level. At the start of KS4 each student is

baselined and they will work towards the appropriate level of qualification. Currently we offer Entry Level Qualifications 1 to 3 as well as Functional Skills Level 1 (low GCSE equivalent).

While students' EHCP Outcomes form the focus of our work with all learners, Yellow Pathway learners also work towards subject specific objectives that are differentiated according to the ability and need of each learner.

Learners in this Pathway will likely leave Highfield at the end of KS4 to access College courses, the ultimate aim to achieve paid employment.

Where appropriate pupils within the Yellow Pathway will receive additional therapy or personalized curriculum additions such as horseriding, Lego Therapy, music therapy or rebound.

### **LINC19-25**

LINC19-25 is a learning provision specifically suited to meet the needs of adults with PMLD or low functioning SLD.

LINC19-25 offers specialist therapy services, such as Occupational Therapy and Physiotherapy and meets the personal, daily and medical needs of its adults.

The curriculum that the adult learners follow is personalised to suit their needs and meet the outcomes highlighted in their EHCP.

We track the progress of our adults by creating, and then measuring progress against, very specific short term learning outcomes linked to each adult's EHCP. Furthermore, we offer accredited courses at LINC19-25. The exact program of study is dependent on what has been studied prior to LINC 19-25 but all of our current adult learners are working towards ASDAN Personal Progress certification. This program is designed to

recognise the individual achievements of learners and fits flexibly around each adult's personal curriculum at LINC 19-25.

### **Qualifications**

Learners in all Pathways work towards qualifications during KS4 at a level appropriate to them. We offer a range of qualifications at a range of levels from Entry Level 1 to 3 to Functional Skills Level 1 and 2. In addition to this we offer:

- Asdan Towards Independence Programme
- ASDAN award scheme – Bronze, Silver Challenge and Silver
- AQA Unit Award Scheme currently in Science

### **Enrichment**

We recognise the value of providing our pupils with enrichment opportunities beyond the core curriculum. Therefore, we offer a range of opportunities that pupils can access including lunchtime and Friday afternoon clubs, residentials, horseriding including cooking, sewing, pottery, dance, PE, circus skills, languages and crafts.

Pupils have many access to many therapies to meet their needs as set out in their EHC Plans including Occupational, Speech and Physio Therapy with plans drawn up by Health employed staff. We also have many other options for teachers and parents

to refer to including Lego, Music and Play Therapy and Horseriding, TEACCH and Talking Partners.

Residential opportunities are available to pupils from KS2 upwards. Pupils between KS2 and lower KS3 are able to attend a residential at Kingswood on the Norfolk coast for three nights. Pupils in KS3 and above in the Yellow and some from the Green Pathway are able to access a four night residential to Longtown Outdoor Education Centre in Herefordshire. For other pupils within the Green and Blue Pathway they have access to residential experiences which include a day activity then a night staying at school.