



## Curriculum Policy – 2024 Annex

Date reviewed: 10<sup>th</sup> September 2024  
Date to be reviewed: 10<sup>th</sup> September 2027

## Overview and information

Ivy House School is a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and human dignity of all its' members.

The school and the Academy Council are committed to providing a broad, balanced and accessible curriculum that is relevant to the age appropriate needs and aspirations of learners' and their families. Ivy House curriculum covers all planned learning experiences whether they happen in lessons, in extra-curricular activities, through home activities, within the community or on educational visits and residential ventures.

Ivy House School provides curriculum opportunities for learners from the Early Years Foundation Stage (EYFS), to Post 16 (FE).

The curriculum is built around the needs of the learner with the National Curriculum underpinning the schemes and being delivered where appropriate through thematic links and EHCP Functional life skills. There is an emphasis on healthy life styles across the school. Physical development, movement and posture are inherent in all lessons. Learners' access a range of learning experiences that challenge, stimulate and promote thinking and learning.

Our Curriculum has been carefully planned using support from Penny Lacey (University of Birmingham) and has also been adapted from a range of researched curriculum models including; Routes for Learning, NI & Welsh Curriculum and Quest to meet the requirements of all cohorts. The levels are not defined by age, but by need and achievement; allowing pupils to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two. Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

The Curriculum is planned to support a range of development in many areas of learning and engagement, which supports holistic growth and personal achievement. We aim to ensure that decision making and planning is based on robust outcomes and research informed practice, with the learner at the centre of all we do.

### **The aims and objectives of the curriculum are summarised as:**

- To promote high standards in communication, and literacy skills for a variety of purposes.
- To allow learners to develop knowledge of themselves in time and space.
- To enable learners to acquire knowledge and cognitive skills encompassed in science and mathematics.
- To enable learners' to be confident in the use of ICT.
- To promote spiritual development and moral sensibility.
- To promote physical and mental development and an awareness of healthy life styles. The MOVE programme is integral to daily learning where appropriate. MOVE studies have shown that learning to move has a direct impact on learning.
- To enable learners to appreciate the importance of participating in Arts and Culture experiences.
- To develop personal, independence and social skills, with reference to personal health and hygiene.
- To prepare learners for the opportunities, responsibilities and challenges of life after school and adult life
- To treat learners with dignity and respect.

**The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning, and a commitment to learn and achieve. The school endeavours to provide rich and varied educational experiences, which aim to:**

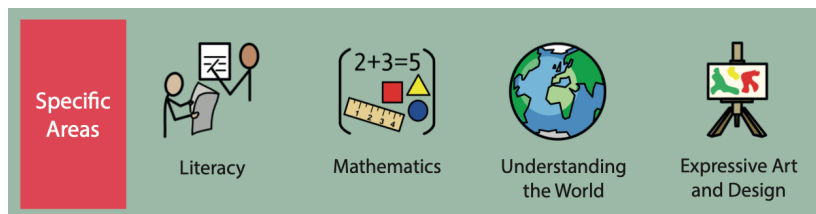
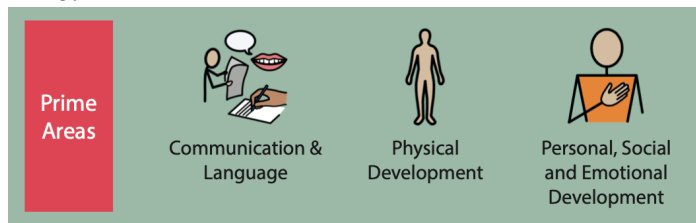
- Encourage learners to make the best possible progress, along with the high levels of achievement and appropriate accreditation where applicable.
- Enable learners to make connections and transfer skills across different areas of learning.
- Enable learners to make choices and decisions within their learning.
- Help learners think creatively and solve problems.
- Develop learners' capacity to learn and work both independently and collaboratively.
- Enable learners to respond positively to opportunities, challenge and responsibility.
- Enable learners to acquire and develop a broad range of knowledge skills and understanding.
- Promote happy and enthusiastic individuals who enjoy their learning.
- Promote a set of moral values such as honesty, and personal responsibility.
- Ensure continuity and progression by clear information sharing as learners' transition through school.

**Ivy House School will aim to deliver the highest quality of teaching and learning through investing in its staff and facilities by:**

- Recruiting, training and developing a range of expertise in teachers, assistants and site staff who work continuously to improve their skill levels and understanding of how learners learn most effectively.
- Ensuring that the learning environment is equipped resourced and maintained in a manner conducive to good teaching and learning.

## Curriculum areas:

### EYFS:



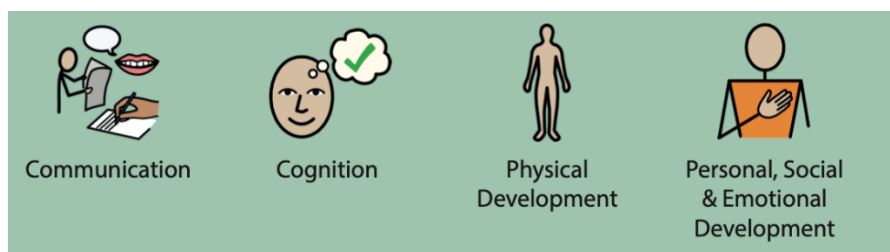
The Early Years Foundation Stage (EYFS) Curriculum is structured around seven integral areas of learning and development. Each area is significant and interconnected, creating a holistic framework for early childhood education. The curriculum fosters the acquisition of knowledge and skills through a thematic approach, ensuring a well-rounded balance across all aspects of the EYFS.

Three "Prime Areas" play a pivotal role in stimulating children's curiosity and passion for learning. These areas are fundamental in developing children's ability to learn effectively, establish relationships, and flourish in their environment.

In addition to these, the curriculum supports children in four "Specific Areas." These areas reinforce and apply the knowledge and skills learned in the Prime Areas, ensuring a comprehensive educational experience.

Together, these seven areas create a robust and dynamic learning environment, where the Prime and Specific Areas complement and enhance each other, laying a strong foundation for future learning and development.

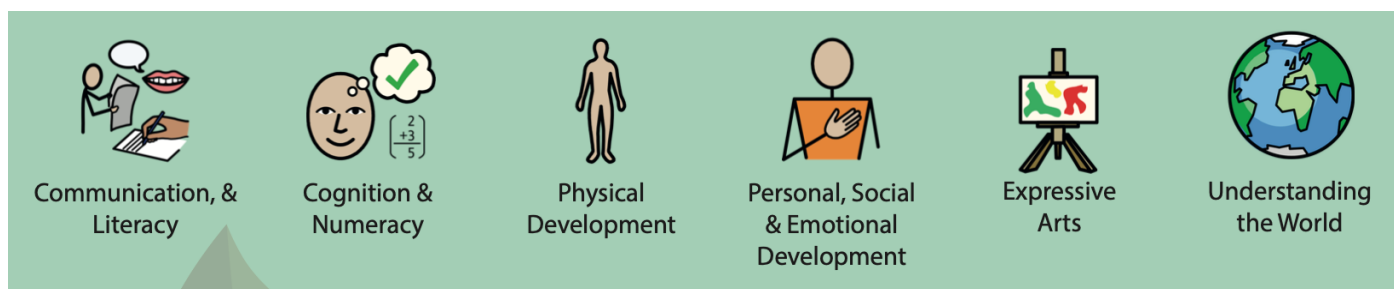
### Pre-Formal



There are 4 core curriculum areas delivered, each with its own Intent, Implementation and Impact. We provide a comprehensive Curriculum Overview and Schemes of Work for each area. The curriculum is delivered through a thematic approach, enriched by a selection of high-quality, age-appropriate literature, ensuring an engaging and enriching learning experience.

Recognising the unique educational requirements of students engaged in the 'Pre-formal Curriculum', we provide a bespoke and individualised programme of learning, which provides multi-sensory activities and focuses on very early levels of development. Typically, these children and young people may have complex health needs alongside a diagnosis of profound and multiple learning disabilities. Our approach is sensitive to their specific needs, fostering an inclusive and supportive educational environment.

## Semi-Formal

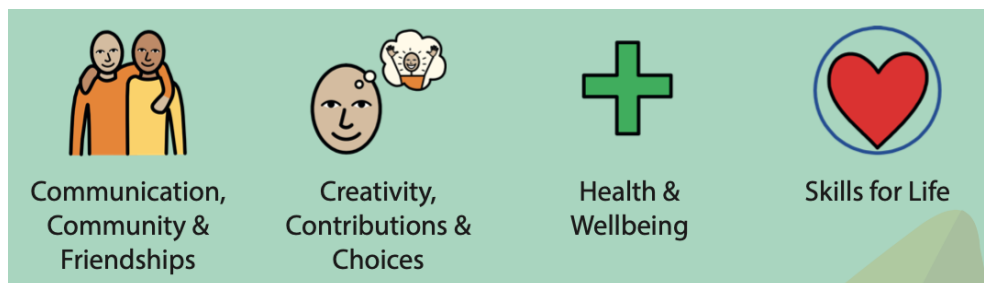


Our Semi-Formal Curriculum is composed of six core curriculum areas, each defined by its unique Intent, Implementation, and Impact. We offer a detailed Curriculum Overview and Schemes of Work for each of these areas. This curriculum is delivered through an engaging thematic approach, augmented by a curated collection of high-quality, age-appropriate literature, creating a stimulating and enriching educational experience.

Students engaging with the Semi-Formal Curriculum are beginning to demonstrate in intentional communication and exhibit increased levels of engagement. This curriculum provides ample opportunities to foster independence and deepen learning, equipping students with skills to apply their knowledge in various contexts. Typically, children in this pathway are diagnosed with Severe Learning Disabilities and often require adult assistance to participate in daily activities.

Our Semi-Formal Curriculum is most effective when the learning is relevant to the students' personal experiences. Learning approaches vary among these students, with some benefiting from play-based activities while others thrive through functional tasks.

## Branches (14-19):



The Branches Curriculum is structured around four integral areas of learning and development. Each area is significant and interconnected, creating a holistic framework for Preparation for Adulthood. The curriculum fosters the acquisition of knowledge and skills through a thematic 'anchor' approach, that are based on the needs and motivations of the young people and current national, local and seasonal events.

Our students benefit from a personalised, broad and balanced curriculum, with a focus on their person EHCP outcomes, embedded therapies and developing knowledge for the future that are transferable into adulthood.

The curriculum empowers our young people to have increased confidence to make important decisions about their future.

Religious Education is delivered through thematic experiences or form part of the weekly PSHE lesson. Learners' access daily acts of worship and assemblies, SMSC, Relationships and Sex Education and where appropriate, discreet lessons are addressed on either a group or an individual programme level.

Wider opportunities are provided for learners', as appropriate to their ability, to access broader aspects of the National Curriculum.

Pre-formal and Semi-formal Curriculum Overviews, Intent, Implementation and Impact, and schemes of work are continually being evaluated.

Learners' are taught in mixed ability groups in the EYFS and post 16 classes.

Key stages 1,2,3,4 are vertically grouped for the most part to support greater access to learning.

Assessment is allied to the Engagement Model, Rainbow Profile, National Curriculum levels (where appropriate), and EYFS early learning goals and, at post 16, it is through RARPA. We also have holistic assessments for Hydrotherapy, Rebound and Progression maps for Switch devices, Pointing and EyeGaze.

### **Curriculum Management:**

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibilities to key staff:

- The leadership team coordinates the work of the Curriculum Coordinators and ensures the curriculum has progression and appropriate coverage.
- Curriculum Coordinators provide a strategic lead for their subject schemes of work/themes to be followed, and support and offer advice to colleagues on issues relating to their subject, monitor; learners' progress, and provide efficient resource management.
- Termly Curriculum Review Weeks take place where staff analyse data from a large evidence base such as learning walks, lesson observations, evidence scrutiny, planning scrutiny, pupil voice and parent voice.
- Class Teachers ensure the curriculum is clearly planned and taught and that the aims for the class are monitored and progress clearly assessed. Planning may be done collaboratively to ensure parity across year groups, departments or key stages.



# The Ivy House Curriculum



We believe that it is imperative that everyone within our community is:  
**working together to inspire, nurture and empower**

## EYFS

Nursery, Reception and Year 1

The Early Years Foundation Stage (EYFS) Curriculum is structured around seven integral areas of learning and development. Each area is significant and interconnected, creating a holistic framework for early childhood education. The curriculum fosters the acquisition of knowledge and skills through a thematic approach, ensuring a well-rounded balance across all aspects of the EYFS.

Three "Prime Areas" play a pivotal role in stimulating children's curiosity and passion for learning. These areas are fundamental in developing children's ability to learn effectively, establish relationships, and flourish in their environment.



In addition to these, the curriculum supports children in four "Specific Areas." These areas reinforce and apply the knowledge and skills learned in the Prime Areas, ensuring a comprehensive educational experience.



Together, these seven areas create a robust and dynamic learning environment, where the Prime and Specific Areas complement and enhance each other, laying a strong foundation for future learning and development.

EYFS Curriculum



## Pre-Formal

Primary Year 1-6  
Secondary Year 7-9

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Pre-Formal Curriculum



## Semi-Formal

Primary Year 1-6  
Secondary Year 7-9

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Our Semi-Formal Curriculum is most effective when the learning is relevant to the students' personal experiences. Learning approaches vary among these students, with some benefiting from play-based activities while others thrive through functional tasks.



Semi-Formal Curriculum



## Branches

Secondary Year 10-14

The Branches Curriculum is structured around four integral areas of learning and development. Each area is significant and interconnected, creating a holistic framework for Preparation for Adulthood. The curriculum fosters the acquisition of knowledge and skills through a thematic 'end-of' approach, that are based on the needs and motivations of the young people and current national, local and seasonal events.

Our students benefit from a personalised, broad and balanced curriculum, with a focus on their personal EHCP outcomes, embedded therapies and developing knowledge for the future that are transferable into adulthood. The curriculum empowers our young people to have increased confidence to make important decisions about their future.



Preparation for Adulthood

Branches Curriculum

**The Golden Thread - EHCP Outcomes**

Because of the personalised approach to the curriculum we are able to meet the needs of all our students. All students have Personal Learning Goals with targets based on the outcomes in their Education, Health and Care Plans (EHCP). These are written and reviewed in consultation with parents and other professionals.

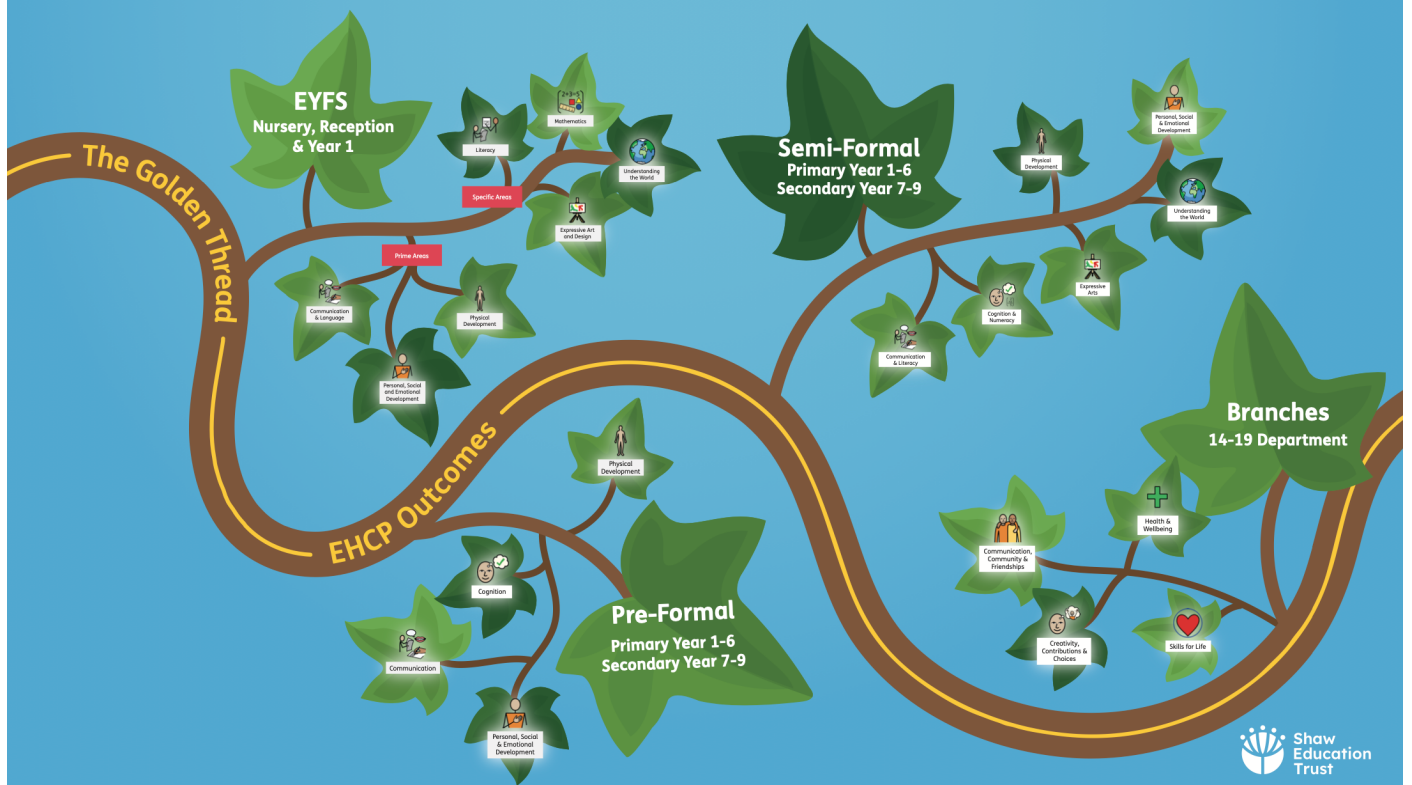


**An Ivy House Child**

Whilst every child in the school is unique, and face their own unique barriers to education, to understand how our curriculum is constructed, it is important to understand the student cohort who we are fortunate enough to serve. Whilst understanding this, we are conscious to remain aspirational, and not to have a pre-conception on what our learners can do or limit the expectations on what they can achieve. There is no glass ceiling for achievement, and we always expect to be amazed.



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**working together to inspire, nurture and empower**