

Piper Hill Specialist Support School

Curriculum Policy – Aiming for a fantastic future for all of our pupils.

Rationale

At Piper Hill we believe that our curriculum should be broad, balanced and relevant and meet the needs of our pupils, and the context of the community and city in which we are based. It should meet the needs of all children whatever their ability, and staff will be supported to deliver the curriculum in a creative way through a modular based approach. By experiencing a range of opportunities we believe that our children have the potential to achieve and be the best they can be. We aim to enable our young people to have developed as far as possible the skills, knowledge and understanding that will enable them to play an active part in their community and have skills for lifelong learning. The taught curriculum is based on the National Curriculum and the wider curriculum e.g. business and enterprise education, education around the world of work. It meets all statutory requirements.

Our Core Values

- ❖ We respect one another
- ❖ We value cooperative working
- ❖ We value the wellbeing of all staff and students
- ❖ We recognise that everyone is an individual and we value diversity
- ❖ We expect the best
- ❖ We recognise that everyone is an individual and we value diversity
- ❖ We value learning

The aims of the curriculum

We aim for a curriculum that supports the children's holistic development; across all the areas of intellectual, physical, personal and social development.

We aim to enable the children and young people to:

- to achieve and develop skills to the best of their ability
- promote high standards and achievement in communication, reading, writing and maths across a creative curriculum.
- develop a knowledge of themselves and others.
- to acquire knowledge and skills in science, and computing.
- to learn and work through creative approaches.
- access learning styles and environments which best support their learning, knowledge and understanding.
- promote spiritual development and the understanding of British values.
- to be positive citizens who are prepared for life in modern Britain.
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- be aware of the importance of and participate in the arts.
- enable children to develop moral sensibility through carefully taught values.
- to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- develop the personal and social skills of every child.
- provide equality of access and the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to provide continuity and progressions. It promotes an enjoyment of learning and a commitment to learning and achievement.

Through the provision of rich and varied activities we aim to:

- Encourage the best possible progress and the highest attainment for all children.
- Enable children to make connections across different areas of learning.
- Help children to think creatively and solve problems.
- Develop children’s capacity to learn and work independently and collaboratively.
- Enable children to respond positively to opportunities, challenge and responsibility.
- Enable children to acquire and develop a broad range of knowledge, skills and understanding.

All curriculum documents are found on the school system. Medium term planning takes account of the module of work and also the group of pupils, and sets individual targets for each pupil. Medium and short term planning can be found on the staff workgroup (on the intranet).

Curriculum organisation

We provide flexible pathways through the curriculum.

The diversification of our curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future, with the appropriate skills to be an effective citizen in modern Britain.

Each access or ‘ability’ group covers all the National Curriculum subjects, but the balance of the curriculum will vary from group to group. A personal learning profile on each pupil ensures that they learn in an environment suitable to meet their individual needs and reach maximum potential.

THE SCHOOL DAY

09.00 - 09.30 am	Registration and Tutor Time
09.30 - 10.15 am	Session 1 - [45 minutes]
10.15 - 11.00 am	Session 2 - [45 minutes]
11.00 - 11.15 am	Am Break
11.15 - 12.00 pm	Session 3 - [45 minutes]
12.00 - 12.10 pm	PSHE
12.15 - 13.15 pm	Lunch
13.15 - 13.30 pm	Collective Worship
13.30 - 13.45 pm	Whole school focus
13.45 - 14.30 pm	Session 4 - [45 minutes]
14.30 - 15.20 pm	Session 5 - [45 minutes]
15.20 - 15.30 pm	Tutor Time

ACCESS GROUPS AT PIPER HILL

Each access or ‘ability’ group covers all the National Curriculum subjects, but the balance of the curriculum will vary from group to group. A personal learning profile on each pupil ensures that they learn in an environment suitable to meet their individual needs and reach maximum potential.

❖ **Experiential Learners**

These students will be taught in smaller groups (up to 8) with consistent staffing. Students in these groups are likely to require a high level of staff input to access the curriculum, and access to multisensory teaching. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory resource bases.

Students may require physiotherapy and / or medical input. They have access to all areas of the National Curriculum, and all students will spend time in the Sensory Resource Base working on their core skills.

❖ **Structured Learners**

Those pupils working within the structured curriculum have additional social communication difficulties; they need a distraction free learning environment which takes account of their need for structure and clarity. Students work in groups with consistent staffing.

The majority of students are taught core skills (English, Mathematics, ICT and PSHE), within an integrated lesson on four sessions over the week, using structured teaching approaches with an emphasis on independent working.

Where appropriate, some students are follow an individual timetable, using structured teaching. Students work in small groups for foundation subjects and their weekly timetable offers many opportunities for physical activity including sensory integration sessions. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide students with the social and communication support to maximise their learning.

❖ **Independent Learners**

Independent learners follow the programmes of study outlined in the new national secondary curriculum at all Key Stages. All national curriculum subjects are taught to all pupils aimed specifically at their individual needs; each pupil receives a broad, balanced, relevant and differentiated curriculum. Students in these groups are likely to work in larger groups.

They will have consistent staffing, but some specialist teachers for some subjects. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and levels of challenge. Their timetable is similar to any high school timetable but in a more secure and supportive environment.

The curriculum is taught through bespoke modules of discrete subjects, or where relevant, modules are grouped across subjects in topics.

- A whole school and key stage content plan map indicates the broad objectives and the links between subjects.
- Units of work are planned, usually over half a term or term's duration. These support our medium term plans and contain details of the work to be covered with a progression of learning objective / success criteria and cover individual curriculum targets for pupils.
- Units of work are planned using the National Curriculum as a guide to meet the needs, health and wellbeing and interests of our students.
- The RE curriculum follows the Local Authority Agreed Syllabus.
- Short term planning is carried out in detail using an agreed format.
- Sex and Relationship education is taught at a level suitable to the individuals and lessons are arranged accordingly, in same sex groups.

- To support our differing learners, many approaches are adopted and used to ensure each and every one can access the curriculum. These approaches include: The TEACCH approach, SCERTS, SPELL Framework, Intensive interaction. Furthermore, to aid communication and the ability to access teaching and learning opportunities to use Colourful Semantics, SULP, intensive interaction and sign supported English.

We also provide our SKILL curriculum, which is based on the principles of executive functioning which outlines that if students are to be successful learners, they must develop in the areas of:

- **Working memory** that governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- **Mental flexibility** that helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- **Self-control** that enables us to set priorities and resist impulsive actions or responses.

The SKILL curriculum is based on three principles

- ❖ Independent Enquiry
- ❖ Self Management
- ❖ Team Working

The development of these skills will enable pupils to develop the skill necessary to successfully and effectively participate in learning activities and transfer skills to other learning activities outside of regular classroom routines. This will create successful learners in the real world

Homework

All students have homework opportunities provided for them. As a school we do not want to overwhelm parents and we ensure it is manageable and not too stressful for our students. We have colour coded guidance booklets that to reflect pupils' abilities to avoid parents being anxious about the level their child is working at. For pupils working at P levels 1-3 activities will be based on the SKILLS curriculum and for those at P4 and above activities will relate to core subjects.

Roles and responsibilities:

The head teacher has the responsibility for the leadership of the curriculum and delegated responsibility to staff and coordinates the curriculum subject leaders.

- Curriculum coordinators are responsible for writing and reviewing policies, auditing resources, managing the curriculum budget (alongside the head teacher), purchasing resources, and monitoring standards, teaching and learning in their subject across the whole school.
- Curriculum coordinators are responsible for ensuring assessment procedures are in place, and monitor these across the school.
- The assessment coordinator ensures that the progress of each pupil twice annually is tracked in reading, writing, maths and science and computing and that there is appropriate challenge support and intervention. Other subject's data tracking is annual. Target setting is termly for each area for each pupil.
- Teachers ensure that pupils with specific learning needs have access to the curriculum.
- The teacher's role is also to ensure that that pupils with a particular talent in any curriculum area are suitable challenged and that work is at an appropriate level for their needs.

- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly head teacher's report.

The curriculum leaders have responsibility for supporting subject leaders in monitoring the quality of learning, as well as reviewing standards throughout school.

Enrichment

We believe in personalising learning and empowering students so that they may engage in activities and concepts outside the constraints of the conventional curriculum. This means that we provide the opportunity to shape and enhance each student's learning experience.

We believe that every student has the right to a rich, diverse and exciting curriculum, and we realise that it is possible to achieve this by being creative in our approach to pupil learning and in our use of our many resources. Some activities included in our programme are Music Therapy, Craft, Dance, Song and Sign, Duke of Edinburgh, Music,

We are also passionate about giving everyone the opportunity to apply their learning in a practical situation that is safe. To achieve this we include a range of different aspects that include Forest schools, RRSa, SEAL, Pupil Voice and, ECO and Healthy Schools, Residentials, After school Clubs, Summer Schools. (See Appendix 1 and 2 for more information).

Accreditation

Accreditation is external recognition and celebration given to a pupil when their performance or achievement meets certain set national standard and quality expectations. The purpose of accreditation of learning at Piper Hill is to improve the quality of provision for pupils and students in school. Our school does not teach to accreditation, but uses the existing schemes of work and looks to accredit these where appropriate.

Accreditation is completed at the end of Key Stage 4 and Key Stage 5

- ALL Key Stage 4 students are externally accredited by AQA in English - Communication, Maths and Science.
- Key Stage 5 Students are externally accredited by ASDAN in Towards Independence Numeracy, Literacy and Meal Preparation.
- Students who are working P1-P3 will also complete ASDAN Towards Independence Sensory courses
- Students working above level 2 will complete ASDAN short Course in Personal Finance, Food Hygiene and Workright
- We arrange for an external careers advisor to come into school for 5 ½ days over a term to look at further education and career options with all the Y9 students, parents and carers, to provide every student, where appropriate, with careers advice, linked to the individuals EHCP.

FE curriculum Offer

At Piper Hill we recognise that as students move into the FE department it is very important that the teaching and learning opportunities we offer help to prepare them for life after Piper Hill. We have high expectations for our learners and ensure we offer a broad and challenging curriculum offer that builds on our students' existing skills and experiences. We aim to provide a comprehensive teaching

program for all our FE students, which will enable them to meet their personal potential and prepare them for the future. There is a clear focus on teaching the students a wide range of skills that will help support them in their transition into adult life. Core areas on the curriculum are financial awareness, personal care, independent living skills and social responsibility. These areas form a central teaching program across each area of the curriculum. In addition to this there is an afternoon on the timetable which is dedicated to teaching students practical life skills and how to use essential everyday technology. This provides our students with a great opportunity to transfer their learning into the types of practical real life situations they will face in adulthood. Furthermore, where appropriate, students will be developing cooking, cleaning and budgeting skill to support the future move into independent or supported living.

External Careers Advisor

We arrange for an external careers advisor to come into school for 5 ½ days over a term to look at further education and career options with all the Y9 students, parents and carers. This careers advice is linked to the individuals EHCP and their needs and interests.

Work Experience

We have a TA4 role to coordinate and arrange Work Experience. This is overseen by an upper school SLT lead. Work experience opportunities for students from Yr11 – Yr14 and are personalised and bespoke to meet student's needs. Our aim is to provide and develop possible employability skills across a range of enterprises and industries to prepare for adult life. Our students have the opportunity to meet with the work experience coordinator to discuss possible placements, preferences, likes and dislikes. Students are then offered either an internal or an external placements which can be both supported and unsupported. They will learn to work with others, communicate effectively and to be aware of rights and responsibilities at work. All students have relevant SMART targets in communication and using and applying, as well as a focus on Skills for Life and Living. Staff record progress towards these targets, which is then reviewed and monitored by the SLT lead. All students are expected to complete a work experience diary, this can be written, symbolic or photographic evidence which is then used to set short term targets.

College Placements

In addition to the teaching program offered to students on the Piper Hill site, students also have the opportunity to attend Newall Green Sixth Form College one afternoon a week to develop their employability skills. They can choose to take either a Construction or a Hair and Beauty course. On the Construction course the students develop practical skills in bricklaying, carpentry, filing and painting and decorating whilst on the Hair and Beauty course they learn about manicures, facials, hair styling and the health and beauty sector as an industry. Both of these courses provide an introduction to working in each industry and teach the health and safety aspects of these. Students also have the opportunity to gain externally accredited qualifications on the course.

Review

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Piper Hill Learning Trust

To be read in conjunction with the following documents:

- Learning and Teaching policy
- Behaviour Policy
- SEND policy

- Health and Safety Policy
- Homework Policy

Date written: September 2017

By: all staff Date agreed by governors:

Review date: September 2018

Appendix 1

Curriculum Enrichment

Right Respecting School	Rights respecting school To develop the student's awareness of global issues relating to our students and their place as global citizens at an appropriate level. To develop the student's respect for each other through recognition of everyone's rights in the UNCRC.
Healthy Schools	To support our curriculum to ensure our students are able to make healthy and safe choices at an appropriate levels.
ECO schools	To develop the student's understanding of the issues facing our environment and develop their understanding of sustainability. With RRS this ensures a rounded approach to global citizenship.
Pupil Voice	To ensure all our students are active participants in their own learning and in all aspects of school life that directly affect them. All the students are involved in meetings about them and supported to express their views. All students are supported to evaluate their own learning and identify their next steps. This is adapted and supported for the age and ability of all students and to meet individual needs. Our students are nominated by their peers and staff to be representatives on the school council.
SEAL	The Social, Emotional Aspects of Learning project is fully embedded within our curriculum. There is a specific lesson identified on the timetable to support this learning following the topics within the SEAL curriculum. The students also have specific enrichment days linked to these areas e.g. Anti-bullying day and there is a SEAL specific assembly each term. The PSHE/Citizenship curriculum and SEAL curriculum are linked together ensuring that there is complete coverage of all the strands
Spiritual, Moral, Social and Cultural	Our school is committed to ensuring the spiritual, moral, social and cultural development of all students. There are many opportunities throughout the National Curriculum and Medium Term Plans, but we have also added further curriculum enhancements which are fully embedded in our curriculum and are not seen as additional aspects.
Choir and Song and Sign	Our choir meets and rehearses weekly and our there is a designated enrichment club each week and allows our students the opportunity to take part in singing and signing activities with peers.
British Values	At staff meetings it was agreed as a group of teachers and as a wider staff team what we mean by 'British Values' and how we can prepare our students for life in modern Britain. This is embedded throughout the curriculum including the enhancement elements.
School Council	School Council members are elected by every class at the beginning of each school year. Students hold regular class councils and are supported to bring up anything they wish for discussion so School Council reps can discuss at their regular meetings.
Environmental Education	Through this area of the curriculum students are involved in a process allows them to explore environmental issues, engage in problem solving, and take action to improve the environment. The ultimate aim if for our young people to develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.
Forest School	Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. It is a specialised learning approach that sits within and compliments the wider context of outdoor and

	woodland education. Planning, adaptation, observations and reviewing are integral elements of Forest School.
Green Gym	Green Gyms activities are used to enhance mental wellbeing through increased contact with nature, the social benefits of group activity and helping people contribute something positive to their school community.
Residential Opportunities	Many of our students have the opportunity to take part in residential. These experiences lead to working on developing their targets linked to the SKILLS Curriculum: <i>Teamwork, Effective Participator and Independent Enquirer</i> . Our students can further develop relationships and the vital skill of working alongside others.
Duke of Edinburgh	The rich and varied extra-curricular activities provided ideal opportunities for students to extend their knowledge and understanding and to develop and improve their skills in a range of activities outside the realms of their normal experiences. Consequently, this supports pupils in raising their self-esteem and confidence, preparing them well for their future. The activities involve a massive amount of organisation by the school, including numerous risk assessments; the school is understandably proud of the many accomplishments of pupils in these activities.
Sleep Overs	Our annual summer sleepover camping experience, that takes place on our site, offers many of our students have the opportunity to apply their skills and PSHE targets in a fun, well planned and structured way.
Physical Education	Our PE team arrange an array of opportunities for our students. With weekly football and multisport after school clubs and the chance for many of our students to take part in inclusive competitions. We have a Piper Hill football team that takes part in regular tournaments, swimming gala's, cross country and athletic competitions, plus much more.
Music	We offer a mixed and varied curriculum for music leading our students into having the opportunity to work with an array of musical instruments and to perform for many different audiences both in and out of school. E.g. musical show cases and performances, and the Royal College of music 'Music Hall evenings'. Furthermore, music tuition, led by or music specialists, takes place with those students showing particular interest and skill.
Music Therapy	Using Music therapy, the strategic and specialist use of music to find and develop the potential and wellbeing of those who are hardest to reach is vital. This may be physical or emotional wellbeing, ability to communicate and engage socially. Music therapy sessions can look very different, depending on an individual's needs, but where it is always the same is that it works the way music works, and we work to make the multitude of benefits that come from making music available and accessible to our students.
Travel training opportunities	Where appropriate, we arrange our students with training to learn how to get about using public transport. This training promotes independence and the ability to learn to travel on their own. It supports developing confidence, self-esteem and promotes positive road safety skills with greater awareness of surrounding environments. Furthermore, students develop responsibility for themselves, whilst developing communication skills and positive interaction.

Appendix 2

Family Enrichment

Parents for Tea	We have a weekly opportunity for family and friends to come into school and enjoy a free of charge 2 course healthy meal prepared by KS4 students. This is a wonderful opportunity for parents to socialise with other families, plus the parents can take part in some song and sign with their children. External agencies are invited in, during the year, to talk to parents at give useful information, advice and training.
Tea and toast morning	All parents and carers are invited in on a Thursday morning to have tea and toast and a catch up. This is an opportunity to plan and organise events such as Christmas/Valentine disco's and come up with fund raising ideas for the school. We have also re-established the schools PTFA through the parents attending this morning and we are looking to further expand this over this school year. We have also began to make links with local schools to run more collaborative events.
Riding the Rapids	We arrange Riding the Rapids training to take place in school and can support parents in accessing the course. This training can help parents understand why their child behaves as they do. It can reduce levels of challenging behaviour at home and promote positive attachments. It also gives parents strategies for encouraging positive behaviour, ideas in how to manage their own stress and to give skills they can take on their journey with them.