



Curriculum Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and care-givers to keep children safe."

Clarity Safeguarding Policy September 2023

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Head Teacher and Proprietor

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Introduction and context

Our vision

'Refreshed learning that changes lives'

At Clarity Independent School leaders and staff will strive to provide a broad curriculum, which will meet the individual needs of pupils. Every teacher at the school will be regarded as a teacher of Special Educational Needs (SEN) and a 'whole school' approach to teaching will be enacted, whereby teachers have the skills and knowledge to teach all subjects included in the curriculum.

Pupils at the school have a wide range of needs set out in individual Health and Care Plans (EHCPs). Specific learning needs include dyslexia, dyscalculia, dyspraxia, medically diagnosed conditions such as ASD, ADHD, Speech, Language and Communications difficulties and anxiety disorders. School provision will be tailored to ensure that identified pupil conditions are always understood but do not reduce our joint ambition to help them learn, enjoy all aspects of school life and find their positive place in the world as they progress in their education. Taking a corporate view, leaders and staff are committed to the creation of a stimulating and safe school environment where have opportunities to explore and be creative in the context of teaching and learning. In this connection, the school will be committed to enrichment and embracing experiences for pupils to share with their peers, their families and wider communities.

Transition periods for pupils will be fully considered with the aim of helping pupils to adjust to changes in their lives and to ensure smooth integration into the school. Additionally, the school will maintain a therapeutic approach in all subjects to suit individual requirements e.g. art, occupational and speech, language therapies and general opportunities to promote wellbeing.

This policy complies with statutory guidance set out in the SEND code of Practice and should be considered in conjunction with other school policies and guidance:

- Child protection/safeguarding
- Equality
- Accessibility Plan and Policy
- Attendance
- Complaints/representations
- SMSC/PSHE/RSE
- Behaviour
- SEND Policy
- SEND Report

In accordance with the Code of Practice it will be the aim of the school to work collaboratively with relevant external agencies in order to ensure that all pupils have the best help and support in terms of their learning and wellbeing.

This policy will be reviewed on an annual basis, or as and when statutory guidance or other advice is updated.

Key contacts

- Head Teacher - Mrs D Hanson
- Curriculum Lead and Deputy Head - Mrs Sharyn Ailara
- SENCO - Mr Richard Clow
- OT – Jenna Seibolt, The Great Little OT Practice
- SALT – Claire Onyett, Independent Speech and Language Therapist
- Wellbeing - Sue O'Sullivan, SOS Holistics
- Bush Schools - Danbury Outdoors
- Swimming – County High School For Girls
- Therapeutic Approach to Behaviour (consultancy and training) – Therapeutic Thinking (ESSET trust)
- Careers Advisor – Louise Brasier, (contracted through Directions)
- School Development Advisor - Martin Ayres (BSc, Former HMI and Head of Inspection for ISI, CQSW, Dip Management, Cert Management, Diploma in advanced social work with children and families)

Policy aims and objectives

- To operate a whole school approach to the management and provision of support for SEND that takes into account the individual needs of pupils, (Assess, Plan, Implement and Review);
- To provide an appropriately qualified and experienced SENCO in post who will ensure that the SEN policy is fully implemented at all times;
- To provide training and development opportunities for all staff in line with best practice and school values as set out above;
- To identify and implement appropriate provision to meet the assessed needs of pupils; this includes both depth and range of provision;
- To establish systems and processes to underpin assessment, implementation and individual pupil planning arrangements, alongside procedures for the use of data and recording pupil progress outcomes and impact.

Our mission

To:

Provide motivating, fun, tailor-made education, at a level, pace and content specifically matched to meet the children's needs;

Address learning difficulties, not merely accept them as being static and final, rather to provide therapies and interventions, to heal, where possible, to develop improvements in the children's skills, to exceed expected progress and to lessen the impact that learning difficulties can have on the rest of their lives;

Provide a fresh start in learning, where it has previously not been possible;

Provide for the children's needs, to enable them to enjoy learning, love being here, and be excited to come to school each day!

Curriculum planning tools and documents

The school will provide access to nine areas of the curriculum for all pupils. This will facilitate the development of individual programmes and timetables to meet learning needs in parallel with emotional and therapeutic supports:

1. Mathematical – numerical, spatial, scientific and practical
2. Linguistic – language, speaking and listening, reading and writing, spelling
3. Ethical – values and relationships, life skills, humanities
4. Physical – co-ordination of mind and body, sport and outdoor education
5. Scientific – observation, enquiry, technology, environment, mechanics
6. Social and political – society, institutions, British values, careers
7. Spiritual, moral and cultural (SMSC)
8. Therapeutic – social skills, sensory, 1:1 time, general support
9. Aesthetic and creative – art and design, catering, construction, design.

Important notions of intent, implementation and impact as set out in the map as **Appendix 1** to this policy and which, underpins the effective delivery of these nine curriculum areas.

A graduated, whole school approach to SEN support and provision

Our curriculum is delivered with focus on 5 therapeutic strategies, to meet the children's needs; Sensory, Nurture, Focus, Coordination and Communication. Please see our SEND Policy and Accessibility Policy for more information.

Teachers and HLTAs will be accountable for the progress and development of pupils in their classes. They will oversee the work of any additional support staff in their lessons and collaborate with any specialists deployed to help individual pupils. They will always consider the way the curriculum is taught and assessed to ensure it supports each pupil to build and apply their own knowledge (implementation). Finally, teachers and HLTAs will be responsible for maintaining accurate records and evaluations of progress in each lesson and subjects taught.

It is recognised that every pupil has a different profile of needs so the school will adopt a personalised approach to ensure those needs are continuously met. Plans will be developed to identify needs, to plan supports and to record outcomes and impact of our provision. Every pupil will have '*One plan*' (an Individual Education Plan), covering the core subject areas of English, Maths and Personal Development.

Taking a graduated approach, the school, as part of assessments and individual planning will establish clear learning aims and targets for individual pupils whereby the planned focus of teaching will be recorded and from which, schemes of work, lesson plans and monitoring will be developed.

School leaders, with inputs by external specialists and consultants, will continuously review the quality of teaching for all pupils as per our Quality Assurance and Performance Management policy, including those at risk of under-achievement. The aim is to inspire ambition for our pupils and to provide staff with the support and guidance in their roles. This will be done through processes, such as lesson observations, work scrutiny, best practice seminars and general training and staff development opportunities.

It will be the aim to establish a school culture of 'assessment-planning-delivery' whereby there is a consistent and whole school approach utilising common systems and processes. In taking this approach planning will be individualised through the use of one plan and tailored arrangements to meet the needs of each pupil in the classroom.

Please see our Accessibility Policy for more details about our therapeutic approaches to our delivery of the curriculum.

Education assessment process

- The objectives of assessment are to:
- Enable pupils to show what they know, understand and can do in their work;

- Help pupils to recognise the aims for learning that they are being asked to achieve and what they need to do to get there;
- Allow teachers and HLTAs to effectively plan their work for each subject and each lesson, in addition to being able to monitor progression towards the individual pupil learning aims and targets;
- Provide regular information to parents and carers to enable them to contribute to their child's learning;
- Provide school leaders with the data and information needed to determine the effectiveness of teaching and learning so necessary adjustments can be made, including resources and staff training;
- Create a school culture of relevant ambition for pupils in their learning and preparation for life.

Assessment for learning will be a core element of teachers' and HLTAs' day-to-day work and based on relatively small classes and taking opportunities to probe and test learning using low-level questioning. The use of diagrams, small 'tests' and other methods will be used to evaluate progress and whether pupils are ready to move to the next stage of their learning journey (sequence).

All forms of education will be assessed using formative and summative assessments. These will provide explicit information in terms of where individual pupils sit in their learning and will be also used to develop and review schemes of work, teaching plans and any additional inputs that might be required.

Every pupil will be set targets for their social and emotional developments, which will be shared across the staff group and monitored in the context of behaviour and best methods of support. Pupils will be provided with constant feedback on their learning in the context of encouragement and ambition. Achievements will be celebrated in a variety of meaningful ways, including effective marking, discussions and use of the *Head Teacher Achievement Board* to celebrate individual pupil success and commitment.

Assessment policy and procedures

The school has a comprehensive Assessment Policy with explicit implementation and impact/outcome measurement processes. Assessment will take place across the academic year using a range of tools and procedures:

- Formative Assessments
- Summative Assessments
- Ad Hoc Assessments
- Specialist Assessments
- Specialist Intervention Assessments
- ...and other assessment tools that may be used.

Measuring educational progression

Please see the school's policy and procedures for the monitoring, evaluation and reporting cycle (please see Quality Assurance and Performance Management Policy 2023).

Individual subjects

The annual direction and focus for each individual subject is completed by each subject lead, shared with the Deputy Head as the overall Curriculum Lead, then discussed at termly Curriculum Leads meetings before being shared across the staff team at staff meetings. This is shared with parents and pupils each term before the topics are studied and at parents evenings.

Careers Education

Careers Education at Clarity includes education, information and guidance, delivered in a differentiated way that caters for the individual and additional needs of children with SEND.

Specialised Careers Education is delivered by the Directions team, who help our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into the workplace. Through individualised, sensitive guidance, which is tailored to their needs and aptitudes, pupils are supported and guided to make the decisions about learning and work that are right for them.

Careers education forms an integral part of our curriculum in our PSHE and Life Skills programme. The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from Year 7 to 11, meeting the Gatsby Benchmark standards.

Careers guidance is supported by the work that Class Teachers do in lesson time to build life skills into their experiences at Clarity. All staff are involved in guidance to some extent, for example through support during the selection and delivery of KS4 options, and the "Living in the Wider world" Life skills units of the PSHCE curriculum. We are also well supported by Directions, our qualified and impartial careers advisers, who come to the school to work with the children each fortnight. Parent workshops and Parent appointments with our Directions advisors provide parents and families with the opportunities to ask their own questions and seek advice and support for choosing and applying for the right Post-16 Educational placement for their child and future careers for their child.

For more information about Directions, please see <http://www.directions-careers.co.uk>.

Careers guidance interviews take place on a one-to-one basis for all pupils in years 9-11 and those who request a careers appointment. This features them building a 'My Careers Plan' alongside careers workshops and speakers, focussing on informing the children on Post-16 options. Our aim is that all pupils who leave Clarity at the end of Year 11 have an offer of a place to move on to. This is achieved through the work of the SEN Class Teachers, the SENCO and Deputy Head and the contribution of Directions specialists.

In years 7 and 8, provision includes, allocated time through PSHE lessons for self-development focusing on lifestyle and progression, direction towards careers resources available in school and provided by Directions, participation in The Real game in Year 8, group speakers about KS4 options, including vocational and alternative courses and targeted offsite provision where appropriate.

Clarity Independent School Baker Clause Statement

The Clarity Independent School Provider access policy statement sets out the school's arrangements for managing the access of providers to students at the School for the purposes of giving them information about the provider's education or training offer.

This complies with the legal obligations under Section 42B of the Education act 1997 (the 'Baker Clause').

Student entitlement

Students in Years 8 – 11 are entitled to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point; hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through Parents' evenings, assemblies and group discussions and taster events; understand how to make applications for the full range of academic and technical courses.

The new **Statutory Guidance and access for Education and training providers** came into effect from **1 January 2023**. This guidance has strengthened the provider access legislation, making it a legal requirement for schools to ensure all pupils during school years 8 to 13 have at least 6 opportunities (at least one opportunity per year; or 2 opportunities by the end of each Key stage from KS3-KS5) to meet a range of providers of approved technical education qualifications and apprenticeships. This guidance can be viewed in full using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf

Further useful information and guidance about Careers:

The National Careers service:

https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices?utm_source=13%20January%202023%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

The '[Get the Jump' Skills for Life content hub](#) on the National Careers Service website has been designed to help young people to understand their post 16 and post 18 education and training choices

Teacher and Higher-Level Teaching Assistants (HLTAs) responsibilities and accountabilities

HLTAs support class teachers in all classes, and occasionally Teaching Assistants supplement this support where necessary. Teachers are class leads and are responsible for all planning, teaching, reviewing of work,

monitoring and recording of pupil performance. They are also responsible for all behaviour management in their class, supported by HLTAs and TAs and shared across the school, especially during shared recreational time.

Please see Appendix 3 for more details of duties to be completed daily by all teaching staff, with class teachers as leads, overseeing the work, supported by HLTAs. Class Teachers are responsible for ensuring all the work for their class is completed each day and for arranging / delegating with their class team support. TAs are not required to mark work, plan or deliver lessons although they may contribute towards this at times.

Teaching time

Lessons are taught Monday to Friday between 9.00am and 3.00pm, with a 15-minute break at 10.15am and a one-hour lunch break between 12pm and 1pm. Teaching staff are required to be on site between 8.15am (teachers) or 8.30am (HLTAs and TAs) until 4pm (HLTAs and TAs) or 4.30pm (Teachers), unless individual contracts state otherwise due to additional duties. Non-lesson time between these hours is used by staff as their non-contact time to plan lessons, make records, mark work etc. This time may be directed by SLT as specific time to train, upskill, or liaise with other staff team over specific projects, or may be unstructured for the staff member to use according to their own initiative and for work purposes. Additionally, there is a 30-minute break for staff to eat, rest and to provide a comfort break before returning to teaching in the afternoon. The staff team have their 30-minute break in the two halves of the pupils' 1 hour lunch break, so that each member receives a half hour lunch break and supervises pupils for the other half an hour, so that the lunch period is fully supervised for the pupils.

Clarity believes it is essential that core subjects receive the most time on the timetable to secure a challenging and ambitious curriculum. The children coming to us have usually not been able to receive consistent schooling and have therefore missed large sections of the curriculum. Therefore, even through their secondary school years, we deliver English and Maths lessons every day. These are supplemented by Science, humanities, languages and creative lessons. The children swim each Friday throughout part of the year, or complete Physical Education activities at the school on site, as well as their OT exercises, movement breaks between lessons and other active events such as Bush Schools.

Working in partnership with parents and carers

The school implements a comprehensive 'Home School Communication policy' as part of working in partnership with parents / care-givers, collecting their views and feedback, and keeping them informed.

A variety of parent workshops are planned each year, covering topics such as, but not limited to, behaviour strategies, restorative justice, e-safety as well as parents' afternoons /evenings where parents can meet teaching staff and view their children's work.

Parents participate in, and are kept up to date with, in termly One Plan reviews and yearly Annual Reviews, in accordance with the intended outcomes on their EHCP.

Parents are kept up to date on pupil progress through end of year reports and have the opportunity to discuss these at parents' afternoons.

We encourage frequent, open communication with parents through regular updates from their keyworker, as per agreement with individual parents, daily or weekly, parents' evenings twice a year, One Plan meetings, Annual Reviews, and End of Year Reports. Safeguarding meetings (TAFs and CINs etc.) are attended by the DSL in support of the family and to liaise with other professionals involved.

Resources

School leaders will ensure that there is sufficient teaching capacity to deliver interesting and relevant lessons to all students in line with the mission set out above. Teaching staff will be expected to apply all aspects of the policy and to constantly review the impact of their teaching, and use of classroom resources, for all students. Staff will also take into full account the individual needs, aptitudes and progress of individual students and ensure that resources match need. Quality assurance systems in the school will facilitate regular monitoring of resources, their use and impact in maintaining suitable impetus for the full implementation of this policy.

Workforce development and training

All teaching staff will be expected to be fully apprised on this policy and able to discuss its content and application in day-to-day practice. School leaders will ensure that the policy forms the basis for termly discussions on curriculum content, processes, resources and impact, taking into account staff feedback on these matters. As required, external inputs to staff discussions will be organised to ensure all staff remain up to date on all aspects of the curriculum, including in local and national contexts, and in line with Government directives and advice.

It is a clear aim of the school to engage staff in the use of this policy and to gain ownership of its contents through interactive, transparent and supportive arrangements. Staff are encouraged to contribute to the ongoing development of this policy and to share ideas and views regarding its continuous development and improvement.

This policy will be updated annually in accordance with relevant guidance and regulations.

Overall responsibility for Curriculum Quality in **Clarity Independent School** rests with the Head Teacher, Debbie Hanson.

Appendix 1



Our Curriculum: The Big Picture

Intent: What are we trying to achieve?	Curriculum Values:	Inclusive and Healthy Schools	High Expectations	Challenge and Perseverance	Mutual Respect for All	Purposeful Inclusion	Pupil Voice and Participation			
	Curriculum Aims:	Successful Learners who are 'learning to love learning'.		Confident Individuals who are able to lead safe, healthy and fulfilling lives.		Responsible Citizens Who make positive contributions to society	Independent Adults Who can work with others and live independent lives.			
	Focus on Learning:	Attitudes and Attributes e.g. determined, adaptable, confident, risk-taking, enterprising			Skills e.g. literacy, numeracy, ICT, social, health, personal learning and thinking skills		Knowledge and Understanding e.g. big ideas that shape the world			
	The Curriculum will...	...address disadvantages and disruptions	...be engaging and enjoyable	...be broad and balanced, and promote Community Values	...be therapeutic and Nurturing	...address the individual needs of each pupil	...enable pupils to progress from Social isolation to inclusion.			
Implementation: How do we organise learning?	Means of Delivery:	Enrichment Activities	Assemblies	Lessons	Specialist workshops	Mentoring and Coaching	Social Activities	Structured reflection	Therapy	Leadership roles
	Clarity Curriculum Aspects:	Engagement		Enrichment		Academic/Vocational		Specific Learning Difficulty Programmes	Nurturing and Therapeutic	
	Whole Curriculum Dimensions:	British Values	Leadership and Independence	Pupil Voice and Participation	Financial Awareness	Enterprise and Employability	Core Subjects: English, Maths, Science, ICT	Foundation Subjects - Taught through Topics	Creative Arts	
	Statutory guidance and expectations	"A Good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." Amanda Spielman HMCI (2018)								
Impact: How well are we achieving our aims?	Evaluating Impact:	Progress in Curriculum Subjects (Formative and Summative Assessments)			Qualifications relevant to pupil ability	Progress on Individual Outcomes and targets		Vocational Qualifications	Attendance and participation in learning	
	Accountability Measures:	Attendance	Behaviour	Employability Skills	Post 16 plans	Healthy Lifestyle Choices		Enthusiastic participation and active pupil voice		