

Curriculum Policy

Clarity Independent School

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Contents

1. Introduction and context
2. Key contacts
3. Policy aims and objectives
4. Curriculum planning tools and documents
5. A graduated, whole school approach to SEN support and provision
6. Education assessment process
7. Assessment policy and procedures
8. Measuring educational progression
9. Individual subjects
10. Teacher and Higher Level Teaching Assistants (HLTAs) responsibilities and accountabilities
11. Teaching time
12. Working in partnership with parents and carers
13. Monitoring, evaluation and reporting cycle
14. Resources
15. Workforce development and training

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
- Attendance
- Complaints/representations
- SMSC/PSHE
- Behaviour

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

SENCO - Mrs Sharyn Ailara

Head - Mrs D Hanson

OT - Occupational Therapy Essex

SALT - Let's Talk

Wellbeing - SOS Holistics

Bush Schools - Essex Wildlife Trust

Swimming - Riverside Ice and Leisure Centre

Therapeutic Approach to Behaviour (consultancy and training) - Essex Steps (ESSET trust)

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

Teachers and HLTA's 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 HLTA's 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.

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 HLTA's 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 HLTA's 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 (Quality Assurance and Performance Management Policy 2021).

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 where parents can meet teaching staff and view their children's work. Parents participate 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 termly one plan reviews and end of year reports and have the opportunity to discuss these at a parents' afternoon. We encourage frequent, open communication with parents through regular updates from their keyworker, as per agreement with individual parents, daily or weekly. 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 though interactive, transparent and supportive arrangements. Staff are encouraged to contribute to the ongoing development of this policy and to share ideas and views with regard to its continuous development and improvement.

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			