



ROWHILL SCHOOL CURRICULUM POLICY

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Policy ratified

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1. INTRODUCTION

The curriculum has been revamped to take account of the changing landscape for developing a policy that is fit for purpose and meets the needs of the students at Rowhill School. It has also been developed alongside the organisational restructure that has taken place at the school, over the last 3 years, most importantly taking into consideration the Hub structure being based broadly on age and flexibility within the key structure of the national curriculum.

The national curriculum will be followed, particularly within the core area of subjects but modified to meet a range of student needs which will allow them to engage and succeed in learning at each Hub stage. There is a commitment to have the provision (**Provision map**) in place which will allow students to overcome learning and emotional barriers so that more emphasis is placed on personal, emotional and therapeutic development, as well as functional, enrichment and transitional pathways.

In short, the curriculum has to meet the needs of the whole child to ensure the development of knowledge, skills and attitudes in academic, vocational and life skill programmes along with aspects of social, emotional, behavioural and wellbeing programmes to meet the following aims.

2. MISSION STATEMENT (Intent)

That all students should aspire to be:

- **Successful learners** who can recognise their strengths and make progress in order to access higher levels of achievement
- **Confident individuals** who know their own worth and values and regulate their behaviour accordingly.
- **Responsible citizens** who are accountable for their actions and can work alongside others in their communities
- **Effective contributors** who can participate, involve, support and work within a range of contexts and disciplines

3. VISION STATEMENT

As a specialist school for a range of complex SEN which should ensure we have a highly skilled, flexible workforce to meet the needs of the all of our students, by providing a provision which meets the aspirations of the mission statement; working closely with a range of partners to enhance student outcomes

4. ETHOS AND VALUES

The school aims to be positive, innovative and demanding with high expectations of performance but balanced by high levels of support for each individual's well-being. The values we believe are needed to attain this ethos include:

- Teamwork, partnership & support to ensure the best possible learning environment is created
- Personal responsibility & leadership to ensure everyone understands their roles within the school and feel a sense of being and achievement

- Innovation, creativity & change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- Resilient, optimistic & positive to ensure all stakeholders learn to cope with success and failure to develop self-esteem
- Challenge, opportunity & recognition to ensure all possible avenues for development are investigated and achievement rewarded
- Honesty, trust & compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others

5. KEY OBJECTIVES

To be effective for SEMH students the curriculum needs to be based on a learning environment that provides:

- **Access and engagement** ensuring the barriers to learning are tackled and that the planning of the whole curriculum allows students to learn at the appropriate level
- **Equality and inclusive** allowing all needs to be met by a creative curriculum which is accessed by differentiated, personalised teaching and learning styles.
- **Positive environment** which will allow students, staff and the organisation to grow and improve with emphasis on personal accountability and building self-esteem.
- **Targeted learning** across the whole curriculum which highlights and ensures that all students can **achieve**.
- **Social, emotional and mental health development** is a priority to ensuring this is tracked and interventions used where necessary
- **Keeping Safe** is addressed in relation to variety of contexts and is embedded in all activities.
- **Transition and preparation for adult life** to improve student attitudes towards future expectations and prepare learners to cope with the demands of adult life in their local community to improve their chances of success.
- **Community involvement** to maximise opportunities for home/school/community liaison and to work towards agreed community outcomes.

6. CURRICULUM PLANNING AND DELIVERY

The school curriculum is defined using the curriculum matrix model which outlines the intent, the implementation and the impact of the overarching curriculum offer

Curriculum planning uses the following in various guises throughout the school, dependent on the aspect of the curriculum to be delivered. For example, the traditional taught curriculum will generally use combinations of the first 3; but the development and planning for personal development targets such as social, health and emotional targets are more likely to be found in the 4th.

Long term plans (Programmes of Study)- these set out the coverage of the Curriculum across each Hub (and the whole school) to ensure curriculum breadth, balance, entitlement, continuity, sequencing and progression.

Medium term plans (Schemes of work) these set out the termly coverage and content for each curriculum area or subject at a class, year or Key Stage level. Again sequencing and progression is key to defining a pathway for progress which is underpinned by high quality teaching.

Short term plans (lesson plans)- these detail the learning intentions for individual lessons or sessions on a daily or weekly basis and specify differentiation, access and engagement for individual pupils or groups. These plans should highlight sequencing milestones for the class and students (using pupil asset) to ensure progress can be made.

Individual plans – these detail overall objectives set out in the EHCP, the annual provision plans with specific targets to be delivered and monitored as well as the range of strategies and interventions needed to allow students to access the plans and content being delivered in the subjects and classes.

7. PROVISION MAP – A FRAMEWORK TO ENSURE ACCESS AND ENGAGEMENT

Each class will have a designated purpose but overall the following process will hold all classes to account. Fundamentally, the main objective is to ensure that each student has access to a personalised plan and environment which allows them to interact and communicate, make choices and decisions to enable them to work together alongside others, including in the wider community. This is the fundamental component of all student learning and will help achieve greater access to a range of environments and contexts. Sensory environments will be important for all to feel comfortable to participate in learning. Therapy programmes will be designed for students where they present with needs in this area.

We give a “voice” to all students, so they can be involved and shape their provision. We achieve this by consulting with them on a daily basis, with the guidance from individual communication passports, sensory based activities, specific interventions and strategies so they can express their likes and dislikes, what support they need to achieve success as well as removal of barriers to learning and progress. All students and their parents therefore need to be constantly involved in planning their targets and learning goals and how they can take control of their learning.

We aim to constantly develop the ICT capacity across the school which will encourage multimedia learning and the use of personal software to improve learning outcomes. This will lead to independent working and as technology develops will ensure students have access to new learning pathways that may well suit SEMH students more than most.

Students develop a sense of higher self-esteem, by being involved in decisions during their daily routines. They demonstrate less anxiety by learning to understand and adapt to their environment. The development of emotional regulation will be a core activity of the whole school to ensure students become aware of the way they feel and tools to use to help them de-escalate and more positive emotional state.

The development of functional skills, social skills, employability skills and core skills are essential for all students to become as independent as possible. For some this may be functional core skill accreditation, for others it will be having the ability to make a choice and participate positively in a range of contexts. The enrichment provision is crucial to providing new experiences, experiential learning, work related learning, voluntary work and inspiring new activities that allow students to succeed and progress in new areas. Once again, this is dependent on their needs, accessibility, risk assessment and staff skills, but should be considered to improve their life and social skills, their ability to interact in different environments and contexts, build self-confidence and esteem to support their

health and well-being.

With a range of ability in the school cohort there will be a huge push to develop core literacy and numeracy skills where there are gaps but there needs to be more aspirational core offer for those who can attain a range of GCSE qualifications. In part this will be delivered through differentiated class provision but interventions particularly for those who cannot read or write to catch up through a range of strategies, not least daily intervention programmes

Finally, the ethos and culture that Rowhill provides should form a background of support, challenge, integration, opportunity and trust, based around various community interventions. This will help support student growth in spiritual, moral, social and cultural development and work towards progress against the stated mission statements.

All of these strategies, interventions, contexts and opportunities will be built into each subject or class curriculum statement outlining:

- the general aim of the group and its context
- the intent of the curriculum
- the implementation of the curriculum for the class
- the impact it has on student progress
- transition opportunities

8. WHOLE PROVISION FRAMEWORK (Implementation)

The education plan in this section describes how the vision, values and ethos, together with the academic, vocational and pastoral aims of Rowhill, will ensure that every student is successful in their planned pathway; resourceful, confident and resilient in their next phase of life and a responsible citizen in their community.

Structure

The structure of the school is based on 3 main Hubs and an Alternative Curriculum Provision (ACP).

The 3 Hubs would be:

Hub 1 (Primary Hub)- Yrs. 1-6

Hub 2. (Transitional Hub)-Yrs. 6-9

Hub 3. (Vocational Hub)-Yr. 9-11.

ACP 4. (A mini hub of up to 20 within an Alternative Curriculum Provision)

Curriculum

The three Hubs follow the whole school generic provision map and curriculum matrix. Each will have a defined pathway which meets the overall needs of the cohorts within each class. The main aim is to ensure the curriculum in each Hub is fit for purpose, broad and balanced and most importantly engaging. They will take the most important parts of the current curriculum but will ensure that there is flexibility in content, delivery and outcomes to motivate students which in turn stimulates success, progress and improved self-esteem. It will focus on core skills, practical learning, and student led development. It will seek to offer learning in a variety of environments and contexts as well as inspiring personal development through creative options.

The basic schematic way of working through the organisation of classes in each Hub will be based on a simple C-P-O model. Each class will devise a simple, coherent outline of the cohort, then an outline of the provision needed to meet needs, followed by the intended outcomes. This will then be the basis for developing the class curriculum offer.

Curriculum coverage

The curriculum will be designed to ensure that the school develops successful learners who enjoy their work, make good progress and gain confidence in their abilities and skills, while being tailored to aptitudes and requirements of the individual's learning needs. This is essential as the range and complexity of needs coming through in the SEMH category is vast and need careful planning

Each Hub creates curriculum pathways which fosters engagement and progress as well as new opportunities to foster and motivate students. The Hubs will both offer a core strand of academic learning as well as opportunities to learn new and pragmatic knowledge and skills.

Implementation of the curriculum will be based on the various headings in the curriculum matrix:

Context for learning is important as it is essential to be dynamic and use different environments to support and motivate learning for youngster with SEMH. Class based delivery of the curriculum can become monotonous and staff need to be positive, creative and understanding of the various needs within a cohort.

Approaches to learning are equally important in engagement of SEMH youngsters. The delivery of individualised interventions through the Provision Map (outlined above) will be supportive but ensuring a positive environment is by being empathetic to overall sensory and emotional input is essential. Teachers thinking outside the box, willing to take risks (managed risk) and embracing positive behaviour support will be most successful with student engagement

Cross curricular themes will be essential in tackling important for SEMH students to understand the range of issues that need to be tackled in a variety of contexts and approaches, some as a class, others individually. Other outside providers can also be a useful resource for these areas of priority.

We offer a good range of **timetabled subjects** to ensure that all students, irrespective of gender or ability, will have the opportunity to establish firm academic or vocational foundations and be supported appropriately in order to fulfil their highest potential and related accreditation pathways. This will need to be a cornerstone of the curriculum whatever the range of cognitive abilities across all Hubs.

Transitions are always important times at school whether that be to move from one class to another or from one hub to another or finally moving from school into post 16 provision. It is important that these transitions are managed effectively and therefore always needed to be part of the curriculum interventions. The range of options are highlighted and are generally age appropriate and therefore built into the relevant plans.

The **curriculum delivery** will need to be flexible in many different ways to:
-allow for personalised learning, which means that there are likely to be variations from

traditional subjects but allow for more effective interventions and provision that will ensure engagement.

- meet individual needs at various points where modifications are needed to get students back on board

- allow each class or hub or subject to choose from the matrix those contexts, approaches, themes etc are important

- ensure the hardest to reach students are engaged in learning through modified plans

This flexibility will extend to the arrangements for delivery in situations which are likely to range from individual sessions up to group teaching with numbers between six and nine in a class. The staffing provision therefore includes a significant number of teaching assistants, deployed with around 1.5 to 2 supporting each teaching group. It will also require significant interventions from specialist staff such as therapists, family liaison, social services and mental health providers. It also needs to ensure that staff are constantly updated on retraining and acquiring new, relevant skills which will impact on learning

9. OUTCOMES (IMPACT)

These will be varied and all link into the students' age and outcomes within their EHCP's, together with the need to highlight the important spiritual, moral, social and cultural values associated with the wider community. However, generally the outcomes should highlight their improved ability to socialise, communicate and make positive contributions in different contexts, hence becoming more independent and successful. Outcomes should link to EHCP targets, the stated aims of the provision for each class as well as the improvement of individual's progress in core subject's year on year as well as national accreditation at the appropriate level.

Monitoring of these outcomes happens through a range of activities and processes and quality assurance systems, but the coverage needs to include:

- learning within the subject curriculum:

 - core curriculum

 - taught foundation subjects

 - vocational subjects

 - personal development programmes:

 - social indicators

 - emotional development

 - health and wellbeing, most notably mental health

10. TEACHING, LEARNING & ASSESSMENT

It is essential that all staff deliver the curriculum with reference to the school's teaching, learning and assessment policy.