



Policy for:

Curriculum Policy

Date Written.....

Date Reviewed.....

Next Review Date.....

Signed By: -

Governor Responsible for.....

Headteacher: -

The Grove School

Curriculum Policy

Pupils are supported with a personalised curriculum; this is explained below.

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive. We work with our families and learners to develop each individual to be as prepared as possible for adulthood and for the learners to be aspirational for their future.

We use the information from the National Curriculum to ensure that our termly themes reflect the knowledge of skills required by learners are up to date and that they challenge each individual learners.

At the Grove School, the learners follow personalised curriculum pathways that are differentiated according to their potential, progress and ability level.

This personalised approach aims to meet the needs of all learners; to be flexible and responsive; provide breadth and depth and secure the best possible outcomes for all learners. This flexibility and personalised approach in the curriculum allows staff to respond to individual circumstances and learner's needs throughout their learning.

As can be seen from the flowchart, the Grove Curriculum aims to meet the needs of all learners by providing different pathways for progression and personal learning and ensuring all children in the school have equal opportunities and equal access to a breadth of not only knowledge and skills, but life skills. These overarching themes are paramount in each curriculum that the learners may follow in their learning. These pathways may not always be in a linear fashion and learners may move from one curriculum path to another.

Learning is broken down into small steps and scaffolded by staff who know the individual's curriculum extremely well and are able to support and scaffold when needed. Each learners may learn in a linear way at times but we also encourage lateral learning that ensures depth of knowledge before moving on.

As the curriculum progression is so personalised to the needs of our children, we can ensure that it is accessible, flexible, challenging, exciting, fun, meaningful and inclusive. This may be through a life skills focus and/or academic focus. With

the complex learning and behaviour needs of our children, we can be certain that the needs of the individual are central and that each child can progress to the best of their ability. As children move throughout the school, we aim to give them the opportunity to develop both academically, socially, emotionally, behaviourally and to increase their level of independence; preparing them to be resilient and fulfilled young adults.

The curriculum takes into account the need for a sensory approach for some learners and is developed in a multi-professional way with all the other staff who support the learner, this may include therapist such as Speech and Language therapists. This enables us to develop a curriculum that also supports the learner's emotional well-being ensuring that they are ready to learn and therefore make the best progress possible.

Please click on the links below to explore the curriculum in more detail.

[Statutory framework for the Early Year's Foundation Stage](#)

[Equals scheme of work](#)

[MAPP](#)

[National Curriculum](#)

[Chris Quigley](#)

[ASDAN](#)

[Business and Enterprise](#)

Each curriculum area has been looked at in light of how we now plan our curriculum and the subjects are described below.

English

The development of English skills is a crucial element in a child's overall success. Our aim is to develop language skills through speaking and listening, reading, writing, spelling, handwriting and presentation. Emphasis is placed on the development of communication that is appropriate to the pupil's needs, as well as developing reading skills and writing skills, encouraging creativity as well as spelling, grammar and handwriting.

Our English programme and reading schemes can be seen on our website.

Mathematics

We aim to develop the concepts of number, time, shape, space, measure as well as data handling. We ensure that the pupils are given the skills to be able to apply these skills to everyday situations and that they can use the skills they have developed to solve problems and develop a deep understanding of the concepts that they have learnt.

Biology, Chemistry and Physics

Our aim is to develop an importance of these subjects in everyday life including its relevance to personal health and safety.

Pupils use a variety of domestic and environmental setting as a starting point for investigating these subjects; through this we develop both oral and written communication skills. We also encourage the pupils to develop a deep understanding of the subject, using their knowledge to express their ideas in a variety of ways including report writing, drawings, charts and models.

Computing

We aim to create a learning environment where pupils are supported and encouraged to develop as individuals and as members of a small group. The development of computing facilities in school is a central part of this philosophy. We have I-pads, lap tops and PC's using these at appropriate times to enhance and develop learning, all pupils have access to these resources at different times and in different locations around school. The use of the internet is safely

monitored and controlled to ensure that all pupils use this resource safely. Each classroom either has an interactive white board or a plasma screen to ensure that group, individual and class learning can be lead using these technologies

Design and Technology

Technology combines work involved in design, food technology, and information technology. In design technology, pupils investigate, make and modify models using their practical knowledge and experience. They use these skills to develop goods to be sold as part of our Business and Enterprise ethos that means pupils decide on a product to be made, plan what they need, develop the product and sell these goods for profit.

History

History is taught throughout the school, in the early years the subject is approached through general themes such as families, homes, transport and occupations, these themes are linked to the whole school planning of themes that will cover all areas of the new 2014 curriculum, the list of these themes is also shown on our website. These themes include local studies and famous people who have influenced British history. Where ever possible the subject is approached in a practical way and a way in which our learners can engage.

Geography

During the early years an emphasis is placed on the child's immediate surroundings, this would also be the case for our pupils with the most complex needs. The surroundings would be places such as home, school, local parks, shops and their local church. Environmental visits take place on a weekly basis this enable the pupils to experience their surroundings and to learn from these experiences.

Art and Craft

Art is a subject that is nurtured within school, many of our pupils have a real flare for art and we constantly look for ways to develop our curriculum. A wide range of skills and techniques are covered. Pupils have the opportunity to work with a variety of materials and cover areas such as; drawing, painting, photography, printing, ceramics, sewing, weaving and construction activities.

Physical Education

PE is taught throughout school. Pupils experience gymnastics, dance, drama, games and athletics. Pupils either swim at The Swan Centre ones a week, or access Hydrotherapy in our Hydrotherapy pool, this enables all pupils to benefit from exercise in water. We have many different visiting coaches including cricket and football, these coaches are provided by our Sports Partnership. The pupils also access Riding through the Etal Riding for the Disabled group, this is an excellent opportunity to improve core muscles, co-ordination and confidence whilst enjoying the riding experience. Our PE action plan gives more detail on how we plan our curriculum for PE and this information is shown on the website.

Music

Music is encouraged as an integral part of the curriculum and in the provision of extra-curricular activities. We have had support from Jessie's Fund to develop the teaching of music across school. We look for opportunities to have musician's visit school and for our pupils to attend concert's when this is appropriate.

Religious Education

We ensure that all our pupils' religious beliefs are respected, as part of this we ensure that the pupils learn about different faiths and religions. We learn about significant dates in each religious calendar, that includes Christian festivals, traditions and significant events. As part of this we celebrate these festivals in school at different times throughout the year.

Worship

The school comes together regularly to worship and celebrate, these assemblies are developed to be reflective of the needs of the pupils so that the pupils can access the worship and be part of the assembly. We also try and visit different places of worship so that our pupils can experience the different ways in which people worship.

Sex Education

The school follows our Sex and Relationship policy, which is available from school. We ensure that all our pupils who should receive formal lessons on this subject do so at a level that is appropriate and accessible to them, ensuring that the

understand about relationships and how most importantly to make informed and safe decisions regarding themselves now and in the future.

Sixth Form Curriculum

Our sixth form has developed over time to meet the changing needs of our pupils, government guidelines and County support that is available.

On entry to the sixth form: -

- All current Grove School pupils have their own Individual Education Plan based on their needs. This plan may have followed the National Curriculum pathway assessed through B-Squared or the personal Plan assessed through MAPP.
- New pupils will be base lined to assess their levels and how best to plan for them.
- Each pupil will receive independent careers advice, from which we are able to ensure their curriculum is appropriate and will support their entry to their chosen course or pathway (Please see our Yr9/Post 16 pathway on our website).

We plan individual curriculums for each pupil based on the information gathered above.

This curriculum will include: -

- Foundation/Functional maths and English - leading to entry level and beyond qualifications if appropriate.
- Asdan Courses: -
 - Skills towards independence
 - Independent travel training

If a pupil has a particular strength in a subject, for example PE/Art we will support that pupil to continue to follow the national curriculum and sit any relevant national exam if they are able to do so.

Assessment of these courses will take the following routes: -

- Exams if appropriate
- MAPP
- B-Squared for individual subject

Oak Class - Aims and Curriculum 2018/2020

- ✓ To develop independence in life skills
- ✓ To be included in, and supported through, the planning and decision making process for leaving school
- ✓ To develop functional skills in communication, literacy and numeracy
- ✓ To promote physical, mental and emotional health
- ✓ To work towards qualifications as evidence of progression in learning

Life Skills

- Developing independence in household tasks and personal care
- Healthy Lifestyles - diet, exercise and relaxation
- Travel skills where appropriate

Transition

- Researching post-school destinations; visiting colleges and other services.
- Work experience opportunities
- Person-centred planning

Communication & Literacy

- Functional written skills
- Verbal skills
- Using ICT to communicate
- Reading for a purpose and enjoyment
- Alternative communication skills e.g., Makaton signing and Proloquo2go

Numeracy

- Money skills
- Time
- Measurement in practical contexts

PHSE & SRE

- Emotional Literacy and Mental Health
- Relationships Education
- Learning about our bodies
- E-safety

Enterprise

- Developing numeracy and literacy skills
- Design and Technology
- Food technology

Qualifications

- ASDAN
- Arts Mark
- Duke of Edinburgh

Sensory & Music

- Visual -e.g., lights exploration in hub and sensory room
- Auditory - e.g., exploring sound in music and technology
- Tactile - e.g., massage therapy and TacPac
- Kinaesthetic - dance; P.E; Occupational Therapy; soft play; swing; outdoors activities