

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
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Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Definition(s)
<p>KS: Key Stage PSHE/PSD: Personal, Social and Health Education/Personal and Social Development QCA: Qualifications and Curriculum Authority IEP: Individual Education Programme ASC's: Autistic Spectrum Conditions P Level: Performance Level PIVAT: Performance Indicators for Value Added Target Setting</p>
Purpose
<p>Purpose and Intended Outcomes of the Curriculum Policy is to inform staff of the agreed principles regarding the curriculum. This will allow staff to ensure all students are given their full entitlement in order to meet the objectives outlined on students Education and Health Care plans or Statements.</p>
Policy
<p>Our aim at The Royal School is to support pupils with an individualised approach to learning that is based on engaging pupils in learning through motivation, personal interest and by using their strengths and preferences to develop their communication. Physical, sensory integration and sensory processing difficulties are met through ensuring, where reasonably practical, that the environment and approach to learning are supportive, appropriate and stimulating. Learners benefit from a broad and balanced curriculum using a sensory approach aimed at developing communication, physical development independence and life skills. The Curriculum we provide is ambitious for young people so they can progress and reach positive destinations in adult life.</p> <p>The Seashell Trust aims to meet the individual needs of all its students by providing a differentiated school curriculum which facilitates learning for students aged 3-19 years. This policy outlines the purpose, nature and management of teaching and learning at The Royal School.</p> <p>To define the curriculum to meet the specific needs of the students with particular regard to the development of communication, language, auditory and sensory perception skills.</p> <p>To allow students to develop to their full potential by offering an inclusive curriculum which is characterised by breadth, balance, relevance, differentiation, progression and continuity</p> <p>To allow each student at the EYFS and Key Stages 1-4 the opportunity to follow a variety of subjects which include the following areas of learning:</p> <ul style="list-style-type: none"> Communication Literacy and Numeracy Knowledge and Understanding of the World Creative Studies

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
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Personal and Social Development
 PE/Sport/Mobility

To allow each student at Post 16 the opportunity to follow a destination lead course which includes the following areas of learning:

Vocational
 Work Experience
 Leisure
 Personal and Social Development
 Functional Skills
 Current Affairs

To devise teaching and learning programmes to meet the needs of individual students' destinations when leaving school.

To work in partnership and co-operation with parents, residential staff and other professionals who share the responsibility for the well-being of the individual and the development of self esteem

To ensure equal opportunity of access to all relevant aspects of the curriculum regardless of the nature and degree of disability gender, race, and culture of each individual

To offer each student the opportunity to develop their personality by allowing choice and the pursuit of personal areas of interest

To provide each student with a stimulating, challenging, supportive and inclusive learning environment

To offer all students the opportunity to share educational activities with their peers, within their own school, and with others within the local community.

To develop independence by offering a diverse range of educational opportunities

To develop student choice using learner voice and student lead learning opportunities.

To ensure students, their families, support agencies and the local community are involved in educational provision

To promote learning as an enjoyable process which encourages each student to take advantage of educational opportunities.

This policy aims to offer equality of opportunity by offering a curriculum which best meets the needs of individuals.

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Owing to the diverse range of need in terms of language deficit and / or additional complex needs, communication is seen as a focal / integral part of all teaching and learning and all aspects of communication permeates throughout the Waking Hour's curriculum.

The delivery of the curriculum is based on individual priority needs. The Curriculum uses a person centred approach and the Framework comprises the following areas at the EYFS and Key Stages 1-4:

Communication
 Literacy/Numeracy
 Knowledge and Understanding of the World
 PSD
 Creative Studies
 Physical Development

Careers (Yrs. 9/10/11)
 Transition Curriculum (Yrs. 10/11)

In addition:

Learners from Key Stage 3 access Sexuality and Relationship Education and Careers Transition planning. The Person Centred Review process has been introduced from Year 9 and will inform transitions and target setting.

Students at KS4 will also have access to Sexuality and Relationship education, Vocational Studies and leisure tasters, Careers and Work experience. In addition programmes include transition targets.

Targets for transition and future planning will be developed within the framework of the Person Centred Annual Review Process.

From Key Stage 3 all students are accessing ASDAN Accreditation through New Horizons and the Transition Challenge.

Duke of Edinburgh from year 10+

At Post 16 the students follow a variety of courses which include the following areas of learning:

Key Skills
 Life Skills (PHSE, Citizenship, Daily Living Skills)
 Vocational Studies (Careers, Work Experience)
 Creative Studies
 PE/Sport
 Creative Studies

In addition:

Leisure (Hobbies, Sport and Creativity)

Knowledge and Understanding of the World (Science, Technology, Creativity, World Cultures and Religions)

All learners follow ASDAN Towards Independence Programme. These ASDAN Accreditation programmes link with the curriculum. ASDAN modules are chosen to complement student's destination goals.

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
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Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

There are subject leaders for each area. Links with other subjects are incorporated through cross-curricular themes where appropriate and the subject topics form natural links which enhance concepts and understanding.

Communication

Communication is a priority area of development for each of our students. Teachers and support staff work closely with the Speech and Language Therapy team to ensure that strategies are being used to best support students in this area and that communication is embedded throughout their curriculum. Staff promote a total communication approach with our students, developing individual communication strategies that make exchanges meaningful, both receptively and expressively. Rarely is communication taught as a stand-alone session but rather it is developed throughout every area of the curriculum. Skills are developed not only in the classroom but transferred into all aspects of their daily life. Strategies are used consistently in residence and also encouraged at home. It is crucial that communication does not become a skill that only works with one person in one setting, it needs to be developed into a useful life skill. This is recognised and considered in teachers planning. Strategies used in this approach include PECS, objects of reference, facial expression, body language, vocalisations, iPad technology, picture/symbol pointing books, communication key fobs, sign language, hand under hand, hand over hand signs, intensive interaction, switches and assistive technology.

PE

Physical Education is an important area of the curriculum; it is concerned with the whole physical wellbeing of the student. A broad and balanced programme is provided to ensure that this is achieved. Physical activity helps to promote healthy functioning of the body and develops physical strength and stamina.

Physical activity promotes lifelong skills that can be carried into adulthood building self-esteem and good concentrations skills.

Some of the pupils at Royal School Manchester have personal priority needs which are central to their learning and quality of life. Some have therapy or medical needs. Provision for their needs is an essential part of their curriculum and is planned for individually.

Students have access to balance and coordination sessions and hydrotherapy sessions all these sessions work to promote self-help skills.

The school aims to provide a broad and balanced curriculum that is relevant and differentiated with built in progression and continuity while meeting the needs of the individual.

At all key stages pupils that are unable to walk unaided follow an individual mobility programme with the support of the Therapy Department. They also follow programmes that focus on awareness of space and promote manipulative skills.

All post 16 pupils follow a programme of leisure activities both on site and in other locations in the community.

Physical Education is implemented through a range of physical activities during Physical Education lessons, exploring a range of different apparatus both inside and outside. In addition some pupils require lessons in mobility using appropriate equipment. These activities are to promote gross motor skills.

Pupils should have the opportunity to explore individual, partner and group based activities to promote individual sports and team work.

A range of skills that are well planned and formed from a sound knowledge base.

Different locations and resources.

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Creative Studies

Creative Studies encompasses Music, Dance, Drama and Art. The growth of Independence and Self Esteem is central to developing a personal voice through artistic endeavour within the Creative Curriculum. This offers an alternative medium for expression incorporating all aspects of our curriculum E.g.

- Physical Development - hand function, tactile development.
- Visual Perception– tracking, ICT paint programmes, UV paint, watching materials changing, hand to eye co-ordination in manipulation of materials.
- Auditory Perception– Sound beam, musical instruments exploration. Listening skills & music appreciation.
- Sensory development of taste, touch and smell – integrated OT programmes.
- Key Skills – communication, self-expression, cause and effect, learning about rhythms/ tempo. Measure shape & space & Colour discrimination.
- Understanding & Knowledge of the World - understanding materials and their processes, manipulating clay, play dough, oil on water,
- Social Interaction – Music, drama, dance and Art project based activities are opportunities to learn and create as a group and develop social communication skills, turn taking etc.
- Full-time Artist in residence / Art teacher working across the school to deliver inclusive art activities and projects.

Facilities & Resources.

- Musician in Residence for 1:1 and group workshop leads and advisory capacity for teachers & LSA's - musical / communication development; making use of Skoog, Tenrami.
- Omi vista, wall omi vista, class iPad and individual assistive technology devices.
- Sensory Theatre & Sound beam.
- Light spacious Art room with access to grounds for outdoor Art projects. Good range of musical instruments, Soundbeam and Gamelan supporting physical access for a range of people and abilities.
- Listening Room & Vibro Acoustic chair.
- Pottery Room-equipped with manual and electric wheels.

RSM endeavours to link with external professional creative bodies to enrich the experiences of pupils within the school. For example;

- The Bridgewater Hall,
- Cheethams School of music
- The Lowry
- The Royal Exchange Theatre
- Halle
- Common Pulse with live musicians.
- Manchester Museum
- Whitworth Art Gallery

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Knowledge and Understanding of the world

Knowledge and Understanding of the world is a key component of the Foundation Stage curriculum. In this area of learning students under 19 are developing the skills and understanding that help them make sense of the world. They do this through exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. The strands within this area are Science, Geography, History, RE, ICT and Design and Technology. All of these subjects are captured in our half termly Theme Days in addition to being embedded within individual education plans and timetables.

Science is covered throughout the year in 2 main strands of Materials and their Properties and Life and Living Things with Physical Processes and Scientific Enquiry embedded within the planning of the two main strands.

Design and Technology is often linked with Science through Materials and their Properties and Physical Processes. Each class also has Food Technology timetabled as cookery sessions or Meal Preparation. Geography and History are both delivered each week as students Understanding of Time and Place through use of such things as Objects of Reference, individual schedules and location pictures, work lists and symbols.

RE is timetabled for individuals, for example, through prayer or visits to places of worship. It is also encompassed in weekly assembly sessions with time for reflection, exploration and appreciation.

ICT has become increasingly embedded in all subjects across the curriculum and not just through Knowledge and Understanding. ICT is used throughout school in a range of settings using a wide range of resources that are continuously being updated and improved. ICT is supported in the school by the in house assistive technologist.

Key Skills

Students learn, practise, develop and refine a range of skills within 'key skills'.

Some of these skills are specific to certain subjects; others are universal key skills and support learning in all subjects. These key skills underpin learning throughout the school. We aim to equip students with these key skills so that they can be as successful as possible in the future.

There are seven key skills that we embed within students programmes at RSM.

These are:

Communication- This includes listening, speaking, reading and writing.

Application of number- This includes mental calculation skills, and learning how to apply these skills to solving number problems.

Problem-solving- This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

Shape, Space & Measure- Here we learn to explore features of shape and space, and develop measuring skills in a range of contexts.

Information technology- This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Working with others- This involves the ability to work well with others as a team member or team leader. When students are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.

Improving own learning and performance- This involves students in evaluating their own performance, and understanding what they need to do next in order to improve.

These skills form the basis of success in all aspects of school life and are vital to life-long learning.

VOCATION AND LEISURE

Students have access to vocation and leisure tasters from Key Stage 4 (year 10). On entering this key stage they begin on the 5 year programme of vocational and leisure tasters which gives them access to 3 different activities in each area every year. This means that by the time they have completed the post 16 department, all students coming through the school, will have accessed 15 different vocational and leisure tasters. The tasters are recorded in student's vocation and leisure booklets and the students' achievements and their opinions are recorded. This is done individually depending on the students' ability, mood charts and talking mats are used to compliment this. The aim is to provide students with a variety of vocational and leisure tasters, so that meaningful work experience placements can be arranged and leisure suggestions can be communicated to parents and carers. When completing the post 16 department students will have a portfolio that can be taken with them to inform future planning. During these two sessions the students are in mixed classes. Providing students with the opportunity to work with students outside their class helps to prepare for college placements.

ACCREDITATION

School students from year 9 follow the Preparatory Programmes as part of ASDAN, which is a recognised accreditation scheme. The Preparatory Programmes are designed for learners with moderate, severe, complex, profound or multiple learning difficulties, working between P Levels 1-8 (below National Curriculum Level 1). These programmes provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills. Students take part in one of three ASDAN courses, New Horizons (aimed at years 7-9), The Transition Challenge (aimed at years 10 and 11) and our post 16 department choose from a range of modules as part of the Towards Independence course. Both New Horizons and Transition Challenge have specific activities to choose from whereas post 16 are able to make a choice of module which aims to support the development of their curriculum. Students work on their ASDAN modules either in discrete sessions or more commonly embedded into their curriculum. Moderation is completed annually, both internally and externally and awards are received by students at the end of the academic year.

PSHE

Personal, Social and Health Education (PSHE) is delivered to all pupils either through dedicated sessions or embedded within the curriculum; this includes access to Sexuality and Relationships Education (SRE) from Key stage 3.

The Programme of Study includes
Human Relationships
Personal Development

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Puberty, Growth and Gender
Sexuality

The purpose of PSHE is to assist young people to prepare for adult life by supporting them to learn to respect themselves and others and to develop healthy relationships.

Resources are bespoke and developed with individuals needs in mind. Sessions are meaningful and age appropriate, whilst taking the individual's developmental stage and diverse cultural needs and values into account.

To ensure appropriate content and delivery, class teachers plan the programmes which are then implemented by their support teams. The PSHE co-ordinator is responsible for supporting and guiding teachers with planning and collating information and development of relevant documentation.

Parents and Carers will be informed of SRE programme content. Parents have the right to withdraw their son/daughter from the SRE programme. Liaison with parent and carers ensures pupils' needs are met and areas for development prioritised.

All staff will have Safeguarding training (Child Protection and POVA). They will be aware of the policies and procedures of the organization in relation to safeguarding and follow them in carrying out their work.

Many of the pupils will remain working towards National Curriculum Level 1 throughout their education. As pupils develop chronologically the majority will remain at an earlier Key Stage for skill development but will study relevant key stage programmes of study that have been modified to enable access.

Many pupils will need to revisit aspects of the curriculum to reinforce/extend their depth of knowledge and understanding and to facilitate consolidation/generalisation of skills. The School acknowledges both lateral and vertical progression and accepts that some pupils learning will be affected by regression which will necessitate remedial intervention.

Following consultation with Stockport Connexions Service the school has developed a 14+ Transition / Careers Education programme intended to link into Individual Programmes. The school has a senior LSA who oversees transitions.

From Year 10+ students are provided with a destination statement which is developed from their baselines and revisited each year in person centred Annual reviews.

The value of inclusion for all pupils is acknowledged and arranged where appropriate both on site and in the wider community.

Timetables are centralised to ensure access to all specialist facilities. Time is allocated to provide a broad, balanced and differentiated curriculum which aims to enhance each pupil's quality of life through effective teaching and appropriate learning programmes. The amount of time allocated to curriculum areas varies in response to the individual needs of pupils in terms of learning, communication and behavioural difficulties.

The EHCP, Baseline Assessment, recommendations and aims from Annual Review Advice, in conjunction with QCA P level and PIVAT profiles informs the Individual Education Programme in six core areas for each pupil.

The core areas for pupils at Royal School are:

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Communication
 Literacy/Numeracy
 Life Skills – Self-care and independence
 Life skills – Social skills
 Mobility/independent travel
 Sensory/learning skills

Students will receive specialist teacher support as outlined in their EHCP or single care plans.

The curriculum at Royal School Manchester comprises the following:

Sensory Curriculum
 Transition curriculum
 MSI curriculum
 ASC Curriculum
 Programmes of Study for Curriculum subjects and each students individual Programme of Study.
 ASDAN Accreditation from KS3. New Horizons
 ASDAN Accreditation from KS4 Transition Challenge.
 ASDAN Accreditation from Post 16 Towards Independence.

Medium term targets are updated twice per year, July and February, and are visited regularly to check progress. Students have regular MDT meetings when all professionals will revisit the targets.

The School acknowledges the importance of specialised equipment and additional areas of learning which are integral and supplement teaching and learning.

Physiotherapy
 Occupational therapy
 Speech and Language therapy
 Sensory Integration
 Aurythmics
 Aromatherapy
 Behaviour management
 Life and social skills
 Transition skills

Effective learning will be dependent upon:
 Individual needs which may include opportunities to work alone and/or co-operatively as members of a group
 Consolidation and transference of learning skills in other settings and in the environment

Effective teaching will necessitate:
 Informed planning
 Sound knowledge base
 Suitable resources and environments

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
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Equality Analysis Review Date	
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Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Multi-disciplinary collaboration

The school caters for pre-school, primary, secondary and post 16 learners. At Key Stages 1-4 students are mainly taught by the class teacher with specialist input from SALT's. The school follows an accreditation scheme from year 9 upwards and students experience on site work experience tasters.

At Key Stage 4 and Post 16 a Transition Curriculum operates. Students have access to new areas of learning to support their IEP. There is a balance between Literacy and Numeracy and Key Skills where skills learned relate and are applied to adult life. Students also have the opportunity to enjoy work experience off site and have input from a variety of specialists in different settings with accreditation opportunities where relevant.

Teaching methods are developed to cover many areas of special educational need:

- Autistic Spectrum Disorder
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Multi-Sensory Impairment
- Medical
- Physical
- Language Disorders
- Severe and Challenging Behaviour
- Epilepsy

All learners on Individual Programmes are supported 1:1. Learners in the Post 16 department also have specialist input in certain areas of their curriculum. Where specified in individual students EHCPs, additional support is made available to facilitate that student's access to the curriculum. While teachers carry the responsibility for planning appropriate programmes, all staff working with the students are involved in the delivery and assessment of lessons and the monitoring of achievement.

Assessment:

P-level assessments for all students on admission and then in June each year.

Multi-disciplinary Baseline Assessment at entry level for all new students in the second term after admission.

Baseline at entry and at the start of a new key stage.

Each new student has a half term assessment period when teachers and therapists assess their level using assessments that best assess the individual students levels and need. This is also a time to collect all the students past assessments and educational information.

At Baseline meetings long and medium term targets. Long term targets are set at the start of each key stage and medium term targets are set in February and July each year. These targets are set in multidisciplinary meeting and parents input are gathered to inform the targets.

These targets inform teachers planning. Each session taught in school has targets that relate to the P levels and medium term targets. These targets are evaluated in 'next steps' file, these files reflect what the student learnt in the session and what learning will take place in the future.

Teachers complete P-level assessments in June and set predicted P-level targets for end of key stage and the next steps for the following 12 months to make progress towards this prediction. Teachers

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

moderate the P levels 3 times a year. These predictions are then taken to external moderation meetings with other schools.

Where MSI students' progress cannot be demonstrated through the P-levels due to sensory impairments teachers assess students using the MSI curriculum domains and alternative assessments such as Routes for Learning may be used.

Monitoring of all aspects and levels of teaching and learning is supported by the Assessment Recording and Reporting / Monitoring and Evaluation Policies. Assessment information informs future planning needs and shapes the students learning.

Annual review information contributes to learner assessment and curriculum monitoring.

The effectiveness of the curriculum is monitored by teachers and senior managers and reported on to governors.

PIVAT/P Level assessments are completed annually on all students

Impact Assessment (with references to Equality and Diversity, Autism Specific requirements, Deprivation of Liberty)

The Charity will monitor and review on an annual basis the progress that has been made towards achieving its targets using Equality and Diversity Impact Measures. Results from monitoring and an associated action plan shall be published and made available to staff and learners/their advocates.

This policy should be read in conjunction with the policy on Students with Autistic Spectrum Conditions (ASC). Staff should remember that a student with an ASC will have needs associated with the autistic triad (i.e. showing impairments in communication, social interaction and flexibility of thought). Unusual sensory profiles must also be taken into account. The presentation of an ASC will vary from individual to individual. In following this School Curriculum Policy, staff should bear in mind the individual needs of each student with an ASC.

Equal Opportunities

Seashell Trust has Equality and Diversity Policy and a Single Equality Scheme.

We believe that students have the right to be treated with dignity and respect. They are all different: we recognise and value their differences.

Our students present us with a wide range of challenges. We believe, however, they all have the right to the highest standards of education and care. We strive to promote their best interests and rights; and we respect the cultural and religious beliefs of our students and their families.

Responsibilities

It is the responsibility of the Chief Executive / Principal to:

- Ensure the policy is followed throughout Seashell Trust.

It is the responsibility of All members of staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Related Document(s)

Assessment Recording and Reporting / Monitoring and Evaluation Policies.
Safeguarding Policy
Acceptable Use Policy
Employee handbook

Risk Assessment

Failure to follow this policy will result in students not receiving their entitlement

Monitoring and Evaluation

This policy will be reviewed regularly by staff and the reviewing process enables staff to have a shared understanding of the key issues and approaches for our students.

This Policy was informed with reference to the following curriculum guidance;

Department for Education and department of Health (2014) *Special educational needs and disability code of practice: 0 – 25 years*.
DCSF (2008) *A commitment from The Children's Plan delivering 14-19 Reforms: Next Steps*. Nottingham: DCSF.
Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
2010 to 2015 government policy: childcare and early education. May 2015
Statutory Framework for the early years foundation stage. Setting the standards for children from birth to five. March 2014.
The Special Needs and Disability Act (2001)
The Equalities Act (2010)
DCSF (2008) *A commitment from The Children's Plan delivering 14-19 Reforms: Next Steps*
The National Curriculum in England Framework Document (2013)
Planning the Curriculum for students with profound and multiple learning difficulties (SCAA1996),
Planning the Curriculum at Key Stages 1 and 2 (SCAA 1995),
Entitlement for All in practice (Manchester University Fellows (1990),
Planning the Curriculum for students with Special Educational Needs (Byers and Rose (1996)
Planning the curriculum for students with Learning Difficulties (QCA 2001)

This policy should be read in conjunction with the Assessment Recording and Reporting / Monitoring and Evaluation Policies.

Proformas

All curriculum planning proformas can be found on SharePoint

Resources

1. Human

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
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Distribution	RSM/Children's Services

There is input from specialists where appropriate for all students and when appropriate, specialist teaching takes place in rooms designated for this purpose (Music, Art, Sport etc.). Teachers are supported by Learning Support Assistants.

Support Staff includes:

Professionals –

Audiologist
 Physiotherapist
 Speech and Language Therapist
 Occupational Therapist
 Assistive Technologist
 Family Link Worker
 Medical staff
 Mental Health Nurse Practitioner

- b) Technicians - Media Resources Manager
- c) Sports Development Team
- d) Medical staff

Each curriculum subject area is allocated a set budget in September, the teacher responsible for each area of the curriculum will monitor and oversee the resources purchased. Expenditure is recorded in a spreadsheet enabling resources to be tracked and the budget monitored. A curriculum report is produced in each subject area in December, this provides the opportunity to reflect upon what has been purchased and its impact to the curriculum area. The reports also provide the opportunity to analyse student progress and consider what resources to purchase in the future order to enhance the curriculum and students learning.

2. Physical.

These resources are designed to facilitate access to curricular activities and the acquisition of skills:

a.)Communication Aids –

Audiological equipment, including soundfield systems, personal/radio aids/ cochlear implant where appropriate and vibrotactile aids, AAC's
 ICT facilities for whole school use including interactive whiteboards in all class bases
 Audio-visual equipment
 AT equipment

b.)Specific areas –

Title	School Curriculum Policy
Issue Date	September 2015 (revisited), January 2016 (amended)
Review Date	September 2017
Equality Analysis Date	TBA
Equality Analysis Review Date	
Total Number of Pages	14
Owner	Anne Gough RSM
Distribution	RSM/Children's Services

Design and Technology / Art room
 Ceramics room
 Aurythmics/listening room
 Swimming pool
 Hydrotherapy pool
 Multi-sensory rooms
 Relaxation Rooms
 Outdoor classroom and recreational areas
 Pelican/zebra crossings
 Multi-gym
 Trampoline
 Hall
 Cookery room
 Gamelan
 Sensory Theatre
 Sensory Garden
 Library
 Sports Hall/Climbing Wall
 Fitness suite
 Café

c) Reference resource rooms –

Professional Development Library

d) Specialised furniture and equipment for class groups and individuals

e) Specialised adaptation to buildings and fixtures

f)Off-site Resources -

Minibuses
 Bus passes
 Community facilities - e.g. Cultural resources, leisure and sport, social, shops and cafes
 Mainstream schools
 Community organisations/fund-raisers
 Work-related experience placements