



## The School Curriculum Policy

**Mission Statement** 'working together to achieve the best outcome'

### Definition

The curriculum at Lexden Springs Residential Special School reflects the schools aim. It is modified to meet the very wide and varying special needs of those attending our school. We provide education for learners from 3 – 19 with severe learning difficulties and profound and multiple learning difficulties. The curriculum we offer takes account of all statutory frameworks including Early Years Foundation Stage Curriculum for our younger learners, the National curriculum, RE framework, Relationships Education, Relationships and Sex Education and Health Education for the main school phase and the 14 – 19 curriculum and guidance for our Post 16 provision.

### Aim

Our aim is to provide all pupils, regardless of learning difficulty, disability or special educational needs with a broad and balanced curriculum which is appropriate, relevant, stimulating and forward looking. Pupils' and students' spiritual, moral, social, emotional and cultural development is promoted across the curriculum, especially during times of reflection and acts of collective worship.

### Entitlement and Implementation

In the Early Years Foundation Stage, the curriculum is based around the Statutory Framework for the Early Years and Foundation Stage.

### The EYFS curriculum includes the seven areas of experience:

- i. Personal, Social and Emotional Development
- ii. Physical development
- iii. Communication and language
- iv. Literacy
- v. Mathematics
- vi. Understanding of the world
- vii. Expressive arts & design

In key Stages 1, 2, 3, 4 and 5 the curriculum is based on the National Curriculum Programmes of Study that are statutory but modified to 5 areas of our curriculum structure so that it is more meaningful for our pupils. These 5 areas taught well will mean the pupils have skills that they can use in adulthood to function to the best of their ability.

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Approved by reviewing staff member:	<i>Emma Williamson</i>
Date Approved:	25/5/23
Reviewing governor:	Shirley Croft
Approved by reviewing governor:	<i>Shirley Croft</i>
Date Approved:	15/6/2023
Next review date:	Summer 2024

**The 5 areas of learning have an agreed outcome: -**

- Communication and Social Interaction – To develop an effective means of communication for both functional and social purposes in all environments.
- Exploration and Discovery – To develop an enquiring mind and problem solving skills.
- Me and My Community – To develop an understanding of community and find a way to contribute.
- Creative Development – To use creative skills and concepts to explore the environment.
- Physical and Self Help – To develop and maintain physical skills to be applied in all areas of life.

All 5 curriculum areas are planned for and taught using a 4 year rolling programme of study that is in place for each Key Stage that includes various topics. There are schemes of work to support planning. This ensures a full depth and breadth of study for all learners as they progress through the key stages. We also monitor English and maths and recognise some pupils need subject specific input to compliment our 5 areas.

**Monitoring**

Progression documents are in place for the 5 areas and these will be used to document skill progression for pupils.

We have schemes of work set out for key stage 1,2,3 & 4/5, these are used to inform short term planning where pupils individual targets from their EHCP will be planned for alongside curriculum broad aims.

EYFS use a fortnightly plan based on the objectives set out by Development Matters, showing progress towards learning goals.

Copies of teachers' short term plans are available in classrooms for reference during lesson observations. These plans are cross referenced to Evidence for Learning so that clear links between teaching and learning are monitored.

The Head teacher's report to the Governing Body each term includes an update on the school curriculum. The school curriculum is also closely monitored through the School Development Plan.

Staff have a curriculum area that they are jointly responsible for across the key stages. There are 3 or 4 staff responsible for each area. Areas are monitored through peer to peer monitoring and regular learning walks, completed by both teachers and Senior Leadership Group.

**Assessment** See separate policy.