Severndale Specialist Academy

Learning Community Trust

Curriculum Policy

Date Proposed	**Autumn 2023**
Next review date due by:	**Autumn 2024**

1. Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates our Intent, Implementation and Impact as well as describing the content and the specialised approaches required for teaching the pupils at Severndale. The Severndale curriculum policy also aims to describe the context behind the tailored approach to our curriculum and the reasons why such a bespoke approach is required.

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. At Severndale we believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects of learning.

The development of the curriculum at Severndale, whilst being led by the Senior Leadership Team, is the responsibility of all staff and we consider it their right to be involved in curriculum design and content. Consistency is vital for pupils with learning disabilities and therefore careful consideration is taken when making any changes to the curriculum.

The policy document starts with describing the context, vision, values and aims of our curriculum. This underpins the fundamental need for a bespoke curriculum to meet the needs of the pupils at Severndale. It then describes the curriculum design and the reasoning behind this model. The curriculum content is detailed later in the document.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3.Context

Severndale Academy is a special school for pupils aged from 2 to 25. Severndale has three campuses; our Monkmoor Campus is our primary campus and home to our Early Years, Primary, Secondary and Sixth Form provisions. Our second campus, Severndale at Mary Webb is co-located at a mainstream secondary school, Mary Webb, in Pontesbury. This provision is a small hub for our secondary Pathway 3 learners (where appropriate) who benefit from the inclusive and academic opportunities available at the mainstream campus. Futures is our third campus, located at Shrewsbury

College (London Road) for our post-16 learners who also benefit from the inclusive opportunities offered by a shared campus with a mainstream post-16 college.

At Severndale, we have approximately 430 pupils across all age ranges, we support pupils with Profound and Multiple Learning Difficulties (PMLD), Complex Learning Difficulties, Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

Due to the complex nature of the pupils that attend Severndale, it is our responsibility to provide them with the most appropriate curriculum, a tailored approach, to both academic learning, life skills and Personal, Social, and Health education.

4.Vision, Values and Aims

"Enabling Communication, Independence and Enjoyment For Life"

We believe that Severndale is a safe, happy and stimulating school that supports pupil's individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum to each child depending on their current needs outlined in their EHCP.

At Severndale all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the pupil and other professionals in their learning and development. The overarching curriculum vision is one that supports the idea of provision and curriculum linking together. Consequently, what a pupil needs at that point in time, becomes both a provision requirement and a learning opportunity. This means there are closer, consistent connections between the schools curriculum and the provision we offer. We provide positive challenges to foster individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of pupils over time; celebrating the challenging, enriching and developmental progress of all pupils.

Our curriculum is developmental, but child centred, with recognition that each pupil will have a different pathway. We recognise that there are unique potential outcome destinations for our young people. These are identified below as distinct pathways, however they may blur and change over the course of a person's life. These identified outcomes help the academy in identifying the skills, knowledge and experiences our pupils will need in order to thrive in these destinations.
These potential destinations are:

Further Education Destinations Beyond Severndale	
At the end of their Severndale journey, depending on the needs, aspirations and travel opportunities, pupils may explore further education opportunities. These may be mainstream colleges or specialised colleges including Derwen and Condover. Not all pupils from Severndale will leave to carry on an education pathway, others may access a Social Care pathway or Employment pathway.	
Possible Care and Living Destinations	**Possible Community and Employment Based Destinations**
Adult Social Care	Community experiences that are guided and supported by carers. These support the welfare and improve the quality of life of individuals.
Supported Living – *either within a monitored and supported complex/building or with relatives and carers.*	Volunteering experiences - These may be organised by support groups and involve a number of volunteers working together at an approved setting or be identified and carried out on an individual basis.
Independent Living	Paid employment.

It is a life skills and creative curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to their circumstances. As the pupil's move through the school, the skills they need for living become an integral part of learning. These include:

- Communication
- Academic achievement (including Literacy and Numeracy)
- Qualifications where appropriate
- Independence - including self-help
- Relationships
- Self-esteem, self-confidence
- Self-regulation.

The Severndale curriculum, is an adapted form of the National Curriculum and whilst some of the curriculum areas do not appear 'traditional' it addresses the expectations of the new National Curriculum 2014;

"Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Assessment of the Severndale curriculum is outlined later in this document, however it is important to note that the vision and aims of the curriculum have been considered in relation to the 'final report of the commission of assessment without levels.' This report encourages schools to adapt their curriculum to support the needs of the pupils;

"Removing levels encourages schools to develop approaches to in-school assessment which are better tied to curriculum content and which do not restrict teaching solely to the specific content in the National curriculum, but encourage the wider exploration of subjects which results in higher attainment and greater enjoyment. Similarly the freedom to choose their own approaches to assessment is consistent with the freedom many schools have to develop and deliver their own curriculum and allows schools to ensure their curriculum and approach to assessment are aligned."

5. The Curriculum Design

The Severndale curriculum is clear in its intent and the purpose is to ensure that our young people leave Severndale being able to function effectively in life beyond school and become confident, independent individuals with the ability to communicate effectively. Our curriculum is differentiated according to the level of need of our young people and we operate three distinct 'pathways' with specific intents. These pathways are:

Pathway 1	Pathway 2	Pathway 3
Pupils with Profound and Multiple Learning Difficulties (PMLD) and Complex Learning Difficulties (CLD).	Pupils with Complex (CLD) and Severe Learning Difficulties (SLD)	Pupils with Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

Each of the *pathways* will support pupils on their *journey* to their next *destination* after Severndale. Hence the term 'pathways'. We recognise that although there are three distinct pathways, the needs of pupil's and their individual EHCP outcomes, may mean that their experiences differ to their peers. Like in all pathways of life, depending on individual circumstances, pupils may move between pathways to reflect their needs, aspirations and progress. As a general, but flexible rule, pupils in each pathway will have similar, but not always the same, outcome destinations.

Pathway 1: Pupils may enter some form of adult social care provision or supporting living. They may access the community with adult support for enriching experiences that they share with others. These experiences will support their continued development and their overall well-being.

Pathway 2: Pupils may enter some form of supporting living. This could be small clusters of flats, larger residential buildings or individual homes. They will be monitored and supported to a degree that supports their independence. They will gain accreditation through specialist support and provision. They will enter the community, making use of local amenities and enter some form of volunteering or paid employment.

Pathway 3: Pupils may enter some form of supported or independent living, accessing the community and leading lives similar to their neurotypical peers. When they finish their educational journey, they may have qualifications that support more 'typical' routes into paid and volunteering employment.

As an Academy we are able to identify the potential destinations for our pupils. This allows us clear clarity in what the intent of each curriculum pathway should be:

Pathway 1 Intent: The intent for the pathway 1 curriculum is to provide a personalised approach to learning driven by EHCP targets and based around enabling communication and independence through a multi-sensory curriculum. The curriculum is characterised by shorter learning activities that follow a repeat and build model to ensure consistency and ensure small steps of progress are recognised.

Pathway 2 Intent: The intent for the pathway 2 curriculum is to provide a personalised approach to learning driven by EHCP targets that builds on prior learning and the development of communication and independence. Activities will be motivating and engaging and pupils will develop confidence to become more independent learners and also become aware of the next steps in their learning journey.

Pathway 3 Intent: The intent for the pathway 3 curriculum is to provide a personalised approach to learning driven by EHCP targets within a structured and highly aspirational curriculum that mirrors a mainstream offer whilst also providing the individual pupil support and nurture that a special school environment provides.

Whilst many pupils will work within one pathway for several years, as skills and knowledge progress, pupils may move into a different pathway. Similarly, for health reasons or change of circumstances unique to an individual, pupils may also move into a different pathway to best provide them with the learning experience needed at that time.

In order to ensure progression through our curriculum and to maintain the momentum of learning, our curriculum topics are matched to the National Curriculum and pupils chronological ages. This means that pupils will experience a broad range of different cultures, views, opportunities, learning and skills. It ensures that topics are always new and chronicled to appropriately match and build on prior learning, topics are age-appropriate and pupils are continually excited and motivated by new experiences that build on previous experiences. These topics become the vehicle for learning.

The learning outcomes are matched to these topics and differentiated based on what the young person's personal learning outcomes are. For example:

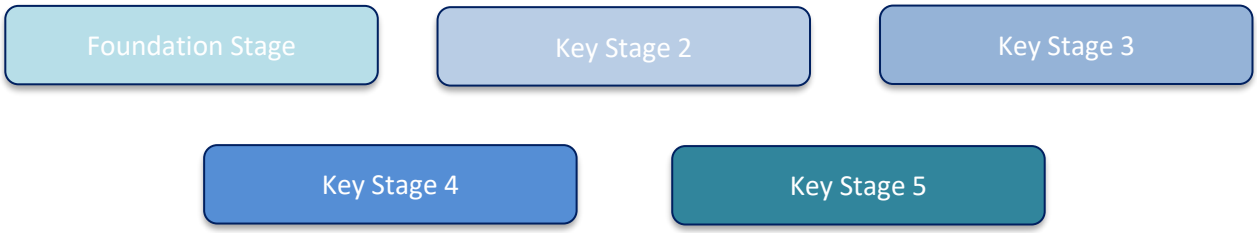
When exploring the Stone Age in Key Stage 2, a pathway 1 pupil might be exploring the texture, weight and manipulation of Stone Age tools and learning to communicate wants and dislikes. A pathway 3 pupil may be developing their understanding of how pre-historic people used tools in the Stone Age and develop their reading and writing skills as they create a fact-file on this.

<u>Same topic, same opportunities but different outcomes.</u>

At Severndale we have adopted a Key Stage model to support the class groupings of pupils. This enables the curriculum to be delivered in an age and pathway appropriate way. It also means pupils learning opportuniti

es are sequential and so pupils can interact with and develop age-appropriate relationships with peers.

The five stages are:



Foundation Stage – This is comprised of Nursery, Early Years and Key Stage 1 aged pupils. Pupils will age from 2.5 to 7 years of age. The addition of Key Stage 1 to the foundation stage has been made to reflect the developmental delay of our Key Stage 1 pupils and to recognise, that for these pupils, a prolonged experience of the Early Years child-led approach will help embed knowledge and skills and maximise the potential that this child-led and adult facilitated learning provides, before accessing any of the three pathways in Key Stage 2.

Key Stage 2 – Pupils will range in ages from 7 – 11. Classes are arranged into pathways to reflect the needs of pupils.

Key Stage 3 - Pupils will range in ages from 11 – 14. Classes are arranged into pathways to reflect the needs of the pupils. Pupils will be based either at the Monkmoor Campus or the most able Pathway 3 students will be based at the Mary Webb Campus at Mary Webb School in Pontesbury.

Key Stage 4 - Pupils will range in ages from 14 – 16. Classes are arranged into pathways to reflect the needs of the pupils. Pupils will be based either at the Monkmoor Campus or the most able Pathway 3 students will be based at the Mary Webb Campus at Mary Webb School in Pontesbury. Pupils across both campuses will, where appropriate, complete accreditation to reflect their achievements and support progression onto the next Key Stage.

Key Stage 5 - Pupils will be aged 16 and older. Classes are arranged into pathways to reflect the needs of the pupils. Pupils will be based either at the Monkmoor Campus or the Futures Campus at Shrewsbury College. Futures College is made up of pupils from Pathways 2 and 3. Pupils across both campuses will, where appropriate, complete accreditation to reflect their achievements and support them in identifying and moving into the next step of their journey.

6. Foundation

The key features of our Foundation provision is a child-centred approach in partnership with families and multi-agency working. Children are masters of exploration and investigation, showing curiosity in their environment. We aim to harness this by providing a creative curriculum with a rich and stimulating learning environment which: promotes children's curiosity and love of learning; recognises and develops their individual needs and supports and celebrates each child's unique strengths and abilities. Within the Foundation stage there is a natural link to the EHCP outcomes as these reinforce the need to recognise each child as an individual. This also provides greater opportunities for collaborative and collegiate approaches with wider professionals and families to ensure that the provision for each of young pupils reflects their unique needs.

Given the needs and the formative ages of pupils in the Foundation Stage, the role of the adult is fundamental to create a safe nurturing and enabling environment. It is recognised that '*Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.'* (EYFS Framework). Adults in the Foundation Stage act as facilitators of learning and are crucial in identifying and creating opportunities for pupils to learn and make meaningful connections to the world around them.

Our approach in the Foundation Stage is underpinned by our commitment to support our learners to develop positive relationships and facilitate meaningful learning experiences rooted in play and exploring the world around them. Students in the Foundation Stage have access to a range of environments and facilities in school including: purposeful outdoor learning environments; sensory gardens, on-site Forest School area; soft play rooms; warm swim facilities; interactive tropical garden and a specialist interactive room.

The areas of learning in the Foundation Stage reflect the Core and Prime areas of the Early Years Framework. These are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

7 – Pathways

At the end of the Foundation Stage pupils will move into classes that belong to one of the three distinct pathways at Severndale. This is an informed process that ensures that a pupil is placed with peers with similar needs, developmental profiles and provision requirements. It also ensures the curriculum aims and approaches are best adapted to the meet the needs of the young person.

Pathway 1 provides an approach based on a sensory and experiential approach to learning. The pathway acknowledges what learners can do by supporting and developing their interests, strengths and abilities. It is defined developmentally and is finely stepped so that progression can be plotted, measured and acknowledged. The pathway focuses on developing the learner's understanding both of the world around them, and of social interactions and relationships. It values the process as much as the achievement and it is flexible in order to be responsive to the needs of the individual learner. It is delivered in an integrated manner incorporating learning, therapy and health needs.

Each pupil, has their medium term EHCP outcomes broken down, which sets out their focus for each term (3 times a year). These targets are used to plan appropriate, individualised activities, bespoke to a current need. Pupils in pathway 1, follow a thematic approach with a different theme each half term. Pathway 1 learners will not necessarily make linear progression and may present with a 'spikey profile'. These learners will revisit activities and experiences in order to develop confidence and ensure skills are embedded to a level where they can be applied and generalised. The thematic approach ensures skills are

taught in a way that motivates learners and provides varied contexts which facilitates the development of a particular skill to the point where a learner can apply it in a range of settings.

The pathway 1 curriculum is taught under the following subject headings:

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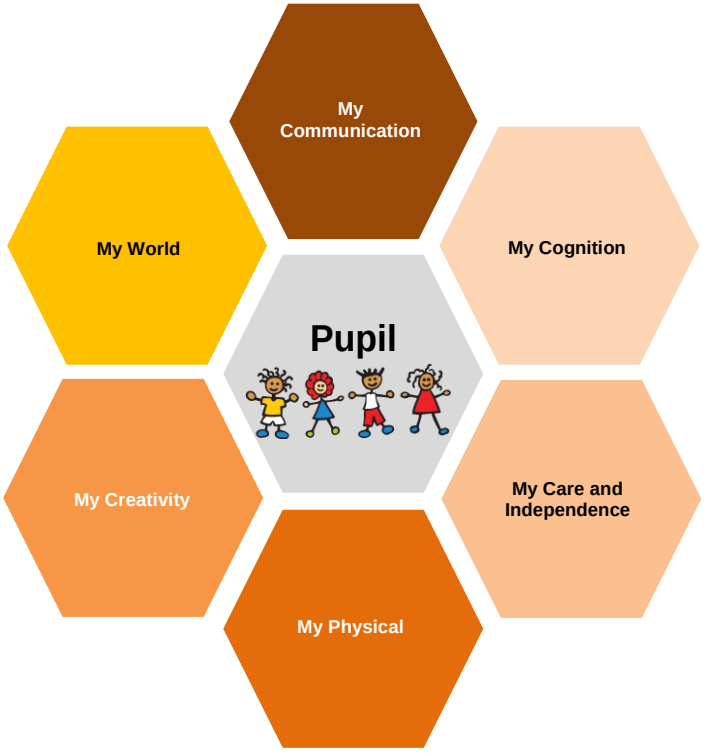


Subjects within pathway 1 aim to support the development of the individual and provide them with the communication, thinking, physical and independence skills as well as the wider experiences of school, the community and the world. The combinations of these will allow pupils to be as successful as possible in later life and achieve the aspirations of themselves, parents and carers and wider professionals. These subjects are fundamentally geared towards preparing individuals for adulthood, underpinned by students individual learning outcomes as per their EHCP.

The following table provides a rational and example of activities and outcomes pupils may experience as part of each curriculum area. This not an exhaustive list and aims to provide a ‘flavour’ of each subject area.

Phonics and Early Reading	• Experience a range of literature, presented in different ways. • Mimic, copy and turn take with an adult using a book as a stimuli. • Explore rhythm, rhyme and predictable patterns in words. • Develop expressive and receptive understanding through story time. • Anticipate what might happen next in a book. • Share an experience of reading with an adult. • Value and nurture books. • Recognise and match familiar sounds e.g. dog barking to dog. • Explore and begin to recognise simple graphemes.

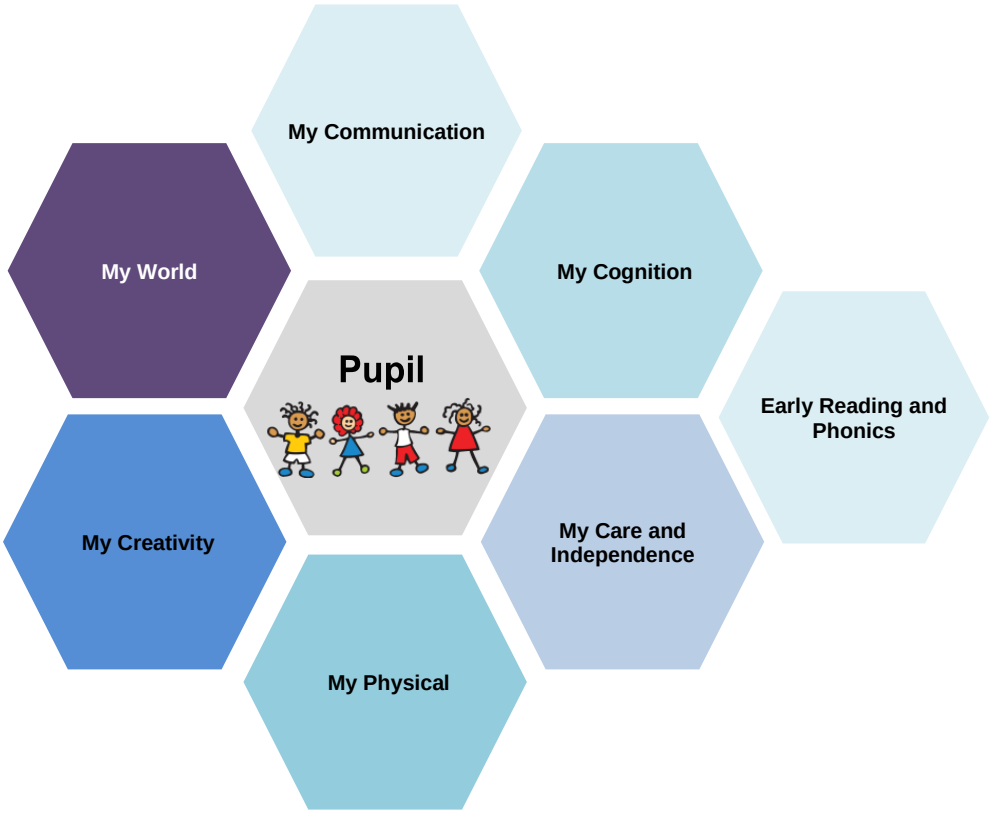
My Communication	• Opportunities to develop early communication skills, speech and language therapy targets (incl. eating & drinking), • Share experiences with familiar and unfamiliar people. • Early choice making, using objects of reference, photos and symbols, using technology and communication aids. • Identifying and using a communication approach that is safe, sustainable and appropriate for that individual.
My Cognition	• Provoke learning and curiosity through engaging activities. • Develop thinking and linked action skills based on cause and effect experiences. • Recognise and solve simple problems. • Attempt to use familiar problem solving approaches to new challenges.
My Care and Independence	• Responding to peers, new people and new locations. • Making choices and developing self-advocacy through an appropriate developed method. • Toileting and hygiene routines, physical skills including physiotherapy and hydrotherapy. Learning new movements and moving body parts. • Develop vestibular and proprioceptive awareness. • Exploring and tasting foods. • Staying safe, know who can help me (at home, in school and in the community). • Responding appropriately to stimuli. • RSHE / RSE • Accessing transport and different locations in their community.
My Creativity	• My creativity includes the strands of visual, auditory, movement, performance & tactile explorations. • Much of my creativity at this level is exploring and interacting with the materials, tools, objects and stimuli. • Also making choices about likes and dislikes
My Physical	• Using senses and exploratory play. • Engaging in new environments and leisure activities. • Making eye contact, sharing activities & responding to name. • Observe and practise patterns in movement. • Learn to take risks – what can I do safely? • Explore own body and senses • Develop kinaesthetic senses • Developing likes and dislikes. • Experiencing own and others culture through dance and exploration.
My World	• Experience interaction with others inside and outside of school. • Learn about social interactions • Practice and develop social communication. • Through RE – experience religious stories, traditions and celebrations. Recognise

	that people can belong to different groups and families. • Visit new environments inside and outside of school. • Develop an awareness of time and routine. • Learn how others and places help them. • Show an awareness of sensory stimuli, experience changes, learn different methods of exploration. • Show preferences and experience changes. • Pupils also look at experiencing the natural world.

Pathway 2

Pathway 2 provides a more traditionally structured approach to learning. It is comprised of a mixture of adult and child led learning oppurtunities with pupils developing a range of social, emotional, independence, physical and cognitive skills. It gives teachers the opportunity to support pupil's strengths and fill the gaps in their knowledge and understanding, whilst using the best approach to their learning style.

Below the diagram shows the full range of subject options available to teachers when deciding on the best approach for each pupil.



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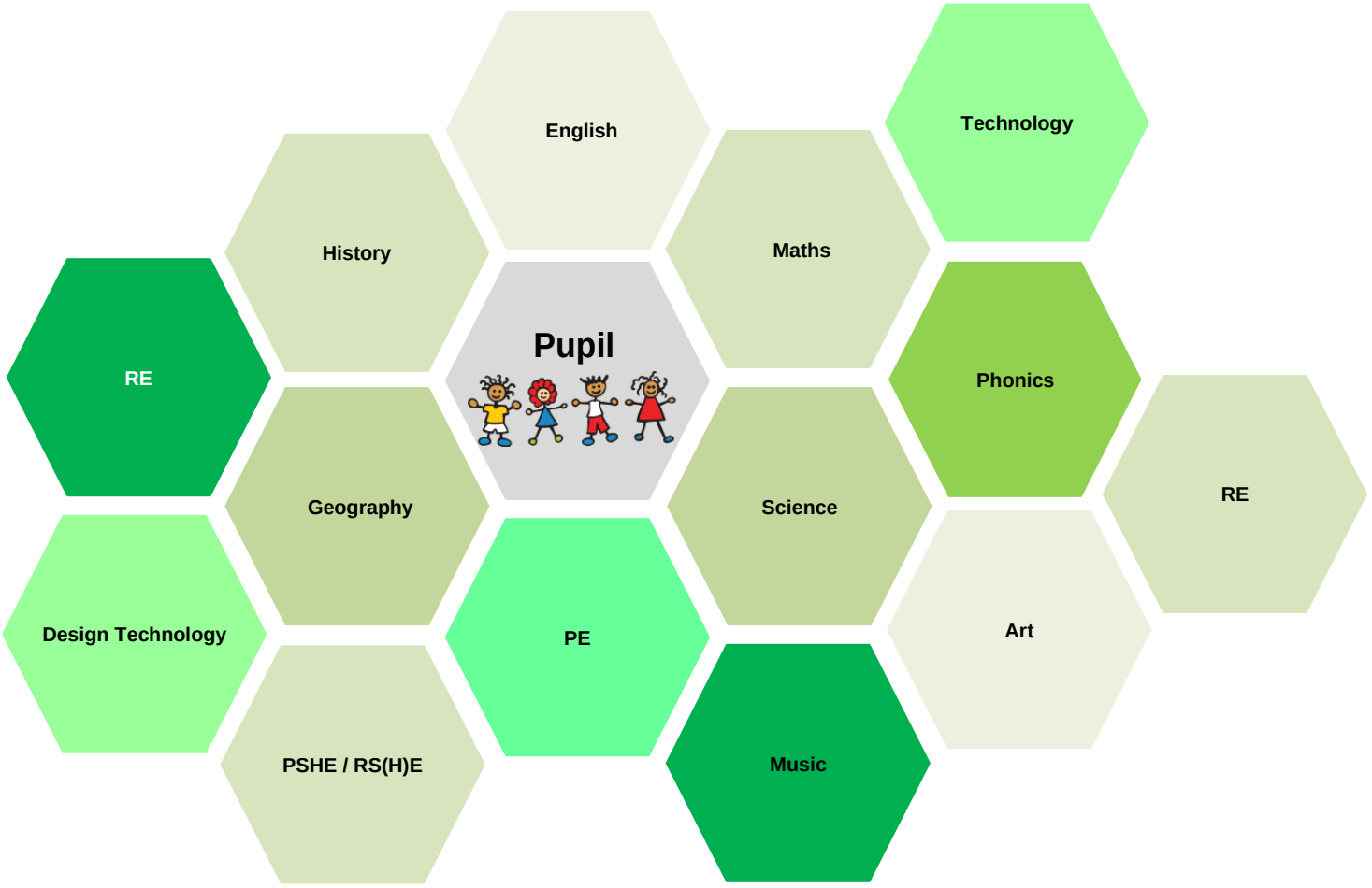
The following table provides a rational and example of activities and outcomes pupils may experience as part of each curriculum area. This not an exhaustive list and aims to provide a 'flavour' of each subject area.

Early Reading and Phonics	• Experience a range of literature, presented in different ways. • Share in story telling with adults and peers. • Enjoy word play – including rhyme, puns and silly words. • Develop expressive and receptive understanding through story time. • Predict what might happen next in a book. • Literal and inferred comprehension. • Value and nurture books. • Begin to read Set 1 – 3 phonemes. Decode and read with oral blending. • Access RWI Phonics lessons.
My Communication	• Opportunities to develop early communication skills, speech and language therapy targets (incl. eating & drinking), • Share experiences with familiar and unfamiliar people. • Develop choice making, using objects of reference, photos and symbols, using technology and communication aids. • Developing relationships by initiating play and interactions. • Building on speech & language therapy targets. • Develop early writing skills. • Experience a range of literature that develops in complexity in terms of structure and concepts over time. • Orally and physically compose sentences and short narratives. • Develop an awareness of language and word types. • Responds/use the key phrases to support communication.
My Cognition	• Develop understanding of number – object permanence, representing numbers, more and less, playing with numbers and counting. • Develop understanding of time/sequencing events. • Seek help to tackle problems. • Problem solve using known strategies. • Sometimes try new strategies to solve problems. • Develop understanding of measures • Handle and identify uses of money.
My Care and Independence	• Toileting and hygiene routines • Physical skills including physiotherapy and hydrotherapy. Using and extending movements. • Staying safe, road safety and danger signs. • Knowing my way around my immediate environment and people that help us • Travelling and accessing different types of transport. • Accessing community locations and venues. • Knowing my worth and how I impact the world and those around me.

	• RSHE and RSE – Keeping myself and others safe. • Citizenship and taking a role.
My Creativity	• Explore and become familiar with visual, auditory, movement and tactile performances. • Contribute to group performances. • Develop fine motor skills. • Explore with different materials, objects, instruments and tools. • Mng decisions about what to produces and the most appropriate items to use. • creativity includes the strands of visual, auditory, movement, performance & tactile experiences. • Much of my creativity at this level is making choices and using the materials, tools, objects and stimuli.
My Physical	• Initiate and experience play with peers and adults. • Learn rules related to games and activities. • Engaging in new environments and leisure activities. • Experience and engage with competition. • Making eye contact, sharing activities & responding to name. • Make deliberate movements in dance and sports activities. • Learn to take risks – what can I do safely? • Explore own body and senses • Experience winning and losing. • Teamwork and collaboration
My World	• Explore and experience change, history and the passage of time. • Learn about key events and people. • Explore places – in the community and further away. • Know that pla • ces can be different with different weather and fauna and lives. • Recognizes features of their lives that are similar/different to others. • The Seasons, the weather and change • The Life Cycles of Plants and Animals • Through RE – experience religious stories, traditions and celebrations. Recognise that people can belong to different groups and families.

Pathway 3

Pathway 3 consists of a structured teacher-led, didactic approach to teaching and learning. Pupils will develop both their academic knowledge and understanding along with life skills and personal, emotional and relationship education. Many of our pupils working in pathway 3 have experienced learning in mainstream settings and in some cases may transition back to a mainstream setting. These pupils are most likely to engage and integrate independently within society and their local communities, whilst this is worthy of recognition and celebration it also leads to potential increased vulnerability due to a young persons needs and their social, personal and cognitive difficulties. At Severndale we have adapted many of subjects and topics to reflect the needs of our pupils, whilst ensuring challenge and progress.



Activities for learning are organised into subject specific areas which are broken down further into strands.

As with other pathways, these areas of learning are guided by a thematic approach and underpinned by students individual learning outcomes as per their EHCP. Outcomes are closely aligned to those in the national curriculum, although there will likely be some disconnect between the chronological age of the pupil and the age-related outcomes of which they are working towards.

The following table provides a rational and example of activities and outcomes pupils may experience as part of each curriculum area. This not an exhaustive narrative and aims to provide a ‘flavour’ of each subject area.

Phonics / English	Pupils are taught structured synthetic phonics through the Read, Write, Inc. scheme (RWI). Pupils in pathway 3 have 30minutes of phonics everyday delivered by a class teacher or teaching assistant. They will develop their reading, spelling and comprehension as part of the scheme. Pupils will progress through the scheme and be assessed termly, with gaps in their knowledge identified as target areas. Pupils have access to the entire RWI library at school as well as additional ditty and activity books that are matched to the pupils levels and worked through systematically, whilst monitored by the class teacher. Pupils in pathway 3 phase begin to work towards English National Curriculum expectations in Year 3. The English curriculum is progressive and provides appropriate challenge, whilst allowing students to move through the outcome expectations at a pace that is appropriate to them. Topics are linked to appropriate literature and mapped to coincide with the National Curriculum.
Maths	In Maths, students will again work towards National Curriculum expectations beginning in year 3. Severndale uses the White Rose Maths curriculum, to support the planning and resourcing of Maths. Teachers will adapt the maths planning and resources depending on the outcomes that pupils are working towards. Topics are mapped out each year ensuring appropriate coverage and a repetitive cycle that allows pupils to embed, generalise and revisit topics.
Science	Science allows students to develop curious minds, become active problem solvers and develop a greater understanding of the world around them. These transferrable skills and knowledge are pertinent for students in later life. Science is taught in practical exciting scenarios that prompts students to question and discuss their experiences and thoughts. Students begin by working towards Year 1 outcomes of the National Curriculum and progress at a pace that is appropriate to them through National Curriculum outcomes. Like Maths planning and resources are provided by White Rose and have been adapted and mapped across Key Stages 1-3. The skills and topics taught are progressive from Year 1 – Year 9.
PSHE and RSE	PSHE and RSE lessons aim to develop students understanding of themselves, their communities and their role within their communities. PSHE and RSE lessons link heavily to students EHCP outcomes and so lessons are informed by both; half-termly topics and student EHCP outcomes. Developing appropriate and meaningful relationships is crucial for supporting our students as they learn to engage and take meaning from their interactions with others. PSHE and RSE support students abilities to develop safe relationships and move beyond school with the ability to engage appropriately and safely with others. RSE and PSHE outcomes are informed by the PSHE association SEND framework and students individual EHCP outcomes.
Humanities	The humanities subjects consist of History and Geography. R.E is taught separately on a weekly basis ensuring that the statutory requirement of between 50 minutes and one hour a week are met (depending on age of young person). History and Geography are taught across key stages 2 - 4 with subjects rotating half termly. The subjects are taught through a topic focus which aim to widen students cultural awareness, knowledge of the world

	and knowledge of themselves and others. Students work towards outcomes informed by the National Curriculum in Geography and History. R.E is taught through an explorative question based approach. E.g. Why do Christians celebrate Easter? Students are presented questions and then explore a range of physical, visual and taught content to understand and answer these questions. The R.E curriculum is informed by SACRE (Shropshire Agreed Syllabus for Religious Education). The curriculum aims to develop student's knowledge and understanding of religious experiences, insights, beliefs and practices.
Technology	Food Technology, Design Technology and ICT are taught with practical and life skill elements central to the lessons. These lessons are rotated on a termly basis to enable all students to access the valuable resources that bring these lessons to life e.g. Cookery Rooms and ICT/DT resources. These lessons aim to raise students understanding of safety and managing risk as they become more independent. They also provide students with knowledge of how they can care for themselves when they are older and how adaptive technology can support them in their everyday lives
PE	Physical Education (PE) supports the development of key gross and fine motor skills and is taught through key PE concepts e.g. invasion games, hitting and striking and expressive movement. These concepts are attributed to a wide variety of sports and so students develop an interest and experience of different sports. PE also provides a unique opportunity for students to develop and apply communication and emotional regulation skills as they interact, work together and compete with their peers.
Art/Music	Art and Music outcomes are based on the National Curriculum and students begin to work towards these outcomes from Year 3. At Severndale we use Kappow to provide planning and resources which are adapted and mapped out over Key Stages 2-3. The creative elements of these subjects provide a fun and stimulating vehicle to explore a range of art forms, mediums, tools and future hobbies and interests.
Outdoor Learning	Forest School provides unique experiences for students in a setting that is forever providing different stimuli and learning opportunities. Students will access Forest School sessions from Foundation – Key Stage 2s, and within these sessions they will draw upon elements from their learning in different subjects and apply these in new scenarios. This supports the development of transferable skills and the securing of skills and knowledge learnt in the classroom. The Duke of Edinburgh Award is a nationally recognised award that requires students to display development in a given skill, take part in a physical activity and contribute an amount of time volunteering. This culminates in an expedition where students have the chance to utilise a range of learnt skills. Duke of Edinburgh supports the development of confidence and resilience amongst other skills and is awarded at a Bronze level in key Stage 4.

9. Key Stage 5

The KS5 curriculum provides an individualised programme of study for Post 16 students. Those students who are working towards Pathway 1 (Community Engagement) and Pathway 2 (Towards Independence) outcomes will learn at our Monkmoor Campus, those students working towards Pathway 3 (Towards Employment) outcomes will learn at our Futures Campus.

The KS5 curriculum is based on developing the skills that students will need to further their independence within the

local community and to prepare them for life after school. This could be by preparing them for the transition to adult day opportunities, volunteering placements, post 19 education providers or supported internships.

Students will have the opportunity to participate in a range of activities building up a portfolio of evidence to support accredited learning at a level to suit their learning needs and ability. Courses will be accredited by Open Awards and ASDAN and will include modules to support achievement of awards, certificates and diplomas in Life Skills Challenges, Personal Progress, Skills for Further Learning and Employment and other areas of vocational learning, including Hospitality, Horticulture, Enterprise and Creative Arts. These experiences mean that students can make informed decisions about their future and have successful transitions to their next steps providers.
Curriculum content is delivered, where appropriate, through community and school based activities maximising engagement and ensuring meaningful and relevant learning experiences. During the Sixth Form programme of study students have the opportunity to visits both education and social care Post 19 settings. We also work closely with Adult Social Care to ensure that the 16-19 age students have access to the most appropriate support.
Travel training will also be a focus as this develops the student's independence and ability to access the wider community. The students will therefore have the opportunity to develop skills within this area and work closely with experienced staff to develop individualised programmes that allow for students to consider how they would like to use public transport and how this would benefit them.

All students will participate in work experience and/or volunteering placements during the academic year. The placements will be individualised to ensure the engagement and interest of the students and to ensure that they gain a positive experience.

Each student in KS5 will have a personalised programme of study, and this could include:

- Careers information, advice and guidance
- Meaningful external volunteering or work placements
- Individual travel training programme
- Team working
- Problem solving
- Increasing knowledge and skills within a practical vocational learning environment
- Functional Maths, and English skills with accreditation where appropriate
- Vocational tasters to develop employability skills in practical and realistic work environments
- Personal and social development
- Independent living skills
- Being an active member of the local community
- Activities that promote health and well-being
- Learning strategies to regulate emotional well-being and behaviour (positive and proactive support)
- Opportunities to develop social communication skills

Futures Curriculum has an Enterprise approach. This provides students with the ability to recognise commercial opportunities, boost their self-esteem, improve knowledge and skills, whilst also allowing for the development of their communication, and problem solving. As part of their programme of study students will participate in creative workshops and will learn a range of skills to research, design and make items and products that will be sold to the public. Students

will also learn to follow instructions, Health & safety rules and procedures, and incorporated into this will be Functional English and Maths.

Students will have opportunity to access taster sessions within a range of vocational subjects at Shrewsbury College. Sessions currently on offer include: Hair and Beauty, Hospitality and Catering, Painting and Decorating, Performing Arts and Motor Vehicle The purpose of these sessions is to provide the students a learning experience within a different environment and for them to explore a range of vocational options in pathways of study that may be of interest to them. Whilst English and Maths will be embedded within the curriculum, these subjects, where appropriate will also taught discreetly, and to small groups, that are set based on ability. The students will follow Entry Level, and Level 1 Functional Skills in English and Math's. For those students whom it is appropriate they will be entered for Entry Level accreditations.

10. Assessment and Reporting

At Severndale, we use daily reflective formative assessments to inform our curriculum and shape our students learning, which in turn impacts how we assess and capture profoundly personalised progress for all of our students. It is a never-ending cycle of review, reflection and implementation. The achievements that our students make are celebrated at whichever age, stage or pathway they are currently working at. It is recognised that all adults are able to contribute to the formative assessments of students and will share this with colleagues to ensure a shared and informed understanding of each child's progress.

In the Foundation Stage and Pathways 1 and 2, observations are completed:

- to note and reflect progress in a particular area made by a young person,
- identify and record a change in learning behaviour (e.g. displaying new tactile defensive behaviour),
- identify and note new interests and/or dislikes and;
- to celebrate an achievement or significant learning.

Time within the classroom working with pupils is precious and observations should be meaningful, shared and practical to complete. For this reason, there is no requirement for the number of observations that should be completed. Observations are completed to understand what a child knows, understands and can do. At the end of every half term, a learning journey is completed by all staff within the classroom and makes use of recorded observations. It allows a narrative of a young person's learning and experiences to be recorded, with clear next steps identified and can be shared with parents/carers and wider professionals to inform and celebrate the progress and achievements being made.

In Pathway 3, formative assessments are completed through discussion of pupil work with each individual pupil, each lesson. Feedback is given either verbally or written depending on the ability of the young person and this is recorded within the young persons work. Feedback to the young person will identify '*what went well'* and '*even better if'.* This language is both positive and encouraging further development.

We ensure the robust nature of our assessments through a systematic approach to both internal and external moderation of teacher-based judgments.

10.1 EHCP Outcomes - The Golden Thread of Learning

When the curriculum is appropriate and meets students' needs, student progress should be clear and quantifiably measurable. Equally when assessment, or the questions about progress that we ask, is appropriate, then meaningful progress is easy to evidence. We therefore use the most personalised questions for our assessments, those posed in a student's Education, Health and Care Plans (EHCPs) in the form of their long-term outcomes. We work closely with families to ensure the outcomes are challenging, meaningful and shaped to give our students the best possible experience of school. We can therefore assess a student's progress over time against their achievement towards these EHCP outcomes. We gauge the quality of a student's progress against their prior progress (ipsative assessment) rather than comparing them against a linear scale and the progress of a cohort (normative assessment) which doesn't equate to profoundly personalised progression outcomes.

Because EHCP outcomes are at the heart of everything we do at Severndale, we have put them front and centre in our assessment framework. We use progress against their long-term outcomes as a measure for meaningful progress overtime. Long term outcomes are broken down into steps to achieve which are aimed to be achievable in a shorter period of time, building skills through a graduated approach and embedding learning to achieve the long term outcomes.

10. 2 Summative Assessment Matrix

The following table identifies the summative assessment methods deployed within each key stage and each pathway. Summative assessments are completed every term and identify the personal and academic achievements and progress of each child. Severndale uses SOLAR - https://severndale.solarforschools.org.uk/ to record pupils progress linked to the Severndale Steps. The Severndale Steps are outcomes that have been created by Severndale Academy. At different points, the Severndale Steps has links to wider assessment frameworks / curriculums (Birth to Five Matters (Bristol Adapted), National Curriculum, Read, Write, Inc. Scheme, Duke of Edinburgh Award and various accreditations).

We value ipsative progress at Severndale, recognising each pupil as an individual, we therefore do not set targets linked to progress. Progress is viewed as unique to an individual. Assessment data is used however to identify areas of strength in regards to curriculum delivery and pupil learning and to identify areas for development within the curriculum. This informs actions plans for middle leaders within school to ensure continued curriculum development.

Assessment Matrix

<table>
<tr><th>Key Stage</th><th>Sensory Hub</th><th colspan="2">Pathway 1</th><th>Pathway 2</th><th>Pathway 3</th></tr>
<tr><td>Foundation Stage</td><td rowspan="7">Routes for Learning (SOLAR)</td><td colspan="4">Birth to 5 Matters (SOLAR)</td></tr>
<tr><td>Key Stage 2</td><td colspan="2">Severndale Steps – Pathway 1 (SOLAR)</td><td colspan="2">Severndale Steps p Pathways 2 and 3 (SOLAR)</td></tr>
<tr><td>Key Stage 3</td><td colspan="2">Severndale Steps – Pathway 1 (SOLAR)</td><td colspan="2">Severndale Steps Pathways 2 and 3 (SOLAR)</td></tr>
<tr><td>Key Stage 4</td><td colspan="2">Severndale Steps – Pathway 1 (SOLAR)</td><td>Severndale Steps Pathways 2 and 3 (SOLAR)
Entry Levels (where appropriate)</td><td>Severndale Steps Pathways 2 and 3 (SOLAR)
Entry Levels
GCSEs (Where appropriate)</td></tr>
<tr><td>Key Stage 5</td><td colspan="2">ASDAN Pre-Entry Life Skills Challenges
Open Awards Entry Levels</td><td>ASDAN Entry Level 1 Personal Progress
Open Awards Entry Level and Level 1</td><td>Open Awards Entry Level and Level 1</td></tr>
<tr><td>Post 19</td><td>Open Awards Entry Levels</td><td>Open Awards Entry Level and Level 1</td><td colspan="2">Open Awards Entry Level and Level 1</td></tr>
</table>

11. Personal Development (Inc. SMSC)

Personal Development at Severndale is embedded throughout our Curriculum in each Key Stage and Pathway. Personal Development encompasses personal targets and outcomes set in individual Education, Health and Care Plans (EHCP's) meaning that areas of progress and development are personal to each individual.

Spiritual, moral, social and cultural development is embedded through the classroom and extra-curricular opportunities. The points below illustrate how the different values of SMSC are facilitated across the school week.

SPIRITUAL DEVELOPMENT IN SEVERNDALE ACADEMY

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- Encouraging children to explore and develop what animates themselves and others;
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- Supporting pupils (where appropriate) to recognise who they are, what challenges they face, what provision helps them and the role others play in helping them become their best selves;
- Developing an ethos within which all children can grow and flourish, respect others and be respected;
- Accommodating difference and respecting the integrity of individuals.

MORAL DEVELOPMENT IN SEVERNDALE ACADEMY

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- Promoting racial, religious and other forms of equality;
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- Developing an open and safe learning environment in which children can express their views and practise moral decision-making;
- Rewarding expressions of moral insights and good behaviour;
- Highlighting breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school;
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, children' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;

- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- Encouraging children to take responsibility for their actions- for example, respect for property, care of the environment and developing codes of behaviour;
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc.

SOCIAL DEVELOPMENT IN SEVERNDALE ACADEMY

- Fostering a sense of community, with common, inclusive values;
- Promoting racial, religious and other forms of equality;
- Encouraging children to work co-operatively;
- Encouraging children to recognise and respect social differences and similarities;
- Providing positive collective experiences – for example, through assemblies, team activities, residential experiences, school productions;
- Helping children to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect;
- Helping children to resolve tensions between their own aspirations and those of the group or wider society;
- Providing a conceptual and linguistic framework within which to understand and debate social issues;
- Providing opportunities for engaging in the democratic process and participating in community life e.g. school council where possible;
- Providing opportunities for children to exercise leadership and responsibility;
- Providing positive and effective links with the world of work and the wider community.

CULTURAL DEVELOPMENT IN SEVERNDALE ACADEMY

- Providing opportunities for children to explore their own cultural assumptions and values;
- Extending children's knowledge and use of cultural imagery and language;
- Recognising and nurturing particular gifts and talents;
- Providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance;
- Developing partnerships with outside agencies and individuals to extend children' cultural awareness.

The table outlines examples of the different values within the Severndale pathway.

	Spiritual	**Moral**	**Social**	**Cultural**
Assemblies	Developing a sense of self through celebration of good work and of birthdays. Expressing feelings through singing and praising others. Enriching personal experiences by rehearsing and presenting an assembly to the school.	How behaviour affects others e.g. (Anti Bullying week). Celebration of good behaviours throughout the week. Praising and recognising the successes of others.	Attending assemblies: Participating in a variety of social settings developing the ability to cooperate well with others (inc. assemblies). Taking part in assemblies that are presented by outside agencies i.e. emergency service providers). Engaging in assmeblies which celebrate special days and events (National Story Telling week, Children in Need etc)	Celebrations of festivals and national holidays from differing religions and cultures (including Diwali; Easter; Christmas; Eid).
Charity Work/Fund Raising	During these activities the pupils are encouraged to use their imagination, creativity and self-expression through activities such as dressing up, baking, making, singing.	Severndale Academy, each year, encourages pupils to consider others needs and gives them opportunity to make a contribution to the lives of others by engaging in fund raising efforts including for example raising money for Children In Need, Save the Children and Comic Relief.	Developing wider social skills by attending events outside of school hours with family members/friends such as the FOS Summer fayre and Christmas fête. Experiencing wider social settings with different accepted behavioural norms.	The opportunity to prepare, participate in and/or attend and respond to different cultural activities within their local community.
Sporting Events	Developing a growing sense of self through interacting with others. Exploring their strengths and weaknesses. Celebrating successes and understanding	Opportunity to develop a sense of 'fair play' and 'good sportsmanship' whilst developing their ability to recognise the differences between 'right' and 'wrong'.	Opportunities to practice and develop their repertoire of appropriate social behaviours in a wider setting.	Developing a willingness and the confidence to participate and compete in a variety of cultural activities with others from differing cultural and social-economic backgrounds.

Theme Days and Unique Occasions	Learning about festivals through class based learning experiences, shared workshops and assemblies. For example: Diwali Harvest Festival Advent	Understanding and acceptance of others. Recognising 'right and wrong' in other cultures and beliefs. Identifying a universal 'good' and the importance this has on the world. For example: Anti-Bullying Week National Recycling Week Remembrance Day	Sharing fun, unique and novel celebrations, events and days with peers. Sharing new experiences and meeting new people both inside and outside of school. For example: Road Safety Week Children's Mental Health Week National Storytelling Week World Book Day	Reflecting on and celebrating special days, weeks and months through learning experiences, workshops and assemblies. For example: Chinese New Year Black History Month

CULTURAL CAPITAL IN SEVERNDALE ACADEMY

At Severndale, our curriculum and wider learning opportunities offer our pupils, support for life in modern Britain, by providing 'cultural capital' that celebrates different cultures and reflects not only the cultures within our school community, but those in our wider communities too.

Examples of how our curriculum and wider curriculum offer promotes Cultural Capital:

Within our Curriculum	Our wider curriculum offer	Educational Visits and Residential opportunities
Forest School An Art curriculum which encourages creativity and exploration. A Music curriculum which enables access and exploration on the creative world of other cultures, religions and races. Weekly Assemblies Themed days and weeks following our PD Calendar of events	Dance club Gardening club Regular visits by a sensory musical storyteller, Sally Tong. Music Therapy Sports Day Disco's Parent events Duke of Edinburgh Swimming Charity focus days	Attingham Park and other National Trust properties Local supermarkets Local cafe's Soft Play Local community walks Theatre visits Local historical sites

12. Preparing for Adulthood

All students at Severndale will work towards the 4 Preparing for Adulthood Comes of ; Good Health, Friendships, Relationships and community, Independent Living and Employment. These outcomes are in place to:

- Prepare students for the transition to life beyond Severndale (social care, higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences, including encounters with employers and experiences of the work place
- Develop transferable employability skills and personal characteristics e.g. social skills, communication, innovation, resilience and leadership
- Support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations
- Support students to confidently take part in a range of opportunities that are new to them
- Support students' mental health and wellbeing by experiencing/taking part in a range of job roles they enjoy

One of the most important aspects of Preparing for Adulthood is developing and preparing students for what is to come with the transition from school to the adult world. Severndale provides a range of opportunities to support students developing knowledge of themselves and their strengths as well as their needs and role in the community. The Academy also provides students with opportunities to enable them to cope with change, become problem solvers, decision makers and risk takers, promote self-image, an awareness and knowledge of the world of work and their own work potential, opportunities to practice and prepare for the adult world, all with an emphasis on communication skills.

The table below sets out the Preparing for Adulthood outcomes that are specific to each Pathway and Key Stage.

Key Stage 5 Outcomes		
Community Engagement- Pathway 1 Outcomes	**Towards Independence- Pathway 2 Outcomes**	**Towards Employment- Pathway 3 Outcomes**
When I leave Severndale I will be able to: Recognise how to communicate if I don't feel well Recognise how to communicate my thoughts and feelings positively Recognise how communicate if I don't feel safe in my home and in my local community Engage in using transport to access the local community Communicate how I would like to spend my days and which social care setting I would like to go to Engage in paying for goods and services in the local community	**When I leave Severndale I will be able to:** Have some understanding of my own health and how to manage sexual relationships Recognise how to manage my own emotions and know how to build positive relationships Access the local community and/or a volunteering placement by using public transport, and will do so with some support Identify how keep myself safe in the home and in the local community Access some services in the local community that will allow me to use my own money Access and engage in a volunteering placement	**When I leave Severndale I will be able to:** Manage my own health and sexual relationships Regulate my own emotions and be able to build positive relationships Access the local community, a post 19 education provider and/or a work place by using public transport Keep myself safe in the home and in the local community Manage aspects of my own money and finances Access and engage in an employment opportunity
Key Stage 4 Outcomes		
Community Engagement- Pathway 1 Outcomes	**Towards Independence- Pathway 2 Outcomes**	**Towards Employment- Pathway 3 Outcomes**
When I leave Key Stage 4 I will be able to: Recognise how to communicate if I don't feel well appropriately Recognise how to communicate how I am feeling appropriately Recognise how communicate if I don't feel safe in my home and in my local community Take part in supported short community visits with my classmates. Communicate activities I like to do in my free time. Experience social interactions within everyday community visits e.g. buying goods, saying hello and thank you, queuing.	**When I leave Key Stage 4 I will be able to:** Identify somethings that I do that are healthy or unhealthy. Identify and recognise different types of relationships. Know what behaviours I might see in different relationships. Communicate when I need help with my feelings to an appropriate adult—accepting their help. Access the local community with some independence e.g. planning a route. Leading the way. Identifying when it is safe to do different activities e.g. crossing a road. Take part in some jobs at home independently. Have experiences of using money to purchase everyday items.	**When I leave Key Stage 4 I will be able to:** Be aware of what healthy looks like for me and the different types of relationships Regulate my own emotions, seeking help where needed and be able to build positive and appropriate relationships Access the local community on school visits, showing an awareness of how to keep myself safe. Keep myself safe in the home and in the local community with some adult support. Aware of where money comes from and what I can do with my money. Begin to explain what I might want to do when I leave school.

Key Stage 3 Outcomes		
Community Engagement- Pathway 1 Outcomes	**Towards Independence- Pathway 2 Outcomes**	**Towards Employment- Pathway 3 Outcomes**
When I leave KS3 I will be able to: To recognise how to communicate appropriately if I don't feel well to a familiar adult To have strategies to communicate my thoughts and feelings positively with a familiar adult To be able to access the community with a familiar adult To access transport with a familiar adult To engage in a familiar routine at home and within school To engage in paying for goods in the community with a familiar adult	**When I leave KS3 I will be able to:** Have some understanding of my own health and how to manage sexual awareness with support To use strategies to regulate my own emotions and engage in positive relationships with support To recognise strategies to keep myself safe, in the home at school and in the community withy support To access the local community with support To access some services within the local community that will allow me to use money with support Access a school volunteering role with support	**When I leave KS3 I will be able to:** Manage my own health with support and have an understanding of healthy relationships Beginning to take responsibility for my own emotions and be able to build positive relationships Begin to take responsibility for myself in a range of settings and access the community with support Be aware of ways to keep safe at home, at school and in the community Developing an understanding of the value of money and other contextual functional skills with increased confidence Access a volunteering role with support
KS2 Outcomes		
Community Engagement- Pathway 1 Outcomes	**Towards Independence- Pathway 2 Outcomes**	**Towards Employment- Pathway 3 Outcomes**
When I leave KS2 I will be able to: Be accepting of others when they are completing my personal care Begin to experience and explore different methods of self regulation and accept support to co-regulate Begin to experience a familiar safe space outside of school To anticipate next steps in a routine by transitioning to different areas of school. Explore and begin to identify ways of communicating my basic needs Demonstrate skills to develop independence for everyday life	**When I leave KS2 I will be able to:** Identify appropriate touch Identify how to keep myself safe in school Identify at least one strategy to help to regulate my emotions co-actively Show awareness of local community features Identify safe adults and people who help us Be aware of what money is Engage in classroom jobs (hoovering, tidying etc)	**When I leave KS2 I will be able to:** Manage my own personal care Recognise my own emotions Access the local community with support using school transport or walking Keep myself safe in school and know who to talk to if I need help Recognise that money is exchanged for goods Recognise that different people have different job roles in the community and engage in role play demonstrating this

Students in Foundation will work towards the Preparing for Adulthood outcomes through the Early Years Framework.

13 - Outdoor Learning

At Severndale we recognise the importance of outdoor learning on young pupils' wellbeing and learning. Outdoor learning may take different forms e.g. at break times and lunch, as part of the continuous provision in Early Years, Forest School in Foundation and Key Stage 2, or Duke of Edinburgh Award in Key Stage 4.

By ensuring outdoor learning is an integral part of the school offer, we consciously seek to transmit a positive attitude to the outdoors and enrich the pupils' understanding of the world around them. Active learning experiences outdoors are essential for young people. They give pupils opportunities to practice their developing skills, make them feel good and to explore their world. It is also important for children's physical, mental and emotional development. We believe that students should begin to take risks and face challenges outdoors.

To enable children to use the outdoor area as a context for learning throughout the year. We aim to provide a safe, stimulating outdoor environment, where space is used effectively to enable students to explore a broad and balanced pathway using a range of interesting resources suitable to their individual needs.

The outdoor area will be resourced and available for the children to access on a daily basis. Where appropriate students will be able to choose to use the outdoor area freely during free play. Students will need to have appropriate outdoor clothing for the weather in order to enable them to fully access the activities outside. This will include, but are not restricted to:

- Waterproof coat
- Footwear appropriate for playing out in
- Warm coat with hat, scarf & gloves
- Sun protection cream and a hat

14. Roles and responsibilities

14.1 The board of Governors

The Local Governing Body (LGB) will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum

- Where offering careers guidance is a condition of your funding agreement: Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

14.2 The Principal

- The Principal is responsible for ensuring that this policy is adhered to and Teaching and Learning is of the highest quality.

14.3 SLT/SMT

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs.

14.4 Teachers

Teacher will ensure that the school curriculum is implemented in accordance with this policy.

Teachers will set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Proper provision is in place for students in line with their EHCPs.
- More able pupils
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with English as an additional language (EAL)

Teachers will plan lessons so all students can study every Curriculum area, wherever possible, and ensure that there are no barriers to every pupil achieving. Lessons will be planned so that teaching opportunities help students to develop their communication, and to support students to take part in all subjects. Teachers will be aware of and adhere to Teaching Standards

14.5. Support Staff (Key Workers)

Support Staff will support learning through:

- Teaching individuals, small groups;
- Attending to personal needs of all pupils;
- Providing emotional support,
- Helping pupils use any equipment, including ICT (e.g. use of iPads/IWBs for phonics games)
- Establishing good relationships with pupils
- Responding to their learning/behavioral needs
- Encourage independence
- Challenging and extending thinking
- Promoting students' self-esteem
- Promoting inclusion
- Enabling individuals or groups of students to participate in learning tasks set by the teacher
- Enabling students to work towards individual targets and EHCP targets
- Selecting, preparing and maintaining learning equipment and resources
- Be with familiar with current attainment, next steps.
- Be familiar with and contribute to EHCP targets.

15. Organisation and planning

Key Stage Leaders will ensure:

- Long term overviews are in place for all areas of the curriculum in their Key Stage.
- Long term overviews are specific to the needs of all learners and adapted appropriately to match each Pathway.
- Ensure Teachers contribute to medium term planning that to meet the needs of students in their class
- Ensure planning promotes the love of learning and engaging experiences for all pupils.

16.Monitoring arrangements

At Severndale we continue to maintain a high standard of teaching to provide the best possible education for our pupils. We implement this in the following ways:

- Teacher observations
- Learning walks
- Frequent curriculum updates
- Continued CPD for all staff in all core subject areas
- Standardisation and moderation internally and where appropriate, externally.

17.Flexibility Within the Curriculum Framework

In line with the provision set out in EHCP's some students activities such as physical positioning and personal care routines are essential and often time-consuming parts of their programmes. It is therefore important to plan them as part of the educational day. There are opportunities for a wide range of learning outcomes to be built into these programmes, especially those connected with communication.

Other students may have specific needs which are different from the rest of their peer group and which mean a more flexible approach to curriculum planning is needed. The same principle of careful planning must apply to these individuals and the issues of breadth and balance must be continually addressed throughout their school life.

18. Links with other policies

This policy links to the following policies and procedures:

- Provider Access Policy
- Exams Policy