

### **Introduction**

Saxon Wood School is a day special school for pupils aged two to eleven. All pupils have a physical disability or complex medical need, and the majority have associated learning difficulties.

The school aims to:

- make a broad, balanced and relevant curriculum accessible to all its pupils
- provide the additional specialist help needed to enable its pupils to become as independent and confident as possible
- help pupils achieve more.

The school curriculum consists of all those activities designed by staff or encouraged within the school's organisational framework to promote the intellectual, spiritual, emotional, moral, cultural and physical development of pupils.

As the school caters for pupils with a wide range of physical and intellectual abilities, the curriculum must be flexible enough to ensure that each pupil has an optimal educational programme. Pupils' individual and special needs must be catered for, whilst maintaining breadth and balance.

### **The aims of the curriculum at Saxon Wood School are to help pupils to:**

- develop self confidence and self worth and the ability to take their full place in the wider community
- achieve maximum independence enabling them to have as much control over their lives as possible
- realise their communicative potential and thus be able to communicate effectively within school and beyond
- begin to come to terms with their disability and be aware of their own strengths and limitations

- acquire social skills; including an awareness of the needs of others, respect for their views and an understanding of when to compete and when to collaborate
- develop their creative skills and to appreciate culture and the arts
- develop social, moral, cultural and spiritual values and respect for other races, religions and cultures
- develop an understanding of and curiosity about the natural world and the environment, and man's effect on it

### **The Learning Environment**

The curriculum will be presented using a range of teaching strategies, e.g. multi sensory, kinesthetic, visual, aural, matched to the particular needs of the learners.

Pupils will have opportunities for active learning and be helped to learn how to learn. They will be helped to acquire sufficient first hand experience, giving a basis for increasing generalisation of knowledge and the development of abstract reasoning.

### **Equal Opportunities**

Pupils at Saxon Wood School will be valued irrespective of ability, race, cultural background, gender, age or achievement.

### **The Staff Team**

Many people are involved in delivering the curriculum; teachers, education support staff, medical staff and other adults from the wider community all have parts to play. Each child must experience a broad and balanced range of learning situations, matched to his or her specific needs. This can only be achieved through joint working and clear communication within and between departments. Examples of joint working include P.E. therapy groups and communication support work. Communication is facilitated by formal meetings such as class discussions (focusing on IEPs) and staff meetings, and informal consultations and discussions.

The school recognises that staff skills need to be continually updated. An active programme of continual professional development (CPD) is organised by the Staff Development Co-ordinator and staff are encouraged to take responsibility for their own CPD through Individual Performance Planning (IPP).

## **Planning the Curriculum**

(also see Curriculum Planning Procedures)

Curriculum managers (teachers with specific areas of responsibility) are responsible for ensuring that each area of the curriculum demonstrates progression between key stages, and has a suitable balance of activities (reflecting N.C. programmes of study if relevant).

Many aspects of the curriculum are planned in advance and documented. The curriculum map outlines the two year cycle for blocked work term by term. Medium term plans identify the parts of the National Curriculum Programmes of Study or other specific areas covered in each unit of blocked work. These plans contain key learning objectives and planned assessment opportunities. They also include information on how the planned activities can be differentiated to meet a range of learning needs. Teachers undertake short term planning on a weekly or daily basis as required using information gained from on-going assessment in collaboration with pupils as appropriate. Short term plans may indicate the resources required, pupil groupings and further differentiation.

Many other important aspects of the curriculum cannot be explicitly documented in this way. However they are equally important in developing appropriate attitudes towards learning and towards other people. They can be seen in the general ethos of the school and in the way pupils and staff value, respect and support each other.

## **Monitoring the Curriculum**

When a unit of work has been taught, information regarding pupil attainment and engagement with the planned work is passed to the Subject Manager. This information is used when teachers review the curriculum plans to check that they are still appropriate to the needs of the pupils.

## **Related Policies**

All other school policies should be understood in the light of the above aims.

This policy will be reviewed in 2020 as part of the 3 year rolling programme, or before if required.