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| **Person responsible for policy:** | Andrée Barnard |
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**INTENT**

*‘Our English Curriculum aims to develop every student’s ability to communicate for a variety of purposes, develop their ability and enjoyment in engaging with a range of texts and be able to use the written word to express themselves. Students are supported to transfer these skills to all aspects of their daily lives to ensure they succeed and reach their full potential both in their academic journey with us and beyond’.*

At Park Lane School pupils receive an adapted and multi-sensory version of the English National Curriculum, tailored to ensure it meets the varied needs of all learners. All aspects of the English Curriculum are accessible for all learners across school. The English Curriculum puts great emphasis on pupils developing skills which will be transferable to all aspects of their lives and support them to access all areas of our school’s curriculum as well as preparing them for adulthood as they move through the school.

Communication holds the greatest emphasis in our English curriculum, alongside nurturing a passion for reading and writing.

The English curriculum aims to develop pupils’

* ability to communicate as effectively as possible
* ability to make choices
* ability to have conversations, make requests and give opinions
* ability to build relationships
* auditory and visual perception skills
* creativity and imagination
* understanding that the written and spoken word carries meaning and wherever possible develop the ability to read texts fluently
* positive self-esteem
* understanding of different cultures
* fine motor skills and hand/eye co-ordination.

The English curriculum also aims to:

1. promote an enjoyment of a variety of texts, including fiction and non-fiction
2. develop effective access to, and use of, all appropriate forms of literacy and communication, including ICT (ICT in the sense of communication aids)
3. encourage reading for both pleasure and gaining information
4. use a variety of techniques to promote a desire to engage in, and respond to, all aspects of language and literacy.
5. ensure that pupils progress to their maximum potential in all areas of English

All these skills will support the pupils as they develop, grow, and prepare for adulthood.

**IMPLEMENTATION**

Preparation for adulthood is at the core of what we do and we recognise its importance for all our pupils at all ages. It is not something we should only think about at school transitions such as the end of each key stage or post-16 planning. Preparation for adulthood should be a continual process for the child and young person that happens at the end of each lesson, topic, unit of study and school day. As such, there is a focus throughout the English curriculum in developing and practising skills for life. Skills which will support all pupils in growing and moving into adulthood. For more information about preparing for adulthood at Park Lane School, see the Preparing for Adulthood tab on the website or the PfA delivery document. [Preparing for Adulthood - PLS.docx](https://parklane622.sharepoint.com/%3Aw%3A/s/StaffShared/Eaq2_N0UweJHmO7Jb_HU81QBTxnEg7mkBp4_Ozs42qOxXA?e=QcFZf7)

The National Curriculum is implemented in a meaningful way for all pupils in school. Due to the variety of learning difficulties the pupils have, they do not progress through the key stages in the same way that would be expected from their mainstream peers. Therefore, at Park Lane School the EYFS and Key Stage 1 classes all follow the Early Learning Goals and EYFS Curriculum, ensuring they have a long enough time to develop the range of skills required to access the National Curriculum.

Both Key Stage 2 classes follow the Key Stage 1 National Curriculum with Lower Key Stage Two following the Year One objectives and Upper Key Stage following Year 2’s.

Similarly the Key Stage 3 classes follow the Key Stage 2 National Curriculum over a 3 year rolling programme.

Whilst pupils follow the coverage outlined in the National Curriculum, staff are mindful that across school there are pupils who are working at the level of Early Years and some do not progress past this by the time they leave us at 19. Therefore teachers follow the National Curriculum coverage but lesson activities and outcomes are adapted to the level of the learners within each class.

For each English Focus (Reading, Writing and Spoken Language) there has been a ‘Progression of skills’ map created and pupils follow a personalised progression map. This allows teachers to see where each child has progressed to in each area and how they can build on prior learning. Opportunities are made throughout the curriculum to revisit, practise and wherever possible, generalise skills.

At Key Stage 4 pupils work toward an externally accredited ‘Towards Independence’ Award (run through the awarding body ASDAN), which covers Communication and Literacy skills. All pupils gain a certificate for this work and examples of topics covered are communication with peers and adults, communication in the wider world, reading signs and symbols in the wider world and writing for life skills. These support pupils in their preparation for transitioning to adulthood. Within the award there are sensory and progression levels and so all pupils can access the award, regardless of ability or learning need. In addition to this pupils work on Literacy targets in the morning workshop which address pupils’ personal learning goals for reading and writing.

In Key Stage 5 there is a focus on developing and using communication and English skills throughout all subjects. Great importance is placed on using English skills functionally and to support the students as they enter adulthood. Students take part in Key Skills workshop session each morning which give them time to work on practical aspects of English and there is also a weekly, ability streamed English session across the two classes.

Each week pupils take part in a Daily living Skills session which covers topics such as making lists, reading a shopping list, reading and recognising different words and symbols. Symbols and word recognition is embedded through most sessions that both Sixth Form classes take part in.

All Key Stage 5 students work on a national qualification and will have gained a diploma in Personal Progress by the time the leave Park Lane School. Some students will also gain a certificate in Personal and Social Development. Both qualifications are at entry level and are run through the awarding body, ASDAN.

Barnaby pupils, who cross all key stages, are pupils with the most profound learning difficulties and complex medical needs. They access aspects of English and Communication through appropriate sessions such as Sensology, Sensory Stories, massage stories and poems. Communication is practiced throughout every session using a variety of pupil specific approaches such as E-tran frames, gestures or body signing, specific to each student and where appropriate, pupils access our eye gaze system in 1:1 sessions too.

**Spoken Language, Communication and Listening**

Communication, speaking and listening are the skills which have the greatest emphasis in the delivery of the Curriculum at Park Lane School. Due to all pupils having substantial learning delay and a high proportion of our pupils being non-verbal or delayed communicators, the focus is on being able to get pupils ‘a voice’ and a consistent way to communicate, as well as allowing lots of time to focus on Speaking, Listening and Communication throughout the whole curriculum.

In recognition of the importance of the development of communication skills for all pupils, Park Lane School has its own internal Communication team. This consists of communication representatives in each class throughout school who are supported by a higher level teaching assistant who liaises with speech and language therapists and are overseen by the acting Deputy Head. Please refer to Communication File and Communication Lead, Emma Shaw for more information about this and how we work closely with external agencies to develop the best methods of communicating for all our pupils.

With support from the Communication team and Class team all pupils are offered opportunities to develop a method(s) of communication best suited to their individual needs.

Systems of communication currently in evidence at this school include: -

* A range of Assistive Technology and communication aids, including touch screens, iPads, portable communication aids and interactive screens/carpets.
* Spoken Language (enhanced by Speech and Language & music therapy support)
* Use of symbols (PECS, Communication books, Proloquo2go, PODD and TEACCH approaches)
* Sign Language – Signalong and individual sign gesture dictionaries
* Use of Objects of Reference

Communication and listening skills are key in the pupils’ preparation for adulthood and are practiced every day and throughout every lesson. Pupils are encouraged to communicate their wants and needs, make choices and to give opinions. Whilst Drama is not taught as standalone subject, its importance to pupils in expressing themselves in a variety of ways is recognised. The Creativity schemes of work have drama extension activities for those pupils who like to express themselves through the Arts.

To inspire pupils there is an annual visit from a theatre company who put on performances for the whole school and allow some pupils to join in. There is also an annual, whole-school Christmas performance where pupils perform with their peers to create a whole school Christmas show.

**Reading**

Every class supports pupils to access books, texts and written communication of varied genres, in an appropriate way. Texts are adapted to add in sensory elements and the use of sign and symbols to make them accessible to all. Books start off being read with sole purpose of enjoyment but through the progression of the curriculum pupils learn how reading and written text can be used for different purposes and for gaining information. These skills and understanding support the pupils throughout school as they grow, develop and prepare for adulthood.

Where appropriate, the narrative strategy is used to support pupils in developing comprehension skills, by giving them a structure to retell the stories they have engaged with or answer questions about different texts.

To ensure there is a progression of texts and classes do not repeat texts there is a text tracker reading list which outlines the books covered in each class. This list progresses in difficulty of text and covers the range of texts needed for each key stage being taught.

Pupils are assessed and placed on one of four reading pathways in order to develop their readings skills as far as they are able to. The pathways range from teaching pupils the prerequisite skills for reading at pathway one, through to learning to read through the Twinkl systematic, synthetic phonics scheme. There are also a small number of pupils who have developed their reading skills to a level where they are now free readers

For more information about the Park Lane Reading Pathways, please refer to the Reading and Phonics policy or contact the English lead, Andrée Barnard

**Writing**

Early mark making is encouraged in EYFS through a range of activities using hands and tools to create marks with different media. Additional fine motor and gross motor activities aim to further develop the pupils’ ability to grasp a writing implement and copy shapes and patterns. This continues to be encouraged throughout each key stage in hope that pupils progress onto being able to copy letter shapes and then use their phonics or word recognition knowledge to record their writing independently. From this point pupils are supported to structure their ideas and develop their independent writing skills, increasing their vocabulary and improve their spelling and grammar.

Where this is not possible for some pupils interventions are put in place to develop their fine motor skills as well as looking into other ways of recording ideas, for example using symbols, word processing and use of scribes.

**Documentation - Planning**

The documentation for planning learning objectives and units of work etc. for individual pupils, groups and whole classes is as follows: -

Long Term plans:

1. English Curriculum. Following either EYFS curriculum or National Curriculum.

2. Curriculum Maps/ Long Term planners

3. EHCP and Annual Review targets

Medium Term plans are documented within:

1. Termly Schemes of Work.

2. Teachers own class termly planning documents.

3. Additional objectives agreed with therapists and other professionals.

Short Term plans are documented within:

1. Teachers weekly forward planner.

2. Teachers own daily plans (if applicable).

All of these above planning tools are monitored and reviewed in line with the School PARRA Policy. (Planning, assessing, recording and reporting achievements)

**Resources**

In order to facilitate and support planning for, and assessing on-going frequently visited aspects of English, each class has a range of:

* computer hardware and software for subject access and delivery
* access to the Internet, for curriculum planning and delivery
* fiction and non-fiction books, including tactile books and sensory stories
* objects of reference
* symbols
* games etc. to support communication and literacy
* PECS symbols and/or photographs where appropriate

The school has a stock of:

* fiction and non-fiction texts in standard and big-book format, including sensory stories in ‘Story sacks’ and boxes
* a small collection of audio CDs and books
* reading scheme texts (in both standard and big-book format) and software, which are colour coded according to level of difficulty and are arranged in upper and lower school collections, in order to be ‘age appropriate’

Intensive interaction, TACPAC, Sensology, Attention Autism, Sensory room sessions, soft play room, sensory circuits, gross motor and fine motor activities and workshops are also used to help encourage literacy skills to develop.

**IMPACT**

By the time pupils leave Park Lane School at the age of 19, they have well-established, well-understood methods of communication. They also access texts in the most appropriate way for them, supporting their understanding of and preparation for adulthood. Pupils have as much understanding as possible about how text provides information for a variety of purposes. Wherever possible, pupils are able to produce text in a meaningful, appropriate way.

**Measuring Impact:**

Formative evidence of achievement is gathered by teachers in the following ways:

* Observation of pupils
* Discussion with pupils
* Annotation of work
* Evaluation of planning/ SOW
* Evaluation of pupils' progress meeting outcomes
* Recording against PLG and group objectives
* Meetings and dialogue with staff, therapists and parents
* Photographing and videoing (See current list of pupils not to be photographed or videoed.)

This information is recorded within the following documents and these inform future planning:

* Annotation of Schemes of Work (ongoing throughout the term and submitted termly)
* Evidence for Learning
* Annual Review Reports (annually)
* End of Key Stage reporting
* Foundation Stage Profiles
* Signalong accreditation

**Support and Monitoring**

* Staff regularly moderate evidence. All evidence is stored on the server in folders.This evidence can be used to help support teacher’s judgments against the Engagement Model and the Park Lane Lanes for summative assessment.
* The subject lead/teacher evaluates the usage and effectiveness of the termly Schemes of Work by evaluating and acting upon termly annotations.
* The subject lead plans to observe lessons and support staff, in line with school monitoring policy.
* Workbook scrutiny takes place termly.
* The subject lead maintains and orders equipment as necessary.
* The subject lead is available to support staff in any aspect of subject planning, resourcing and delivery.

**Parental Involvement**

Park Lane School recognises that parents are partners in fostering the communication process with their child and knows it is essential to establish partnership with parents; home being one of the most important contexts in the assessment and teaching of communication skills.

Fostering collaboration with parents will include:

1. home reading books and materials
2. celebrating achievement together and sharing on social media
3. suggesting appropriate software for home use
4. sharing expertise and information about preferred methods of communication
5. planning and assessment processes, including the Annual Review of the EHCP and the formulation of Personalised Learning Goals
6. parent workshops, e.g. Signalong
7. home/school diaries or regular emails
8. participation in school visits and celebrations
9. open evenings
10. parent support groups

**Cross-curricular links**

English, including communication through ICT (where appropriate), is intrinsic to all areas of the curriculum, and is embedded within all subject areas.

**Staff Development**

* The subject lead and communication team will seek to improve and refine policy and practice through the school’s ongoing CPD programme.
* The subject lead will seek to liaise with other professionals, such as speech and language therapists, English leads in other special schools etc. in order to promote best practice within the school.

**Governors**

The governors are apprised of current subject developments and initiatives through meetings, presentations by the subject lead, visits to classes by Governors and through the Head teacher’s termly Report to Governors. It is the responsibility of the subject lead to inform the Head Teacher of any amendments to this policy. It is acknowledged that it is important to continue to develop governors’ awareness and understanding of the school’s English policy and its implementation.

**Equal Opportunities / SMSC**

Staff at Park Lane strive to ensure that all pupils have access to a relevant curriculum that meets their individual needs whilst also providing breadth of experience and a balance of subjects, in order to achieve individual aims. English materials reflect the multi-cultural society in which we live. The contribution that all people make in our society, and in other cultures, is valued and this is reflected within the Schemes of Work as well as within our texts and equipment.

Please also refer to our Equal Opportunities policy.

Andrée Barnard

English Subject Lead