



CURRICULUM STATEMENT

Person responsible for policy:	Lorraine Warmer
Date approved:	September 2017
Review date:	September 2019

In accordance with the National Curriculum 2016, at Park Lane School we offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
Prepares the pupils for life in modern Britain and promotes British values.

At Park Lane School the curriculum comprises all the learning and other experiences that are planned for the pupils. The national curriculum forms one part of the school curriculum.

As well as planning for and providing exciting opportunities for all pupils to learn and to achieve our curriculum planning will include:

- The learning needs of all pupils especially, as they approach adulthood, aspects of PSHCE; the functional skills and work related learning.
- The needs of particular groups of pupils, for example, developing communication skills for pupils who require augmentative approaches to communication.
- The particular needs of individual pupils, for example, physiotherapy or a specific programme in physical education.

In determining curriculum entitlements, and priorities for learning for pupils at Park Lane School, the following are represented in the various Key stages:

- Curriculum guidance for the Early Years Foundation Stage (EYFS) for pupils in the first years of their education.

- The general requirements in the National Curriculum.
- The full range of subjects of the National Curriculum, including Citizenship at key stages 3 and 4; religious education; sex and relationship education; other aspects of PSHE and work related learning, according to the relevant key stage.
- Provision, which prepares pupils for adult life, with access to suitably, accredited courses and work experience in Key Stage 5.

Differentiation and Access

Within our teaching we provide a multi-sensory approach to learning which aims to:

- Be relevant to the needs of pupils who have SLD, PMLD, and ASC.
- Promote high expectations of behaviour and social skills.
- Provide opportunities for pupils to transfer skills to environments other than in the classroom.

Within this multi-sensory approach we draw on the expertise of a multi-disciplinary team, which includes the Sensory Impairment Services, physiotherapists, speech & language therapists, occupational and music therapists.

Curriculum and rationale:

Whilst reflecting the main threads of the National Curriculum, planning starts with age-appropriate, and interest appropriate, Key Stage Programmes of Study. Where necessary we draw upon the content of earlier Programmes of Study in order to reflect and emphasise prior and current learning.

Opportunities for speaking and listening; ICT and creativity are embedded in our curriculum.

Our curriculum subject coverage broadly comprises:-

- **Early Years Foundation Stage** Foundation Stage (Prime and Specific areas of learning)
- **Key Stage 1** All statutory National Curriculum subjects and RE
- **Key Stage 2** All statutory National Curriculum subjects and RE
- **Key Stage 3** All statutory National Curriculum subjects, RE, Citizenship
- **Key Stage 4** As above, with an increasing emphasis on Functional Skills, social independence and some external accreditation (ASDAN)
- **6th form** Post-16 curriculum- a life skills curriculum accredited through ASDAN Personal Progress and Personal and Social Development qualifications.

Curriculum delivery

- Termly schemes of work for the Foundation Subjects (and Science) for Key Stages 1 to 3 are written by curriculum co-ordinators for class teachers to deliver. These are

drawn from the new National Curriculum programmes of Study and relevant Foundation Stage planning documents.

- The 6th form schemes of work are planned around the ASDAN Personal Progress and Personal and Social Development modules.
- Schemes of work for Mathematics and English are written and delivered by individual class teachers.
- Pupils in Key Stages 1-3 with PMLD, who are working at P4 and below are based in a class group in order to access a relevant sensory based curriculum while accessing therapeutic input such as postural management. Social and learning opportunities take place with age peers in classroom settings.
- Challenging and appropriate individual targets are set at annual reviews related to the pupil's Individual Educational Programme, based on assessment.
- Physiotherapy programmes are provided by therapists.
- Speech and language therapy targets are set by Speech and Language therapists in consultation with class teams.
- There is a whole school policy on Sex Education (although taught, sex education only begins at Key Stage 3). However, PSHE covers body awareness from the Foundation Stage.
- 6th Form pupils follow a more work-based curriculum including Vocational Studies, Travel Training and work experience.
-
- PSHE; sex education and collective worship, including assemblies, form part of our curriculum.
- RE

Functional Skills:

In essence, key skills are at the core of our work. They are delivered through the teaching of the curriculum subjects.

All pupils should be provided with opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum. These skills will also be relevant to life and learning outside and beyond the school. Such skills include:

- The key skills of communication (including literacy), application of number, Computing, working with others, improving own learning and performance and problem solving.
- Thinking skills (including information processing, reasoning, enquiry, creative thinking and evaluation).

The development of these skills is an important part of the curriculum. Opportunities for, and examples of, the development of these skills are embedded within our curriculum planning across the whole range of subjects.

Approaches to teaching and learning

Pupils are taught individually, in groups and in whole class sessions. Positioning is carefully considered; especially for our PMLD pupils, and therefore the curriculum will be delivered while pupils are in standing frames or lying on an Acheeva bed.

As part of our curriculum organisation and reflecting the need to differentiate for pupils who have sensory and Autism Spectrum Condition, there is an acknowledgement and desire to demonstrate the following organisation/provision for such pupils: -

- Minimising unnecessary auditory and visual stimuli whilst the pupil is working.
- Limiting verbal instructions to simple words and phrases.
- Using the pupil's visual strengths in setting up activities, expectations and routines.
- Developing routines and timetables using pictures and symbols which enable the pupil to understand a programme of events for that day.
- Providing outlets for pupils so they know where they have space to move into at times of high stress.
- To have clear strategies known and agreed amongst staff, as to when and how much to expect such pupils to be a part of the larger class group.

Equal Opportunities

We endeavour to ensure that all pupils are valued equally highly, regardless of gender, background, ethnicity, religion, ability or culture. Access to the curriculum is assured through a range of teaching and learning strategies and through the use of individually tailored augmentative communication aids and approaches.

Examples of addressing equal opportunities include -

1. **Literacy** - a range of texts that reflect cultural diversity both in fiction and non-fiction.
2. **Numeracy** - resources for pupils with different abilities and learning needs e.g. Numicon.
3. **ICT/Computing** - resources for pupils with a range of disabilities requiring different input devices - identified through Multi-Disciplinary Communication Assessment Team process.

4. **PSHE** - sex education for boys and girls.

NB. - It has been decided by the sex education working party that pupils will be taught about the importance of the family (in its widest context - see sex education policy); we have decided that reference to homosexuality is best taught to pupils individually when appropriate because of the possibility of confusing children who may be vulnerable because of their limited understanding of the complex issues surrounding sexuality - always in conjunction with and co-operation of the parent(s).

5. **RE** – our schemes of work include studies of all of the main religions and their festivals and celebrations. Whole school assemblies reflect the major religions of the world including Christianity, Judaism, Hinduism, Islam, and Sikhism.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Opportunities for spiritual, moral, social and cultural development are embedded in the whole school curriculum. Opportunities for these are outlined in teachers' schemes of work and in lesson plans.

Students also have opportunities in activities beyond the classroom and in particular during the following activities:

- Lunchtime clubs.
- Inclusion social and educational opportunities.
- Visiting artists.
- Assemblies and preparation for assemblies.
- Circle time and PHSCE sessions.
- Prayers and daily worship.
- Class rules.
- School Council.Tac Pac and Intensive interaction.
- Emotions group.
- Whole school events- Xmas concert, Sports Day
- Educational visits.-incl theatre trips., places of interest
- Work experience.
- Residential.
- Extended schools

Pupil Monitoring and Assessment

Pupil progress is monitored through:

- Individual Education Programmes
- Objectives taken from the Schemes of Work
- Lesson Plans
- Termly sharing of Schemes of Work with subject co-ordinators
- Annual Reviews
- Records of Achievement

- Annotated work.
- B-Squared

Pupils' learning outcomes are recorded and evaluated both formatively and summatively using small steps measures. Please refer to our Planning Assessment, Recording, and Reporting of Achievement Policy (PARRA) for a more detailed account of assessment.

How we value and acknowledge pupils' achievements:

- Record of Achievement.
- Units of accreditation.
- Displays of pupils' work.
- Pupil files.
- Certificates distributed in assemblies.
- Parents' newsletters.
- Parents' evenings.
- School Facebook page
- Portfolios of moderated work.
- Class assemblies.
- Leavers' ceremony.

Review of this policy statement

This policy will be reviewed annually.
Lorraine Warmer
Head Teacher

