



WESTFIELD SCHOOL POLICY AND PROCEDURE

Curriculum Policy

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WESTFIELD SCHOOL

CURRICULUM POLICY DOCUMENT

Rationale

In accordance with the requirements of the 2011 Education Act, all state-funded schools are required to offer a curriculum that;

“is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils.”

Westfield School caters for young people between the ages of 2 and 19 with a range of learning difficulties and disabilities; therefore, the National Curriculum, (NC) Early Years Foundation Stage, (EYFS), Multi-Sensory Impairment (MSI) Curriculum and Reformed Adult Curriculum, are taken as the core of our response to individual pupil and student need. However, these nationally published curriculum documents only form one part of the Westfield School curriculum.

Intent

Westfield School aims to provide a curriculum which is:

- Sufficiently broad, so as to encompass the statutory elements for each age and stage, whilst ensuring opportunities for other areas of learning pertinent to the development of the individual;
 - Sufficiently balanced, so that the development of the social, emotional, cognitive and physical attributes of individuals are considered and equally valued;
 - Sufficiently challenging and stimulating, supported by appropriate levels of scaffolding and adult intervention leading to maximum possible independence and key skills;
 - Relevant, in order that the experiences and opportunities offered are appropriate to the needs of individual pupils and students;
 - Differentiated, to ensure that what is taught is matched to needs and abilities and reflects the pupils' identified outcomes from Education, Health and Care Plans.
 - Progressive, so that pathways to accreditation are identified dependent upon individual aptitude and interest.
 - Inherent with the development and instilling of core values and promotion of spiritual, moral, cultural, mental and physical development;
- and**
- prepares pupils for the opportunities, responsibilities and experiences of adult life, recognising and accrediting on-going effort and progress

The success of the curriculum is dependent upon the following principles:

- Continuity and progression;
- Quality First teaching, with approaches linked to learning styles;

- Partnership between pupils, parents and carers, governors, partner schools, and the community in Leominster and beyond;
- Effective and flexible use of resources and equipment;
- Multidisciplinary cooperation involving colleagues from the local Health Trust, Social Care and the voluntary sector;
- The close collaboration of all staff, teaching and non-teaching, to identify priorities, monitor differentiation, progression and continuity through planning, collating records, making assessments and providing reports with regard to individual pupils;
- Regular opportunities for monitoring and evaluating the whole curriculum balance.

Implementation

A four-year rolling programme of thematic units is the vehicle through which all foundation subjects are taught. (Appendix 1) This has been designed to alter focus between science, humanities and creativity, to ensure balanced and meaningful access across the year. Throughout the school day we will provide conditions most likely to facilitate learning for all our pupils through:

- Provision of appropriate information technology hardware software and peripherals;
- Provision of a robust topic-based curriculum.
- Appropriate use of positioning and mobility aids;
- A total communication environment featuring signs, symbols, tactile, auditory, olfactory and object of reference cues;
- Pupil specific therapeutic regimes – including speech and language therapy, physiotherapy or medication;
- Implementation of strategies to alleviate sensory impairments and enable access to the adapted curriculum;
- Individual behaviour support plans designed to support challenging or negative behaviours;
- A commitment to interdisciplinary collaboration and partnership with pupils, parents, other professionals, governors and the community.

Statutory Curriculum Frameworks referenced

The Westfield School curriculum has been designed by combining and extending the principles of the Early Years Foundation Stage with National Curriculum Key Stages 1, 2 and 3, leading into KS4 and beyond with the introduction of Foundation Learning Pathways using accredited materials and qualification routes. (see appendix 2)

Students with complex needs and PMLD access additional activities and learning content from the curriculum for Multi-Sensory Impaired Children (MSI) developed by the Victoria School in Birmingham in collaboration with SENSE.

Curriculum Structure

The seven areas of learning identified in the Early Years' Foundation Stage, (EYFS) are linked to those of The National Curriculum and the Adult Curriculum as follows:

| EYFS | National Curriculum subject areas | Foundation Learning Areas and qualifications |
|--------------------------------------|--|---|
| Mathematics | Mathematics | Functional Skills Numeracy NCFE |
| Communication and language: Literacy | English | Functional Skills Literacy NCFE |

| | | |
|--|--|--|
| Understanding the world | Science, Geography, History, Design and Technology Computing | Functional Skills ICT NCFE Vocational skills WJEC |
| Personal, social and emotional development (incorporating citizenship) | PSHE, Citizenship, Relationships and Sex education, economic well-being | Units of Personal Progress Towards Independence ASDAN |
| Expressive Art and Design | Art and Design, Music | Vocational skills WJEC |
| Physical development | Physical Education; Health & well-being, Relationships and Sex education | PE and sports activities at local providers |

Religious Education is offered as defined by the agreed local syllabus and incorporated into existing curriculum themes as best suited to content, taking into consideration statutory hourly coverage requirements.

The common and general requirements of the National Curriculum allow for appropriate access, relevant to the pupils, through a variety of means: -

- By modifying and extending the programmes of Study;
- By using aids and adapted materials;
- By recognising the value of experience as well as attainment;
- By using the contexts for learning provided in the programmes of Study rather than only the content;
- By considering the allocation of time spent on specific subjects and activities;
- By selecting material for pupils outside their Key Stages;
- By considering the programmes of Study from the Key Stages and carefully selecting work to create meaningful learning opportunities delivered at an appropriate level;
- By covering some of the Programmes of Study in depth, some in outline, and discarding those aspects which are deemed to be inappropriate to the needs of individual pupils.

14-19 Curriculum and Foundation Learning

It is at this stage of their education that students commence accessing accreditation and/ or qualifications. Opportunities for students to follow Foundation Learning Pathways are introduced for all students.

Key Stage 4

The statutory subjects for all students are English, Mathematics, Science, Computing, Citizenship, Physical Education, Relationships and Sex education and Science. The teaching of careers education, work-related learning and religious education is also statutory. Schools must also offer the arts, humanities, MFL and DT. All these subjects are delivered via a themed approach, enabling the linking of concepts and ideas to individual experience.

The curriculum also references non-statutory programmes of study for:

- Religious education, based on the Herefordshire Framework
- Personal wellbeing, which includes Relationships and Sex Education, and the requirements for drugs education

- Economic wellbeing and financial capability, which includes the requirements for careers education and work-related learning.

ASDAN Transition Challenge is used to recognise individual students' achievements towards developing independence and autonomy, and certain students also undertake controlled assessments in functional English and maths if appropriate.

F.E. Students- sixth form

Further accreditation of Personal Development and Functional Skills occurs once students enter the Further Education phase, in the form of NCFE Functional Skills Entry levels 1-3, ASDAN Units of Personal Progress (Entry Level 1), or Towards Independence modules. Qualifications achieved within Units of Personal Progress depend upon the total number of points accrued by an individual student, leading to an Award, a Certificate, or Diploma. Additional qualification routes follow Welsh Joint Education Committee (WJEC) subjects linked to personal aptitude and skill level.

There is no requirement for students to follow the National Curriculum at this stage of their education, so core entitlement is taken from a mixture of the Adult Core Functional Curriculum, National Curriculum PSHE, RSE and 11-19 Economic Well-being, and key skills development.

Emphasis is placed upon developing key skills in partnership with vocational learning, and recognises the importance of all Gatsby Benchmarks* (see appendix 3). Elements of our Further Education provision are enhanced by off-site opportunities, either by partner providers or by accessing community facilities. Work-based learning forms a part of each student's week.

Besides the core entitlement, other school-based delivery includes Food Technology and independent living skills relevant to developing autonomy as an adult. Wherever possible all evidence of learning contributes towards the relevant accredited scheme. However, the curriculum is never compromised in preference of accreditation, as individual development is our primary concern.

Multi-Sensory specific learning across all school phases

To address the specific needs of learners with PMLD, and/or sensory impairment, the inclusion of aspects of the SENSE MSI curriculum ensure that all identified needs can be met through interweaving targets and experiences specific to these characteristics.

The Multi-Sensory Curriculum is divided into eight domains, each addressing a specific aspect of learning. The domains are:

- social relationships and emotional development;
- communication;
- conceptual development;
- sensory responses;
- understanding of time and place;
- orientation, movement and mobility;
- ownership of learning;
- responses to routines and changes.

The inclusion of this approach allows for considerable flexibility in curriculum delivery, enabling learners to focus on individual targets based on these domains whilst accessing much of the same content as their peers. This ensures that the curriculum is appropriate for pupils with any combination of hearing, visual and other sensory impairments, supported and enriched through consultation with colleagues from the local health trust.

Breadth of curriculum is provided by the range of curriculum domains, which underpin National Curriculum subject areas and also include Multi-Sensory-specific skills and

concepts such as perceptual development and mobility. Inclusion with cross-phase groups for specific interventions provides additional breadth of curriculum to meet specific individual needs.

Each pupil's timetable is individually planned to ensure an appropriate balance of learning activities; annual targets and termly targets traverse a range of subjects. Lesson planning is cross-curricular, to promote the development of generalisation and reduce the potential for prompt and context-dependency, which limit the learning of many pupils with multi-sensory impairment. Schemes of work specify the range of curricular areas addressed, so that the overall balance for individual pupils can be evaluated.

Pupils with multi-sensory impairment typically have difficulty accessing experiences which are beyond the immediate, present and familiar. The multi-sensory curriculum emphasises learning rooted in pupils' own direct experience, thus ensuring relevance; the transfer and generalisation of skills are specifically taught.

The curriculum offers sufficient flexibility to meet individual learning needs based on profiles of ability and disability.

Impact

Pupil progress towards curriculum targets is measured and reported using 'B Squared Connecting Steps' which combines the Early Learning Profile (for students in Nursery and Reception), with all attainment based on previously well established and commonly understood P-levels, (pre-key stage levels) NC levels, Pre-Entry level Steps, and Entry Levels. This programme also uses the engagement continuum to reflect altered levels of involvement and generalisation within learning activities and therefore progress towards the achievement of any one identified target.

The precise balance between aspects of the curriculum will vary in response to pupils' individual needs, and will be determined through the Person-Centred Review process, and statutory reviews of the EHCP. Curriculum planning addresses the shared and individual needs of students at different stages of their development.

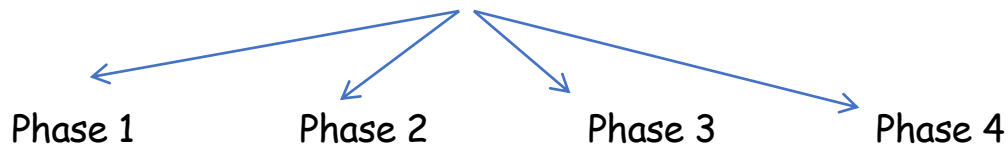
This policy was recommended for approval by the Curriculum and Achievement Committee and subsequently approved by the Full Governing Body.
To be reviewed annually.

Signed _____ Date _____

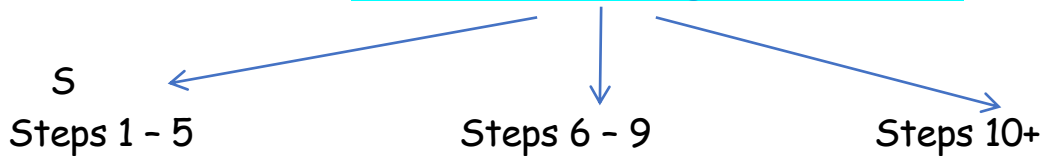
| YEAR A | | |
|---|---|--|
| Autumn 2022 What do we celebrate and why? (RE/PSHE/History) | Spring 2023 What's the weather all about? (Science/Geography) | Summer 2023 What's in a book? (History/ traditional tales/ Citizenship) |
| Taking part in shared experiences | Being ready for the outdoors | Means of communication |
| Work Awareness Business Enterprise | Residential Experience Out in the community | The environment The Wider World |
| YEAR B | | |
| Autumn 2023 How are buildings and structures made? (Science/History/ DT) | Spring 2024 What's in the news? (Citizenship/ Geography/ History/ Science) | Summer 2024 Are all animals the same? (Geography, Science/Citizenship) |
| Finding my way around | Knowing me, knowing other people | Taking care of living things |
| Using Leisure Time Out in the community Sports Studies | Current Affairs Popular Culture The wider World | Geography Residential Experience |
| YEAR C | | |
| Autumn 2024 Where on earth am I? (Geography/Local History/ Citizenship) | Spring 2025 What's so good about life on Earth? (Science/ Geography/ History) | Summer 2025 From the old to the new (History/ Citizenship/ Science) |
| Living in the house with other people | People and places of interest to me | Things to see, things to do |
| Using Transport Recognising and using everyday signs Out in the community | Work Awareness Citizenship | Personal Safety Residential Experience Coping with People |
| YEAR D | | |
| Autumn 2025 Where does my food come from? (Geography/ Science/ DT) | Spring 2026 Is a dragon real? (Ancient History/ Myths and legends) | Summer 2026 What's so important about water? (Humanities / Science) |
| Making choices, being independent - catering | Working out how things work | Expression of self |
| Meal Preparation and Cooking | Using Leisure Time Money | Residential Experience Using leisure time Sports Studies/Water skills |
| Discrete numeracy and literacy ongoing PE/ art and design/ DT/ music/ citizenship/RE included within each termly theme Key Stage 4 Accreditation Functional Maths English ICT NCFE Entry Pathways Vocational qualifications WJEC Transition Challenge Towards Independence Personal Progress (with links to topic) | | |

| Curricula | Approaches | Assessment |
|--|--|--|
| Multi-Sensory Curriculum Curriculum published by 'Sense' in collaboration with Victoria School Birmingham, covering <ul style="list-style-type: none"> •Social relationship and emotional development •Communication •Conceptual development •Sensory responses •Understanding time and place •Orientation, movement and mobility •Ownership of learning •Responses to routines and changes <hr/> Westfield Core Curriculum English and Maths content based on EYFS, National Curriculum, and adult core curriculum - in progressive small-steps 1-12, in order to address individual developmental levels <hr/> Adult Core Curriculum and vocational routes | Quality First Teaching Common termly themes across school Total Communication PECS TEACCH BSL Intensive Interaction Therapeutic input | Phase 1 - P1(i) - P2(ii) Phase 2 - P2(i) - P3(ii) Phase 3 - P3(i) - P6 Phase 4 - P5 - P8 SCERTS <hr/> Development Matters Phonic Screening B Squared Connecting Steps NFER Individual Reading Analysis <hr/> ASDAN / WJEC / NCFE Accreditation Transition Challenge |

Assessment Routes:
Multi-Sensory Curriculum

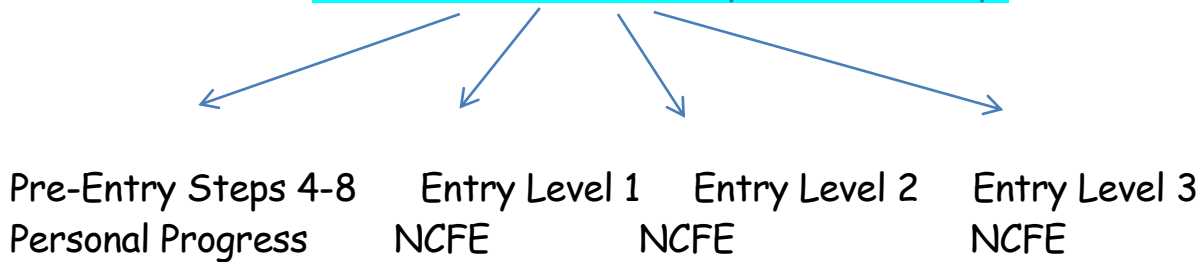


Core Curriculum (English and Maths)

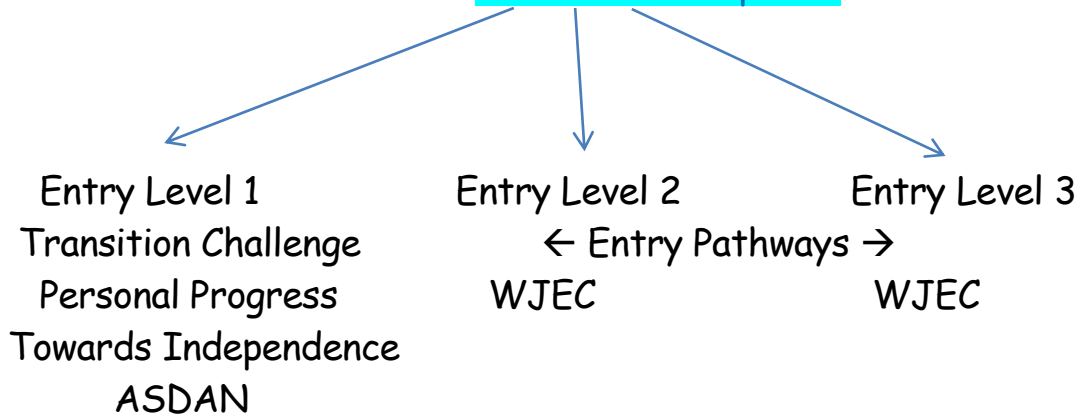


Adult Curriculum

Core Curriculum (Literacy and Numeracy)



Vocational Curriculum
Accreditation options



Westfield Curricula Components



| Multi-Sensory Curriculum | Core Curriculum | Functional Curriculum |
|--|---|--|
| Phase 1/2/3/4 | Steps 1 - 12 | Options |
| <ul style="list-style-type: none"> • Social Relationships and Emotional Development • Communication • Conceptual Development • Sensory Responses • Understanding of Time and Place • Orientation • Movement and Mobility • Ownership of Learning • Responses to Routine and Changes | <p>English</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading <ul style="list-style-type: none"> • Word Reading • Comprehension • Writing <ul style="list-style-type: none"> • Transcription • Handwriting • Composition • Vocabulary, Grammar, and Punctuation <p>Maths</p> <ul style="list-style-type: none"> • Number • Calculations • Measurement • Geometry • Statistics • Data handling | <p>Literacy</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading <ul style="list-style-type: none"> ◦ Text ◦ Sentence ◦ Word Writing <ul style="list-style-type: none"> ◦ Text ◦ Sentence ◦ Word <p>Numeracy</p> <ul style="list-style-type: none"> • Number • Measures, Shape and Space • Handling data <p>Vocational options: dependent upon personal preference and aptitude</p> |

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance