



*"Building Curious, Confident, Courageous, Communicators and life-long learners"*

# The Shires School Oakham and Stretton

## Education: Curriculum Policy (Intent, Implementation & Impact)

Policy Review Process	
Created by	Jamie Hill – Head of Education
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This policy links to The Shires Teaching and Learning Policy	

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## 1) Introduction

### Whole School Mission Statement

At The Shires we are committed to enhancing the lives of all our young people so they can all become **Curious, Confident, Communicative** and **Courageous** learners, in our community this is known as "the Four C's".

Everything we do as a school is underpinned by the following fundamental values that combine to support all pupils to become **Curious, Confident, Communicative** and **Courageous** learners.

We support our children to be:

**Safe** – be safe, feel safe, and understand risk

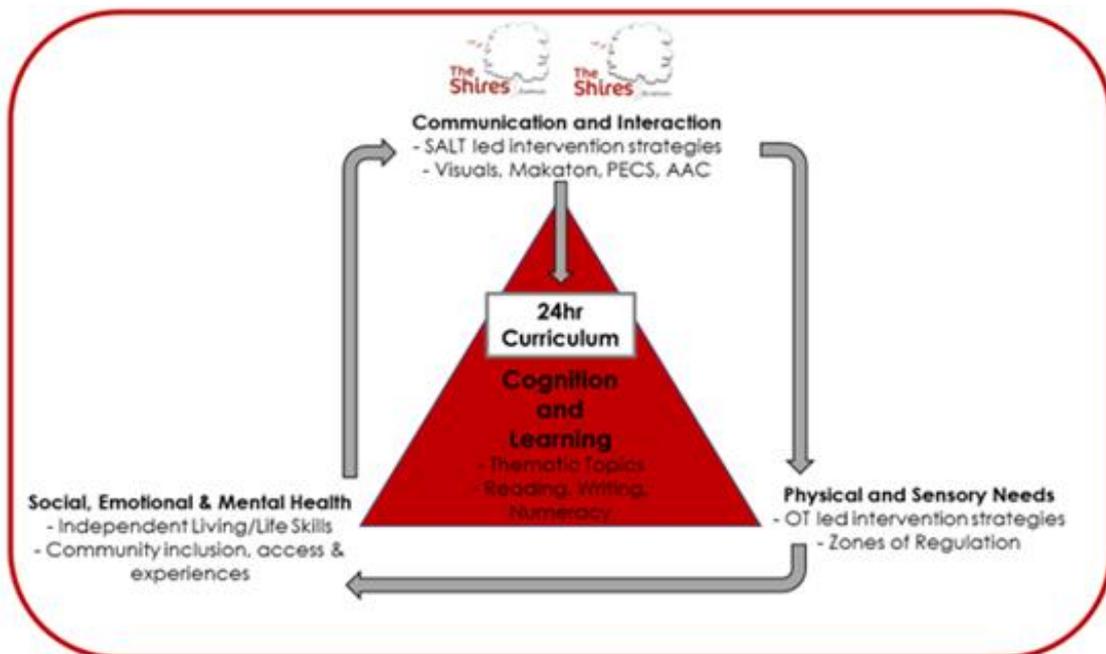
**Understanding** – be effective and successful communicators

**Kind** – be kind to all around them, to understand and respect the needs of others

**Happy** – be healthy and happy individuals who enjoy coming to school

**Ambitious** – have goals and dreams for their futures and be supported to achieve them

**Successful** – find regular achievement and celebrate this as part of a community



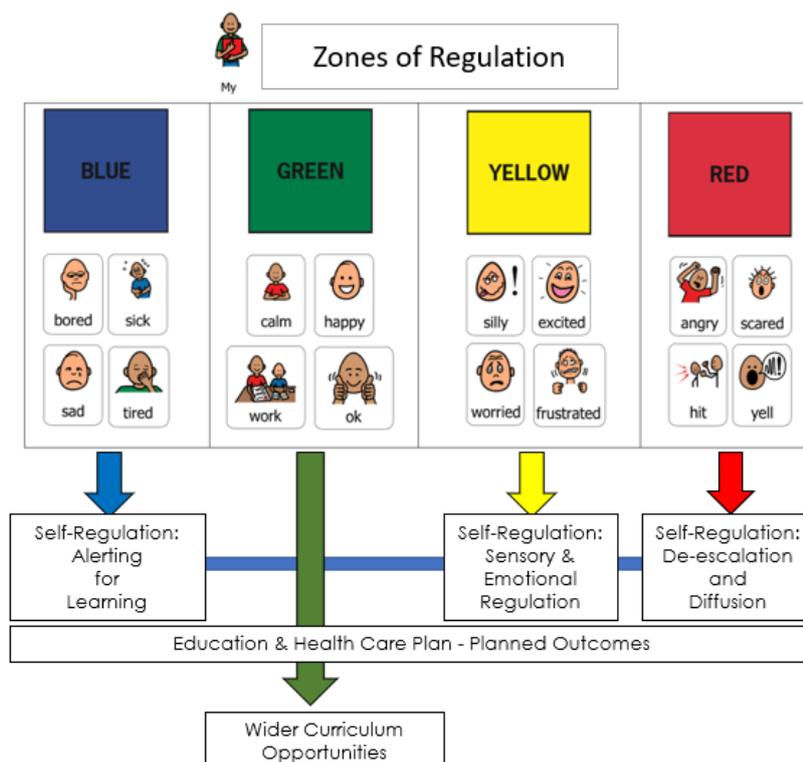
## 2) Intent

### Curriculum Mission Statement

At The Shires we want our pupils to be immersed in a 24hr curriculum that supports them to experience and develop an understanding of;

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skill to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live in Rutland.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

At The Shires we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional and mental health before they are able to immerse themselves in the wider demands of the curriculum via the thematic topics.



## Our Curriculum “Big Ideas”?

*(Literacy, Numeracy, Science, PE/Physical Development, Art & Design, Music, Technology)*

### *Humankind*

Understanding what it means to be human and how human behaviour has shaped the world.

### *Nature*

Understanding the complexities of the plant and animal species that inhabit the world.

### *Processes*

Understanding the many dynamic and physical processes that shape the world.

### *Place*

Understanding the visual, cultural, social, and environmental aspects of places around the world.

### *Creativity*

Understanding the creative process and how everyday and exceptional creativity can shape the world.

### *Comparison*

Understanding how and why things are the same or different.

### *Investigation*

Understanding the importance of investigation and how this has led to significant change in the world.

### *Significance*

Understanding why significant people, places, events and inventions matter and how they have shaped the world.

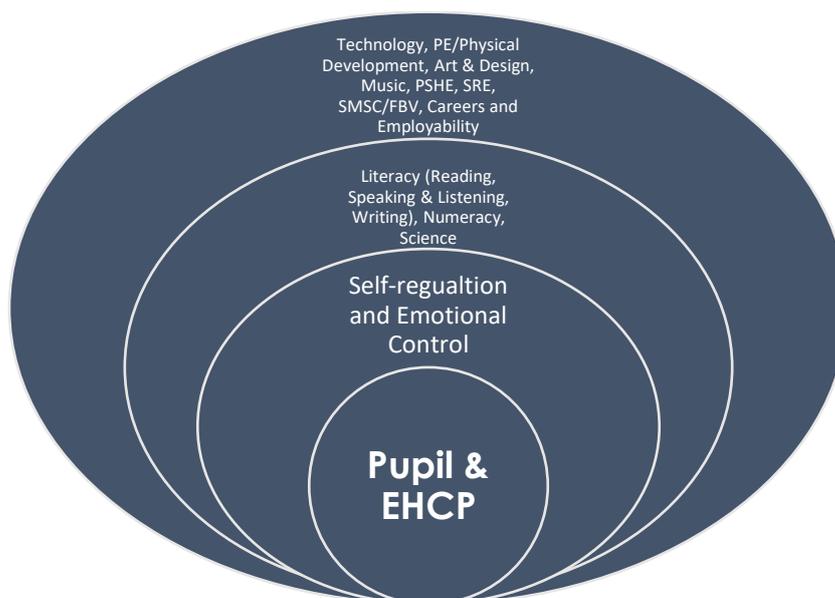
### *Materials*

Understanding the properties of all matter, living and non-living.

### *Change*

Understanding why and how things have changed over time.

Our curriculum “Big Ideas” are delivered via the following curriculum areas.



## *General Curriculum Principles*

Our curriculum will give children the opportunity to:

- learn within a coherent and progressive framework
- explore the breadth and depth of the national curriculum
- be immersed in a communication rich curriculum built around individual needs
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop functional reading skills appropriate to individual needs
- develop a love for books, reading for pleasure and enjoyment
- develop their ability to communicate effectively and become experts in supporting their own emotional well-being

We want all of our pupils to enjoy rich, meaningful and memorable learning experiences. We want them to be relevant to their lives and developmental stage. We want their experiences to be challenging and aspirational so we can ensure all pupils make progress, acquiring new skills and understanding. We want pupils to develop a love for reading and experiences linked to reading. We want all of our pupils to develop functional reading skills that contribute to their own individualised communication systems, ensuring they are able to effectively communicate their needs and unlock further learning potential and opportunities. We want pupils to develop self-supporting strategies linked to communication so they can become experts in supporting their own emotional well-being.

## *Wider Curriculum*

### *SMSC/FBV*

Our curriculum will give pupils the opportunity to:

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour
- Individual liberty - Be free to express views or ideas
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Democracy - Be part of a system where everyone plays an equal part

At The Shires we want all of pupils to contribute to their immediate and wider community in line with their developmental stage. We want our pupils to develop an understanding of the rules and boundaries that are important in keeping them and others safe. We want our pupils to develop an understanding of their own actions and behaviours and how they can impact others. We want our pupils to develop their ability to explore their own feelings, emotions and beliefs and support them to explore the feelings, emotions and beliefs of others. We want our pupils to be confident in sharing their views, opinions and wishes ensuring that they always feel heard and involved in any decisions about their life.

## *RSE*

Our curriculum will give pupils the opportunity to:

- understand the concept of families and recognise people who care for them and the role they play in their life
- understand the concept of friendships and develop the skills required to make, develop and maintain them
- develop an understanding of the concept of respectful relationships
- develop an understanding of the concept of online relationships and how to stay safe
- understand how to keep themselves safe and how to communicate to those around them when they don't feel safe
- develop an understanding about part of their body, human growth (and puberty), reproduction in plants, animals and humans
- develop an understanding about sexual relationships, sexual health and the law

At The Shires we use a personalised approach to Relationships and Sex Education. We carefully consider the development stage and chronological age of the young person to ensure relevant content and outcomes are used to support the progression and understanding in this area of the curriculum. We want all of our young people to be safe and understand who can help them be safe and also how they can ensure the safety and well-being of others.

## *Careers and Employability Skills*

Our curriculum will give pupils the opportunity to:

- access information about the labour markets the types of careers that are available and link to their interests and talents
- challenge stereotypes and raise their employment aspirations
- link curriculum learning with careers, such as understanding how STEM subjects (Maths, Science, Technology) link to a wide range of careers paths
- have experiences and encounters with employers and employees
- have experiences of different workplaces
- have meaningful encounters with future learning opportunities
- have personal guidance linked to their future careers aspirations

At The Shires we use a personalised approach to Careers and Employability Skills education. We carefully consider the development stage and chronological age of the young person to ensure relevant content and outcomes are used to support the progression and understanding in this area of the curriculum. We want all of our young people to have aspirational outcomes linked to preparing for adulthood so they can focus their studies towards achieving their career and employability dreams and goals.

## *Well-being*

Our curriculum will give pupils the opportunity to:

- learn in a peaceful and supportive environment
- develop self-esteem and confidence in their abilities

- follow their own interests and be themselves
- learn how to respect themselves and others
- work in a range of groups and settings
- build respectful friendships

At The Shires we want our pupils to learn in a calm, peaceful and supportive environment. We expect that all our pupils are taught using pedagogy that is relevant to their needs and developmental stage offering them the opportunity to develop their independence, self-esteem and confidence at all times. We want all our pupils to respect themselves, each other and their environment. We want all our pupils to have an identity and be able to explore their own interests and share these interests with others in order to build links and experiences towards respectful friendships.

### *Pupil voice*

Our curriculum will give pupils the opportunity to:

- make a positive contribution to the school and local community
- make choices about things that are important to them
- contribute to planning their own learning
- take part in age-appropriate discussions
- say what they like and dislike about their learning
- explore ways of becoming an active citizen
- take part in democratic activities across the curriculum

At The Shires we want our pupils to be immersed in a communication rich environment that promotes their ability to share their pupil voice. We want our pupils to be able to communicate their needs and wishes and to feel like their voice is heard in all matters associated to their life. We want them to be able to make choices and inform us how they wish to be supported, particularly in regard to their emotional regulation and well-being.

### *Enrichment*

We will enrich our curriculum by:

- providing on and off-site subject or topic related activities
- offering opportunities for children to learn outdoors
- developing partnerships with external providers that extend children's opportunities for learning
- welcoming parents and carers to take part in children's learning and experiences
- using quality resources in and out of the classroom
- holding specialist curriculum days or weeks

At The Shires we are committed to providing pupils with learning opportunities outside of the classroom. We see the enormous value in teaching our pupils 'in context' so they have rich and memorable topic-based experiences that they can later draw upon in future learning opportunities. At The Shires we want our pupils to gain experiences in different environments so they can learn to apply acquired skills to a

variety of contexts. We want our parent/carers to engage in and experience learning opportunities alongside our pupils so they can support key curriculum concepts (Zones of Regulation, Individualised communication strategies, Makaton, PECS, AAC) back into their homes as part of the pupils 24hr curriculum.

### **3) Implementation**

#### *Pedagogy*

Our curriculum will be taught through a pedagogy that:

- offers all children a memorable experience at the start of every topic
- develops independence through the implementation of TEACCH approaches
- develops engagement and the ability to give attention through Attention Autism approaches
- promotes the use of individualised communication strategies, Makaton, PECS, and AAC as part of their 24hr curriculum
- promotes the use of Zones of Regulation approaches so pupils can support their own emotional well-being as part of their 24hr curriculum
- excites, promotes and sustains children's interest
- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication
- enables children to reflect on and evaluate their learning

At The Shires we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

#### *Curriculum Pathways*

At The Shires we have three identified curriculum implementation pathways to support a pupil centred delivery of our curriculum intent. Pupils can move between pathways and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

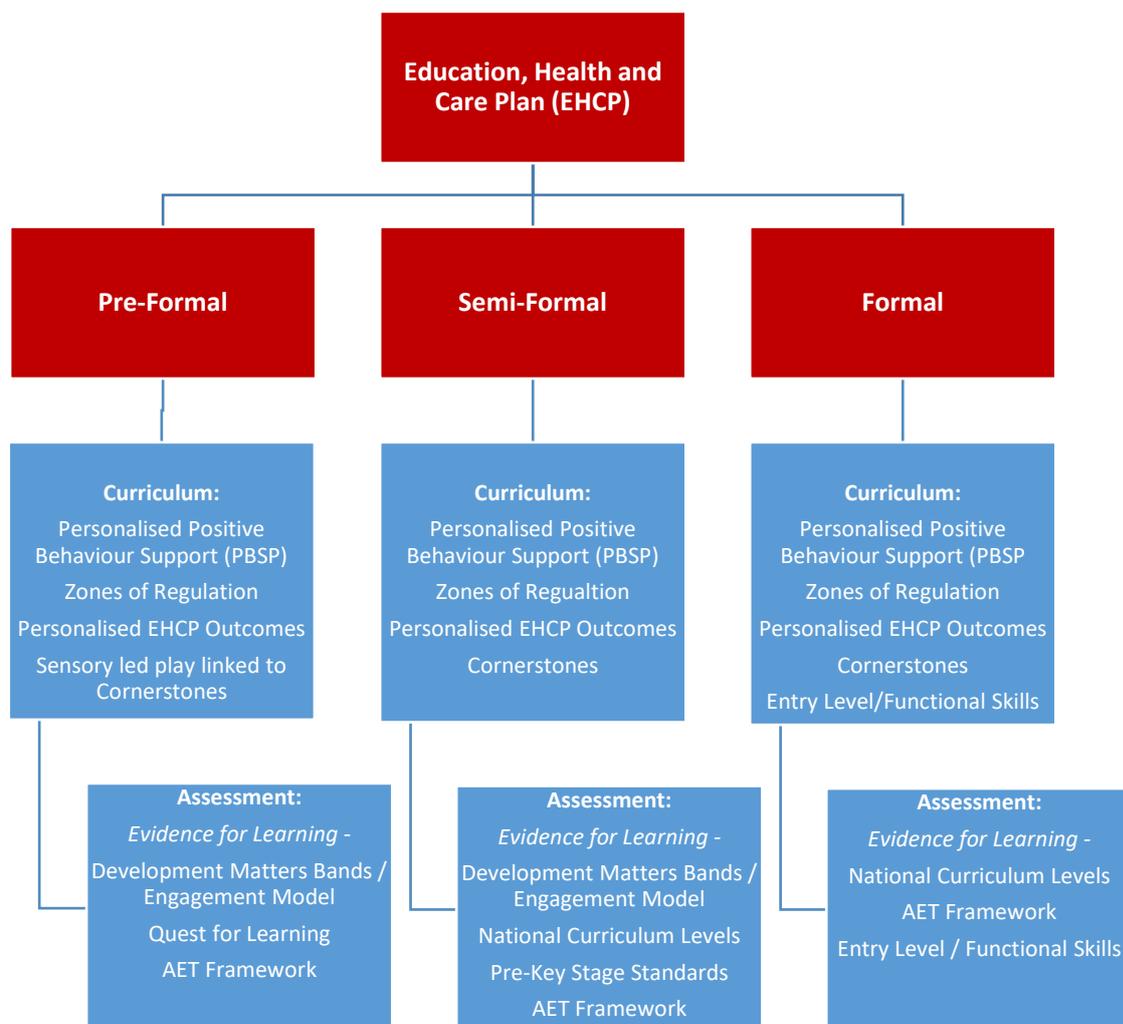
*Pre-formal Curriculum Implementation:* The pre-formal curriculum is for pupils who have complex and profound learning difficulties; children whose learning is best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PfA] focus). At the heart of the curriculum is learning through supported and initiated play linked to sensory exploration and emotional regulation.

*Semi-Formal Curriculum Implementation:* The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil's

needs through a personalised approach delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty. Like the Pre-formal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PfA] focus). Some pupils if applicable will be expected to work towards accreditation in awards and certificates that make use of formal accreditation schemes that are carefully matched to their needs.

**Formal Curriculum Implementation:** The formal curriculum is for pupils who are working at levels that can be related to National Curriculum performance expectations (most if not all pupils will however still be significantly below age-related expectations). This cohort is largely taught through discrete individual subject areas such as Maths, English and Independent Living Skills. Like the Pre-formal and Semi-formal curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood (PfA) focus). All pupils will be expected to work towards accreditation in awards and certificates that make use of formal accreditation schemes that are carefully matched to their needs.

*“Our Curriculum Pathways”*



## *Personal Education Planning*

Each pupil at The Shires has their own personalised education plan. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

A pupil's personal education plan (PEP) development begins a review of outcomes and provision outlined in the pupils Education, Health and Care Plan. Review of the EHCP along with an initial 6-week assessment period with support from Speech and Language Therapy and Occupational Therapy helps to then shape the pupil's personal education plan (PEP). Long-Term Outcomes are broken down into smaller Short-Term PEP targets with aim of reviewing progress against these desired outcomes termly 3 times per year.

Each pupil's personalised planning places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their personalised timetable designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

We use evidence-based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for pupils to be involved in making choices and decisions
- have a predominantly thematic focus
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home, care-setting and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible
- is broken into small steps and provides frequent opportunities to repeat and practice skills
- has an emphasis on experiential and sensory learning

## *Planning and Provision Mapping*

Teachers are expected to present subject matter in accordance with a pupil's identified provision needs as documented within their EHCP. Staff use a provision mapping tool to ensure they have all specified provision needs met, tailoring their pedagogy to meet the needs of the pupil, this process is supported by the Head of Education and the Clinical Lead for Therapies.

At The Shires we use a three "wave" approach to support the delivery of personalised provision (including therapies) and pedagogy across the school.

### *Wave 1 – Universal "Supporting an integrated therapeutic environment"*

- Pupils require a provision with smaller pupil numbers and specialist staff. They may need some short-term therapeutic input. They have typically not had 1:1 classroom support in the past but require it now to be successful. They require an appropriately differentiated curriculum through quality first teaching that includes high quality Autism specific pedagogy and strategies.

### *Wave 2 – Enhanced "Supporting an integrated therapeutic environment, plus clinician supported MDT involvement and care planning"*

- Pupils may require provision that is extremely specialist in terms of nurture or learning, either because they have developmental trauma, attachment difficulties, and/or complex needs associated to ASD. They are working at a much lower level than their age-related peers or require a more consistent classroom approach with fewer teachers and change, or need to access a curriculum designed for lower than their age, such as needing a more EYFS approach.

They may require very frequent 1:1 or small group sessions due to their learning, speech, sensory, emotional or social needs.

*Wave 3 – Specialist Support “Supporting an integrated therapeutic environment, plus clinician supported MDT involvement and care planning, plus direct clinician involvement with the pupil (SALT, OT, Music Therapy, Play Therapy)”.*

- Pupils may require a bespoke timetable and intensive support to access the curriculum due to a learning need. They may require small group teaching at times in order to access sensory/communication/skills-based learning. They may have a medical need or mental health need that requires frequent adult support of which they are at times the sole focus. They may require smaller environment and struggle with the demands of a classroom that has other pupils in it, thus needing regular breaks away from it, with adult support to enable them to develop self-regulation skills.

Each pupil has a termly planning overview which links their personalised education targets to the termly topic. This planning sheet goes into specific detail about the curriculum areas and how the individual targets can be implemented through these.

Teachers will then put together a class medium term plan using the information from the personalised termly planning overviews. This sets out the activities that will take place each week in each curriculum area and includes learning objectives, activities, links to accreditation modules and individual targets.

Weekly plans are written which set out the learning objectives, activities, resources needed and specific assessment tools to be used each day. These documents are accessible to all class staff to encourage sharing of targets, responsibilities, and assessment input.

#### **4) Impact**

At The Shires our impact aims are that;

- Pupils make outstanding progress in relation to their starting points
- Pupils become more 'in-tune' with themselves and the world around them and understand how to support their own needs
- Pupils gain meaningful and relevant qualifications and skills for adult life
- Pupils enjoy coming to school and this is reflected in excellent attendance and behaviour
- Pupils demonstrate an increase in confidence to try new things and apply themselves to the broad reach of the curriculum
- Pupils leave our school with increased confidence and self-esteem
- Pupils go on to lead happy and fulfilling lives after school
- Pupils leave our school equipped for the next phase of their life
- Pupils have experiences of employment and supported on future employment pathways

#### *Recording Impact*

At The Shires we utilise a number of assessment tools in order to collect, analyse and utilise information about the impact of the curriculum on the pupils' learning.

#### *Evidence for learning Application*

Photographs and pupil observations are captured via the Evidence for Learning App on class iPads and is the main form of collecting ongoing formative assessment. This application allows all staff to link photos of pupils and pupils work to relevant frameworks including PEP targets, curriculum areas and accreditation unit objectives. The assessments made on Evidence for Learning can be used to create

evidence documents and submitted as evidence of progress for our accredited courses or used during Annual Reviews, EPEP Reviews or LAC Reviews.

### *Accreditation courses*

All pupils will have the opportunity to study for accreditation via ASDAN awards, AQA Awards, or Gateway Qualifications during their time at The Shires.

The accreditation routes will be dependent on the developmental stage of the pupil and will be determined by their collectively agreed preparation for adulthood outcomes as identified within their EHCP and PEP process.

### *Reporting Impact*

#### *Education, Health and Care Plan Annual Review (1 per year)*

This is a review of progress against the Educational Health Care Plan over the previous 12 months or the previous Annual Education Review (including the transition plan where applicable). It reports on progress made in line with the Long Term EHCP outcomes. Targets for the next 12 months are set, together with the pupil, parents, education, care and clinical team. These targets link to the four areas of SEND and preparing for adulthood from Yr9 onwards. Targets are then written into Personal Education Plans.  
*Personal Education Plans*

#### *EPEP/PEP Reviews (Termly – 3 per year)*

Personalised Education Plan (PEP) targets are written by Teachers under the guidance of the Deputy Head/SENCO and the Head of Education for each pupil based on the long-term targets set in their Annual EHCP Review. These are written using an agreed format and are displayed in the pupils' "All About Me" files in class. These targets should be SMART (Specific, Measurable, Attainable, Relevant, Timely) and should be supported by the provision outlined by the pupils EHCP.

Pupils under the age of 18 who access a 38 or 52 week residential placement are also supported by the Virtual School from their placing authority via the termly EPEP process. This acts as an extra layer of accountability and quality assurance to ensure the pupil is making progress.

PEP Progress Tracker Reports and 'Pupil Views' are submitted to parents/carers, social worker, Virtual School via a meeting three times a year (termly). Parents of day pupils and those over 18 who are not supported by the Virtual School will also receive the same opportunity to discuss the progress of their young person as part of the same termly cycle of reporting.

### *Destinations*

All our young people transition to their next destination following a well-planned programme of support. Possible destinations for our young people include 24hr Adult Care (within or outside of OFG), Supported/Assisted Living (within or outside of OFG), Post-19 Education, transition back to the family home.

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