



Local Procedure/Protocol

School/Home Name:	Westmorland School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
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Procedure/Protocol Lead:	Sue Asher, Robert Lynas, Nichola Pankhurst
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1 Westmorland School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Westmorland School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

Our pupils are all very unique, they therefore require a highly specialist and innovative curriculum: with extensive and wide-ranging support, to help them access it productively. The ethos throughout our school of 'high expectations, high support'; has led us to developing an ambitious, challenging and creative curriculum that is accessible to all of our pupils.

As a result of their Special Educational Needs, our Pupils have significant barriers to learning, including:

- *Communication and Interaction*

Our pupils generally have some areas of communication need, either difficulty to say what they want, understanding what is being said to them or they do not understand the social rules of communication. This involves many of our pupils with autism (ASD) or Speech, Language and Communication needs (SLCN).

We have a social communication curriculum underpinning our whole curriculum to help address this area and all staff have completed Elklan training, which helped us become a 'communication friendly status' school, ensuring all staff know the best ways to communicate with our pupils.

Even with these support measures in place, there is still a strong relationship between SLCN and literacy difficulties. Our educational staff work closely alongside our speech and language therapists to ensure our pupils communication and interaction needs are being fully met, so they can make progress with our curriculum.

- *Social Emotional and Mental health (SEMH)*

Our pupils may experience some or all areas of SEMH, including social and emotional functioning, well-being, the ability to regulate self and behaviour and the early stages of mental health difficulties. These difficulties may manifest themselves in many ways, e.g. withdrawn, refusal to communicate, challenging behaviours, refusal to complete work, low resilience levels, low self-esteem or even self-harm.

Many of our pupils will not have a formal diagnosis for this area but more now are having the diagnosis for attachment disorders, attention deficit disorder or early childhood trauma.

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When approaching learning activities with these pupils all staff need to be aware of their issues around fear of failure, difficulty accepting challenge, low academic confidence and difficulties when ‘bouncing back’ from even their slightest perception of ‘failure’ and ‘set-backs’.

- *Sensory and Physical*

Many of our pupils present with sensory processing challenges which impact on their functional skills, affecting progress with school work, play and self-care. Specifically, many of them have poor fine and gross motor skills and difficulties with self-regulation.

Our pupils may over- or under-react to sensory input. To support the children, our school environment, and in particular the classrooms, are adapted to reduce sensory input, particularly visual and auditory input, and movement breaks and other sensory strategies are built into the school day as required. Our Occupational Therapists work alongside our educational staff to ensure the environment is adapted to best suit the needs of the pupils to help them access their learning. Some children require more targeted or specialist interventions; for example, specific equipment to support sensory needs, a toolkit of specific sensory strategies that can be used in class, or 1:1 OT, using a Sensory Integration approach.

Many of our pupils present with poor fine and gross motor skills; these may be related to sensory processing needs. Pupil’s fine and gross motor skills are assessed by the Occupational Therapists and are supported within the classroom or, if required, with targeted or specialist OT interventions. Handwriting development is supported through classroom and OT interventions, and all children have access to technology, including an iPad, allowing alternative means of recording to ensure that learning is not restricted by handwriting challenges.

- *Independence*

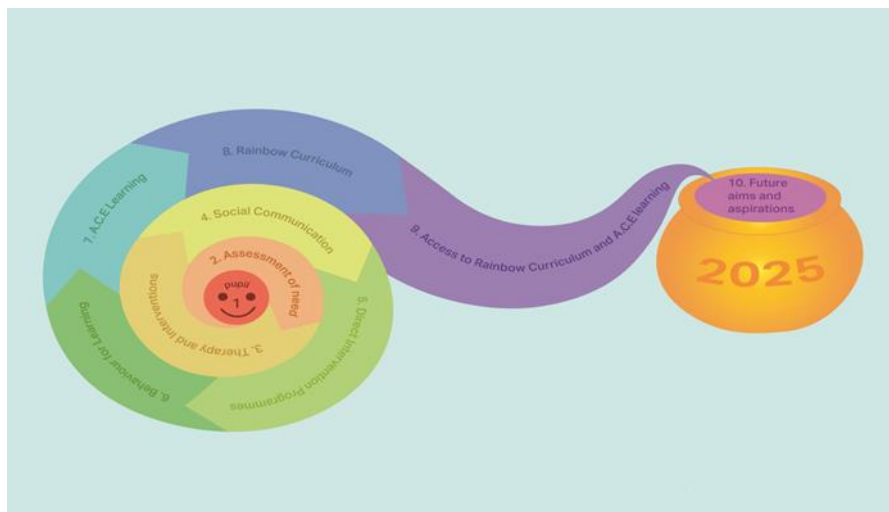
The development of self-care and independence skills is a core part of the curriculum at Westmorland School. Many of our pupils face more challenges relating to their independence than other children of their age, due to communication, interaction, sensory, physical, cognitive and/or developmental needs. Education and Therapy teams work together to maximise our children’s self-care and independence potential.

1.2 Westmorland School benefits from fantastic grounds within a central location. This contributes to making our school a positive and happy place in which to learn and work and we make full use of the environment. Westmorland School is well-resourced and has a comprehensive range of facilities including a range of therapeutic spaces, a sensory garden, a range of outdoor spaces and classrooms specifically & therapeutically designed to meet the needs of our pupils. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff

2. VISION, AIMS AND INTENT

2.1 We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Westmorland School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives.

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We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils’ employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond WESTMORLAND School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

Our curriculum is designed with the pupils always being the central focus, as per the diagram above and runs alongside our whole school ‘Quality of Life’ (QOL) programme. Our detailed and comprehensive assessment procedures help us to clearly identify their needs and how we can best support those needs. Our clinical service and pastoral teams work alongside our educational teams to ensure the most appropriate therapy and interventions are in place for every child to access their curriculum. Our social communication curriculum has been established for many years and is totally embedded into our curriculum supporting pupils to access their learning. We have strategies in place if a pupils progress score dips and they require additional support to help them re-engage in their curriculum again. We have a strong focus on developing our pupils ‘7 behaviours of learning’ and this promotes pupils engagement and consequent progress. We have drawn from good practice to develop ‘Our learning is A.C.E.’, which further develops pupil engagement and extends their learning opportunities further.

The development of our ‘Rainbow curriculum’ came from the COVID year, where we spent time with all teachers to promote and create cross-curricular opportunities. This is a 5 year plan based on ‘individually each subject is just a colour, together it makes a rainbow’. This 5 year plan also gave us the chance to fully consider our ambitious aims and aspirations of where we hope our pupils will be by 2025!

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Our Curriculum Intentions:

1. *Pupils remain central to our whole curriculum*

- To consider all previous reports/assessments from previous school.
- To ensure all areas of their EHCP are planned for and provision is ready.
- To ensure all pre-admission paperwork is completed fully and shared with relevant staff in a pre-admission ITAC meeting.
- To plan for any specialist support from Clinical Services as part of their admission process.
- To continually monitor and assess their progress and adapt their curriculum appropriately to their needs.
- To appropriately plan for what high expectations for each pupil would look like and what support is required for them to achieve this.
- To ensure all 3 areas of our QOL programme are in place to best support pupils individual needs, to access their learning productively.
- To provide a curriculum that boosts our pupils physical and mental health and in turn improves their QOL.

2. *Assessment of Need to ensure their “best fit” curriculum*

- Teachers will assess pupils’ national curriculum levels using P Scales, Solar assessments and Boxall.
- The Clinical Services Team will complete a joint assessment of need within the first 12 weeks. This may include consideration of a child’s speech, language and communication needs, sensory processing needs, fine and gross motor skills, functional skills, and engagement in learning.
- The Clinical Services Team will produce a multi-disciplinary team report, which will outline an initial formulation of the child’s strengths and needs, and recommendations for further assessment and intervention, using the Witherslack Group Waves Approach.
- A post admission meeting will then be booked for all professionals and parent/carers to attend to decide on the most appropriate curriculum to be accessed.
- Follow up assessments from teachers are termly and Clinical Services as appropriate or as the need arises.
- All our pupils have SEND needs and therefore we assess them all as requiring a specialist curriculum, which will include regular movement breaks being planned for.
- Clinical Service team may assess a number of pupils as having a ‘high’ need in the same area, which may require long term therapeutic intervention.

3. *Therapy & Intervention to help all of our pupils access their learning*

- To use clinical services advice, strategies and interactions to help each pupil access their learning.
- Clinical services write a report following their assessments to help advise all staff about each pupils needs and how to support this fully.
- Each pupil will be on a separate wave for their intervention
- Wave 1 – Clinically informed and supported specialist learning environment
- Wave 2 – Targeted clinically led therapeutic interventions
- Wave 3 – Direct clinical engagement
- Clinical Services plan their individual interventions for a pupil, alongside the other clinicians to ensure they are working for the best impact on the pupil.

4. *Social Communication Support to help pupils learn life skills to integrate into society*

- Our social communication curriculum has been developed over a prolonged period of time by speech and language therapists and teaching staff to promote these skills with all pupils.
- To teach pupils functional life skills to prepare them for adult life.
- To help pupils generalise these skills in different situations/locations.

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- To ensure pupils have the necessary skills to build friendships with peers to their full potential.
- To ensure pupils feel safe, secure, stimulated and happy.
- To equip pupils with the ability to problem solve and negotiate.
- Give pupils the opportunity to interact and experience with the wider community.
- Speech and language therapists will provide on-going assessment of each pupil's social communication skills and share these findings with all teaching staff. They will adopt and differentiate their planning to meet these needs.

5. *Direct Intervention Programme supporting pupils when they are down*

- This is used when pupils have moved below their 'normal' baseline level for a significant reason or for a significant period of time, which is not in line with their cognitive assessment or SEN.
- Pupils will have been identified through the process of pre-admission, through assessment of need or due to a significant life event or medical need they may access their own DIP away from their main curriculum.
- This curriculum will not follow the normal long or medium term plans.
- Pupils will have a specialist curriculum developed based on their own interests, to focus on the development of a particular need or based around their significant life event or medical need.
- This specialist curriculum will be designed and or approved by the clinical services team/SENCO.
- This DIP curriculum will be for the shortest time possible until they have the ability to move back to their main curriculum.

6. *Behaviours for Learning*

- To teach, model and develop the appropriate behaviours for learning for all our pupils is planned for every day.
- We have planned as a school which behaviours our pupils need to develop the most to access their learning. These 7 main behaviours are:
 - Perseverance
 - Enthusiasm
 - Confidence
 - Resilience
 - Independence
 - Creativity
 - Engagement
- We have posters in every class introducing these characters in an age appropriate visual way.
- We reward pupils with merits and dojos, when these behaviours have been demonstrated.
- To help pupils generalise these skills within difficult situations.

7. *Rainbow Curriculum*

- All subject leaders developed their own 5 year aspirations for their subjects with specific aims for pupils to achieve by 2025.
- We use the headline for this as 'Individually each subject is just a colour, together it makes a rainbow' as we ultimately aim to get all subjects working together to get the best outcomes for all our pupils
- We highlight 'cultural capital' with a star system beside each subject area where these are the best opportunities for this to take place.
- We have the names of 'key people' linked to cultural capital for each subject that we want all our pupils to know about.
- All subject leaders refer to the rainbow curriculum to move areas through to the School Development Plan and monitor this progress as the year progresses. I-pads will support this learning to take place.
- In our 'pot of gold' aims for 2025, this highlights key skills we want pupils to have for life and after these relate to future careers too.

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- We plan for memorable experiences, cultural, educational and life skills activities within the community to help bring sense and meaning to each pupils curriculum regularly throughout the year.
- We are an ECO-school and this cross-curricular topic is planned for in every class.
- We promote reading for pleasure and reading opportunities throughout every day's planning.

8. A.C.E Learning

- All pupils are assessed on admission for resilience, social communication and sensory processing.
- These assessments help us place each pupil into a class that will most suit their needs.
- Each class will support each pupil and their whole class to access their curriculum the best.
- This involves detailed planning around the subject/topic to allow this access to be most relevant and engaging to the pupils.
- Within each class there will be further differentiation and strategies planned to enable each pupil further.
- Each class will therefore plan very differently from another about how long activities may take, how often reinforcement might be required, what skills to develop, what vocabulary to use and what will be asked and how each learning activity will look.
- Each class will vary the resources required for their pupils to access the curriculum with the learning resources themselves, writing materials, i-pad use and even the chairs the pupils sit on.
- All classes will plan for cross-curricular links and to include the principles of 'A.C.E. learning'.
- All Year 6 Pupils will have the opportunity to complete End of Key Stage Tests (SATs) if it is deemed appropriate for their ability and emotional need.
- All pupils will foster their basic literacy skills and love of reading, this is planned for every day.

9. Access to Rainbow Curriculum & A.C.E Learning

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10.Future aims/aspirations

- We support all pupils social communication skills development through our curriculum
- We aim to teach our pupils the necessary behaviours for learning skills to help them access the curriculum.
- To ensure all pupils receive the appropriate levels of support and interventions to help them access the curriculum.
- To provide an innovative curriculum which helps everyone discover the 'love of learning'.
- To provide them with the behaviours for learning which will stay with them for life.
- To develop an understanding of caring for our earth and how to protect it in the future.

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- To develop a sense of fulfilment and purpose for learning that will stay with them through transitions.
- To have ‘high expectations, high support’ for every pupil in our school.
- To develop pupils understanding of different careers and how to work towards these in the future.
- In all review meetings pupils will always discuss their future career aspirations and then these can be supported and planned for.
- Pupils will understand the 3 key areas to help their QOL, Healthy eating, Healthy sleep and Healthy activity.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Westmorland School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

3.2 *The teaching staff at Westmorland School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils’ learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach

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- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

Our Curriculum Implementations:

1. *Pupils remain central to our whole curriculum*

- Each pupil will be introduced to our full curriculum as and when they are ready, for some pupils this will be within their first few days, for others it may take a number of years.
- Consideration of previous learning experiences and to help 'fill the gaps' for areas missed.
- Each pupil will have full access to their EHCP provision required and this will be additionally provided for once our own assessments have been completed.
- Bespoke curriculum put in place to best meet their needs including National Autistic Society approved teaching methods/ Attention Autism.
- 'High expectations, high support' is our aim throughout.
- Multi-sensory approaches where possible to the curriculum to help support all pupils learning styles.

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- To use the most appropriate curriculum to meet each pupils needs, consulting with best practice from outstanding schools from across the world, DFE's, Ofsted and the National Autistic Society.
- QOL activities are utilised every day to ensure we maximise everyone's learning and achievement.
- QOL activities to be evident throughout the curriculum, embedded within lessons and the timetable to make it part of everyday life.

2. Assessment of Need to ensure their "best fit" curriculum

- This bespoke curriculum will be adopted/amended in response to these additional assessment findings.
- If new areas of need have been identified in addition to the EHCP this information is shared with the LA and may result in amendments to the EHCP.
- If EHCP is not amended then we still cater for their additional needs identified from the assessments.
- Intervention support is put in place to help 'boost' any areas of development that are below their cognitive level.
- Pupils' strengths are also supported to help them excel in these areas and not to just focus on their areas of need.
- Pupils may require a 'Direct Intervention Programme' (DIP/section5) as soon as they start with us, within their class to help them access the curriculum.
- All our pupils will have regular 'movement breaks' away from their learning to then help them learn more 'actively' as they return to their learning.
- Some pupils with very low reading or literacy skills may require additional support to help them access their curriculum.

3. Therapy & Intervention to help all our pupils access their learning.

- This bespoke curriculum will be adopted/amended in response to these additional assessment findings.
- If new areas of need have been identified in addition to the EHCP this information is shared with the LA and may result in amendments to the EHCP.
- If EHCP is not amended then we still cater for their additional needs identified from the assessments.
- Intervention support is put in place to help 'boost' any areas of development that are below their cognitive level.
- Pupils' strengths are also supported to help them excel in these areas and not to just focus on their areas of need.
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- All our pupils will have regular 'movement breaks' away from their learning to then help them learn more 'actively' as they return to their learning.
- Some pupils with very low reading or literacy skills may require additional support to help them access their curriculum.

4. Social Communication Support to help pupils learn life skills to integrate into society

- Our bespoke social communication curriculum is adapted from the principles of the 'Think Social Curriculum' by Michelle Garcia Winner (currently in development).
- There is explicit teaching and modelling of social skills where appropriate, depending on the needs of the child.
- We provide programmes of support to develop social skills e.g. Talkabout (Alex Kelly) and Black Sheep Press.
- High and medium need classes will have their social communication curriculum embedded throughout their day.

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- Low need classes will have discreet learning activities to address this need.
- In the high need classes parents will also be encouraged to implement areas of this curriculum to further embed their learning and support generalisation of these skills.
- Pupils have 'social communication' educational visits to their local community to help them engage appropriately in the communities.
- Educational staff will implement opportunities in their pupils curriculum to help them develop these skills.

5. Direct Intervention Programme supporting pupils when they are down

- Pupils will access this Direct Intervention Programme 1:1, or if appropriate within their own classroom with higher staffing input or Clinical Services to support them to regain their normal levels of achievement.
- Pupils' curriculum will have flexible short term planning, which may vary depending on how the pupil responds at each aim/objective as it is monitored along the way.
- Feedback on effectiveness of the DIP will be at least weekly to the clinical services/SENCO team.
- When agreed aims/objectives have been achieved within the DIP the pupil will move back to the main curriculum.
- At these times pupils resilience may be especially low and this requires a high level of reassurance and support from key staff.
- Pupils may have a DIP within a particular subject, especially in literacy or maths and this would require specialist interventions at times.

6. Behaviours for Learning

- All teaching, pastoral and Clinical Services staff will support the development of these 7 behaviours throughout the school day.
- We have developed age appropriate characters to represent each of these behaviours to be referred to every time a child needs to think about using one of these behaviours or if they have demonstrated one or more of these behaviours.
- We develop pupils levels of independence with using these behaviours to problem solve and resolve issues they face throughout their day.
- Every time the child is rewarded for using one of these behaviours, this will help to reinforce and embed that behaviour more.
- We will provide a variety of different locations/situations for these behaviours to be referred to, to help generalise this skill.
- These characters are shared with parents/carers to help them also understand and reinforce these behaviours at home.

7. Rainbow Curriculum

- Pupils access an innovative curriculum daily that offers them outstanding learning opportunities to help them progress.
- Pupils have cross-curricular learning opportunities daily which helps them with 'over-learning', generating of skills and maximise their learning opportunities.
- Pupils from different family backgrounds actively engage in their learning and benefit from 'cultural capital' which is highlighted in each subject and helps them learn about our 'key people'.
- Pupils will record their learning in a variety of ways. Pupils learning is often multi-sensory and this helps all learning stages and styles.
- Pupils learning will be supported by use of i-pads.
- Pupils learning is differentiated to ensure all learning activities are accessible to each child.
- Pupils have regular opportunities for leading their own learning paths and this is included in 'big questions' being researched themselves, in science and also through the A.C.E. learning opportunities.

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- Pupils have ‘memorable experiences’ throughout their topic learning to help embed their knowledge and skills in these areas.
- Pupils take part in a variety of ‘ECO-themed’ learning activities and actively learn about looking after their environment.
- Pupils gain a deeper understanding of a topic or skill through ‘living it’ in a practical/tactile way.
- Every class has active, fun and engaging learning opportunities throughout their day to promote reading.

8. A.C.E Learning

- ‘Attention autism’ is a method of learning, which involves exciting objects being drawn out of a bag/box, to help engage the pupils with autism or for the younger/less able pupils. It gains their immediate attention and then vocabulary is introduced and learning activities related to this throughout that day or week.
- Our ‘curiosity cuboid’ will have an object in that the pupils will try to identify, through asking questions, completing own research and maybe even carrying out their own experiments.
- These challenges will be over a week and can be daily if required. They will help support a pupil or class to cover an area of their curriculum that hasn’t yet been covered or if it is necessary to over-learn, embed previous learning.
- The activities will be fun and encourage independence where possible in their completion.
- These extensions of learning opportunities will lengthen the time that pupils are actively learning.
- Through use of ‘role-play’ pupils will embed their learning further.
- Learning is engaging all pupils and developing our behaviours for learning.

9. Access to Rainbow Curriculum and A.C.E Learning

- Learning activities will vary dramatically dependent on which level of need classes the pupils are in. High need classes would only be very short periods of learning mixed with extended learning activities and with a more individualised approach. Low need classes will be learning for much longer periods of time, with more class teaching and higher expectations for independence.
- All classes will have opportunities for pupil led learning activities and especially when posed with their ‘Big questions’.
- All classes will have multi-sensory learning opportunities where possible to allow greater access to all pupils.
- We are an i-pad per child school and these are used for creativity in the curriculum, own research and give greater options for independent recording.
- Mind-maps will be used at the beginning of a new topic, relating to their ‘Big question’. This will help introduce the topic, new related vocabulary and be a record of where their learning began. This can be added to as that topic progresses and may make up a wall display to be referred to.
- All classes will give pupils to the opportunity for a movement break regularly throughout the day, to help maximise all learning opportunities.
- High need classes will generally have a higher resourcing need for staffing, access resources, chairs or writing equipment. It may however occur that with additional resources a pupil may then be able to access a lower need class occasionally.
- Cross-curricular opportunities are embedded throughout and every learning activity will cover a variety of subject areas. This allows pupils to over learn, generalise skills and make progress.
- Opportunities to learn and consolidate skills appropriate to meeting the requirements of the End of Key Stage 2 Tests will be provided for all year 6 pupils who are academically and emotionally eligible.
- Pupils that need additional support to help them to develop their literacy skills will have additional interventions to help them with this.

11.Future aims/aspirations

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- Pupils generalise these social communication skills and use them to access their learning and their community on a daily basis.
- Pupils have these behaviours taught, modelled and reinforced daily and across the whole school.
- The curriculum is carefully sequenced to ensure it is accessible, has full National Curriculum coverage and progressively develops knowledge and skills.
- The behaviours for learning are modelled, developed and reinforced to ensure these are becoming life skills.
- Cross-curricular links and specific 'ECO events' will be completed throughout to help them make good choices about looking after our earth.
- Pupils start to respond appropriately to their bespoke curriculum then start to engage with it and eventually start to develop their own 'self-drive' with it.
- Transitions are supported throughout the day and with class moves or teacher changes, eventually this builds up to transitions to new schools or their secondary schools.
- All pupils will be challenged by their curriculum and this will be fully supported every step along the way.
- There will be links with other schools, national corporations and university links too.
- They will take part in 'careers' days and have the opportunity to meet people from different aspirational careers.
- All pupils will continue to apply these principles of QOL in their everyday life in the future.

4.2 Key Stage 1 & 2 (Years 1 - 6)

KS1 and KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Where able, pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils in both Keys Stages 1 and 2 who are working towards The National Curriculum have access to continuous provision and a variety of flexible learning spaces to support their engagement and develop behaviours for learning, preparing them for the next stage of their learning.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught on our secondary site – Wood Campus. Access National Curriculum subjects with a continued focus on reading. Pupils visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room. Pupils access; English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography, RE and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, Computing, PE, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Humanities, Catering, PE/Sport, Separate Science and Land Based Studies. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.7 Homework

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At Westmorland School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.8 **Reading**

At Westmorland School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges. We also work closely to promote and nurture early literacy skills to encourage the development of pre-reading and pre-writing abilities. This incorporates a wide range of approaches and carefully planned activities to lay the foundations for all of our pupils to develop their literacy skills.

4.9 **Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 **Physical Education**

All pupils access PE lessons at WESTMORLAND School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming.

4.11 **PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Westmorland School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

4.12 **Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Westmorland School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively

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promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Westmorland School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

Our Curriculum Impact:

1. *Pupils remain central to our whole curriculum*

- Pupils recognise that our curriculum is different from their previous experiences of learning and express these feelings regularly.
- Pupils attitudes to their learning starts to change and they want to come to school.
- Pupils start to engage with their learning, with support.
- Pupils are able to start ‘making mistakes’ and to learn from this experience.
- Pupils engage in their learning with more confidence and for longer periods of time. Their self-esteem develops rapidly.
- Pupils become more independent and develop ‘self-drive’ with their learning.

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- Pupils catch up with areas of learning previously missed.
- Pupil's progress is accelerated and they catch up with their chronological age or cognitive expectations.
- With QOL procedures in place, pupils will access their learning with the best 'mental health' and 'physical health' as possible.
- Improved physical and mental stamina for our pupils that has resulted in a better QOL.

2. Assessment of Need to ensure their "best fit" curriculum

- Pupils have their bespoke curriculum adapted further to support their needs. For some pupils this may relate to their own personal interests or learning styles.
- Pupils start to engage in their learning more and for longer periods of time.
- Pupils develop more independence and 'self-drive' within their learning. They start to talk about their learning more positively at school and at home.
- Pupils catch-up with areas of learning previously missed, which have been identified by our clinical services or educational teams.
- Pupils progress is accelerated and they start to engage more independently.
- Pupils will have a boost to their emotional resilience and can start to challenge their learning more, make mistakes and learn from them.
- Pupils will learn more 'actively' and retain their learning more.
- Pupils accept that everyone's needs are different and that their curriculum might be different from another person in their class.

3. Therapy and Intervention to help all our pupils access their learning

- Pupils have a bespoke curriculum that they are supported to access through therapy and interventions.
- Interventions are reviewed every 6 weeks to monitor impact and will be adapted as required if the impact has not been seen.
- Interventions help pupils engage in their curriculum and learning.
- Pupils feel fully supported to access their curriculum and like the fact that we have high expectations for them all. This further helps their self-esteem and that they feel 'understood' by all staff here.
- All pupils progress through being within a therapeutic environment in which to learn.
- Pupil's progress is improved and supported through these interventions.
- Pupil's progress is improved and supported through these interventions.
- Pupils quickly feel the impact of these interventions to help support them to access their learning productively.

4. Social Communication Support to help pupils learn life skills to integrate into society

- Build and maintain positive relationships with peers and adults, where many pupils previously would have been working on their own separate from their main class.
- Pupils develop functional life skills to help them engage in society and make more productive members of their community.
- To help pupils access their curriculum and support progress, through development of their promoted access to their curriculum. They would previously not have been able to take part in class discussions or group learning activities.
- Pupils generalise these skills and use them across the curriculum and with them for future transitions.
- Pupils make more considered decisions of how to keep themselves safe.

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- Pupils can use their problem solving skills to help them have greater independence with transitions in the future.
- Pupils are confident to go to the shops, café or library, knowing what the social expectations would be in these situations.
- Pupils will use these skills with increasing confidence and find social situations become less stressful and more productive.

5. Direct Intervention Programme supporting pupils when they are down

- Pupils supported fully through their transition to access their main curriculum and this helps them feel more positively about this period of time.
- Progress will be demonstrated through Solar assessments, Boxall, behaviour for learning and Clinical Services assessments.
- Pupils with a specific area of need are fully supported to access their main curriculum, if and when it is appropriate.
- Pupils with a significant life event or medical need fully supported to access their main curriculum and this helps them feel fully supported through this difficult time.
- Pupils make progress through re-accessing their main curriculum with the DIP and re-engaging in a more positive manner.
- Pupils resilience is improved and self-confidence regained to their 'normal' baseline level.

6. Behaviours for Learning

- Pupils will start to start to understand what these behaviours look like and begin to unlearn their previous behaviours that they used in previous schools.
- Pupils will start to recognise which behaviours to apply to different learning situations and gain confidence by applying them appropriately.
- Pupils will start to apply these behaviours with greater independence; it may start with the requiring 1:1 support to apply them initially, then support to a small group, then move on to whole class reminders, then reminders stop being required eventually.
- Pupils will problem solve and resolve their own learning issues with more confidence.
- Pupils will embed these behaviours and generalise this skill, using them without having to think first.
- Pupils will continue to use these behaviours as they transition to further education or future careers.
- Pupils will start to apply these behaviours to their everyday life situations.

7. Rainbow Curriculum

- Pupils make progress and start to accelerate their progress to 'catch up' to their age or cognitive expectations.
- Pupils start to use these skills across the curriculum and help them 'problem solve' with independence.
- Pupils all have the same learning opportunities to help them progress more equally and still with sufficient 'challenge'.
- Pupils progress through learning through different medium and with different learning activities.
- Pupils will make further progress and development with independence through use of their i-pads.
- Pupils independence levels are promoted.
- Pupils focus is more on their learning than recording and pupils with SEN needs relating to 'fine motor skills' are not restricted by this.
- Pupils engagement in their learning will increase through pupil-led activities and having memorable experiences.
- Pupils are making good choices about how to look after our planet.

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- Pupils learning and skills are embedded further due to these experiences. One pupil started to write for the first time when dressed as an evacuee, on a steam train, writing to his parents he was leaving behind in this role play.
- Pupils find reading fun and actively seek out people to read to. They are independent with many of their reading and literacy daily routines.

8. A.C.E Learning

- Pupils are more engaged in their curriculum and own learning.
- Pupils make more progress through being more engaged in their learning.
- Pupils were so engaged in a 'car indicator' being put in their curiosity cuboid that 3 weeks later, learning an electricity related to this object was still exciting them all.
- Pupils on the autistic spectrum using 'attention autism' had been in their own world for many months and this strategy grabbed their attention and helped re-engage them back into more lessons.
- Pupils progress will be boosted by these challenges.
- Pupils can generalise skills more and embed their learning.
- Pupils can positively boost an area of their learning in a fun way, which helps them strive to feel positive about having to address it.
- Pupils will be more engaged in learning for a longer period of time and this will help them to progress further.
- Pupils apply their social communication skills into their role play. Asking each other how are they going to make a doorway, when bricklaying together.

9. Access to Rainbow Curriculum & A.C.E Learning

- Pupils have access to an appropriate bespoke curriculum which maximises their learning opportunities and progress is quickly evident.
- Pupils that were school refusers and home educated for 12 months previously, engage in our curriculum often within the first few days or weeks.
- Pupils quickly start to apply more appropriate 'behaviours for learning' and with greater independence from staff.
- Pupils engage in their learning more when they are given the opportunities to lead their own learning.
- Pupils with different learning styles/needs can all access the same curriculum.
- Pupils see their learning as 'fun' and 'more exciting' than in other schools.
- Pupils engage positively in their topics and even go home to research a new topic that they know is coming up.
- Pupils can focus on their learning and progress quicker when given more appropriate recording techniques.
- Pupils are happy to talk about their progress with others and will feel great pride showing their work from the beginning of the year, compared to now and even how they hope to progress in the future.
- Pupils learn how to self-regulate more and when they need a movement break, applying these strategies with greater independence each day.
- Pupils understand the subject/topic and required vocabulary related to this. Pupils actually learn more productively once they have had a movement break and express how this strategy helps them.
- Pupils embed their learning and generalise these skills which accelerates their progress and assists them to catch-up.
- Pupils gain a sense of achievement and feel connected to the Mainstream education system. They gain self-esteem and show engagement in their own learning.
- Pupils will have their appropriate literacy skills to help them access their curriculum.

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10. Future aims/aspirations

- Pupils use these social communication skills positively to access their community in the future, within their further education and places of work.
- Pupils can apply these behaviours to access future learning and as they transition into work.
- Pupils have a full coverage of the national curriculum with maximum learning opportunities.
- Skills and knowledge are embedded for life, pupils move on successfully to complete G.C.S.E.s, A Levels and even degrees once they move on from us.
- Pupils make good choices about how to look after our earth and are considerate citizens.
- Pupils make greater progress due to their engagement and involvement in the curriculum. Pupils continue to have good attendance at their new schools, colleges and future work placements.
- Pupils make successful transitions and maintain their self-esteem and confidence at these times.
- Pupils accept their own SEN needs more and continue to use strategies to support these needs into their future. One ex-pupil who is now a teacher says it was the use of role play to develop his social communication skills with us that was his most significant factor in his success now.
- Pupils feel able to make mistakes and to learn from them. Pupils in their previous educational placements either would refuse to complete tasks they found difficult or display extreme behaviour to avoid it.
- Pupils have had a positive experience of education and want to continue this learning into their future, they continue to visit us years after they have left to share their achievements with us.
- Pupils make successful life choices and future careers.
- Pupils will be successful and productive members of their community.
- Pupils will make good life choices into their future. Pupils will have happy, stable, healthy and productive lives.
- Pupils will achieve 'long term QOL' and pass this on to influence those around them.

5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Westmorland School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

INTRODUCTION

The school curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the requirements of the National Curriculum but also the wide range of activities that the school provides in order to enrich the experience and learning

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of the children. What the children learn from the way they are treated and expected to behave is also part of the curriculum. The school has a clear focus on the personal development and wellbeing of each child and preparation for adulthood as well as on their academic progress. Each pupil has access to a truly bespoke curriculum in which they play an active role.

We aim to teach our pupils how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Pupils access a wide curriculum tailored to each pupil's specific areas of need. The curriculum precludes the promotion of partisan political views in the teaching of any subject.

IMPLEMENTATION

The curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the pupil's learning. Effective planning and preparation is central to the effective delivery of the curriculum. The teachers start by baselining pupils to find out previous knowledge and experiences and use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning, delivery and evaluation of their subjects. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links.

The curriculum lead will ensure that:

- The curriculum is planned and devised to best suit the needs of individual pupils and building towards national standards by the end of the each key-stage.
- The key concepts of learning are identified and well sequenced across year groups and key stages carefully distributing themes
- The curriculum is delivered and evaluated effectively
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate
- Curriculum leads provide a strategic lead, support and advise colleagues, and monitor progress in their area
- The procedures for assessment meet all requirements and are used to proactively support the learning and development of the pupils
- There is equality of access to the whole curriculum

The SLT will ensure that:

- Staff in the school are involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan
- Ensure subject knowledge is secure
- Ensure the pedagogy of learning is a whole-school approach
- School policies and procedures are reviewed at appropriate intervals
- The curriculum offered is suitable, appropriately sequenced and rewarding for pupils
- All teaching staff fulfil their roles and responsibilities

The school offers a unique opportunity to pupils to engage with their academic and vocational studies with an individualised approach to learning.

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The focus of the school site is to provide a stable and supportive base to pupils who have a range of barriers to learning including; ASD, communication difficulties and other adverse childhood experiences, These pupils often have large gaps in the learning journey and the school aims to fill these knowledge and skill gaps so that all pupils are able to access appropriate educational pathways to gain nationally recognised accreditation, opening up further opportunities in their futures.

KEY STAGE 1-2

Core Subjects	Discover	Create	Perform
English	Humanities Topics (Geography/History/RE)	Art	PE
Mathematics	Computing	Food Technology	Music- Rock School
Science		Design Technology	
PSHE including Functional Living Skills, RSE, Citizenship and Careers			

KEY STAGE 3-4

Each subject offers alternate pathways to best meet the needs of the learners - GCSE or an alternate qualification such as Functional Skills, ASDAN and NCFE Awards.

Core Subjects	Discover	Create	Perform
English	Humanities Topics (Geography/History/RE)	Art	PE
Mathematics	Computing	Food Technology	
Science	Land Based Studies	Design Technology	
PSHE including Functional Living Skills, RSE, Citizenship and Careers			

READING

Reading in the school is a key component of successful education. We believe that having a positive reading ability and having access and experience to a wide range of texts allows all young people to develop lifelong skills and engage in the wider curriculum. All young people at the school explore a variety of fiction and non-fiction texts, drawn from both contemporary and literary heritage writers. Moreover, our young people will be given opportunities to read a range of functional texts, which will help furnish them with the skills needed to become competent communicators in the future. The literature is specifically chosen for its richness in language; appeal to modern audiences and to help them gain a broader understanding of the world. All texts utilised in the school are selected for their nature and content linked to pupils developing needs and age. All texts are screened for appropriateness and texts chosen to both stimulate and challenge reader's ideas. Some texts including those that discuss sexuality, racism and traumatic experiences are delivered in a manner that is educational and supportive utilising the integrated approach of the education, clinical service and care teams on site.

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The aim is for our young people to become ‘word rich’, positively affecting lifetime opportunities as well as improving mental and emotional well-being. Furthermore, our young people will be encouraged to read for pleasure and will have access to a diverse range of material in a dedicated library.

Reading in the school will also provide opportunities for our young people to become peer mentors in support of our younger pupils. Reading will also develop skills such as critical thinking; synthesis of ideas; evaluation; analysis; all skills, which are transferrable in the forever changing, transient world we now live.

All pupils will have a bespoke programme of reading created based on initial baseline of their reading ability. Pupils will then engage in a programme of reading based on their ability and need, increasing their lexicon of language and exposure to varied fiction and non-fiction texts that provide a diverse range of reading experiences. The aim of the programme is to create learners with a robust vocabulary, that are confident and competent in literacy, able to explain their ideas and read and write at a level that which will help develop their own skills, values and attitudes. We aim to establish an appreciation and love of reading to support the whole curriculum.

Pupils not yet able to read fluently will receive daily intervention using appropriate resources. For example, Read, Write Inc for those who are developing their phonic awareness. For older pupils where phonics have not been successful, the advice of clinical staff such as Educational Psychologist and Speech & Language Therapist will be utilised to find the most appropriate methods. All pupils will practice regularly to ensure fluency.

COMPONENTS OF READING

The key component of reading is placing reading at the centre of the curriculum. Reading is a key life skill that requires appropriate time, teaching and support. We believe that all children deserve the chance to become a reader and that the school is a key place in which this process can begin. To do this we follow a series of strategic approaches including:

SHARED READING

Teachers read *with* pupils a range of texts focusing on comprehension and specific features in relation to objectives. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by ‘thinking aloud’ the skills required to be a reader in addition to planned differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

SUPPORTED READING

Our young people who required reading intervention will have access to frequent one-to-one Catch-Up Literacy sessions with a teacher or teaching assistant. Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.

Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

S2 pupils commence their day with 20 minutes of supported reading. Key staff support pupils in regular catch-up reading sessions as part of their weekly timetable.

There is a central collection of group reading packs (Rising Stars and Collins Big Cat readers). These are intended for use in Guided Reading sessions. Supported Reading Packs are stored in the primary classroom. Teachers know the level/colour book that the children are currently reading and share this information with the home.

INDEPENDENT READING

Pupils engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Tutors support their tutees in independent reading for a period

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of 15 minutes accessible each day.

Pupils are encouraged to keep their own record of the books they read; pupils will have access to the library all day. Pupils are encouraged to take part in school reading incentives such as 'Race Track Reading' in which they are rewarded with their own books linked to personal interest and ability (in an aid to create a pupils own personal library) as they move along the race track.

BOOKS GOING HOME

Pupils have access to a wide range of books to practise reading at home. Pupils can record the books that they have read in their reading log which is monitored by both school and parents/carers.

EXTRA-CURRICULAR ACTIVITIES IN OR OUT

Pupils have access to a range of extra –curricular activities including;

- Intervention lessons in core subjects
- Cookery
- Outdoor pursuits including Duke of Edinburgh Award (Bronze and Silver)
- Horticulture
- Animal Care

Education within the school is underpinned by our Social, Moral, Spiritual and Cultural policy. This outlines how we provide an education that provides each student with the opportunity to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We understand the key role this plays in allowing pupils to achieve and develop both academically and socially. These key concepts will be promoted throughout the curriculum and in all aspects of school life.

7. REFERENCES

None

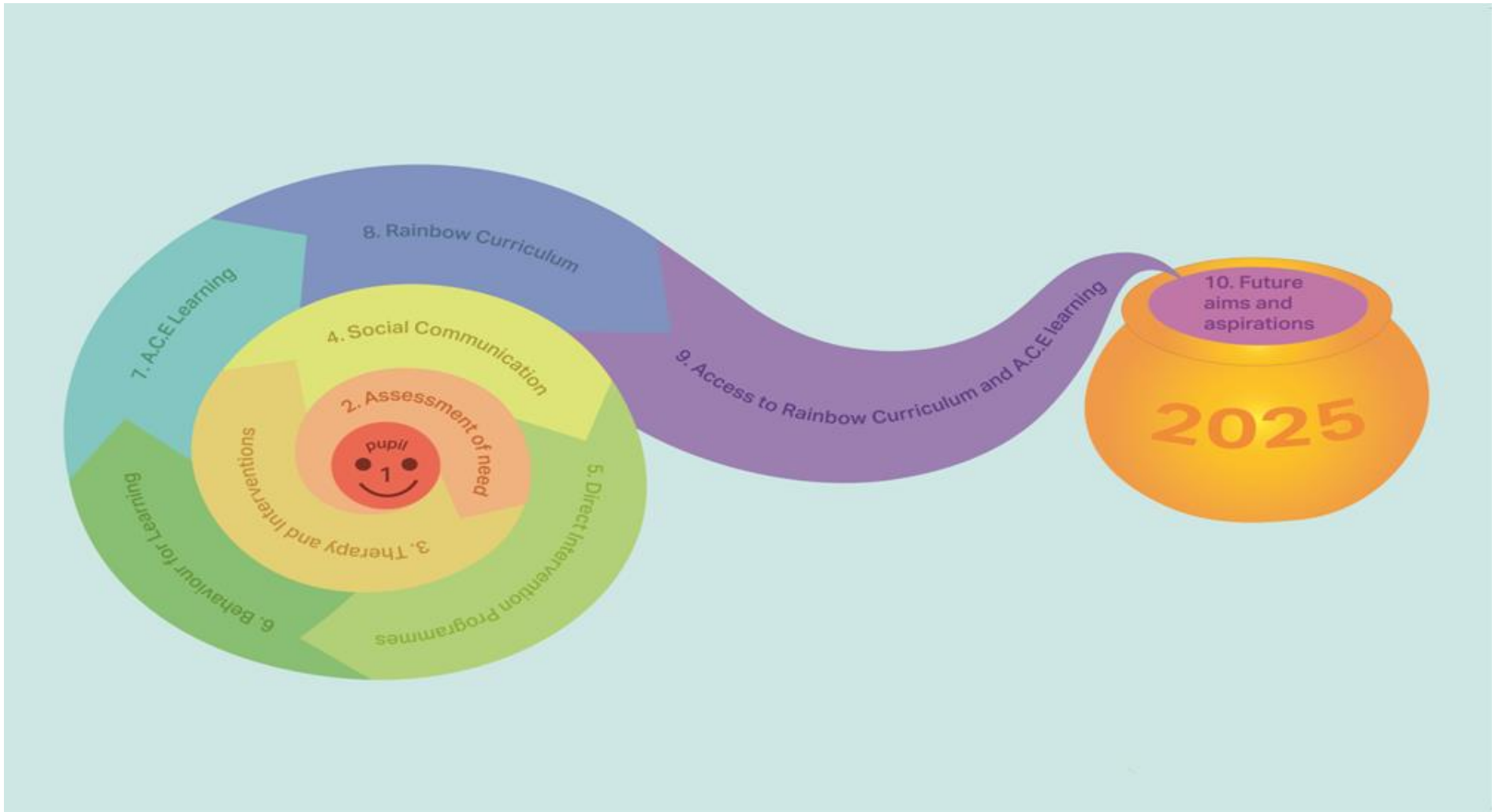
8. ASSOCIATED FORMS

None

9. APPENDICES

See below

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In each Bears cluster pupils will have

**Sunbears/Moonbears
KS1/Early KS2**

- Significantly high need in all 5 areas
- Age/developmental needs
- Continuous provision in an 'Early Years' style
- High support from educational, pastoral and Clinical Services staff teams
- Early stages of speech and language development; use of PECS/Makaton

**Pandas/Koalas
KS2**

- High need in all 5 areas
- Developmental needs
- Social communication needs
- Speech & language needs
- High support from educational, Pastoral and Clinical Services staff teams




**Polar Bears/Kodiak Bears
KS2**

- Middle level need in all 5 areas
- Lower levels of social communication, speech & language and sensory processing needs
- Higher levels of their independence and self-regulation skills
- Clinical Services input will be relative to their individual needs rather than whole class

Starbears

- High needs intervention class with a specific focus theme which may vary dependant on each pupil's need



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