

## Curriculum Policy

### Meldreth Manor School

<b>Policy Reference:</b>	AMM12
<b>Version Number:</b>	6
<b>Applies to:</b>	Meldreth Manor School
<b>Associated documents:</b>	Child protection policy Assessment, reporting and recording policy
<b>Approved by:</b>	Emily Willis - Head of School
<b>Implementation date:</b>	October 2023
<b>Next review due by:</b>	October 2024
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy aims to:

Meldreth Manor School provides a highly specialist learning environment for pupils aged 6 to 19 who have a range of MLD and SLD needs including autism spectrum disorders, ADHD, PDA and associated difficulties, who require an individualised, specialist approach. We have an additional provision for pupils with complex medical needs and sensory/ physical impairments. All our students have robust EHCPs.

Our person-centred curriculum is at the heart of our day-to-day practices and is built around the individual in order to ensure that they are able to access, be accepted and valued within the community.

Our pupils are working at a range of levels from Engagement levels up to National Curriculum Entry levels. We are aspirational that all our pupils gain some form of formal accreditation during their time with us. Meldreth Manor School is wholeheartedly committed to our integrated Therapeutic approach. The pupils' curriculum is designed in conjunction with our Therapy team. Pupil communication profiles and sensory profiles are used to inform the careful planning of the curriculum to match pupil need. We make use of strategies that are appropriate to the individual to support them to have strategies to self-regulate and cope in a range of everyday settings. Meldreth Manor School makes use of Total communication, Sensory Integration, Intensive Interaction, according to what is appropriate to support our students' needs and potential to be their very best.

Our curriculum aims are-

- To support all pupils to have self-regulation strategies that enable them to access and be valued in the community.
- To improve the quality of life and life chances for all pupils
- To maximise opportunities for self-help, self-independence and means of communication for all pupils.
- To ensure that all pupils have access to a balanced and appropriate curriculum.
- To prepare our pupils for their next transition stage and adult life
- To ensure that all pupils have an equal right to access high quality teaching in all areas of the curriculum that address their individual needs and supports them to make at least good progress relative to their starting point.
- To promote emotional intelligence, mental and physical well-being
- To develop self-knowledge and tolerance for others
- To promote the spiritual, moral, and cultural development of all pupils
- To support all pupils to develop healthy lifestyles and positive relationships.
- To support all pupils beyond the school curriculum hours, i.e. at home.

## 2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

DFE curriculum guidelines and assessment frameworks for EYFS, preparing for adulthood pillars, SEND plus and pre key stages.

## 3. Scope

This policy for all staff and children working at Meldreth Manor School

## 4. Roles and responsibilities

### 4.1 The Site Lead will:

4.1.1 Ensure the curriculum reflects the needs of the school cohort and recognises their abilities and small steps of progress.

4.1.2 Ensure school has a broad curriculum that provides rich learning opportunities for all students.

4.1.3 Ensure the curriculum is shared across school and care teams to compliment the 24 hour curriculum.

### 4.2 Staff will:

4.2.1 Work together to plan and deliver a curriculum that provides varied opportunities for learning for all students.

4.2.2 Ensure the curriculum is differentiated to meet needs of all students and that no one is excluded from learning opportunities.

4.2.3 Ensure daily tracking and recording of the curriculum and take part in opportunities to reflect on its success.

## 5. Our Curriculum

The curriculum is developed by stage rather than age. Age appropriateness is a consideration when designing the curriculum and communication system for each pupil. Each class group is configured predominately around pupil need and potential with age being a secondary factor for consideration. The curriculum is not taught as traditional discrete subject and the pupils do not study the conventional National curriculum as they are working at pre-national curriculum levels, now known as the 'Engagement Steps' curriculum. However, there are four key areas of learning that are embedded across all learning. These are-

- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and physical
- Communication and interaction

We have clear structures and routines which are essential to pupils' readiness to learn and are frequently basic life skills for us to practice. We operate a three- year topic rotation that ensures a board and balanced curriculum.

Outdoor learning and 'Learning-on-the-go' are incredibly important to our pupils' learning and planned aspects of our daily routines. Many of our pupils thrive and cope more effectively beyond the classroom. Learning opportunities are planned and resourced to enable our pupils to learn and progress in whatever learning environment best suits them as individuals.

Community learning is planned to support our pupils to develop self-confidence and life skills for the future in a wider range of settings and context. We take every opportunity to broaden the pupils experience and understanding of the wider world.

The lunchtime is an important and value part of our school curriculum and affords us meaningful opportunities to develop our self-help and independence skills, social skills and personal development.

## 6. Monitoring arrangements

This policy will be reviewed annually.