Aurora Ivy Lane School
Curriculum Policy

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This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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1 Policy

At Ivy Lane School we are very aware that the quality and range of educational inputs students receive during their time with us will have significant impacts on the quality of their childhood and their future quality of life. Our curriculum is driven by the five key principles of:

- accesibility
- engagement
- relevance
- variety
- demonstrable progression.

We do not apply a 'one size fits all' approach to achieving these principles. We apply a pathway approach. Our four pathways describe the need to consider the individual needs and abilities of each student on admission to school and will determine the aims they should work toward during their education. All education staff will receive professional development to ensure they are able to deliver each pathway and our ongoing assessment/quality assurance work will continually check if each of the key principles is being achieved for each student. Should assessment identify at any point that changes in provision can improve a student's experience or progress with their learning then we will offer a flexible approach to ensure this happens.

2 Curriculum – Foundation Principles

Accessibility – When planning for learning in the medium and short-term we seek to provide every student with learning in an environment and style which they can access comfortably. Teachers will receive specialist ongoing professional development to ensure they use specialist methodologies, including PECS, Makaton, SPELL and ABA to maximise inclusion within every whole class, small group and 1:1 learning opportunity.

Engagement – Given the strongest and most effective learning takes place when students are engaged our teaching team will personalise opportunities to make them individually relevant to students and focus on providing learning opportunities relevant to the strengths and interests of the students within their class.

Relevance – During our initial assessment of a student we will aim to identify their ambitions for leaving school. Within this we will cover:

- The academic acheivements they seek to achieve;
- The skills they will need to live in their preferred community as an adult;
- Their maximum potential relating to communication and sensory needs and the skills they need to maximise their independence and quality of life as adults.

When the assessment is in place we will establish the correct pathway, individual learning plan and identify the support required for each student.

Variety – We aim to develop independent learners who respond positively to a range of learning opportunities. Classroom-based methods such as ABA, TEACHH and work boxes may be used to build confidence in core skills. Care will be taken to ensure students can apply skills learned in these settings in a range of domestic, community, work place and learning scenarios. We will seek to maximise our urban location to develop students who are

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comfortable and confident learning here at Ivy Lane and locally in Wakefield as well as developing skills which they can continue to use as adults in future settings.

Demonstrable progression – We seek for our students to leave Ivy Lane School with a greater range of skills, abilities, interests and confidence than when they joined us. Termly progression checks will be used by leadership to assess student progress on subject specific and non subject specific pathways. Each lesson will contain assessment opportunities during which learning can be reshaped as required to maximise opportunities for progression.

3 Curriculum – Specific Aims

Achievement of outcomes identified within EHCPs. All long-term outcomes will influence short/medium term planning. Rigorous annual review of EHCP content is required whilst working alongside placing authorities to agree and make amendments.	**Acting on views of parents/carers to shape learning opportunities.** Parents have access to assessment information through annual review and annual reporting processes. Parental consultation events and open communication encourage parental views to be expressed.
Responsiveness to identified needs by a range of internal professionals including therapists, clinicians and care teams. Teams are formed around the child to ensure each child receives multi-disciplinary support and development opportunities.	**Holistic planning to deliver actions and outcomes identified by placing authorities and external professionals.** We will work closely with professionals from placing authorities to ensure we are delivering a curriculum which matches their own long term aims for a student.
Shape in response to student voice. At all stages in a student's education we will encourage them to shape their learning by identifying individual next steps and involvement in the setting of targets and long-term objectives.	**Personalise planning based on individual needs**. Detailed assessment procedures will enable teachers to recognise and respond to students with inconsistent levels across the curriculum and to plan to address this.
Prioritise transition to next steps after school. Whilst in school the annual review process alongside independent advocacy and careers advice will help students identify their initial steps in adulthood. We will then strive to build strong links to help the student prepare.	**Personalise Individualised Learning Plans (ILPs) promote learning in key areas across daily life.** To help ensure students' learning is transferable staff will be asked to promote and record key communication, behavioural and sensory skills across a students' waking day.
Be inclusive of all relevant aspects of the National Curriculum. Our broad and balanced curriculum will also be designed to show it complies with all requirements of the national curriculum.	**Promote Fundamental British Values.** Throughout our curriculum we will promote the fundamental British Values of democracy, rule of law, individual liberty, mutual respect.

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Support achievement of nationally recognised qualifications. Our programs of study will compliment nationally recognised qualifications across the curriculum to help students achieve these as recognition of their personal success.	**Develop technologically confident learners**. Mainstream and adaptive technologies will play a major role in our students' lives. Our curriculum will help them learn what is on offer and be ready to use it effectively in their adult lives.

4 Relevant Guidance

The relevant guidance that informs our curriculum planning is set out below.

The National Curriculum

All our programs of study and planning will be designed to maximise individuals' access to the national curriculum and provide our students with every opportunity to experience the curriculum offer agreed as in the best interest of all age equivalent students nationally. Care will be taken to adapt the national curriculum so experiences for our students are meaningful, accessible and promote progress relevant to achieving their individual needs. Where students are not ready for the curriculum set nationally for their age group, learning will be presented that fits with the student's abilities from the national curriculum for earlier ages. This will be presented in an age appropriate format which is respectful to the student's chronological age. Where students' specific needs place their targets as being before the subject specific learning specified by the national curriculum their curriculum will focus on developing the skill specific learning required to progress to subject specific learning. In key stage 5 students may more frequently divert from the national curriculum to access learning opportunities specified in their EHCPs as central to their developmental needs to succeed in adult life.

Guidance on promoting fundamental British Values in Schools

Throughout our curriculum we aim to reinforce the messages required to develop students who not only understand but believe strongly in the need for:

- democracy
- rule of law
- mutual respect
- tolerance
- individual liberty.

We are committed to all staff supporting these values and ensuring their conduct and role modelling reinforces them to our young people. This commitment is reflected in our safeguarding policy and practice.

Relationships education, relationships and sex education (RSE) and health education

In line with this guidance our curriculum presents repeated opportunities for students to develop their knowledge and understanding of RSE. PHSE schemes of work ensure

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RSE is covered annually at a level and with content which is relevant for students given their age, individual learning needs and preferred learning style.

SEND Code of Practice

Our curriculum is planned to enable students to access a package which is compliant with the statutory guidance of the code of practice. All our students will have Education, Health and Care Plans. Our curriculum offer is designed to integrate outcomes which may come from these without the need for additional timetabled sessions. In line with Part 8 of the guidance our curriculum will focus on preparation for adulthood from the earliest years with increasingly personalised learning opportunities being available in Key Stage 5.

5 Pathway Approach

In acknowledgement of the individuality of our students our curriculum is divided into 4 pathways. These pathways reflect a combination of:

- A student's age
- Their past learning achievements
- Their preparation needs for adulthood.

The 5 Parts of the Ivy Lane Curriculum – Across the pathways

	Literacy for life	Numeracy skills	Science and Technology	Our World	Active Lifestyles
Ignite foundation *KS3* Pre NC1 level*	Literacy lessons Pre phonics Read every day Interventions	Maths lessons Everyday maths Interventions	Science lessons Design tech lessons Food tech lessons IT	PHSE SMSC FBV Humanities RE	PE Swimming Horse riding or cycling Music Art Enrichment
Ignite advancing *KS4* Pre NC1 level*	Literacy lessons Phonics Read every day Interventions	Maths lessons Everyday maths Numicon Interventions	Science lessons Design tech or food tech lessons IT	Citizenship SMSC FBV Community based learning Careers	Sports and Leisure Music and/ or Art Enrichment
Engage foundation *KS3* Entry level 1*	Literacy lessons Phonics Read every day Interventions	Maths lessons Numicon Interventions	Science lessons Design tech lessons Food tech lessons Computing	PHSE SMSC FBV Humanities RE	PE Swimming Horse riding or cycling Music Art Enrichment
Engage advancing *KS4* Entry level 2-3*	Literacy lessons Fresh start Entry level studies Interventions Love of reading	Maths lessons Entry level study Interventions	Science lessons Design tech or food tech lessons Computing	Citizenship SMSC FBV Careers	Sports and Leisure Music and/ or Art Enrichment
Post 16 foundation *KS5 Up to entry level 1*	ASDAN Literacy units Functional literacy lessons Love of reading	ASDAN Maths units Functional maths lessons	IT in the everyday world Food tech	Citizenship SMSC FBV Community based learning Life skills Careers	Community based sports and leisure Music and/ or art Enrichment
Post 16 advancing *KS5 Entry level 2-3*	Entry level units Functional literacy lessons Love of reading	Entry level units Functional maths lessons	IT in the everyday world Food tech	Citizenship SMSC Careers	Community based sports and leisure Music and/ or art Enrichment

** Age range is approximate*

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5.1 Pathway Assessment

Prior to admission school leaders will place a student on an appropriate pathway based on the following sources of information:

- Education Health and Care Plan (EHCP)
- Student's age
- Annual Review documentation
- Consultation with previous provider
- School visit
- Consultation with parents/ carers
- School reports
- Information from virtual schools
- Professionals reports

Other relevant sources of information.

The following provides guidance on how sources of information can inform pathway decisions:

	Approx. Age range	Environmental needs	Attainment levels	Community Access	Outcomes
Ignite foundation	KS3	Accesses learning in adapted environments beginning to access mainstream learning environments.	Pre subject specific levels (e.g. <=P6 or engagement steps 1-6).	Working towards accessing learning in the community.	Focussed on personal development, communication, independence and life skills.
Ignite advancing	KS4	Able to access a range of learning environments across the school site and curriculum with support.	Pre subject specific levels (e.g. <=P6 or engagement steps 1-6).	Able to access community learning with support.	Focussed on personal development, communication, independence in the community and life skills.
Aspire foundation	KS3	Comfortable with and responds well to classroom-based learning with some sessions in the community.	Close to or working at Entry Level 1-3 and into level 1 studies	Able to access community learning with support.	Personal development alongside entry levels qualifications in core subjects.
Aspire advancing	KS4	Comfortable with and responds well to classroom-based learning able to access	Close to or working at Entry Level 1-3 and into level 1 studies	Able to access community and workplace learning with	Personal development alongside entry levels qualifications in core subjects

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		workplace learning with support.		support.	and employability.

5.2 Review of Pathway Assessment

The correct pathway for an individual student will be reconsidered at each annual review. Should this not be timely, earlier review can be considered providing all relevant stakeholders are consulted.

5.3 Impact of Pathway Assessment on Timetable Arrangements

Prior to the start of the school year class teachers will meet with school leaders to ensure their class timetable provides the relevant learning opportunities for the pathways they accommodate. Where possible each class will accommodate a single pathway. Should this not be possible then students in compatible pathways will be placed together and additional staff will be used to facilitate 1:1 or small group sessions.

6 Learning Opportunities – Pre Formal Learning on the Ignite Pathway

Teachers will present students on the ignite pathway with learning experiences promoting development against the seven aspects of engagement, namely:

- Responsiveness: as a pre-requisite for learning students need to be taught to follow inputs from a variety of sources, understand communication from others and respond appropriately.
- Curiosity: this supports positive engagement with learning and helps students develop the approach required to engage with learning opportunities, particularly opportunities where learning through play or experience is important.
- Discovery: to acquire new skills and knowledge students will need to be confident in exploring activities, concepts and equipment.
- Anticipation: to communicate and engage effectively students need to develop their understanding that certain pieces of communication or action on their behalf elicit responses from others.
- Persistence: to successfully engage with a range of learning opportunities students will need to develop the ability to maintain focus and on stimulus/ activity and attempt requested activities for long enough to benefit from the opportunity.
- Initiation: several of our learning experiences in 1:1, small group or whole class situations such as TEACHH, ABA and regular lessons require students to be confident in proactively initiating actions to generate outcomes.
- Investigation: the strongest learners are capable of prolonged, independent, experimentation to engage positively with learning opportunities on offer.

6.1 Presenting pre formal learning to students:

Learning opportunities of this type can be presented in a variety of formats including:

- Work boxes including 1:1 or independent tasks.

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- Opportunities to learn through play.
- Group or 1:1 clinical sessions, such as Autism Awareness or Lego Therapy.
- Subject specific lessons where subject specific content is presented alongside learning opportunities in line with the seven aspects of engagement.
- 1:1 or small group focussed academic learning interventions.
- Supported community based learning opportunities in a range of locations accessible to the individual student.

Pre formal learning may often not be presented in a typical fixed lesson by lesson pattern. Where it suits the learners learning may be presented with more free flowing learning experiences where opportunities are laid on for them to access with encouragement naturally.

6.2 Review of outcomes

Progression against pre formal and phase 1 of the schemes of work will be assessed termly. Planning will respond appropriately to findings of the assessment.

7 Managing different age ranges within each pathway

At Ivy Lane School we are conscious that our learning experiences need to accommodate

students across a range of ages at all stages and that our curriculum and consequently that our school cohort will not necessarily follow neat linear progression in line with their age.

To accommodate this, the age range of students each pathway will have to provide for is broad. As a consequence, teaching will be supported to provide learning environments and opportunities which meet the curriculum outcomes yet provide students with an age appropriate experience. Additional emphasis will be given in planning to ensure that students who have been at the school for a number of years or have been making small step progress within a similar level receive variation in experience which reflects their individual learning needs.

Subject specific considerations are detailed below. Across all subjects the following principles should be applied:

- The youngest students (key stage 2) should be presented with a childlike learning environment and experiences. Learning by play and exploration should be encouraged as this will promote learning and the development of positive mental health.

- The oldest students (key stage 5) should be presented with learning situations which replicate those they will experience in adult life and where possible be encouraged to learn to transfer skills learnt across a range of settings and scenarios.

- Planning for students in key stage 4 should have a personalised combination of the factors relevant for key stages 3 and 5 dependent on their individual needs and past learning.

- The curriculum map should be revised on a biannual basis. Careful consideration should be given to the needs of the cohort at that point to avoid repetition of subjects and content in their learning experience.

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8 Subject specific considerations

Subject	Youngest Students (KS3)	Oldest Students (KS5)
English	All texts should use accessible language and explore understandable concepts to the child. Use of texts for a younger audience may be permissible if the student finds them relevant and it promotes learning effectively.	All texts should use accessible language and explore understandable concepts to the child. Texts of types of writing aimed at significantly younger students should be avoided. Texts and written tasks should be promoted which replicate 'real world' tasks the students will experience on leaving school.
Maths	At this stage the emphasis will likely be on acquiring skills in a controlled classroom environment. However, from an early stage students should be encouraged to apply all skills learned across a range of community and home settings.	At this age the emphasis will be on the development of 'real world' applicable maths with a particular emphasis in the teaching on the skills and techniques a student will require for the outcomes identified in EHCPs for students' long term futures.
ICT	At this stage, students will learn to become effective users of a range of ICT devices supporting communication, information sharing and also commonly found public devices such as self-service checkouts and road crossings.	At this stage, students will continue to build on previous learning with particular regard being made to independent usage and safe usage of the full range of ICT resources they will have access to as adults.

9 Planning learning opportunities at Ivy Lane School

Our induction process, refresher CPD and professional support will help and enable staff to deliver our schemes of work. Staff will follow the process below to ensure each student receives an education which is meaningful, supports their progress towards adulthood and gives them an enriched, positive and memorable school experience.

Step	Action	By whom?
1	Initial assessment or annual review identifies a student pathway.	Senior leadership.
2	Class and individual timetables are constructed to support outcomes required by pathways and individual EHCPs.	Senior leadership and class teacher in collaboration.
3	Long term planning: curriculum map is used to map learning over a 4-year period to ensure opportunities systematically build on each other and learning is broad/varied avoiding repetition.	Senior leadership and class teacher in collaboration.
4	Medium term planning: Using schemes of work,	Class teacher.

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	relevant lesson objectives are selected and plotted across a term. Consideration given at this stage to age appropriateness and variety of experiences offered.	
5	Short term planning: lessons are planned based upon termly and ongoing assessment and student response to learning experiences.	Class teacher and teaching assistant.

Planning Templates

These are the templates to be used by school leaders and teaching staff to:

- Communicate the thinking behind their planning including how sequential learning benefits a student over time.
- Break learning down into manageable chunks to make it accessible to their students.
- Instruct support adults on how learning is organised and the role they can play in supporting learning experiences.

The templates can be provided by subject leaders include:

- Ivy Lane School Long Term/Annual Planner
- Ivy Lane School Unit Overview
- Ivy Lane School Lesson Plan/Short Term Planning

Long term planners at Ivy Lane School

Introduction

Our long term planners aim to ensure our students experience learning opportunities in a balanced and varied manner across each subject. Each map is pathway specific and covers four years, the maximum time a student can spend in one pathway. To ensure continuity between pathways planning is done by suitably qualified and experienced subject leads who plan a holistic learning experience whereby students can build on their learning across a full school pathway from school years 7 to 14 with experiences which provide spiral/ sequential learning and avoid repetition.

Guidance on usage of long term planners

- Long term planners provide a start point for subject leaders and teachers in both medium term planning and individual lesson planning. To transfer the long term plan into effective learning experiences the following need to be in place:
    - Subject leads should provide unit overviews for each unit summarising: the relevance of the unit to a child's development and long-term goals; objectives to be covered in the unit; resourcing required; ways to 'bring learning to life' and produce consistently good/outstanding learning experiences; links to other curriculum areas.
    - Class teachers should ensure curriculum presentation is age appropriate and respects the different stages in their education of individual students.
    - Class teachers should use and ensure their assessment builds on prior learning and avoids situations whereby a student repeats past learning or commences a topic where they are unlikely to succeed due to gaps in prior learning.

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Review of Long Term planners

The curriculum map should be reviewed as a minimum bi-annually and revised based on:

- Student progress against the current map.
- Student engagement with past topics
- Innovation and developments in educational practice
- Local or national events to which learning can be linked (e.g. Olympics, memorial events)

Current student cohort.

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9 Schemes of Work

Schemes of work are available for all subjects and are organized into five families of subjects. They are constructed by teachers and leaders with strong subject knowledge in each subject. Content will be based up on:

- key learning points within a given subject;
- learning opportunities known to be pertinent and positive for SEND students;
- intent, implementation and impact for each subject
- clearly structured and well sequenced learning opportunitities

Content of schemes of work should include:

- 4 year curriculum map for each pathway.
- Specific details on which skills/learning objectives are to be taught in each of the four years to avoid repetition in learning and promote spiral learning.

For non–subject specific learners, learning objectives will be taken from the engagement steps framework. This will be consistent across all subjects with teachers then being supported to provide planning and learning experiences which enable the objectives to be taught within the theme of each specific subject.

Whole school schemes of work will include learning objectives pitched at what is anticipated to be the average ability within a pathway. Subject leads will support class teachers inadapting/differentiating these to support and challenge students assessed at lower or higher levels.

Schemes of work are to be reviewed annually alongside the curriculum policy. As part of this review process feedback should be sought from:

- Subject leaders' self-evaluation of the subject.
- Class teachers regarding ease of use and supportiveness of scheme of work.
- Support staff on their perceptions of curriculum within the subject.
- Students' views on learning opportunities and progress made in the subject.

12 Review of curriculum policy at Ivy Lane School

The policy will be reviewed annually by the Head Teacher in consultation with the senior leadership team and school advisor alongside associated schemes of work, pathway plans and all associated documentation. The review should focus on the ongoing relevance of the policy given the current cohort of students attending the school, local or national education developments and newly emerging learning opportunities

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