Fairway School
Curriculum Policy

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Applies to:	*Fairway School*
Associated documents:	*Assessment and Marking Policy* *SEND Policy*
Approved by:	*Operations Director*
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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. Aims

This policy aims to provide a rationale for the school curriculum, to include its intent, implementation and impact.

Intent

Fairway is a warm and welcoming school which places student wellbeing and safety at the heart of our provision.

All policies for Fairway School reflect our vision of 'Driving Futures Together'.



This means we want to give our students the drive and ambition to succeed and become the best version of themselves in:

- Their education
- Their employment
- Their mental health
- Their independence in adulthood.

We realise this is a collaborative process, and that by working together we will raise students' aspirations and achievements.

Our secondary special school curriculum is aimed at students aged 11 to 16 who experience a range of Special Educational Needs, including:

- SEMH,
- Autism and associated behaviours,
- Moderate Learning Difficulties,
- Specific Learning difficulties, such a Speech and Language and Communication Difficulties, Dyslexia, or Dyscalculia.

This means that to be effective in supporting them to achieve their academic and social potential, our students will access a personalised curriculum that effectively develops their academic learning, greater independence, and, where possible, access to employment or future education.

We strongly believe in The Aurora Group values and adopt these in our school.

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We are;

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision and values, we will:

- Create a stimulating, safe and structured environment in which confident, caring students can accomplish great things, through:
    - Teaching to meet individual needs
    - Knowing that 'identification and assessment' is crucial to plan and meet the needs of students
- Provide the highest quality education, support and care for young people with SEN
- Ensure that every student is equipped with the knowledge, skills and understanding necessary to flourish in their secondary schooling and beyond, through:
    - An understanding that every individual will take a unique pathway through their education and personal development.
- The overall purpose of our curriculum is to prepare students for further learning and a life beyond school, through a positive and supportive framework that helps to develop:
    - Confident individuals - who lead safe, healthy and fulfilling lives in which they can communicate and interact well with others
    - Successful learners - who enjoy school, make great progress and achieve a range of qualifications
    - Responsible citizens - who are ready to take their place in society

Students who attend Fairway will have an Education, Health and Care Plan (EHCP) prior to admission, and will have often attended several other schools, and /or have been out of education for a period of time.

As such, our intention is to:

- Support and encourage engagement in learning
- Re-engage learners after extensive absence or traumatic experiences with education and therapeutic support.
- Provide an academic and social curriculum that supports and reinforces learning
- Provide a wide breath of learning opportunities that establishes a solid grounding for personal development, leisure and interests that can inspire potential future careers and aspirations.

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- Help students to connect learning and experiences,
- Use the student's EHCP, any initial screening and baseline assessments, as well information from the students themselves, their previous schools, and their parents/carers, as a starting point to make a curriculum offer and to identify any bespoke changes and opportunities that may be necessary.

Overall, the school intends that the student experience will largely mirror the National Curriculum. However, because of the uniqueness brought by the students who attend, we have also extended the curriculum by adding several more specialised, enriching subjects or activities to meet their more individual or collective needs.

The school curriculum also intends to ensure that students' vulnerabilities are reduced and that by the time they leave, students are more confident and less at risk. To achieve this, we intend for our curriculum to be broad, balanced and well planned, with particular focus on safeguarding, promoted through PSHE/RSE/Citizenship opportunities to increase student awareness and develop good decision-making.

In addition, the curriculum intends to offer a range of exam opportunities, support for students to develop a range of coping skills to build resilience and to become more consistently regulated by applying learnt strategies to situations that cause stress and anxiety. Through this, we expect that student access to learning will be increased, leading to greater independence, and better academic outcomes.

This means that we want our students to see themselves as competent learners with a 'can do/driving' attitude.

We will also offer therapies and individual support programmes as per our students identified EHCP needs, provisions and outcomes (i.e. specialist support), meaning that the Therapy Team (Clinical psychologist/drama therapist, SALT, OT) will offer targeted and universal support for the development of social communication and emotional regulation skills.

2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

Education Act 1996

Aurora Fairway meets the Independent School Standards

3. Scope

This policy applies to all who work with students at Aurora Fairway, and all stakeholders who have a vested interest in the education of students at the school.

4. Roles and responsibilities

4.1 The Headteacher will:

4.1.1 Ensure that delivery of the curriculum is implemented through teaching and learning observations, progress of students, student voice, and quality assurance visits from the aurora group

4.1.2 Review the curriculum according to legislative updates, ensuring compliance

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4.1.3 Review the curriculum on an annual basis with SLT, looking at outcomes, progress, and engagement of students, reflecting on student needs and aspirations

4.2 Subject Staff will:

4.2.1 Keep up to date with curriculum requirements in their subject areas(s)

4.2.2 Ensure there is alignment in students' IEP's and target setting, with agreed aspirational targets for subjects

4.2.3 Work closely with support staff to differentiate resources appropriately

4.3 Parents/Stakeholders will:

4.3.1 Have the opportunity to comment on the curriculum offer, and its delivery through regular communication with the school, and questionnaires

4.4 Students will:

4.4.1 Have the opportunity to comment on the curriculum offer, and its delivery through termly IEP reviews, questionnaires, and Student Council

5. Definitions

IEP - Individual Education Plan

EHCP - Education, Health and Care Plan

6. Implementation

6.1 Curriculum content

The school provides a broad, balanced curriculum through which all students receive full-time, supervised education through a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative subjects appropriate to their age, aptitude, and stage of development. This means that our Core Curriculum will provide access to a selection of National Curriculum subjects, including English, Maths, Science, Humanities (RE/History/Geography) PE, PSHE, ICT, Creative Me, Forest School and Food Technology, plus programmes of study or topics that contain linked National Curriculum subjects and the salient skills, knowledge, and understanding they aim to develop. The purpose here is to ensure that the delivery is at a level that meets each student's stage of development, and at a rate that suits their individual abilities.

Due to the sites limitations, we offer a range of Physical Education off site activities. 2 sessions of Swimming a week, Gymnastics, Forest School and Horse Riding.

6.2 Enrichment and non-statutory additions to the curriculum.

The curriculum will also include several enrichment subjects to help meet the unique needs of the students. The intention here is to help decrease anxiety, improving social communication skills, raise levels of engagement, and provide opportunities to develop personal interests. Enrichment subjects will include Creative Me, Life and Living Skills, and a range of weekly, offsite physical activities that students can choose

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at the beginning of term, that may include gymnastics, Horse-riding and/or Swimming for example.

Our Fridays, Personal Development Days have a range of activities and enriching learning opportunities to facilitate lifelong learning. For example, we have Personal Study sessions, Careers sessions, 1-1 Literacy Interventions, Hair and Beauty, Craft, Golf lessons, Football Skills, Drama, Future Focus and local community activities. All sessions are linked to our cohorts' interests, aspirations and are led by our student's voice.

6.3 The importance of PSHE, SMSC and British Values in the Curriculum

It is often the case that young people in special education have a higher risk of vulnerability and so the teaching of PSHE, SMSC, and British Values at Aurora at Fairway School plays an important part in their personal development and helps to broaden their understanding of the wider world that surrounds them. This means these subjects, along with access to a range of enriched or extracurricular activities, will all help to identify and consolidate the values we want the students to develop and, at the same time, make them safer and more aware of the risks and dangers that surround them. In particular, we want students to explore and understand:

- British Values: Democracy. A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law.
- Individual liberty.
- Mutual respect & tolerance of different faiths and beliefs.
- Relationships and sex education.
- The prevention of abuse, exploitation, or radicalization.
- The concept of safeguarding and protection at an individual and collective level.
- Readiness for the next steps in their life after leaving school.
- Confidence and self-belief.
- How to be realistic, ambitious and aspirational.

6.4 Employability, access to Work Related Learning and FE Colleges

For students across Key Stage 4, the school has a Careers Coordinator who aims to improve students' employability skills and/or extend their learning opportunities in subjects at an FE College whenever the school is unable to provide this on site. The coordinator oversees both areas, carrying out risk assessments, suitability checks, and make regular placement visits to support students, focusing on developing confidence and independence skills, whilst also ensuring that there are clear lines of communication between the student, the school, the college/placement, and the students' parents/carers.

The Careers Coordinator is also responsible for the Careers Calendar which incorporates visits in school and offsite visits that involve professionals from a range

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of professions to inspire, educate and inform our students for their future possibilities. Every one of our students needs robust career guidance to make informed decisions about their future. Good career guidance is a necessity for their social mobility: The Gatsby Benchmarks are implemented into our planning and are considered throughout our provision.

6.5 Exam opportunities for pupils

Students in Key Stage 4 will be able to access a range of externally accredited courses according to their abilities and levels of attainment, including GCSE, Functional Skills, ASDAN, Life and Living Skills, and BTEC. At GCSE, students will study subjects as a regular part of the curriculum and through a range of options. This includes subjects such as English, Maths, Science**,** History and Geography, whilst in ASDAN, students can achieve an accreditation. Qualifications in IT, Cooking, Art, and PSHE up to GCSE level, will also be available, as well as individual awards in Swimming, Gumnatstics, Horse-riding etc.

7. Support

7.1 Teachers, HLTAs and TAs

All classes are taught by subject specialists or experienced teachers. There are a high number of Teaching Assistants and Higher Learning Teaching Assistants in all lessons to support students' access to the curriculum, and to ensure that their individual Special Needs or disabilities are catered for. HLTAs can also lead teaching in some elements of learning if they have a specialism or experience in that area which might benefit the students.

The Deputy Headteacher/SENCO, Pastoral Lead, Transitions Coordinator and Therapy Team will work together on each student's intervention programme, monitor progress, and evaluate the impact of intervention or sessions.

7.2 Supporting individual special educational needs and disabilities in the curriculum.

Teachers, HLTAs and TAs will meet regularly to discuss and plan supportive learning strategies aimed at effectively helping students to overcome their areas of difficulty. This will ensure that tasks are differentiated, and individual learning styles are supported through appropriate adaptations.

Through assessment and observations student progress is monitored and evaluated, with information and evidence being used to generate their new objective. To improve access to learning, every student has an IEP, a Behaviour Support Plan, and some students have Risk Assessment's dependent on their level of need, all of which aim to help each student to be better regulated and manage positively throughout the school day,

Where identified in EHCPs, or necessitated by events, identified barriers to learning, or only slow progress being made, targeted intervention sessions will be put in place to support students, aiming to raise progress, increase access to education, increase engagement, and improve outcomes.

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The school has a clinical team that works closely with Teachers, HLTAs and TAs to support the delivery of the curriculum to students who experience temporary or long-term difficulties with emotional wellbeing, mental health or more advanced social and communication needs.

7.3 Clinical Interventions

We provide an integrated therapeutic education model in which education teams are supported in this by our clinical team. A successful integrated model will lead to more children being able to be supported within their class rather than having to leave class for therapy.

For specifically identified students, bespoke intervention sessions are in place on a daily basis and progress is monitored by the Inclusion Team led by the Pastoral Lead.

Some students will receive targeted or specialist clinical interventions either individually or in groups. These will be indicated either through their EHCP or as a result of screening and assessment completed in school.

8. Groups, Lessons and the Teaching Day

Students are taught in classes of up to 8 or 9 mainly by a range of subject specialists or experienced teachers. There are 7 periods in a day and class groups may either move between a range of specialist classrooms or spaces or stay within a specific classroom to access their education.

Daily Intervention sessions are taught in individual or small groups or classes, designed to support specific EHCP needs and can include therapy, social skills, motor skills, literacy, numeracy etc.

9. Maintaining high-quality Teaching and Learning in the curriculum

To deliver the curriculum to a high standard, it is vital that teaching and learning is maintained at a consistently high quality. As part of the quality assurance process, Literacy, Numeracy and PSHEE have Curriculum Leads who oversees their delivery, as well as monitoring the quality of teaching and learning, and the assessment processes. In addition, teachers, HLTAs and TAs are regularly observed by Curriculum Leads and Senior Managers and receive feedback which then informs CPD at an individual or a whole school staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has its own Aims (intent) document, and series of pre-planned Programmes of Study/Schemes of Work across all year groups, forming a holistic curriculum map that sequentially builds on the key concepts, and the individual skills, knowledge and understanding of that subject. All lessons have lesson plans that inform the teacher, TAs and about the lesson objectives and activities, and how it links to prior learning. Plans also include key words and concepts, and how content will be differentiated and supported through a range of learning styles.

10. Assessment and the curriculum

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Assessment for Learning (AfL) will form a regular part of all learning activities to identify how secure students' learning is from lesson to lesson, as well as identifying areas for development and correcting misconceptions. AfL evidence will also be used to inform next lesson planning either at an individual student level, or in relation to the content, delivery or resources required to improve the next lesson.

Students will be assessed through various methods at the end of every Programme of Study/Scheme of Work, Theme or Project, and any data collected will be recorded on Earwig. Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process. Information collected will also inform next steps planning at a student, subject, or whole school level.

Summary assessment information will be used to complete end of term and end of year reports and will be sent to parents/carers and any other professionals or agencies who support the student. Curriculum Leads and teachers will also use the summary information to reflect on curriculum delivery and content, and then used to inform future planning.

Further information can be found in our Assessment policy

11. Resources

The school leadership team aims to ensure that the curriculum is appropriately resourced, and this is reflected in the school development plan and budget. Class teams remain responsible for any resources in their care.

12. Quality assurance

Monitoring of the implementation and impact of the curriculum will be as per the Aurora Group quality assurance processes found in our Risk and Governance Framework

Additional quality assurance and intervention might occur in response to identified need, for example following an annual review process for an individual student or as the result of whole-school or class-level data analysis.

13. Impact

We believe that the impact of our curriculum will support and inspire each student to develop their individuality, helping them to grow and develop in their own unique way, and to achieve their full potential - educationally, socially, and personally.

Through the high-quality delivery and range of opportunities provided by our curriculum, we believe its impact will ensure that young people are prepared for their future with relevant qualifications, and that it will provide them with a well-rounded education, and to have a range of strategies and information to improve their choices in life – whether that is in Further Education, which includes being able to access mainstream settings, training/apprenticeships, or to explore job opportunities.

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The overall purpose of our curriculum is to prepare students for life beyond school, through a positive, enriching and supportive timetable of the following:

Literacy

At Aurora Fairway School, we understand that Literacy Skills are the foundation for understanding, and interacting with, the world around us. The ability to communicate effectively, confidently and with clarity is crucial within adult life. We recognise the challenges our learners face in developing their literacy skills due to missed schooling and learning needs. We aim for all learners to leave our school with functional skills in literacy, and this is delivered in all subjects across the curriculum. All staff members are expected to deliver literacy-based learning bases learning with consistency and confidence to allow learners to improve their literacy skills.

Learners have access to bespoke literacy support packages during intervention sessions throughout the week, with a focus on areas of development for individual learners. All learners have individual literacy support plans that identify specific areas of need, which students can develop through 1:1 sessions with identified interventions. We aim for all learners to be able to communicate in a range of methods with confidence and fluency in order to prepare them for adulthood.

Maths

Maths is focused on improving learner's confidence of their abilities as well as challenging them to extend their knowledge. As well as working towards gaining a qualification in Mathematics ranging from Entry Level to GCSE, there is the underlying aspect of how these skills and topics can be translated into logical thinking and problem solving in the 'real world.'

Our aim is to make Mathematics accessible for all our learners leading to improved confidence within the subject as well as comprehension that can support them beyond the classroom.

PSHE

PSHE at Fairway school, is integral to our atmosphere where everybody is respected, without question. To ensure each student is to be confident walk into any space in the school as a whole and feel accepted. For there to be no misogyny, no discrimination and for every single person to have no care at all for anyone else's appearance, age, status, or ambitions. We aim to see learners leave Fairway at 16 and have full confidence that wherever they go next, they will present themselves as genuinely respectful and kind individuals.

We teach the learners about the caring skills needed to form and maintain healthy relationships, both platonic and romantic. Our RSE curriculum considers all the vital information and life-skills that will enable our learners to be caring in their adult relationships and trusted to show respect and safety but is delivered in a relatable way that is kinaesthetic where possible to achieve our aim of all our learners being able to navigate adult relationships carefully. The curriculum is designed for them to

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have the trust in themselves required to safely navigate the online world, including staying up to date with strategies to counteract the risks and trends that manifest online. We plan for the learners to have high standards and healthy ambitions due to being educated in career education, for them to understand their bodies and minds well enough to innovatively look after their physical and mental wellbeing and for them to be able to slot into any team, removing limitations in their lives as they know how to successfully collaborate with others.

Science

Our school values are uniquely integrated in working scientifically. As Science teachers we aim to create a learning environment filled with excitement about the ways we live and function in our everyday lives

Investigative groupwork provides opportunity for students to show care and collaborate by supporting each other in roles that suit their individual skills.

Further to this they are challenged to try different roles, stimulating a drive to ambitiously strive to develop.

While students are trusted to use Science Equipment safely, they are also encouraged to suggest improvements to activities and bring forward innovative new ideas. This personalised approach aims to help them develop resilience when facing a failed experiment - an essential skill for our students who often struggle with fear of failure.

Nurture

As Nurture teachers we aim to create a safe and caring, learning environment filled with opportunities to feel excited about learning while developing skills and knowledge. The Nurture curriculum is tailored to meet the individual needs of all students.

Tailored project work provides opportunity for students to show care and collaborate by supporting each other in roles that suit their individual skills.

Further to this they are challenged to try different roles, stimulating a drive to ambitiously strive to develop themselves and their peers.

While students are trusted to work safely and confidentially within the Nurture room, they are also encouraged to suggest improvements to activities and bring forward innovative new ideas. This approach allows children to become independent while developing resilience when facing different challenges - an essential skill for our students who often struggle with fear of failure.

ICT

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As ICT teachers we aim to create a learning environment with opportunities to explore the ways we need ICT in our everyday lives.

Firstly, students are introduced to basic word processing and presentation skills, with intention of helping them cope better in all lesson across the curriculum. Many students find writing particularly difficult. With the basic skills established learners are empowered to engage in lessons with the safety of presenting work on laptops if they are self-conscious about their writing.

Creative design using digital art programs provides opportunity for students to show innovation by critiquing and designing materials that support charities, global challenge research or simply items that appeal to learners' interest.

Further to this they are challenged to try simple coding in various forms to explore the rate of their skills development and whether it may become a larger area of interest.

While students are trusted to take responsibility for their laptops, they are also encouraged to use them in all lessons when appropriate. Learners are encouraged to express their preference in using laptops. This personalised approach aims to help them develop communication and resilience when facing a difficult task - an essential skill for our students who often struggle with fear of failure.

Food Technology

Food technology is more than just practical skills, food technology also teaches people the important of health and nutrition and provides them with the knowledge to make dietary choices suited to their individual needs.

Life skills are ingrained within the food technology curriculum and every student has the opportunity to succeed in living independently, and students can unlock better versions of themselves, not just in the kitchen, but in all aspects of their lives as they become more conscious of how food can impact their overall lifestyle.

Creative Me/Art

Creative Me allows our students to enjoy being artistic without the limitations of a traditional Art and Design programme. We get to know our learner's skill set and their most importantly their creative interests and drive. We realise that many students are lacking in confidence and resilience in Art, we take our time to build on this in any way that we can. We want our learners to see the therapeutic abilities that the arts have to support their mental health should this be a useful strategy for them.

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Students that enjoy the Art and wish to develop their artistic skills and knowledge overtime can work towards a GCSE in Art and Design.

Forest School

Forest School is a child-centred learning opportunity, that offers opportunities for holistic growth for each of our learners. It supports Aurora's values, caring, trust, ambitious, collaboration and innovation through play, exploration and supported risk taking. Whilst developing confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Its supports our learners with their social, emotional and mental health needs in a safe, non-judgemental and nurturing environment.

Using the Forest school approach to risk means that our learners expand on their abilities by solving real-world issues, building self-belief, self-reliance and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School, therefore, helps participants to become, healthy, resilient, creative and independent learners.

Personal Development Day

Personal Development Day has been carefully designed to allow all of our learners to participate in learning that they have a real love of. We have worked hard to listen to the wants, wishes and dreams of our students so that we can offer a range of exciting opportunities for them.

The day is rounded up with Team Fairway, group activities to bring us all together at the end of our week.

15. Monitoring arrangements

The policy will be reviewed annually by the Deputy Head Teacher/SLT

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