

Curriculum Policy

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1. CURRICULUM POLICY

In this Policy, “the School” means the Island Project School and includes the sites at School at Diddington Hall, and the College at Birmingham Road.

The School is designed to support pupils aged 5 to 19 years who have a diagnosis of Autism and additional complex needs. The curriculum is a complete plan that covers both education and academic targets, in tandem with sensory, behavioural management and communication targets.

The curriculum is underpinned by the School’s ethos, which encompasses all the planned and incidental learning opportunities and experiences at School and across the community.

The ethos of School is incorporated in the following statements and the School believes that:

All pupils are entitled to be treated with dignity and respect.

Pupils with a diagnosis of Autism can learn effectively if they are given a range of appropriate structured programs, which address their deficits and build upon their strengths.

Pupils with a diagnosis of Autism have the right to aspire to the highest standards attainable and that their achievements should be recognized and praised.

All pupils should be helped to take responsibility for their own lives and be enabled to live as independently as possible.

All pupils should be encouraged to make decisions and speak for themselves through any means of communication available to them.

All pupils have the right to participate in the community in which they live.

All pupils are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, independent or supported living.

The School’s curriculum provides:

personalised access to a differentiated National Curriculum, that has breadth and balance appropriate to meet each individual pupil’s needs.

developmentally and ability sequenced learning targets.

an emphasis on learning to learn, and the enjoyment of learning.

the teaching of functional communication skills with guidance from Speech and Language therapists.

the teaching of functional skills and sensory management with guidance from Occupational therapists.

teaching and learning opportunities throughout the school day including opportunities for age-appropriate play and leisure interactions both between Staff and pupils or amongst peers.

All pupils acquire communication; speaking and listening, literacy and numeracy skills, supported across a range of communication modalities including symbol/picture communication.

2 CORE CURRICULUM AREAS

Building a personalized curriculum is dependent on an assessment of need across behavior, sensory, communication and using a range of assessment tools including: ABLs, AFLS, B Squared and previous pupil information, a base line is used to address the core characteristics and challenges associated with autism within the profile of the individual pupil.

The individually planned curriculum offers a comprehensive educational programme designed to promote social communication, language, literacy, problem solving and self-management of behaviour and emotions.

The School has identified the following as its 'Core curriculum'.

1. English and Literacy
2. Mathematics and Numeracy
3. Personal, Social, Health and Citizenship Education (PSHCE) including Sex and Relationship Education (SRE)

Planning of personal, social, health and citizenship and economic education reflects the School's aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equal Opportunities Act, incorporating British values.

3. THE CURRICULUM PLAN

In addition to the core curriculum, a total curriculum package is designed to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, using the national curriculum to underpin the planning.

The curriculum is personalized to build the skills that will enable each pupil to enjoy, learn and participate appropriately in the world around them.

Each pupil's learning journey through the School is underpinned by precise data collection gathered through direct observation and close monitoring of their progress. Individual and group lesson plans, are carefully planned by the multi-professional team and differentiated based on ability, age, motivation and skills.

Each pupil's individualized curriculum consists of :

Individual plans across the core curriculum;

Cross curricular planning across the national curriculum framework for group work for each unit, individually differentiated by the head of unit and staff team to build on individuals skill;

Personal development plans and functional assessment plans individual to need, skill, ability and preference;

Sensory plan;

Behaviour plan, care plan; and

Communication plans

Pupils are made aware of planned scheduled work across their curriculum for 1:1, group and specific activities and understand the breakdown of the day. Greater emphasis is placed on developing relevant and functional life-skills for pupils of secondary school age (11 to 19 years) and on developing vocational, work-related learning skills for pupils aged 14 to 19 years of age.

All pupils receiving senior education have access to accurate, up-to-date careers guidance that is presented in an impartial manner. It is differentiated to their ability and enables them to make informed choices about a broad range of career options. Pupils are encouraged to fulfil their potential as part of the cross curricular work and in line with our core PHSCE planning for all pupils in senior education opportunities to take part in accreditation and qualifications including ASDAN and EDXEL.

3. TEACHING ENVIRONMENT, MONITORING AND PROGRESS

The basis for the effective management of teaching and learning is based on the relationships and understanding created around and with each pupil.

Lessons are planned to incorporate a wide range of resources including resources which are specific to pupils created onsite. The school day is broken into effective learning blocks with all areas of learning allocated a time frame within the individual planning.

The ethos of dignity and respect is the basis of delivery, building positive attitudes and allow the development of self-esteem.

High expectations across School are supported by clear guidance and individual support plans enable all pupils to demonstrate their achievements. Taking responsibility for their own learning, including exploration and goal setting allows pupils to engage in effective management of their own behaviour and learning expectations.

Using assessment tools; including B squared, ABLLS, AFLLS, MOHOST, together with pupil specific planning allows flexibility of delivery, with informal formative assessment continuously in the classroom. This includes, tutor questioning and data collection, observations of teaching and learners, analysis of data and interpretation of data to inform and differentiate planning, skilled positive feedback for pupils and opportunities to reflect, using SMART targets with generalization and small step planning as part of the monitoring process. Providing the data to formulate information to measure progress against national standards.

Target setting and teaching methods are continually reviewed through specific monitoring involving therapy, behaviour and teaching staff. These take account of the pupils' individual needs, drawing on their Statement of Special Education Need (or Education Health

and Care Plan), the outcomes of their annual review and the priorities identified in their IEP.