



Cumberland
School

Curriculum Policy

Last Update: September 2019

Next Update: September 2020

Context

Pupils who attend Cumberland School have a primary need of SEMH. Some of our learners may present with additional complex needs such as ASC, ADD, ODD, ADHD dyslexia, dyscalculia and dyspraxia.

Cumberland School delivers a differentiated curriculum to pupils aged 11-18 with the predominant need being SEMH difficulties.

The SENCo coordinates a collaborative approach which may involve various professionals such as speech and language therapist, Occupational Therapist, Mental Health Practitioner or Educational and Clinical Psychologist etc. Specialist staff may advise 1-1 sessions or provide advice, training and resources to all staff. Monitoring of progress is reviewed each term. To ensure consistency and attention to individual student needs, planning and recording is by way of clearly written and implemented IEPs. Subject staff are required to show within their short term planning how this will be met. Information is shared with Parent / Carer and pupils which is discussed at the annual review meeting with the LA and other relevant agencies. Pupils are made aware of their individual target for the term via their keyworker and teaching staff.

The Aims and Ethos

We are committed to providing our pupils with a caring, positive and welcoming learning environment where they can achieve their full potential in their education and develop their social skills and social communication.

Our broad curriculum allows pupils to pursue both academic and vocational paths allowing individuals to strive in their areas of strengths.

Cumberland School is committed to the following principles:

- To respect the value of all individual pupils and staff
- To provide the highest standards of care and education
- To ensure safety, security and opportunities for success

Roles and Responsibilities of Staff

The teaching staff at Cumberland School will ensure that:

- The curriculum is planned and devised to best suit the needs of individual pupils
- The curriculum is delivered and evaluated effectively
- The curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate
- Subject teachers provide a strategic lead, support and advise colleagues, and monitor progress in their area
- Subject teachers will provide appropriate plans and schemes of work
- The procedures for assessment meet all group requirements and are used to proactively support the learning and development of the pupils
- There is equality of access to the whole curriculum
- They use effective strategies for overcoming barriers to learning, managing pupil behaviour and encourage pupils to act responsibly towards others.

The curriculum at Cumberland School therefore works to embrace formal and informal learning. It includes the requirements of the National Curriculum but also the wide range of activities that provide ways to enrich the experience and learning of the children.

Mutual respect and tolerance for each other (staff and pupils) is viewed as an important part of the curriculum and this is actively role modelled. The school has a clear focus on the social and emotional development as well as the wellbeing of each child, and how this influences their academic progress.

The majority of pupils who will attend Cumberland School will have Education Health and Care Plans (EHCP's) so we will work in conjunction with local authorities to ensure that these are reviewed and that we can best meet the needs of individuals.

Each subject area meets these needs by following the National Curriculum Programmes of Study but making them accessible to all pupils within the school.

Examples of ways in which the Curriculum is adapted for those with SEMH include:

- Tasks aimed at incorporating special interests
- Role play and/or speaking and listening activities
- Curriculum having 'in-built' rewards
- In house Vocational offer
- Differentiated use of language and tasks
- Templates and examples of expected outcomes
- Relate skills/information to functional situations
- Adapted National Curriculum to suit academic level
- Incorporation of movement breaks for some pupils
- Collaboration with different departments
- Comprehensive Outdoor Education experiences

Key Stage 3

1 x Year 7

1 x Year 8
1 x Year 9
2 x Key Stage 3 Nurture

Key Stage 4

1 x Year 10
2 x Year 11

Maximum of 8 pupils per class

Each class has its own timetabled sessions, delivered by fully qualified subject specialists. Each class has at least 1 teaching assistant supporting the lesson.

The “nurture provision” within Cumberland School is a small class group of students who follow a topic based approach to learning with a strong emphasis on their emotional needs. Boxall profiles form the assessment tool to identify IEP targets for the term and the monitoring of progress over the academic year.

Definition

Planning and content of the curriculum at all times take account of students’ age, attainment, gender, ethnicity, background, diagnosis and EHC Plan. The curriculum is structured so as to be balanced and broadly based and promotes students’ intellectual, physical and personal development. It is determined, organised and implemented, having regard to the needs, experience, interests, aptitudes and stage of development of the students and the resources available to the school.

It includes the statutory requirements for religious education, literacy, citizenship, numeracy, disability, assemblies, work related learning (including careers education), sex education and equal opportunities. The curriculum is seen as academic, vocational and pastoral. As students move through the Key Stages they will be encouraged to exercise greater choice in terms of the subjects they study and vocational pathways available. This serves to prepare students for the next stage of education, training or employment. As well as academic attainment students will also make personal development in personal, moral, social and cultural contexts. This is promoted through whole school assemblies, tutor group sessions and themes which run each week.

The school homework policy states that homework is set according to age and ability to promote independent study and a realistic work ethic. There is an expectation that all pupils will play a part in maximising their own potential.

The curriculum provides the best opportunities for equality of access and for pupils to learn and ultimately make the best progress that they can. To this end planning is effective and will provide continuity and progression of learning. Self-evaluation is structured so as to provide opportunities for monitoring the extent to which the curriculum is enabling students to attain their respective individual targets. Best practice reflects the manner through which assessment information is used to inform curriculum planning.

The core curriculum will be enriched by further curricular provision, including sporting events, off site trips, visiting speakers/groups, outdoor education, work experience opportunities (year11), vocational training from year 9 onwards and other experiences which support the learning of the student.

Cumberland School's curriculum is engaging and always relevant to our pupils' needs and will continue to evolve in accordance to pupil need.

Cumberland School is recognised for;

- providing outstanding teaching and promoting achievement
- delivering a broad, balanced and relevant curriculum
- having regard for the preferences and needs of all learners
- valuing pupils as individuals, respecting their rights and beliefs
- raising aspirations and equipping pupils with life skills
- promoting the value of a healthy lifestyle
- a whole-school ethos based on trust, fairness and respect
- making all pupils feel welcome irrespective of race, colour, creed or impairment
- having high ambitions for our pupils and expecting them to participate and achieve in every aspect of school life

At Cumberland School baseline assessments are carried out on all pupils to ensure that all have a good understanding of the aptitudes, needs and prior attainment of the pupils. Baseline assessments are undertaken in all subjects alongside Speech and Language assessment, Occupational Therapy, Connors profile and Educational Psychology assessment.

Specific recommendations from all assessments are then used by Teachers when planning and delivering lessons as well as in evaluating their subjects. Teachers are expected to have a good knowledge and understanding of the subjects they are teaching and ensure they utilise the school facilities and resources to maximise pupil potential. The main emphasis of planning lessons in the school is to make the curriculum relevant to each individual pupil.

Assessing, Recording & Reporting Pupil Achievements and Progress

Pupils are assessed using the group's "Waypost" system which uses descriptors that match up to what is expected within year groups. This system was brought in following the removal of National Curriculum levels and pupils will work through "Way Posts" in a similar fashion to the old system. Evidence is recorded on the group database and shared with pupils via displays and in workbooks or files.

Clinical Services

On site, there is access to a Speech and Language Therapy, Occupational Therapy, Educational Psychology and Mental Health Practitioners. These professionals are available to work with groups in the classroom, conduct a variety of assessments, have 1:1 therapy sessions and offer to support to the staff team. The therapy team are also available to play an active part in our ITAC (Internal Team Around the Child) process, within which key staff across the site that work with individual pupils look at progress and discuss the best way to offer further support to the young people that we work with.

ITAC (Internal Team around The Child)

The Internal Team Around the Child (iTAC) approach has been developed by The Witherslack Group as a response to the need for more joined up services, and the need to provide a more integrated approach within existing resources. The iTAC process ensures all the relevant practitioners concerned with individual cases are convened regularly, and services delivered are integrated, prioritised, coherent and achieve their intended outcomes.

The team is made up of professionals from across different disciplines and settings, to holistically meet the needs of the child or young person. Typically this will involve, but is not limited to;

- Tutor (who may also be the class Teacher)
- Teaching Assistant (consistent TA attached to the class or Learning Mentor)
- Pastoral Assistant (identified class pastoral assistant to work with the class)
- Clinical Services representative
- Keyworkers (Care staff from relevant Children's homes)
- Member of SLT

Entitlement

All pupils are given full access to the curriculum at an appropriate level. During the Admissions and the Interim Assessment period the most appropriate class setting is decided. If pupils need to change classes after this period, it would happen through:

- Statutory Annual reviews.
- With Referral to SLT
- Discussion in iTAC
- Consultation with parents and pupils

All classes will receive a curriculum appropriate to their Key Stage and tailored to their ability levels.

Music is offered as discreet sessions on a 1:1 basis, an optional reward either at breaks and lunch or during 'Friday's rewards'. Some pupils study music as part of the Media syllabus

MFL:

Modern Foreign Languages are taught as part of the curriculum during European themed days and also can be accessed by through the extracurricular activities programme. Due to a significant number of our pupils having linguistic difficulties, emphasis has been placed on supplying additional time for acquisition of receptive and expressive language skills, through Communication Groups, Narrative Sessions, and Reading Groups.

Key Stage 3					
	7	8	9	N1	N2
English	4	4	4	5	5
DT	2	2	2	1	1
Maths	4	4	4	5	5
PE	2	2	2	2	2
Humanities	1	1	1	1	1
Science	2	2	2	2	2
Art	1	1	1	3	3
MFL	1	1	1	1	1
Outdoor Education	6	6	6		
RE	1	1	1	1	1
Catering	1	1	1	2	2
PSHE	1	1	1	1	1
ICT	2	2	2	2	2
Project				2	2
Total	28	28	28	28	28

Key Stage 4			
	10	11	11
Maths	4	3	3
English	4	3	3
Option 1	2	2	2
Science	3	3	3
Fitness/PE	3	2	2
Vocational Placements		12	12
PSHE	1	1	1
ICT	2	2	2
Art	2		
Humanities	1		
Outdoor Ed	6		
Totals	28	28	28

Inclusion

The needs of the pupils within Cumberland School are varied and often complex. Successful inclusion relies on absolute respect for the needs of the individual and attempts to give individuals the same access and opportunities as all other pupils wherever possible.

Each department attempts to set suitable learning challenges, respond to pupils' needs and overcome potential barriers to learning.

SMSC

At Cumberland School, we provide an education that provides pupils with opportunities 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. Throughout the curriculum, 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 part of the wider SMSC curriculum, pupils are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. Coupled with this pupils are supported to understand democracy in society and how to participate in processes such as voting in local and national elections through the use of mock election processes.

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. Evidence of work/activities in this area can be seen on the SMSC Gridmaker.

The school pays particular regard to the Equality Act 2010 and the characteristics set out in it. The teaching around the protected characteristics can also be evidenced on the SMSC Gridmaker.

British Values

British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and in PSHE. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively 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.

Non-partisan Views

Our curriculum is designed to be non-partisan and the Witherslack Group reminds those with an influence over our pupils to maintain a non-partisan approach at all times during curriculum delivery.

Careers

Cumberland School provides a careers education and guidance programme for its pupils in Years 8, 9, 10 and 11. The primary learning outcomes of this programme are:

- Self-development: pupils should learn how to understand themselves and develop their capabilities.
- Career exploration: pupils should learn how to investigate career and opportunities.
- Career management: pupils should learn how to implement their career plans.

Pupils in Years 8, 9, 10 and 11 will have positive careers input by school staff, as well as external careers advisers.

Homework

Weekly Maths and English is set as well as research projects and topic based work that is of interest to the pupil that can be carried out in the home as well as the school. Any homework that is set by staff should be relevant and beneficial for the pupil. Rewards are in place for positive engagement with homework and this works in line with the school points system.

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