



Castle Garden
School

OptionsAutism

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Owner	<i>Executive Headteacher</i>

Policy Name: Curriculum Policy

Policy Owner: Executive Headteacher

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Document History

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Curriculum & Assessment Policy

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SCHOOL POLICY: LOCAL POLICY FOLDER

Policy Owner: Executive Headteacher

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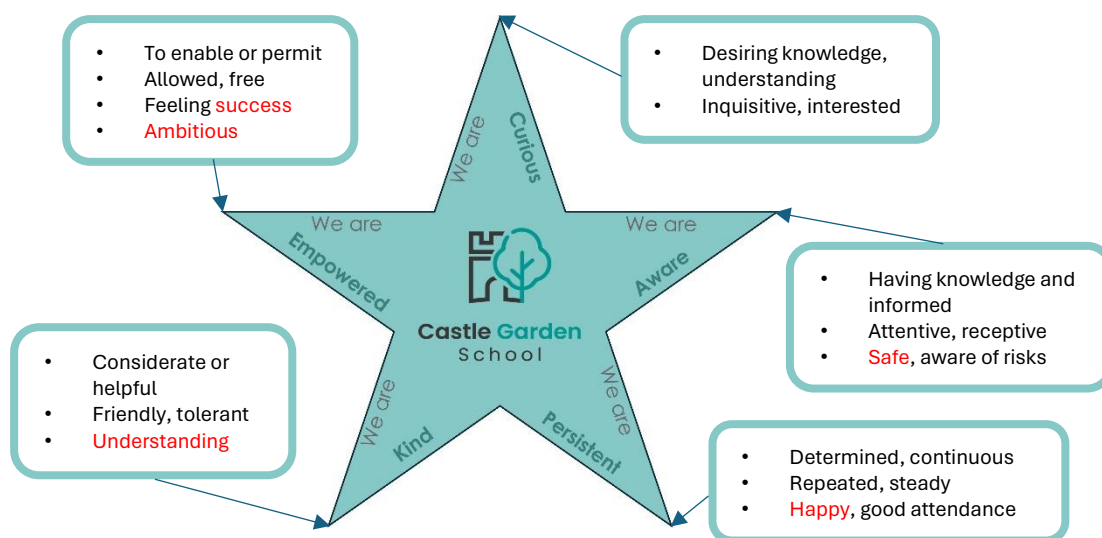
Next Review Date: April 2025

1) Introduction

Whole School Mission Statement

At Castle Garden School we are committed to enhancing the lives of all our young people by empowering them to be self-aware, communicate effectively and have strategies to support their emotional well-being and regulation. We want them to be able to access the wider world and interact beyond their safe spaces to afford them equity and equality in their future aspirations.

Our values support our mission and are embedded throughout our school community:



We aim to...

- Support our young people to grow and develop in the following ways;
 - Safe** – be safe, feel safe, and understand risk
 - Understanding** – be effective and successful communicators
 - Kind** – be kind to all around them, to understand and respect the needs of others
 - Happy** – be healthy and happy individuals who enjoy coming to school
 - Ambitious** – have goals and dreams for their futures and be supported to achieve them
 - Successful** – find regular achievement and celebrate this as part of a community
- Facilitate individual progress and attainment for all our pupils, through effective understanding of their needs as a learner and complex SEND through the effective implementation of an appropriate curriculum, teaching strategies and assessment tools to ensure pupils acquire the necessary life skills and academic attainment to continue their learning when they leave Castle Garden School.
- Increase pupil's ability to function in a communal educational setting: developing their everyday functioning and skills in the areas of social communication, play and imagination, and in their ability to learn and acquire new knowledge and skills.
- To begin preparation of adulthood whilst at Castle Garden School regardless of developmental stage.
- To ensure accurate reporting to parents, carers, Local Authorities, Government agencies, and additional stakeholders as required.

2) Intent

Curriculum Mission Statement

At Castle Garden we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of;

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

At Castle Garden we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional, and mental health before they are able to immerse themselves in the wider demands of the curriculum.

3) Implementation

“The Golden Thread” – Individual Therapeutic and Education Plans (ITEPs), which are the incremental steps towards the Education, Health and Care Plans (EHCPs) Outcomes.

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils personalised needs, provision to support overcome barriers to learning and sets out long term outcomes within four areas covered by the 2015 SEND Code of Practice:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health.

With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.

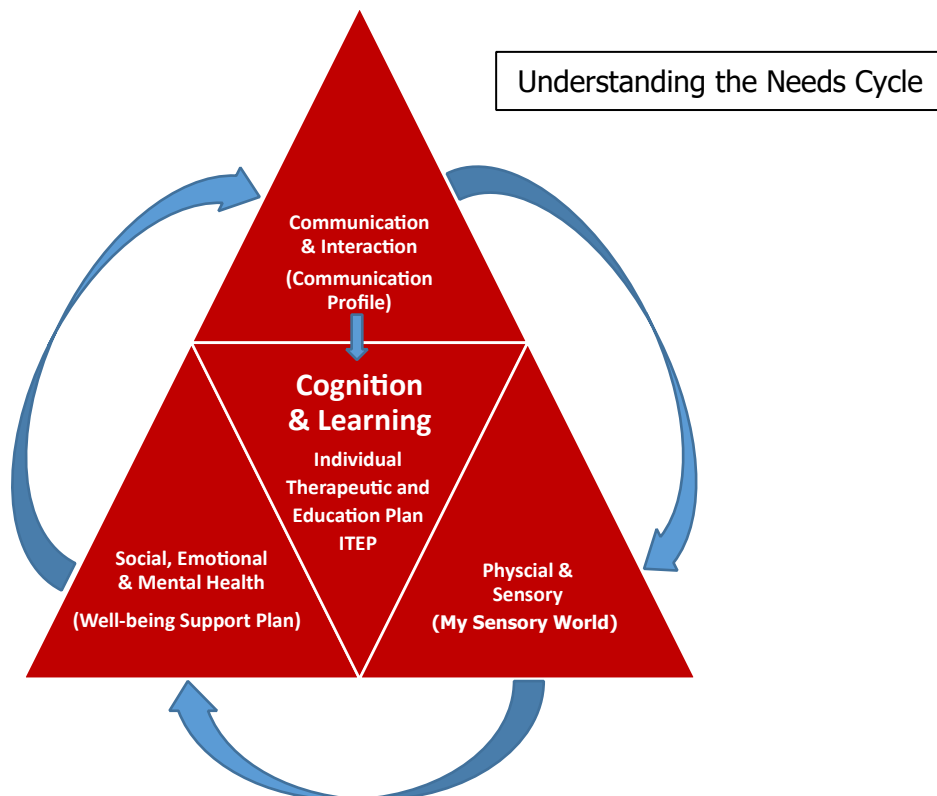
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The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education.

Every pupil has long term EHCP Outcomes that broken down into short term ITEPs. Long-Term and Medium-Term Planning is then developed to support progression against these ITEPs, and evidence is gathered via our in-school assessment methods, Evidence for Learning.

At Castle Garden School we want all our pedagogical approaches to focus on the pupil, their needs, and interests. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and out in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

"All about me" – Personalised Education Planning

Each pupil at Castle Garden has their own personalised half-termly ITEP. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, passions and focuses.

Personalised planning as already identified starts with the pupil's EHCP. A review of strengths and challenges in regard to special education need to inform key documents like Well-being Support Plans and Personalised Risk Assessments (PRA).

An initial 12-week assessment period with support from Speech and Language Therapy and Occupational Therapy helps to then shape the pupil's Sensory Profile and Communication Profile which are then used to inform and update any documentation.

The pupil's EHCP, ITEP, Well-being Support Plan and Personalised Risk Assessment, then influences the personalised provision that is created ensuring all access to learning is safe, and with as many barriers to learning removed as possible.

Curriculum Delivery

Castle Garden Curriculum: The curriculum is for pupils who have complex and profound learning difficulties; children who are not yet ready to engage in subject specific learning, and where their education needs are best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and sensory processing support. At the heart of the curriculum is learning through supported and initiated play linked to sensory exploration and emotional regulation.

Curriculum Area	Focus
<p>My Communication (including literacy and early reading)</p>	<p>Total Communication Environment Literacy for life Pre-writing shapes and formation Early Reading and Phonics (Rocket Phonics) Non-speaking, behaviour communications Social Phrases and Peer to peer communications Literacy for sharing information Literacy for the future Literacy for life and leisure Literacy for information Literacy for creating an interest Imperative communications Following instructions Declarative communications Dynamic communications Narratives Formal social interactions with familiar and unfamiliar people Personalised reading and writing Augmentative and alternative communications</p>
<p>My Thinking (including mathematics and science)</p>	<p>Numeracy for Life Sequencing, Ordering and Patterns Numbers and subitising Time, Calendars and Schedules Maths in everyday Life Maths for the community Maths for life Water The weather The seasons Recycling People Life cycle of plants and animals</p>
<p>My Care and Independence</p>	<p>Life skills in the home Self-care and Personal Hygiene Eating as a Community Healthy Relationships Forming relationships (including online relationships) Tolerance and Resilience Keeping Ourselves Safe (including online) My travel training My shopping My dressing and undressing</p>

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	<p>My cooking food / technology Families and people who care for me Caring Friendships Healthy Eating Knowing my body Knowing me Private and public and consent</p>
<p>My World (Fundamental British Values / SMSC / Celebration)</p>	<p>Understanding Cultures and Beliefs People that help me in my community Food Festivals Change, history and the passing of time Democracy Rule of Law Respect & Tolerance Individual Liberty Self-knowledge, Self-esteem, Self-confidence Zones of Regulation (Managing my own behaviour) Cultures and Traditions</p>
<p>My Creativity</p>	<p>Playing games Environmental awareness Music and movement Exploring textures and materials Physical wellbeing Arts and messy play</p>

Determining the delivery for pupils:

Pupils are baselined upon entry to determine developmental stage and cognitive ability linked to Castle Steps and ITEPs using EFL.

EFL Assessment Book flags are used to determine a start point for each pupil.

1. Not encountered
2. Emerging
3. Developing
4. Consistent

4) Impact

Demonstrating progress at Castle Garden:

Cognition & Learning

Long Term Progress - Progress against long term EHCP outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time.

Short Term Progress - Long term EHCP outcomes are broken down into short term IEP targets. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using indicators that account for 'Not encountered', 'Emerging', 'Developing', 'Consistent', to give an indication of knowledge and skills acquired over time. These outcomes are reviewed continuously but are reported on termly via the schools' reporting processes. These outcomes are recorded via each pupils Individual Learning Journals and Assessment Books on EFL.

Personal Development & Behaviour and Attitudes

Attendance - Many of our pupils have come to Castle Garden School having experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to Castle Garden School having experienced difficulties with managing their behaviours of concern in previous settings leading a high level of behaviours of concern. We use a reduction in number of behaviours of concern as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress

Class Newsletter – Parents and Carers receive a brief end of week communication detailing highlights from the week, with personalised communications on attendance and behaviours of concern.

Half Termly Learning Journal – Parents and Carers receive an end of half term Learning Journal that details progress made against short term outcomes.

Annual Review - Parents, Carers, Social Workers and LA are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amendments to Education, Health and Care Plans.

We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world

**Outcomes
First
Group.**

**Acorn Education And Care
National Fostering Group
Options Autism**