Outcomes First Group

Curriculum Policy

Castle Garden School

Curriculum Policy

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Introduction

Whole School Mission Statement

At Castle Garden School we support pupils aged 5-18 as an all through provision. 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:

Vision: Open the gateway to the wider world and give children and young people the life skills and knowledge to navigate it.

Mission: Inspire engagement through a breadth of experiences and opportunities to promote identity and independence.

Aims:

1. 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

2. 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.

3. 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.

4. To begin preparation of adulthood whilst at Castle Garden School regardless of developmental stage.

5. To ensure accurate reporting to parents, carers, Local Authorities, Government agencies, and additional stakeholders as required.

Intent

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 School 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.

Implementation

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

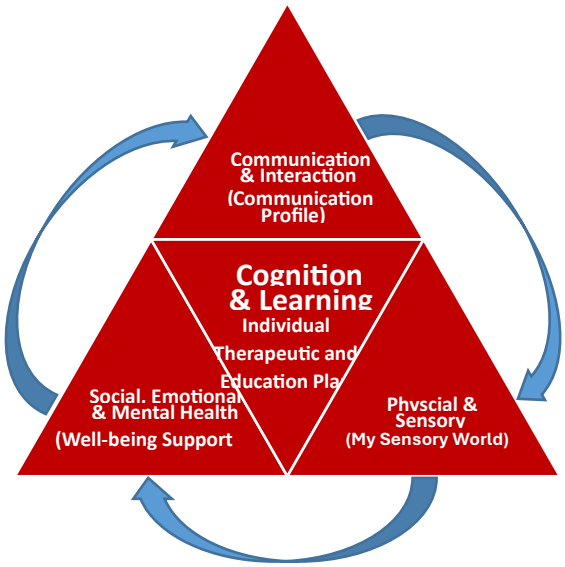
Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils' personalised needs and provision to support them to overcome barriers to learning and sets out long term outcomes within four areas covered by the 2015 SEND Code of Practice:

- Communication & Interaction

- Sensory & Physical

- Cognition & Learning

- Social, Emotional & Mental Health



Curriculum Delivery

Castle Garden School 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. The ITEPS form the basis for the curriculum, and the Castle Steps are the core learning objectives for the core subjects - English, Maths and Science, delivered through My Communication and My Thinking. Success Builders support pupils working towards independence and life skills.

Curriculum Area	Focus
My Communication (including literacy and early reading)	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
My Thinking (including mathematics and science)	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
My Care and Independence	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 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 Success Builders
My Creativity	Playing games Exploring textures and materials Arts and messy play Religious and cultural festivals are celebrated through assemblies and My Creativity activities.
Carousel Subjects (Performing Arts, Forest School Physical Movement)	Physical wellbeing Music and movement Environmental awareness Offsite swimming and Forest School

Determining the delivery for pupils:

Pupils are baselined upon entry to determine developmental stage and cognitive ability linked to Castle Steps and ITEPs using Evidence For Learning (EFL).

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

E – Emerging

D - Developing

S - Secure

M - Mastery

Impact

Demonstrating progress at Castle Garden:

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 - We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means.

We set termly targets based on EHCP outcomes that are assessed termly using the EHCP Assessment Matrix.

We measure progress against an identified curriculum milestone, Castle Steps, using indicators that account for 'Participation', 'Application', 'Consistency', 'Empowerment' to give an indication of knowledge and skills acquired over time, using the Curriculum Assessment Matrix.

These targets and milestones 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.

EHCP Assessment Matrix

	Emerging	Developing	Secure	Mastery
How independent the pupil is in the skill and how much prompting and support do they require?	Fully supported by an adult.	Within adult-generated opportunities for practice, pupil is increasingly able to apply independently.	Pupil can apply the skill independently without prompting and in a range of contexts.	No adult support report required
How accurate, confident and consistent the pupil is in this skill?	Limited accuracy and low confidence	Increasing accuracy and confidence in familiar patterns.	Few errors. Confidence even at a distance from taught content	Independently confident and consistently accurate
Is the pupil able to apply in different contexts?	Context scaffolded by adults.	Applying with accuracy in familiar contexts and able to generalise some aspects. Some shaping required.	Generally applied well in a range of contexts. Very limited adult reshaping or sign posting required.	Can apply without prompting in a range of contexts, including the unfamiliar.

Curriculum Assessment Matrix

Participation	**A**pplication	**C**onsistency	**E**mpowerment
Fully supported by an adult with limited accuracy.	Autonomy and accuracy are scaffolded, within familiar contexts and able to generalise some aspects.	Pupil can apply the skill independently with prompting and in a range of contexts with minimal errors.	No adult support required with accuracy and able to apply to a range of contexts.

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 our pupils have come to Castle Garden School having experienced difficulties with managing their behaviours of concern in previous settings leading to 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 highlighting successes and activities from the week, with personalised communications on attendance and behaviours of concern.

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

EFL Parent Portal – Teachers share evidence of progress made against EHCP and curriculum targets through the shared Families App.

Annual Review - Parents, Carers, Social Workers and Local Authority (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 LA along with any recommendations for any amendments to Education, Health and Care Plans.

Pupil Progress Meetings – Meetings are held with parents, sharing progress data relating to curriculum and EHCP short term targets.