

Person Responsible:	V. Sellars (Assistant Head KS4/5), ratified by V. Howe (Deputy Head)
Last reviewed on:	September 2023
Next review due by:	September 2024
Created:	September 2019
Revisions:	September 2020, 2021, 2022

Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility

, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

1 INTRODUCTION

The Curriculum Policy provides the framework for effective teaching and learning at our School. Our aims are influenced by the programmes of the National Curriculum along with our own individualised schemes of work. Gretton School is committed to providing a holistic education that includes a bespoke core, support, extension and enrichment curriculum. This combination will challenge and engage learners, whilst offering continuity and progression.

Gretton School has adapted the National Curriculum to meet the needs of learners who have a diagnosis of Autism Spectrum Condition, with associated communication difficulties, both language & social difficulties and, in some cases, Specific Learning Difficulties (such as Dyslexia). The majority of our learners are working within the average range; however, some do have additional learning needs in line with their diagnoses.

We place a high priority on Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) to maximise opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for learners with Autism. Learners are more likely to access education when teaching approaches allow for learner-led opportunities which support them to concentrate on real-life situations, rather than abstract concepts. We recognise that many of our learners have very specific difficulties, but we believe that compassion, tolerance and positive intervention effect change. The culture and ethos of our school is open and non-judgmental. Whilst we are determined to offer a wide academic curriculum that enables learners to achieve to their potential, the school also places a high emphasis on curriculum enrichment and extension that supports learners' personal development - this begins from the moment they arrive at the school, when there is a strong focus on emotional regulation and behaviour support.

This policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Gretton School. This policy forms an intrinsic part of continual curriculum improvement and development and is used in relation to school improvement planning. All staff have a responsibility to uphold the policy and subject leaders have key responsibilities within this.

2 AIMS

Gretton School will:

- Cater for the needs of individual learners, including the most able, and those who are experiencing difficulties due to their ASC diagnosis.
- Facilitate learner's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community.
- Provide an exciting and stimulating learning environment, promoting engagement.
- Ensure that each learner's education has continuity and progression.
- Provide a broad and balanced curriculum in line with statutory requirements and learner's needs.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the educational process.

- Treat learners in a dignified and respectful way.

We aim that all learners should:

- Develop greater flexibility; solve problems in a variety of situations; and build skills to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information.
- Be enthusiastic and eager to put their best into all activities.
- Be expected to behave in a considerate and acceptable way and learn to become responsible for their actions and the impact this may have on others.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings, capabilities and differences of others.
- Develop non-sexist, non-racist and tolerant attitudes to the cultural, lifestyle and religious beliefs of others.
- Know how to think and solve problems mathematically in a variety of situations using a range of concepts.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing.
- Capitalise on their verbal acuity, which often exceeds their ability to record work. We do this through consistent opportunities to verbally respond, discuss and articulate their views within lessons and throughout the school day. Speaking and listening is an emphasis during lessons, in particular the ability to listen to each other's views and respond appropriately.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms and acquire appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Be encouraged to learn within the context of local, national and global communities – supporting charities and being aware of the needs and lifestyles of others.
- Develop self-awareness and social, life and independence skills.
- Become self-reflective.
- Through learning, identify future career opportunities.

3 EDUCATING THE WHOLE CHILD

Gretton School teaches learners how to learn through a structured, multi-sensory, and integrated approach which runs parallel to a mainstream curriculum. The focus is on developing key knowledge and skills which are needed in order to operate confidently and successfully in education, work, and life in general.

Learners will follow a modified National Curriculum and may be entered for a variety of courses and examinations including; SATs, ASDAN and AQA/Edexcel awards and certificates, Entry Level certificates, Functional skills, GCSEs, BTECs, AIM Awards and NCFE certificates. In the Sixth Form, learning can lead to A Levels and/ or other Level 2 and 3 qualifications.

Teaching and learning incorporates SMSC themes and learners are encouraged to develop personal skills that reflect British values and are expected to behave as ambassadors for our whole school community. Through reflective practice and in line with our Positive Relationships Policy, we promote respect and tolerance of each other and other cultures, learner voices are heard and throughout our curriculum we explore promoting and understanding the rule of law.

Independent skills, independent travel training (year 9 and above), Relationships and Sex Education (RSE) and Online Safety are addressed through the school's bespoke PSHE curriculum as well as through the school's extension curriculum.

4 ACCESS TO THE CURRICULUM

The curriculum is planned to cover the breadth and depth of study appropriate to the learner's attainment levels.

Across the school there are progressive schemes of work that build on learning each year and take account of SMSC themes. A graduated approach is used within each learning group and builds year on year throughout the school. Planned opportunities and experiences provide opportunities to develop knowledge and skills that can then be applied in cross curricular subjects and activities.

Flexible teaching styles and curriculum delivery are adopted to meet individuals' needs and determine curriculum planning so that every learner has equal access to it. The curriculum takes account of visual, auditory and kinesthetic learning styles necessary to support the range of needs and abilities within the school.

Monitoring of the curriculum takes place through the school's Quality Assurance process and is reviewed in line with government legislation.

The curriculum from Year 9 and beyond is supported through careers guidance and a person-centred transition approach ensuring there is a focus on:

- the individual student and their personality
- parent partnership
- the student's ambitions, abilities and what is important to them (now and for the future)
- advocacy
- continual listening, learning, and target setting to help the learner aspire to and achieve goals
- creating an accurate profile with the learner at the centre
- ensuring accurate access arrangements for each learner are in place, through the use of Normal Way of Working (NWW) forms for each subject that leads to a qualification
- preparation for adulthood themes across the curriculum

5 ORGANISATION

The school is currently organised into 3 phases; Primary, Secondary and Sixth Form.

In the Primary classes, learners are taught by one main class teacher. They have subject specific teachers for Art, PE, Music and Mandarin, which also give them opportunities to move physically around the school to specialist teaching spaces. We also allocate secondary teachers to deliver lessons to primary learners in Year 6 in order to prepare them for the transition into Year 7.

In Secondary and Sixth Form classes, learners follow a secondary model and may move between classrooms for different specialist lessons, or streamed core subjects. Classes are streamed academically for core subject learning from year 9 and above, whilst other areas are taught in groups specific to chronological age.

Learners within all phases have time at the beginning and end of each day to settle them into school, reflect on their learning, celebrate their successes and resolve any difficulties that may have arisen during the day. These sessions are led by their Form Tutor/ HLTA, who remains responsible for their overall care and wellbeing and is the link between home and school.

From Year 9, the curriculum follows a range of courses which lead to a wide scope of qualifications to suit varying abilities from Functional Skills to GCSEs or BTEC courses. In KS4, learners will have additional opportunities to access work experience, and driving sessions within Sixth Form.

In line with government guidance, in our Sixth Form (16-19 year old learners) individualised Programmes of Study are devised for each student taking into account the long term goals for each young person in the areas of:

- Education
- Living
- Employment
- Leisure

In Sixth Form, we adopt a holistic approach which allows our learners to realise their potential alongside developing a sense of self and wellbeing. This is achieved through their bespoke learning experience within their individualised timetables. The Extension curriculum is designed to promote self confidence and self esteem alongside the learner's academic pursuits. We envisage that by the time our learner's leave Sixth Form, they will be equipped with all the necessary strategies needed to be successful when taking the next step in their lives. This is achieved through specialist support, small class sizes and the ability to adapt the timetable to deliver a range of qualifications.

6 DELIVERY OF THE CURRICULUM

Subjects taught within each Key Stage vary according to need.

The percentage of time allocated to each curriculum area is frequently reviewed in order to maintain balance and breadth, whilst meeting the highly individual needs of our learners and class groups, identified through the outcomes of their EHCP Annual Reviews, IEP and IBP targets, and other information from a range of professionals. Each subject of the formal curriculum is supported by a

scheme of work (long term and medium term planning) which details items such as key curriculum objectives, SMSC themes, as well as Autism-specific strategies.

It is recognised that the National Curriculum is only part of the curriculum required by children and young people with Autism. As such, the curriculum is developed over four key layers to enable the learners to develop their skills. The table below outlines the purpose of each of the four layers in supporting learners to develop a richness of skills in preparation for the future.

A strong commitment to the development of SMSC themes and British Values is in place across the school, to focus and concentrate on sharing and expanding our learner's knowledge, understand the experiences of others and try where possible to reflect the diverse nature of our school community. SMSC themes as well as British Values inform our assembly/collective reflection schedules across the school which also tie in with themed weeks, targeted to raise awareness of different diversity themes.

The school provides a high staff:student ratio, to allow opportunities for some individual interventions, but principally small group activities. All aspects of a learner's day are seen as learning opportunities and learners are supported to explore new activities and to revisit when things have gone wrong, in order that even incidents can be used as reflective opportunities.

Timetables ensure the breadth and balance of academic learning, whilst also integrating the support, extension and enrichment opportunities. Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year and sufficient weighting and time is given to core learning and development of core skills. All learners have structured timetables presented in various formats appropriate to their needs. This enables them to identify what to expect during the day, and helps them to become independent learners.

Sensory breaks happen throughout the school day to enhance attention and concentration, and promote health and well-being. Some learners will also have their own individual sensory diets in place throughout the day, with guidance taken from our Multi-Disciplinary Team.

Transition times are an important part of our curriculum planning. We explicitly teach our learners how to manage these times and how to prepare for change, including planned and unplanned changes. This continues throughout the school, with the aim that as learners develop, they will implement independent strategies to manage change.

Key Stage	KS1/2	KS3	KS4	Sixth Form
Subjects	English	English Entry Level Qualifications	GCSE English Literature GCSE English Language Entry Level and/or Functional Skills Qualifications	Functional Skills or continued work towards GCSE or A level

	Maths	Maths Entry Level Qualifications	GCSE Maths (Foundation or Higher) Entry Level and/or Functional Skills Qualifications	Functional Skills or continued work towards GCSE or A level
	Science	Science Entry Level and/or Functional Skills Qualifications	GCSE Science (double or triple award) Entry Level and/or Functional Skills Qualifications	Functional Skills or continued work towards GCSE or A level
		Creative Digital Media	Creative Digital Media BTEC Level 1/2	Creative Digital Media BTEC Level 1/2
	Computing	Computing & ICT Entry Level and/or Functional Skills Qualifications	Computing & ICT BTEC Level 1/2	Computing & ICT BTEC Level 1/2 Computer Science A Level
	Topic RE	Humanities (inc. History, Geography, RE)	GCSE History	GCSE History
	Mandarin (Modern Foreign Languages)	Mandarin (Modern Foreign Languages)		Mandarin (Youth Chinese Test)
	PSHE	PSHE	PSHE	

Curriculum Policy Framework

	Art including Arts Awards Food technology	Art including Arts Awards Design & Technology Food technology	Arts Award NCFE Design & Technology BTEC Food Technology	Arts Award NCFE Design & Technology BTEC Food Technology
	Music	Music Drama	BTEC Music Drama including LAMDA qualifications Photography BTEC	BTEC Music Photography BTEC
			Psychology GCSE	Psychology GCSE/A Level Sociology A Level
	Forest School	Forest School (up to and including year 8) Independent travel (from year 9)	Independent travel Work Experience (1 week for Yr 10, 2 weeks for Yr 11) Duke of Edinburgh Bronze Award	Independent travel Driving lessons Work Experience
	PE Swimming	PE Swimming	BTEC Sport	BTEC Sport Gym (personalised depending on timetable/preference of learner)
		Careers (from year 8) ASDAN Employability	Careers - ASDAN Employability	1:1 careers advice for post-16 placements/support with applications to colleges/ universities

The CORE Curriculum	The SUPPORT Curriculum	The EXTENSION Curriculum	The ENRICHMENT Curriculum
This focuses on the academic	This focuses on the additional	This focuses on additional skills that	This focuses on supporting the learners to develop

<p>learning including some aspects of social and emotional development.</p> <p>Each learner has an EHCP, IEP targets (Individual Education Plan) and an IBP (Individual Behaviour Plan) with associated targets.</p> <p>Learners are assessed throughout their time at Gretton to ensure that the curriculum suitably challenges them and is delivered at a level that enables them to succeed.</p>	<p>interventions and universal level of support that is required by our learners to enable them to access learning and development, including:</p> <ul style="list-style-type: none"> ● Speech and Language therapy ● Art therapy ● Occupational therapy (including Sensory Integration) ● SpLD support ● Psychology Input (Clinical and Educational) ● Behaviour Support from Behaviour and Welfare Team (BWT) 	<p>learners might need going into the future and includes experiences that extend the curriculum, such as independence skills, travel training, Duke of Edinburgh and careers/work experience.</p> <p>It also includes elements of the school week which afford learners the opportunity to explore key themes of learning, such as tutorials and assemblies/collective reflection and seeks their voice in shaping their school through the student council.</p>	<p>softer skills of exploration, curiosity, social interaction and community cohesion, by enabling them to experience:</p> <ul style="list-style-type: none"> ● Residential trips (including trips abroad for Key Stages 4 and 5) ● Educational and social trips and excursions ● Sporting events with other schools ● Individual music lessons ● Lunchtime and special interests clubs ● Lego Therapy
---	---	---	--

7 PLANNING THE CURRICULUM

At all times we strive for excellence in our curriculum and to provide continuity and progression, whilst also making important connections and links in every aspect of learning. Our curriculum is planned and reviewed at different levels to ensure that where possible, individual needs, strengths and interests of every learner are catered for.

Long Term	Medium Term	Short Term
<ul style="list-style-type: none"> ● Schemes of work ensure there is breadth and balance of coverage within subject areas. ● These are devised and monitored to ensure the curriculum is ambitious, motivating, engaging and relevant to learning. 	<ul style="list-style-type: none"> ● Medium term planning is devised each half term to identify key curriculum objectives. ● The Multi-Disciplinary Team (MDT) works alongside subject leads and/or teachers to advise where therapeutic 	<ul style="list-style-type: none"> ● Teachers have autonomy to plan lessons how they choose. ● Lessons identify adaptive teaching methods that meet individual needs and encourage learners onto their next steps. ● Lessons demonstrate autism-specific strategies for individual learners, evidence of

<ul style="list-style-type: none"> Long-term plans are reviewed every year alongside the curriculum policy. 	<p>principles could be integrated within the curriculum as part of the universal offer.</p> <ul style="list-style-type: none"> Planning identifies autism-specific strategies as well as links to SMSC themes. 	<p>marking/assessment, reference to IEP and IBP targets, pace and challenge, evidence of progress and plenary sessions which identify next steps in learning.</p>
--	---	---

8 MONITORING OF CURRICULUM PLANNING AND DELIVERY

It is the responsibility of the Headteacher along with the School Leadership Team (SLT) to ensure that the curriculum requirements are being met and that there is breadth and balance that encourages progression across year groups and through the school. Regular and ongoing SLT observations ensure that effective teaching and learning supports the curriculum and delivery is tailored to meet the needs of individual learners. PPA time for teachers allows time to plan from the curriculum, and teacher meetings allow subject groups time to meet together and share ideas and experiences, as well as specific sessions to moderate learner's work.

9 COMMUNITY COHESION

Access to the local community supports the curriculum through local projects and using the local services and facilities to strengthen the curriculum such as visits to the local gym, tennis courts, and links with the local church. Learners are also encouraged to build positive relationships within the local community through Duke of Edinburgh sessions, and independent travel training sessions. We also encourage learners as they prepare for adulthood to explore provisions - including work experience placements - back within their local community.

10 RESOURCES

The school recognises the need for high quality resources to support the curriculum, placing value on staffing as an essential resource. Classroom resources are varied and ranged to meet the individual needs of the learners. We aim to ensure that resources are suitable, age appropriate, up to date and motivating.

11 ASSESSMENT, RECORDING & REPORTING

Positive rewards are an intrinsic part of the school day. Learner achievement is also recognised in the weekly newsletter to parents. Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every learner's personalised programme. Such procedures include:

- Formative and summative assessments throughout topics with learners encouraged to evaluate their own progress.
- Ongoing evaluation of IEP and IBP targets.

- Medium term planning.
- Assess, Plan, Do, Review (APDR) outcomes to assess individual needs, implement strategies and record progress.
- Regular data points during the year to evidence progress and to identify areas of development.
- The use of ongoing assessment monitoring tools to track student progress.
- A termly progress report (including core subjects and a tutor report) to parents at the end of the Autumn term and a face-to-face parents' evening during the Spring Term.
- A full annual report on progress to parents at the end of the Summer term.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

12 SPECIFIC LEARNING DIFFICULTIES (SpLD)

The SpLD Team works collaboratively with staff and learners to create an individualised programme of study for some targeted learners, with the aim of enabling staff to support, understand and address learners with complex learning profiles.

We aim to replicate a mainstream wave 1, 2 and 3 model for this and the SENCO and SpLD team identify where interventions are required across the school through the analysis of data and EHCP provisions and can include numeracy, literacy and comprehension support, depending on learner needs.

13 EQUAL OPPORTUNITIES

There is no discrimination in the provision of the curriculum or courses offered or available to learners on the grounds of cultural diversity, ethnicity, religion, gender, sexuality, ability, disability or age. We endeavour to ensure that learners' curriculum is accessible to them at the right age and stage of their learning.

14 HEALTH AND SAFETY

Risk assessments support the curriculum and all off site visits. All learner's Individual Behavioural Plans (IBPs) identify where there might be risks and protective measures required as appropriate to their individual need. All staff monitor and take responsibility for the health, safety, safeguarding and welfare of learners.