

MILLWOOD SCHOOL, BURY

POLICY: Curriculum Vision Statement

updated by Caroline Henley on 18-11-15

reviewed and updated by Helen Chadwick on 10-10-16; 18-1-18

DATE ADOPTED BY GOVERNING BODY: January 2018

ICT is embedded in all areas of the curriculum to enrich and enhance learning. This policy adheres to the principles of the Equality policy and duty 2012.

At Millwood School we place the needs of our pupils at the heart of everything we do. All of our pupils have a Statement of Special Educational Need and it is our responsibility to recognise and respond to these needs. This involves careful assessment, creating exciting, relevant and high quality learning opportunities and working in partnership with families and colleagues in health and social care.

All pupils are entitled to access a broad, balanced and relevant curriculum. Our curriculum is designed to maximise opportunities for learning across the school day and is not wholly delivered during formal lesson times. There are many factors that can affect how a pupil is able to access the school curriculum. The curriculum is designed to enable us to support pupils to overcome their personal barriers to learning.

Communication skills are paramount in enabling pupils to access their learning and participate in school life and as such they are given a high priority in our curriculum. Working in partnership with the speech and language therapist all pupils are given a personalised communication target and appropriate augmentative and alternative communication systems are provided for those pupils who need them. Time for communication is built in to all learning opportunities and it forms a key part of all pupils' daily experiences in school.

Physical and medical difficulties are common barriers to accessing the curriculum for some pupils. Working in partnership with the school nurse, physiotherapists and occupational therapists all pupils with complex medical and physical needs have a personalised care plan and/or specialist equipment and programmes to enable their fullest possible participation in learning opportunities and school life.

Our curriculum is based on the Early Years Foundation Stage Curriculum, the 2014 National Curriculum and Key skills from Planning, teaching and assessing the curriculum for pupils with learning difficulties (P-scales). The curriculum is organised in two year planning cycles, EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Content is organised and delivered by a combination of discrete subjects and cross curricular topics/themes. Topics and resources are organised by age and the content is designed to be easily differentiated to suit group and individual needs. Regular curriculum enrichment days and weeks are planned for over each year. Weekly physical

and sensory and gifted and talented sessions are identified and resourced to supplement the class based and individual curriculum. Our delivery of the curriculum will take account of our pupils' **chronological age**, ensuring that pupils are accessing age appropriate materials and content, **developmental age**, ensuring the content is differentiated to the appropriate cognitive level, **preferred learning style and individual personalities**, affecting how the learning opportunities are structured and delivered, **condition and diagnosis**, affecting the delivery and structure of the delivery of the curriculum, eg TEACCH, or sensory curriculum, **communication needs**, ensuring pupils have a personalised communication system, **sensory impairment**, affecting how we deliver activities and level of specialist support, **physical needs**, affecting how the child accesses their curriculum, **permanent medical needs**, affecting attendance, care needs and interventions, **behavioural needs**, affecting levels of support required and structure of the day and delivery of the curriculum, **particular gifts and talents**, ensuring recognition and nurture through a personalised enhanced provision, **environmental factors**, such as light, heat, stimulation, space and transitions affecting access to learning, **home circumstances**, affecting level and type of support reflecting long term and short term needs and **childhood illnesses**, affecting attendance and level / type of support.

Personalised learning is a high priority and all pupils have Individual Education Plans which identify three key targets for the pupils. These targets are written in consultation with parents and other professionals as appropriate and are incorporated into the curriculum for individual pupils and taught across the school day. These targets are scaled and progress is monitored daily.

Assessment, both formative and summative, is used continually to monitor pupil achievement and progress and used to inform the curriculum and set targets for groups and individual pupils.

The curriculum is designed to be easily differentiated to meet the needs of all pupils. Differentiation is planned for and achieved by varying the activities, learning styles and learning objectives, the level and type of support offered, the outcomes expected from the shared activity, time given to individual activities, the selection of resources and environments used.

Key Skills are identified in our medium term planning and the curriculum is designed to enable our pupils to acquire the skills they need for life. Opportunities are built into the curriculum to enable pupils to generalise their learning across their day and use in different settings within school and the wider community.

The Millwood Curriculum is a live document and is stored on the Millwood School shared drive. The outline of the curriculum requirements are outlined over the two year plan and the detailed content is updated half termly to reflect the needs of individual pupils and classes. Curriculum resources are stored electronically and updated when

resources are made and shared. Subject schemes of work are also available for staff to refer to when planning each half term.

Parents, carers and other members of the public can find out more about the curriculum our school is following by contacting the school direct on 0161 724 2266.