

## MILLWOOD SCHOOL, BURY

### **POLICY:** Curriculum Vision Statement

Reviewed and updated by Caroline Henley on 29.10.2018  
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.

At Millwood we have developed three curriculum pathways to ensure that the curriculum experienced by each pupil is appropriate to their need. These pathways are based on age and prior attainment,

Pathway 1 is for pupils needing a pre-subject specific curriculum. These pupils are working at P1 - P4 of the P Scales linked to the National Curriculum. Their curriculum is based on 7 areas - Cognition and Learning, Communication and Interaction, Physical and Sensory Development, Social Emotional and Mental Health, Community Based Education, Expressive Arts and Messy play/Tuff tray experiences. A scheme of work for each topic from our two year plan sets out the type of experiences that are suitable for each area and pupils then have their personalised curriculum planned on Individual Learning Plans(ILP) and Pathway 1 Curriculum Learning Matrices(CLM).

Pathway 2 is for pupils working below the level of the National Curriculum and EYFS Curriculum. These pupils' curriculum is linked to the IAT framework for Early Years and the P Scales curriculum for Key Stage 1 and 2 pupils. These pupils have ILPs and CLMs linked to their Education Health and Care plans and Millwood Schemes of Work.

Pathway 3 is for pupils working at the Early Learning Goals in Early Years and National Curriculum for Key Stages 1 and 2. These pupils also have ILPs and CLMs but the level and pace of work is higher than for Pathway 2. There may be fewer ILPs needed for these pupils.

All pupils have a personalised curriculum linked closely to their Education Health and Care Plans. Pupils have an Individual Learning Plan (ILP) for each of the following areas where they have an additional and identifiable need - Cognition and Learning, Communication and Interaction, Physical and Sensory Needs and Social Emotional and Mental Health.

Each individual Learning Plan contains the required long and short term outcomes from the pupils' Education, Health and Care Plan and contains activities and success criteria to be completed over a six week period or half a term. These are multi agency documents and are written in consultation with Speech and Language Therapists, Physiotherapist, Occupational Therapists and Sensory Needs Teachers. The plans and outcomes from any therapy plans are included in the ILP document ensuring a high level of partnership working. Objectives from TAF / CIN plans may also be included in consultations with social care and parents/carers where appropriate.

Each pupil also has an individual Curriculum Learning Matrix (CLM) linked to our Millwood Schemes of Work, The CLMs for English and Maths show 6 weeks or half a term personalised activities and targets / next steps for pupil learning. Progress against these targets are recorded on SMART post its and SOLAR and used to inform all future planning for individual pupils. These targets are linked to progress against the EYFS curriculum, the National Curriculum, including P Scales or pre-subject specific learning. Progress against expected progress targets is monitored each half term and all pupils who are at risk of not making expected progress are identified and interventions to enhance progress are put in place. These pupils are reported to the SMT by the TLR lead for assessment and the results are analysed and used to inform whole school development and included in the School Improvement Plan.

Emphasis is also placed on the Foundation Subjects, ensuring that our pupils experience a broad and balanced curriculum. Foundation subject CLMs are linked closely to the 6 weeks of activities outlined on the Millwood Schemes of Work for each subject. The CLMs identify next steps to be worked on over the half term and attainment and progress is recorded on SMART post-its and SOLAR. Expected progress targets are set for each subject area and these are monitored by the TLR leads for each subject. Actions are used to inform action plans and reported to the governing body.

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.

The Millwood Curriculum is organised across a two year repeating topic cycle for EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. It is enriched by a series of annual and biannual curriculum events and weeks.

The Millwood Curriculum is a live document and is stored on the Millwood School shared drive.

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.