



**Longdon Hall  
School**

## **Curriculum Policy**

**Ratified by: Teaching, Learning & Curriculum team**

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**Person responsible for review: Amanda Padley**

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## 1. Introduction

Longdon Hall School is a special school for young people between the ages of 7 to 18 with educational, social and communication, and emotional difficulties resulting from a primary need of social, emotional and mental health (SEMH) and/or autism spectrum condition (ASC) or behaviours associated with autism. Pupils are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining Longdon Hall and as a result of their behavioural and emotional difficulties and/or associated learning needs, many have been unable to access formal education effectively.

The school's mission statement is at the heart of the curriculum: **Be Safe, Be Joyful, Be Inspired**. Our vision is to inspire all pupils to **learn with confidence, to help build resilience, and become well rounded individuals** with a breadth of knowledge. Our **mission statement** is what enables our pupils to learn successfully. This is the difference between doing work and learning long-term concepts that are embedded and can be applied. We offer a flexible, personalised and engaging knowledge-rich skills-based curriculum that is mapped and sequenced to include aspects of the National Curriculum coverage, but are creative with its content, whilst also providing a range of real-life experiences. At the school, personalisation is the key to everything that we do. Our therapeutic curriculum is matched to the individual needs of pupils, whilst considering particular SEND needs as well as to their personal interests. All staff work in such a way that the learning environment is one which is calm and consistent, visually clear and structured, with clear communication to students about what is expected of them, both as individuals and in small groups. This ensures maximum information processing throughout each day allowing pupils to realise their full potential.

Many pupils arrive having experienced some form of disruption to their education. Many have had significant gaps in their learning and arrive reluctant readers and writers as well as experiencing a range of emotional barriers to their learning. It is therefore essential that pupils are reengaged with a curriculum that enables all learners to achieve their full potential, providing a quality educational experience for all. Learning and teaching at Longdon Hall is ambitious for all. Staff are aspirational for all pupils. Our curriculum aim to equip all pupils with the skills and knowledge they need to succeed in their individual future and achieve the very best outcomes for all.

At Longdon Hall School, all pupils will have access to an education that is engaging and personalised, and will encompass a purposeful and ambitious curriculum. We believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, to promote intellectual, personal, social, physical, therapeutic and cultural development. It includes content learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development and is designed to ensure that pupils gain experiences in the following areas of learning: linguistic, mathematical, scientific, physical, human and social, technological and creative, whilst also providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital. The curriculum is delivered by subject teams of qualified, skilled, empathetic and experienced staff operating in a safe, nurturing and holistic environment.

Our curriculum is implemented through our 5 layered approach and as a result we do not limit opportunity.

- We have clear and high expectations
- We understand and support individual needs
- We provide space for a safe environment to learn
- We offer an inclusive and diverse curriculum
- We value our relationships with pupils, families, staff, and the wider community

Our curriculum will:

- Build upon prior knowledge, embed and interleave knowledge and skills so that pupils know more and remember more, continuously building upon their successes
- Enable pupils to revisit topics and skills so that they can secure learning
- Set pupils realistic but ambitious targets so that they can all successfully achieve their full potential and are clear on how to succeed.
- Enable pupils to feel successful by personalising success to individuals both academically, socially and emotionally.
- Energise pupils and develop a love for learning
- Enable all pupils to access and pursue their chosen range of subjects, regardless of ability, by removing the focus solely from exam results.
- Enable those not currently achieving expectations to 'narrow the gap' and meet age expectations and/or personalised targets.
- Ensure all pupils are able to achieve the best possible outcomes.

### Law and Legislations

This policy reflects the requirements to provide a broad and balanced curriculum as per the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 (updated 2020) and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2 (1) (a).

### Roles and Responsibilities

It is the responsibility of the head teacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

## 2. Our Curriculum Intent

Our curriculum intent is to achieve our school vision to inspire all pupils to **learn with confidence, to help build resilience, and become well rounded individuals** with a breadth of knowledge through a quality education for all. Through our curriculum, we aim to achieve the following:

- **Broad and engaging:** To reengage all pupils with learning through a flexible, broad, engaging curriculum approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities. Focus of the curriculum is teaching for long-term learning; the relationship between knowledge and skills. The curriculum aims to engage pupils so that they develop a love for learning rather than elate to aspects of the curriculum rather than a focus on examinations.
- **Range of curriculum pathways:** The learning pathways available for pupils at LHS comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and are supported by college courses and potential work experience placements. They enable all pupils to secure their future, by achieving outcomes and qualifications that enable their success and achievement through providing a learning experience that will meet: their individual needs and desired requests of the pupil; statutory requirements of their statement/Health Care Plan, and views taken from significant stakeholders in young people.
- **High Expectations:** The school ethos is at the heart of the curriculum, 'Be Safe-Be Joyful-Be Inspired'. If pupils feel safe and joyful, through our curriculum offer we can rebuild self-esteem, confidence and support pupils to believe in their academic abilities. Only by

establishing these relationships and knowing our pupils well will they be able to feel inspired, develop their own high expectations and become successful learners both academically, socially and emotionally.

- **Impact:** The curriculum is purposeful and has impact. Our education will build resilience, confidence and independence in pupils to develop and encourage a 'can-do' attitude to their own learning.
- **Well-rounded Individuals:** The curriculum will encourage every individual to take responsibility, accept support, support others, make positive decisions and contribute to life at Longdon Hall. It will enable pupils to gain the cultural capital and transferable knowledge to be able to enter the world of future employment or training fully equipped with the skills and British values they require.

### **Commitment to National Curriculum.**

Longdon Hall School is committed, where possible to covering as many aspects of the National Curriculum as possible and its programmes of study. This commitment must, however, be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

### **Pupil Entitlement.**

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning. Teachers set high expectations and provide equal opportunities for all pupils regardless of SEND. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

### **Addressing Special Educational Needs & Disabilities**

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects in order that personalised planning can take place.

On admission to the school, each young person will complete a full baseline assessment in every subject, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive support plans and individual risk assessments. In the Nurture Provision, all pupils have a primary diagnosis of ASC.

To support teaching and learning, Longdon Hall School pays significant attention to the National Autism Standards provided by the Autism Education Trust (2012) and the emphasis they place on certain considerations to support teaching and learning for pupils with ASC, including PSED, Communication, sensory and cognition and physical and motor. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report. See LHS Assessment for Learning Policy.

### **KS4 Curriculum.**

External accreditation is personalised to the interests, needs and aptitudes of each individual pupil. Pupils at KS4 have access to a range of Functional Skills, GCSE and BTEC qualification pathways across core, foundation and vocational subject areas. Pupils also have the opportunity to access a range of courses at local colleges with staff support from school, where appropriate. We have also created strong links within our community to offer students experience working in a range of settings for both holistic and academic progression.

## **3. Curriculum Implementation**

### **Curriculum Offer**

Our curriculum offer includes a breadth of subjects leading to a wide range of formal qualifications. The National Curriculum forms part of our whole school curriculum. The curriculum is personalised and content is covered creatively in order to achieve the best for our pupils. We take a therapeutic approach to our curriculum. It is planned and structured to consider SEMH needs, whilst being flexible to different learning styles. Individual and group therapy sessions are offered and embedded within the curriculum. Our environment is structured and well-informed to support pupils ASC needs and health and wellbeing. Pupils have access to a range of vocational subjects including training, practical knowledge and development of skills. These all relate to occupation and employment for life after Longdon. There are additional curriculum enrichment opportunities in addition to the National Curriculum to engage and interest our pupils.

### **Curriculum Delivery**

#### **The timetable**

The curriculum delivery at Longdon Hall School is split into three core areas: Upper KS2, KS3 and KS4 and is delivered through three key areas within the school: Lower school, Upper School and the Nurture Provision. We have a structured and systematic approach to the day with six clearly defined forty-five minute lessons. This is consistent across the school, but within certain areas of the school- namely KS2 and the Nurture Provision- lesson timings are then differentiated dependent on the needs of the pupils and their ability to focus for periods of time.

As a school, Longdon Hall is seeing increasingly complex students within our cohort, particularly those with a diagnosis of Autism Spectrum Condition, as a result we have introduced a more specialised learning programme, which is referred to as the 'The Nurture Provision'. Pupils with Complex Learning Difficulties and Disabilities (CLDD) have conditions that coexist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. The 'nurture provision' (our ASC base) offers a slightly differentiated form of the lower school timetable that meets the needs of these pupils. Pupils have 10 slots; each around 30 minutes so that pupils can concentrate in shorter bursts therefore enhancing their overall progress. In between core lessons, pupils are given the time to self-regulate and focus their learning in different directions. This includes: physical wake up, reading based activities, class regulation, individual activities and a transition phase. This helps build pupil resilience and enhance engagement and therefore progress. These slots also help support a smooth and calm transition between unregulated breaks and learning slots. Pupils in the lower school are also offered an afternoon break between periods 5 and 6. In addition to this, KS2 and KS3 have their last lesson of each day timetabled to develop their resilience, independence and wellbeing. This is in the form of 'personal development,' 'social skills,' 'Lego therapy', 'sensory' and

'life skills' Planning is informed in communication with the therapy team, embedding slowly into the curriculum with the aim to reduce anxiety. Social Thinking has also on offer on the timetable to support the emerging needs of our pupils.

The mode of delivery is also differentiated to support pupils learning as well as preparing them for transitions either from: the lower school to upper school; the Nurture provision to the main school; Longdon Hall to further education providers, with an emphasis on the opportunity to transition back to a mainstream setting, where appropriate. For pupils in KS2 and the Nurture Provision, a primary model is followed and pupils have a consistent teacher throughout the day with the exception of specialist teaching for more practical subjects, such as: science, DT and Food Technology. Within the main school, for pupils in KS3 and 4, access to specialist teaching is provided for all lessons, with the exception of pupils in lower KS3 that struggle academically. In this class, the teacher for core subjects remains the same to provide consistency and stability, so that pupils can really focus on their learning.

### **Variation to the curriculum**

To help consolidate and build upon skills in the lower school, all pupils have a daily session of key skills. Each pupils' learning is personalised specifically to meet individual areas of focus and consolidated in a practical and fun way. This may be in the form of the following: handwriting, times tables, reading comprehension, spellings, touch typing, basic literacy skills and basic numeracy skills. All pupils are exposed to ICT during these periods. Alongside whole school enrichment activities, within the Nurture Provision, there is a strong focus in afternoon lessons on our enriching subjects that are implemented to facilitate learning through experiences and to develop their understanding of the wider world. This provides an engaging, interesting and practical application of the curriculum, developing pupils' knowledge through experiential and practical learning opportunities, where possible.

### **Teaching & Learning**

At Longdon Hall school, we are committed to ensuring that every pupil has equal rights and opportunities to their entitled education and reach their full potential, whilst having their specific needs met. The curriculum will immerse pupils into a purposeful education that fosters their independence and well-being and whilst supporting pupils to explore their interests and find their own individual pathway. The planned, key sequential steps of knowledge, skills and learning in each subject will build cumulatively to enable curriculum access and success in each Key Stage. Pupils are taught in key stage groups and a cycle of learning enables movement between class groups, where needed, in order to ensure the learning environment maximises potential at all times.

To support the school's ethos, we focus on the principles from the SPELL Framework to inform teaching, learning and the overall environment within our school.

- **Structure** – using structure to make environment and processes more predictable, accessible, and safe.
- **Positive approaches and expectations** – recognising potential and strengths.
- **Empathy** – understanding, experiencing, and relating to autistic perspectives.
- **Low arousal** – adjusting the environment and approaches.
- **Links** – forming partnerships, sharing information, and working alongside

### **Visual/ Auditory/ Proprioceptive/ Vestibular Stimulation**

At Longdon Hall School, we recognise that many of our pupils have sensory challenges on a daily basis. Many pupils struggle to manage the different sensory input they receive and this makes it difficult for them to complete many everyday tasks. It can affect learning and behaviour and therefore we adjust many aspects of school life to overcome these barriers and meet the pupil's needs.

- The use of visual timetables
- Keywords clearly signposted across the curriculum
- Discrete and consistent displays that avoid overstimulation

- Emphasis is placed on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation.
- Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused).
- Build confidence in pupils to ask for help.
- Regular verbal prompts to increase alertness and engagement.
- Limit time periods required to focus on a given task and chunk learning to more manageable slots.
- Consider and monitor classroom noise levels and enable pupils to receive stimulation through music to enable concentration.
- Levelled questioning to support access and response.

Our curriculum has been structured to adopt these principles alongside pupils accessing aspirational EHCP targets and learning intentions from The AET Framework. Our personalised approaches enable our pupils to learn through experiences and activities, relevant to their individual needs and abilities.

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

Teachers plan with consideration of these specific areas and implement relevant programmes, interventions, and activities to support the curriculum and the pupils' individual EHCP learning outcomes, which are delivered within class or individual timetables.

### **Breadth**

It is the school's responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Therefore, Personalisation and differentiation is the key to the successful delivery of the curriculum at Longdon Hall School. Previous gaps in learning and the need to revisit key concepts for long-term learning is taken into consideration. The curriculum incorporates the following learning experiences within the curriculum:

- **Linguistic:** Effective communication skills, literacy and oracy are integrated throughout the curriculum. High quality classroom talk is encouraged in all lessons, including exploratory talk, dialogic talk and Socratic talk. This promotes essential thinking and learning and engages pupils with their learning developing clear understanding and development. This in-turn contributes to improved reading and writing and therefore raises attainment. MFL is addressed through Continental Cultural drop down days.
- **Mathematical:** Through all subjects across the curriculum there is a focus on the application of numeracy and its relevance to real life situations.
- **Scientific:** Through our broad and ambitious curriculum of academic and enrichment experiences: Biology, Physics, Chemistry, Sociology, Psychology and Animal Care; theoretical concepts and practical experiments.
- **Technological:** Through digital competence explored across the curriculum as well as in dedicated ICT and computing lessons.
- **Physical:** Through PE lessons, extra enrichment opportunities such as biking, MMA, Mechanics, Horse Riding, Construction, Horticulture and Forest Schools.
- **Human and social:** Personal Development and RE, SMSC theme days, History, Geography and Land based studies BTEC.
- **Aesthetic and Creative:** Lego Therapy, Art, Sensory Learning, Mindfulness, DT, Food Technology, Hair and Beauty, therapy timetabled slots and weekly timetabled Social Communication lessons following the 'Talk About' programme, music offered through focused curriculum drop-down days.

For core subjects, we use a variety of planning resources in order to provide a bespoke teaching and learning experience for all our pupils. Some pupils are offered a 1:1 learning provision where



they are able to access the curriculum offer on a tailored basis and by utilising their interests as a key motivator as well as access to off-site activities.

### **Reading**

Reading is embedded in the curriculum offer and throughout school life. Each day, pupils have the opportunity to read within their class groups, in the form of two 15-minute additional form time slots, in the morning and afternoon. Through promoting a love of reading, we are able to address gaps in pupils reading ages through: regular 1:1 reading intervention across all key stages; regular access to Accelerated Reader; reading slots on the timetable (15 mins AM and PM); whole class texts that are regularly read in lessons. All KS2 (and lower KS3) pupils undertake a guided reading programme from Pearson using the app 'Bug Club' as a stimulus. This is completed in their key skills lesson and supports their reading development and comprehension. Pupils undertake guided reading tasks based on current news stories, which are discussed with the teacher and pupils then independently answer reading skill-based questions to check their understanding and develop other key skills that individual pupils need to focus on specifically. Pupils in the lower school and the provision also have access- at home and in school- to many ICT based apps that explore and encourage pupils to read regularly and embed their core skills. These include: Bug Club, Spelling Shed, TT Rockstars, Education City & Purple Mash.

### **Phonics**

Pupils in KS2 and KS3 (where appropriate) are taught phonics using the 'Read, Write, Ink' Ruth Miskin programme and these pupils are assessed termly through this scheme. Individual pupils, recognised as under-achieving are identified for 1:1 intervention.

### **Intervention**

Pupils that are identified as more able ('beyond') or academically struggling ('reaching' or 'almost') will receive targeted support across the curriculum in the form of interventions put in place, both in class and 1:1 or in small groups. The progress of these pupils is monitored carefully and the effectiveness of strategies evaluated for maximum potential. These sessions supplement existing learning and are offered to support, develop and challenge our pupils, enhancing the personalised learning experience.

### **Promoting Literacy & Literacy Intervention**

We are able to recognise pupils who are not currently working towards or meeting expected levels of progress (80% threshold on SOLAR) through our termly assessments. This includes teacher assessments, results from STAR reader, and progress checks on intervention programmes such as: Bug Club, and progress made through Blackwell Spelling. Personalised targets are set and these are reviewed over an agreed period to ensure rapid progress. Assessment is used to inform planning, differentiation and personalised intervention. Pupils follow an agreed literacy programme that may consist of:

- Effective and well differentiated classroom teaching for all pupils
- Targeted daily 1:1 reading with our reading intervention coordinator
- Targeted teaching of reading skills
- Personalised writing support and exam specific focused sessions.
- Writing frames
- Targeted upper school intervention slots with English teachers
- Weekly targeted spellings using either national Curriculum spelling lists for KS2 or age appropriate, high frequency lists or exam specific lists for KS3 and KS4 tailored to their individual spelling ages and take a spelling check once per week. This is reviewed every term and progress addressed.
- Weekly whole-school 'Word of the Week' to promote the use of ambitious vocabulary
- Key topic vocabulary for each subject
- Resources for struggling readers such as overlays.
- Library with fiction reading books for all, in conjunction with Accelerated Reader and phonics programmes.
- Non-fiction libraries in all subjects across the school.

- The use of 'Read Write Ink' embedded in our school practice for the teaching of phonics for all KS2 and KS3 pupils (where necessary), supporting key pupils in lessons across the curriculum as well as targeted intervention.

### **Numeracy Intervention**

We are able to recognise pupils who are not currently working towards or meeting expected levels of progress (80% threshold on SOLAR) through our termly assessments. This includes teacher assessments, results from STAR Maths and regular progress checks. Personalised targets are set and these are reviewed over an agreed period to ensure rapid progress. Intervention through Accelerated Maths, Inspire and White Rose Maths is used to support progress of pupils in this area. Numeracy intervention targets the mathematical fundamentals required to access the curriculum and it is facilitated by the class teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills and reasoning. Interventions are identified, documented and tracked on the departmental tracker. Assessment is used to inform planning, differentiation and personalised intervention.

### **Therapeutic Support and Intervention**

Additional therapy is offered within the curriculum as well as through one to one therapeutic support, according to specific need and through a close working partnership between home and school. At Longdon Hall School, we have access to a range of therapeutic support including Speech and Language Therapy, Occupational Therapy and Psychotherapy. These methods are cascaded down from therapists to teaching staff and methods are incorporated into learning and teaching. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. We are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

A therapeutic approach to the curriculum supports broader development and character through personal development; mental health and wellbeing are woven throughout the coherent curriculum with key skills linked. Sensory lessons are a key part of our curriculum offer and pupils are supported through our extensive therapy offer.

### **British Values and Personal Development**

Across the curriculum, many aspects of British values are covered. Pupils learn about British values explicitly in Personal Development but this is also applied to other subjects across the curriculum. Cultural awareness is discussed across all subjects and applied within their understanding and learning. Pupils learn about mutual respect through sharing ideas, exploring relationships, friendships and behaviours. Through the opportunities they have to discuss, debate and justify their own views and opinions, pupils are able to develop empathy for others. Through these aspects of the curriculum, pupils become well-rounded individuals in their life as a whole as well as amongst their peers at Longdon Hall, developing their ability to work well with others and through their use of skills such as team work.

In addition to academic studies, pupils have access to daily topics of discussion following the structure detailed: My Rights Monday (linked to the MTP for UNICEF), Time to Read Tuesday, Workout Wednesday, Tutorial Thursday and Feel Good Friday. Videos/important links/tutorials are posted daily for all pupils/parents and carers to see and aim to cover more therapeutic and vocational topics. Tutorials include topics such as: how to wash up; make your own playdough; use the washing machine; make a sandwich etc. Whilst regular fitness videos help pupils to improve and practice their: hand-eye coordination skills, spatial awareness, motor skills, coordination and reaction times.

### **Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. At Longdon Hall School, it is important that all pupils gain an understanding of the world we live in, and learn to live alongside and show respect for a diverse range of people. We aim to

reduce and remove any inequalities that may exist and strongly believe that no child should be disadvantaged. We value all pupils as individuals and support all pupils to reach their potential. The curriculum takes into consideration the ages of pupils and their learning abilities and enables pupils to achieve their expectations. Through a carefully planned curriculum and lessons tailored to meet pupil need, the curriculum remains broad for as long as possible and does not limit opportunity. Within the curriculum, there are many opportunities to show role models that have overcome barriers. Through our carefully tailored PD curriculum and SMSC theme days, pupils celebrate individuals from a range of different backgrounds who have achieved great success.

In addition to within school, we also foster good relationships throughout the community. We play an active part with local organisations and businesses within the community and place emphasis on working closely with parents and carers who are invited into the school to share in learning experiences and celebrate achievements. We follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all regardless of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### Curriculum Offer

Key Stage	Curriculum Offer
Key Stage 2	<p><b>National Curriculum</b> Maths, English, Science, Personal Development (incorporating RE), History, Geography, Art &amp; Design, D&amp;T, Computing, PE</p> <p><b>Additional Subjects as part of Curriculum Timetable</b> Horticulture, Forest Schools, Social Communication, Food Technology, Key Skills.</p> <p><b>Options</b> MMA, Biking, Art &amp; Crafts, Hair &amp; Beauty, Mechanics, Football, Gym &amp; Fitness.</p> <p><b>Enrichment</b> Sensory, Plan, Shop, Cook, MFL, Cinema, Bowling, Computing, Laser Quest, Football, Drama, Digital Technology, Boxing, Horse Riding, D&amp;T, Music.</p>
Key Stage 3	<p><b>National Curriculum</b> Maths, English, Science, Personal Development (incorporating PSHE, SRE and RE), History, Geography, Art &amp; Design, D&amp;T, Computing, PE</p> <p><b>Additional Subjects as part of Curriculum Timetable</b> Horticulture, Forest Schools, Social Communication, Food Technology</p> <p><b>Options</b> MMA, Biking, Art &amp; Crafts, Hair &amp; Beauty, Mechanics, Football, Gym &amp; Fitness.</p> <p><b>Enrichment</b> Sensory, Plan, Shop, Cook, MFL, Cinema, Bowling, Computing, Laser Quest, Football, Drama, Digital Technology, Boxing, Horse Riding, D&amp;T, Music.</p>
Key Stage 4	<p><b>National Curriculum</b> English, Maths, Science, Computing, PE, Personal Development (incorporating PSHE, SRE and RE)</p> <p><b>Functional Skills</b> English and Maths</p> <p><b>GCSE</b> English Language, English Literature, Maths, Statistics, Psychology, Sociology, History, Art &amp; Design, Computer Science, Single Science Award.</p> <p><b>BTEC</b></p>

	<p>Science, Information &amp; Creative Technology, Sport, Home Cooking Skills, Construction (Offsite at college), Hair &amp; Beauty (offsite at college), Vocational Studies Animal Care (Offsite at college).</p> <p><b>TLM</b> ICT</p> <p><b>Awards</b> ICT and User Skills Careers and Employability</p> <p><b>Wider Curriculum</b> Advanced Maths, Additional Computing, Football &amp; Fitness, Gym &amp; Fitness, Outdoor Adventure, Biking, Thai Boxing, Horticulture</p> <p><b>Enrichment</b> Sensory, Plan, Shop, Cook, MFL, Cinema, Bowling, Computing, Laser Quest, Football, Drama, Digital Technology, Boxing, Horse Riding, D&amp;T.</p>
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### Alternative Provision

Some student's behaviour or anxiety will be such that they cannot engage effectively in learning alongside peers. Where a student has to be educated by themselves or separate from their peers, then Alternative Provision is required. Alternative provision will differ from student to student, but there are some common elements that it aims to achieve. At LHS, alternative provision is tailored to meet the specific needs of the pupils and enables them to access the same education and achievements as their peers. There is a clear purpose with a focus on education and achievement as well as meeting the students' needs and rigorous assessment of progress.

Our Alternative provision aims to reengage pupils, improve their motivation, self-confidence, attendance, engagement, and fulfil their desires for their 'next steps' after LHS. In order to achieve this, LHS aims to:

- Identify any issues and barriers that prevent pupils from integrating learning with their peers as early as possible
- Provide full-time provision in total (some students may spend some of their time at an off-site provision)
- Create a personalised plan for intervention
- Monitor progress against the plan
- Encourage pupils to feel part of the school's community
- Reintegrate pupils back into the school community

## 4. Curriculum Impact

Our School's Curriculum will:

- Fulfil all statutory requirements
- Be based on National Curriculum definitions of subject breadth and progression wherever possible
- Lead to qualifications that are useful for both employers and higher education
- Enable pupils to fulfil their potential
- Meet the needs of pupils of all abilities
- Be delivered in a supportive, therapeutic environment
- Provide equal access for all pupils to a full range of learning experiences beyond Statutory guidelines
- Prepare pupils to make informed and appropriate choices at points of transition
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills

- Include a range of vital characteristics- breadth, balance, relevance, differentiation, Progression, continuity and coherence
- Ensure continuity and progression within the school and between phases of education,
- Increasing pupils' choice during their school career
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help pupils understand the world in which they live
- Meet the social, emotional and behavioural needs of our pupils
- Incorporate a specific curriculum for key stage 3 which will focus on the core skills of Numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- Incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider Society.

At Longdon Hall School, staff use an online platform called SOLAR (Special on Line Academic Records) to record pupil attainment and assessments across all subjects taught at the school. The system uses a range of personalised frameworks to suit the needs of the pupils within the school, whilst covering National Curriculum and GCSE, BTEC and Functional Skills criteria. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment. Each Step of the framework represents the corresponding academic year – so a child working on P5 would be working broadly in line with students age 5 at a mainstream school. Year 11 pupils baselined at P15 would be working through P16 statements and working towards a GCSE grade 4. The expectation for progress for pupils is that they will cover 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step. Within the framework, pupils are assessed at 4 levels against each objective: Reaching, Almost, Got It and Beyond. Teachers use their judgement and evidence from work completed to assess pupil progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence completing the given skill, with an appropriate degree of independence. All assessments recorded by staff are subject to both internal and external moderation practices. Pupils are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as Functional Skills and Entry Level Qualifications. The aspirational goal for all pupils is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

## **5. Links with other Policies**

This policy has been written in conjunction with:

- Assessment for Learning Policy
- Safeguarding and child protection
- Complaints procedure
- Data protection policy and privacy notice