



iMap Education

School Policy

Section	School Policies
Policy Number	SP-019
Policy Name	Curriculum Policy

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CURRICULUM POLICY DOCUMENT

1.0 Introduction

iMap School, Barrowmore is part of the iMap Centre group. The school is based on a beautiful 84 acre site in Barrowmore, rural Cheshire. We cater for students from diverse social and emotional backgrounds who have a wide variety of complex needs and abilities ranging from Autistic Spectrum Condition, to moderate and severe learning needs, and complex health needs.

We currently provide an education for students aged 7 to 19 years of age. The iMap Centre offers a variety of services for students and adults from day placements in school, 52 week residential care placements and alternative provision.

The whole school is built around the concept of learning; we do not confine learning to the classroom. Instead, we use every opportunity to support the development of students. That development may take place anywhere – be it in the main dining room, at the shops or in horticulture. Our aim is to increase the participation of students with autism in all aspects of living and learning and helping them to make a positive contribution to society, so we aim to make sure that their learning is extended outside the school and within the community.

2.0 Purpose

iMap School at Barrowmore believe that a well planned and robust curriculum will:

- Deliver the National Curriculum offering a broad and balanced curriculum at a level appropriate to student attainment;
- promote the spiritual, intellectual, personal, social and physical development of all of our students;
- Provide stimulating activities and tasks;
- Set challenging, achievable targets for individual students;
- Develop effective communication skills;
- Develop IT skills in order to engage students in the advancing world of technology;
- Encourage the tolerance of opinions and beliefs and reflect the multicultural nature of society;
- Develop self confidence and skills towards independent living;
- Encourage a caring, respectful attitude towards each other within the community;
- Ensure continuity and progression;
- Help students develop lively enquiring minds;
- Enable access for all students.

For students in their final year before moving to adult services, the school provides a discrete and individualised transition curriculum, along with individual timetables. This has a higher emphasis on independent living skills, making informed choices, increased use of the community, and strong joint working with the residential provision.

Student timetables are individual but all include key skills of communication, literacy, numeracy, and personal, health, social, and economic education. Physical movement and information and communication technology are also considered key skills but for many students it is more appropriate for them to access these subjects through a cross curricular approach. The curriculum includes elements of relationship education, vocational awareness and preparation, work experience (on and off site), and education within larger settings e.g. local colleges, if appropriate.

3.0 Inclusion, Equality and Diversity

For students to effectively participate in learning any barriers or boundaries must be initially identified and then continuously monitored throughout the course. This promotes a sense of inclusion, equality and diversity at an individual level, which translates to a more beneficial group learning experience during the course. The identity of every student must be recognised and valued in order to promote inclusion by identifying boundaries and working towards overcoming those boundaries.

Therefore the school entry processes and induction will identify and support specific needs identified in relation to disability, age, language and experience. From this the school is able to ensure that support is tailored to individual needs through training.

The school aims to ensure that:

- Student Assessments are valid, reliable, fair and objective;
- Staff set high expectations and use positive language and a supportive approach to help students and colleagues achieve their best;
- The effort and achievement of students is acknowledged and a variety of means are used to celebrate their success;
- Feedback from staff and students is encouraged, listened to and appropriate action taken;
- Problems and issues are dealt with promptly and fairly using effective school procedures;
- Staff set appropriate professional boundaries and provide a positive role model for students;
- The learning needs of minority groups are met through differentiation of teaching and appropriate support;
- Appropriate progression routes are available for minority groups;
- Wherever possible practical action is taken to meet the needs of minority groups and enable them to participate fully in the life of the school;
- Promoting inclusion by identifying variation in needs ensures that students have equality throughout their learning experience.

The school also ensure that the courses are open to all regardless of race, religion, age, disability, gender or special needs. iMap Centre will accommodate wishes of parents to maintain active connections with their chosen faith, should this be desired. This philosophy is clearly reflected in the Charter of Rights and evidenced in care planning. Cultural and religious education is part of the school curriculum

and is addressed through modules of learning within PSHE and Citizenship on an individualised basis.

4.0 Teaching and Learning

All staff are trained and familiar with different techniques for working successfully with complex students. By emphasising communication and empathy for the young student and drawing on TEACCH and PECs, the whole school environment is designed to provide structure, calmness and clarity to each student to reduce their anxiety and promote learning.

Careful consideration of the requirements of each student's Statement of Special Educational Need or Education Health Care Plan is made so that all the objectives of the Statement are met. With this in mind, the school provides additional support to each student in terms of therapy so that each student has opportunities to increase their self confidence, improve communication and relationships and become the person they can be.

Class teachers are responsible for:

- Termly planning;
- Differentiation to meet individual needs of the students;
- Using a range of teaching and learning strategies, techniques and resources;
- Attending training as appropriate;
- Assessment for learning;
- Writing Schemes of Work reflecting the different needs of individual students and groups;
- Monitor development;
- Assisting in the planning of the curriculum;
- Modelling good practice and a range of teaching and learning styles;
- Keeping up to date with developments and initiatives.

Learning experiences are planned at an individual level, based on prior knowledge of the level and at which the student has achieved. The overall planning shows similar learning objectives but the outcome, i.e. what the student knows, understand and can do, differs between students within the group. Students mainly work with a teaching assistant or learning support worker who, guided by the teacher or higher teaching assistant, in each group, is responsible for engaging their student in the learning activity and also assessing achievement and monitoring interaction and behaviour. These observations are the basis of assessment for learning.

A range of activities is included to deliver the curriculum in a motivating way and also to ensure that it meets the needs of each student. These include:

- Field trips and visits to enhance learning;
- External speakers and visiting practitioners, for example, artists and musicians, who offer special projects and workshops;

5.0 Assessment, recording and reporting

The school assess students' academic progress in all areas of learning throughout their time in the school. It uses a commercial and nationally recognised assessment system. This allows staff to assess the acquisition of small gains made in learning with nationally recognised performance level; that is 'P' levels and levels of the National Curriculum. In turn, this assessment guides teachers in the setting of students' academic and person targets (learning objectives), as well as appropriate accreditation. School uses a range of other assessment tools to show attainment in non NC areas such as their progress in adopting good behaviour.

Staff report the learning and progress achieved through Annual Statement Reviews, Looked After Child Reviews and Termly reports.

6.0 Accreditation

The school uses the ASDAN (Award Scheme Development and Accreditation Network) scheme that offer accreditation for students in bite sized pieces. ASDAN enables the school to recognise achievements and progress on a very personal level. We also have registered to deliver NOCN qualifications in Functional skills and ICT.

7.0 Special Educational Needs

In line with statutory requirements, the school has Special Educational Needs Policy detailing information about the specific provision available for our students. iMap centre is committed to ensuring that all students received their entitlement to a broad, balanced and relevant curriculum according to each individual's special needs.

8.0 Health and Safety

Health and safety issues are described fully in the Health and Safety Policy. The Principal and Teacher have a responsibility to ensure that the curriculum policies and procedures pay due attention to Health and Safety issues.

9.0 Professional Development

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas, and within budget resources. Training needs will be linked to the school development plan.

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