

# INTENT

## Curriculum Policy

Incorporating our Curriculum Access Statement

Status: Approved

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Governor Leadership: Intent & Impact Committee

Executive Leadership: Headteacher

Key Manager: Nicky Read

Consultation/signing group: Teachers

### What the pupils need to know:

- We will teach you knowledge and understanding and skills to optimize your opportunities in life including preparing for adulthood
- We will teach you in a sequence to build up on your existing understanding and knowledge to prepare you for adulthood
- We will teach you cultural capital that will allow you to be included in the community as you grow towards adulthood

### What every member of staff needs to know:

- Cromwell High School will sequence the curriculum through mastery of fundamental curriculum knowledge, understanding and skills
- We will teach key skills to optimize pupils' and students' life chances
- We will teach cultural capital knowledge and British Values, when appropriate to optimize inclusion in the community

### What every adult needs to know:

- We will teach pupils to be successful in the world through communication, working with others, learning skills, numeracy (understand the organisation of the world) skills.
- We will do this through a stimulating curriculum based on starting from what they know and understanding and building outwards into the wider world.



## 1. Curriculum aims

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Our curriculum is designed to enable our pupils to have the best possible quality of life and preparation for adulthood:

- In school
- In the wider world and with their families at the current time
- In their future adulthood including, as the SEND Code of Practice 2014 states:
  - Higher [further] education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
  - independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
  - participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
  - being as healthy as possible in adult life


By 'quality of life' we mean:

- Self worth and confidence
- Positive relationships with other people
- Breadth of experience, opportunity and stimuli

Therefore pupils will learn to the maximum extent that they are able:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education including appropriate access to 'cultural capital' that will promote shared understanding with others in society. To 'connect' with the world in which they live and learn about the facts, processes, principles, interests and wonders of-**
  - The natural world and environment and how to care for it
  - Human society, technology and its artistic and spiritual responses
  - Their own options and choices as they grow and develop towards adulthood
- **to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of-**
  - Connecting with people: Communication (English Lang) (including literacy) and working in a team including the basic human value of treating others as you would have them treat you; with politeness and the social connectedness and emotional awareness that supports this.
  - Connecting with themselves: Improving their own learning, engagement and problem solving (Maths, Computing) including through resilience, effort, focus and thinking ahead.
  - Learning the essential skills to optimise independence in adulthood at home and/or at work. (Vocational Education/Food Tech)
- **to be confident, caring, safe, citizens; we will teach our students to be;**
  - Able to keep themselves and others safe by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for criminal, sexual or extreme political motives.
  - Able to keep themselves healthy
  - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding the moral basis that all





humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.

- Realise their own identity- in relation to cultural and spiritual awareness- in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.

## 2. Legislation and guidance

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This policy meets requirements from relevant regulation and guidance including the National Curriculum, requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### **National Curriculum 2014:**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

In particular the duty to:

offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **SEND and Disability Code of Practice 2014:**

In line with the SEND and Disability Code of Practice we will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

### **Preparing for Adulthood NTDi 2017:**

- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom



- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age
- Promote a focus on outcomes that are transferable to the real world
- The indicators included in this grid, although specified against a certain age, are applicable across the age ranges depending on cognitive ability i.e. a young person aged 17 may still be learning to feed themselves. Some indicators translate across outcomes
  - 'making choices' and 'managing change' all applicable to all four PfA outcomes.

### **Ofsted Education Inspection Framework 2021**

This policy is in line with the Ofsted Education Inspection Framework 2021, in particular that it states:

#### **Intent**

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners [who have] ... high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

### **Curriculum Overview statement 2023**


As a Special School for pupils working at below age-related expectations we adopt an approach to curriculum that mixes the four key elements that our pupils and students need. Our firm intent is that pupils will learn through our curriculum in 4 key ways:

- **Formal curriculum:** teaching a formal curriculum sequenced in terms of knowledge and understanding by working out from, and building on, pupil experience and sequenced in terms of skills by working forwards by pupil mastery of skills in preparation for adulthood
- **Cultural Capital:** teaching elements of Cultural Capital to promote inclusion in wider society as and when they are accessible from the formal curriculum sequenced by mastery or due to national or international news events

The formal Curriculum and Cultural Capital are organised as follows to optimise accessibility for our pupils:

- Communication; English including Phonics package Letters and Sounds and Colourful Semantics, Information Technology
- Cognition; Maths and Programming
- Physical World; Science, Design Technology and Physical Geography





- Social World; Social Education, Citizenship (Social Aspects), History, Geography, Religious Education (Religions), Spanish

- Arts and Spiritual; Art and Design, Music, Religious Education (spiritual)

- Personal Growth and Wellbeing; Personal Education, Health Education, Sex and Relationship Education, Citizenship (Personal Aspects), Mindfulness, Careers

- Physical Education; PE, Health Education (Exercise)

- **Key Skills:** directly addressing their Education, Health and Care Plan objectives through cross curricular Individual Education Plans to develop key skills in preparation for adulthood

The key skills targeted through our IEPs are in the following areas:

- Communication

- Cognition ("Problem Solving", "Mental dexterity" or using "Thinking Tools")

- Working with others

- Improving own Learning

- Vocational, Mobility or Motor Skills

- **Preparing for Adulthood:** preparing for the next stage of their education or life opportunities through all the above plus direct teaching of 'independence' skills; particularly as pupils move into Key Stage 4 in preparation for the Sixth Form


## Further details of 4 key areas:

Although of secondary age our pupils have Severe or Profound Learning Difficulties and are learning at levels similar, though not identical, to Year 1, Foundation Stage or pre Foundation Stage, developmental pathways. Our curriculum is therefore outward looking and ensures both progression and continuity by ensuring that we address the National Curriculum at Key Stage 1 thereby optimizing accessibility and progress and placing fundamental understanding in a context of learning about the adult world – eg KS3 Social World – developing one's role as a member of a family and community, in relation to essential services and as a consumer- in order to best prepare pupils for adulthood.

We teach pupils through optimum access to areas of the national curriculum and pre-national curriculum that they can understand sufficiently to be intrinsically motivated optimize their progress in relation to skills and knowledge that they can learn for mastery. This means that we teach pupils by building on their existing skills and understanding. We teach access to cultural capital to support their development and inclusion as citizens.

### **Formal Curriculum 1) Knowledge and Understanding for mastery:**

We sequence our teaching of knowledge of understanding by building outwards from pupils' current knowledge and understanding. We link new learning to their experiences, including of the sensory world. Our main organisation of curriculum



is therefore based on access to Key Stage 1 and adapted for those pupils at other levels of learning.

**Formal Curriculum 2) Skills:**

We sequence our teaching of skills through the structure of our assessment scheme; Cromwell Levels and Sensory Levels – this scheme has developed and grown from the work done through P levels and commercial developments (especially previous versions of PIVATS).

**Knowledge and Understanding for Cultural Capital:**

We sequence access to cultural capital when it is accessible to build on the knowledge and understanding for mastery so that it is associated/connected to the optimum extent to pupils' understanding of the world in which they live. This means that some different elements of cultural capital (eg events/people in history) and not sequential in themselves, but link to sequences for mastery.

**Key Skills:**

Across the curriculum we seek opportunities to teach pupils the key skills to maximise their life opportunities in the wider world and as they grow towards the next stage of their education and adulthood in line with pupils' Education, Health and Care Plan (EHCP) outcomes. We define the next step for the key skills we are prioritising in partnership with parents at each pupil's Annual Review of EHCP and these are defined in the pupil's Individual Education Plan (IEP) targets.

**Vocational Education:**

In addition to the vocational benefits of the other curriculum areas, as pupils progress through our school we gradually introduce direct teaching of specific vocational skills. Pupils have the opportunity to work in our Tea Room serving, or supporting the serving of members of the public. In Key Stage 4 we introduce the Enrichment Curriculum for one day per week where pupils access work/adulthood based learning including Cooking skills and Woodwork. This prepares pupils for progress to our Sixth Form which is principally focused on practical preparation for life opportunities.

## The breadth of the National Curriculum and statutory subjects

The National Curriculum is appropriately broad in its approach. There are 13 statutory subjects and many have multiple independent strands that run in parallel rather than sequentially. This poses significant challenges for pupils with Severe or Profound Learning Difficulties. In order to optimise access for mastery we organise our curriculum to link related learning from different subjects. This a) targets learning time on deep learning and sufficient revisiting for mastery of core learning and b) reinforces the key learning by its application in the different contexts.

We map our curriculum to demonstrate where we are delivering each area of the national curriculum in line with the principles above to optimise access and progress for pupils within a context of learning about life and the world around them in preparation for adulthood.

## Sequencing strands

There are many important strands of learning. We ensure that learning within a strand is sequential and builds on prior learning and understanding. However, we acknowledge that by



ensuring the necessary breadth, and addressing the number of strands of the national curriculum, we have to move from strand to strand in time. Therefore, for example it is necessary to learn about each principal area of Science during a year, but the 'Forces' led module will not 'build' on the 'Life Processes' module immediately preceding it other than in the area of key skills.

## Address all areas of Preparation for Adulthood – KS3 &4

Throughout our secondary curriculum school is ambitious in preparing pupils for adulthood.

### **Employment & Careers**

In addition to the key skills needed for optimising vocational opportunities through IEPs and Personal Growth and Wellbeing Curriculum, Maths and English, pupils increasingly learn about employment and work through the years of the secondary curriculum including learning about the work of essential services and learning about money and value at Key Stage 3 and then moving on to more direct learning about work through the KS4 English, Maths, Science and Humanities Curriculum. In KS4 further Enrichment Opportunities linked to work are provided including Motor Vehicle Maintenance and Workwork. For pupils for whom it is appropriate school undertakes the ASDAN Workright accreditation to celebrate their achievements in relation to preparation for vocational opportunities.

### **Independent Living**

In addition to the key skills needed for family and home life through IEP targets and general increasing independence in school, pupils learn about personal development through our Personal Growth and Wellbeing curriculum and cross curricular opportunities such as 'value' and 'shopping' in Maths moving to 'Personal Budgets' at Key Stage 4.

### **Community Inclusion**

In addition to the key skills needed to function effectively in the community pupils learn about the community and the world about them to prepare them for adulthood. In Key Stage 3 Social World building each year from personal experiences through the local community to wider world issues. In Key Stage 4 this process continues

### **Health**

Learning about how to maintain one's health runs through many aspects of our curriculum from learning about health and hygiene services in social world, through health and wellbeing in the Personal Growth and Wellbeing Curriculum to exercise and diet in Physical World and KS4 Science and PE throughout the years.

## Address all areas of Preparation for Adulthood – Sixth Form Curriculum

Throughout our Sixth Form curriculum school is ambitious in this last opportunity we have as a school to prepare students for adulthood.

### **Employment – Professional Life**

In addition to the key skills necessary, the Sixth Form curriculum includes class based Work Awareness/Careers lessons and learning about practically undertaking work roles. This includes mini-enterprise activities and work in the school's Tea Room. In addition students undertake work experience/community work and other in-school vocational opportunities as appropriate to their personalised needs and choices.





### **Independent Living – Home Life**

In addition to the key skills necessary, the Sixth Form curriculum including both learning about relationships, self care, personal growth and wellbeing and practical tasks to optimise practical independence in the home.

### **Community Inclusion – Social Life**

In addition to the key skills necessary to optimise life-opportunities in this area, the Sixth Form Curriculum specifically teaches pupils to effectively and safely access the wider community and develop their independence including in moving and travelling in public areas.

### **Health – Healthy Life**

Learning about how to maintain one's health is central to the Sixth Form curriculum including learning about health and hygiene in the home and at work, through health and wellbeing in the Personal Growth and Wellbeing Curriculum to exercise through Active Life and diet through home cooking and catering lessons.

## **Independence through Self Regulation**

Key to maturation, 'growing up' and preparation for adulthood is the ability to self regulate. Pupils and students learn to self regulate and take increasing degrees of responsibility for their own social and emotional responses. This can be delivered through Individual Needs time (IN10), through Promoting Positive Behaviour Plans and through our 'self regulate within a structure' expectation whereby pupils and students are given processing time to comply with learning expectations. Where possible, and especially for pupils within the Structured Department, learning spaces are designed to allow pupils to self regulate their exposure to different stimuli whilst processing ambitious learning expectations.

## **3. Roles and responsibilities**

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### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- Pupils gain appropriate accreditation to recognise and celebrate their achievements in a way recognised by the widest possible audience
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced







### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- Requests to withdraw children from curriculum subjects are managed appropriately
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. In particular:


Heads of Department will ensure that teaching and learning is optimised for pupils access to the curriculum with specific reference to the pupils' needs in each department:

- Sensory Learning – that pupils with Profound and multiple Learning Difficulties get optimum access to the curriculum through the use of sensory and cognitively appropriate developmental understanding of pupil needs
- Structured Learning- that pupils with intensive social and communication needs- including Autism- get optimum access to the curriculum through the use of Structure Teaching and Communication Techniques including those based on TEACCH, Sensory Integration, Intensive Interaction, PECS, POD and other appropriate approaches.
- Conceptual Learning- that pupils with Severe or Complex Learning Difficulties get optimum access to the curriculum through the use of high quality teaching and learning including sensory and structured techniques as appropriate.

Curriculum Leaders will ensure that the:

- Intent specific to their curriculum area is regularly reviewed and updated including a policy statement and a scheme of work that specifies the optimum sequences of learning as understood as best practice at the time.
- That the curriculum is being implement in line with the school's intent
- That the curriculum is achieving optimum impact on pupils' progress in their learning towards the aims and objectives of the curriculum area





Curriculum Leaders will monitor each area of their responsibilities outlined above, evaluate strengths and needs and 'plan, do and review' action in order to continually improve provision for pupils.

## 4. Organisation and planning

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### **Pupil Centred Curriculum - Learning about the world**

At Cromwell we place the pupil at the centre of our curriculum and work outwards from their immediate experiences to explain those experiences through exploring further to find out what causes and what the wider context is for those experiences. We seek to provide an ever increasing variety of experiences from which pupils can be stimulated to become active learners and enrich their lived experience. In particular this area of the curriculum will be sequenced to work from the pupil's immediate experiences towards an awareness of the wider world. In order to promote this and optimise pupils' ability to integrate this learning the 12 separate areas of the national curriculum (plus RE) have been rationalised and co-ordinated around 3 key themes and 7 core elements of our formal curriculum:

- Social
  - English, Communication (including media and information technology)
  - Social World (including History, Human Geography, RE (organised relations), PHSE (social organisation and structures)
  - Arts and Spiritual World (including Art and Design, Music and the appreciation of the arts)
- Cognition
  - Mathematics, Cognition (including flow charts and 'programming')
  - Physical World (including science, design technology and physical geography)
- Personal
  - Personal Growth and Wellbeing (including PHSE (Personal, Careers, S&R, Mindfulness)
  - Healthy Body (including PE, diet, hygiene)

### **Pupil Centred Curriculum - Learning skills to be effective in the world**

At Cromwell the different experiences and learning about the world that we provide for our pupils provides a stimuli for developing the core skills that will best prepare our pupils to maximise their life-chances: communication, working with others, cognition and problem solving, improving their own learning through focus and independence. This area will be sequenced in relation to individual pupil needs identified through their Education, Health and Care Plan (EHCP) and more precisely targeted through their Individual Education Plan (IEP).

### **Weaving Functional Skills throughout the curriculum**



Individual targets in the areas of **Functional Skills and Knowledge** are considered through the process of the Annual Review of Statement in order to meet the objectives outlined in the statement. This meeting evaluates the previous year's progress against targets and sets targets for the next year. These yearly targets are, in turn, broken down into the termly targets of the Individual Education Plan. Teachers must identify which targets they will address through each termly module and report back on progress.

This ensures that functional skills are taught throughout school and are incorporated both through the lessons of the associated subject (i.e. communication in English lessons) and through a cross-curricular approach. Pupils progress individually through their personal development rather than to a preordained checklist. Moderation and challenge are ensured through qualitative discussion at Annual Review and, where necessary, interim meetings with parents.

## **Pupil Centred Curriculum - Learning to be a confident, caring, safe citizen**

This area of the curriculum will be sequenced as much as possible in line with approaching adulthood and therefore chronological age, with increasing challenges to become full members of the community.

### **Entitlement to Mature**

Integral to the other elements of the curriculum is the entitlement to a broad range of stimulating experiences that enrich life and develop maturation. A core part of the important essence of a person is their previous experience of life, both in the chronological length of that experience and its breadth and variety. We believe that, whereas the progress of pupils with Severe and Complex Learning Difficulties may often be slow in other areas, they are entitled to progress in the nature and quality of their experiences broadly in line with their chronological age. Other aspects of the curriculum will at all times be taught with this entitlement in mind. This progress seeks to value enormously the experience of childhood but to then enable pupils to move on gradually, step by step, ensuring both progression and continuity, toward adulthood.

## **SEND- The Curriculum Access Statement**

All our pupils have Special Educational Needs and everything we do in school is directed to meeting these needs.


This section is in 4 parts:

- ❖ Equal Opportunities
- ❖ Individual Priorities
- ❖ Guidance and Support
- ❖ Mechanisms to ensure access

### **Part one- Equal Opportunities**

- Implicit in the statement in all of this policy is an expectation of equality of opportunity for all pupils. This includes promoting access for historically socially excluded groups such as pupils from ethnic minorities, females and those in more socio-economically deprived groups by ensuring that we celebrate the identity of every person in school- see our Equal Opportunities and Racial Equality policies. Historically, our school data shows little or no difference between cohorts in process. In particular, we strive to meet the needs of pupils with "disabilities" of any description -see the Disability Equality Policy. This means that each





pupil will be provided with access to a curriculum that has the flexibility and sensitivity to be able to meet highly individualised and specialised needs.

### **Part two- Individual priorities**

- Whilst recognising the importance of our pupil's inclusion in the National Curriculum and the benefits to our pupils that the breadth of educational experience within the National Curriculum provides, the highly specialised individual educational needs of our pupils must always be given priority consideration.
- Therefore the curriculum framework is designed to be sufficiently flexible to give equal weight to individual skills work and National Curriculum subjects for most pupils. For pupils working at early development levels, those at the later stages of their school career, and those with severe challenging behaviour, we are able to give increased emphasis to individual skills work.
- In particular we recognise that pupils with Autistic Spectrum Condition (ASC) and/or other communication based difficulty face additional challenges in their learning, in particular in the areas of:
  - Communication- especially the pragmatics of finding a communication partner and feeling able/willing/motivated to exchange communication with this person.
  - Social understanding- including tolerating the presence and behaviours of other people and especially in the difficulty on not understanding the requirement to complete learning tasks in order to gain extrinsic, social reward or approval. Therefore reward activities, often known as "choose" activities, may be necessary to provide tangible extrinsic motivation for necessary learning tasks that pupils with ASC do not find intrinsically motivating.
  - Flexibility of thought- including the ability to cope with changes to routine and understanding the sequence of activities and tasks in space and time. Therefore visual timetables or schedules will be required for these pupils.
  - Sensory Processing/Integration- especially hyper or hypo sensitivity to one or more of the senses especially sight, sound, texture, smell and proprioception resulting in the need for additional stimuli or the intolerance of stimuli that mainstream people may consider within usual limits.

### **Part 3 - Guidance and Support**

➤ Nearly all our pupils require a very intensive pastoral support system. It is one of the fundamental reasons that our school is an appropriate placement for a pupil. We are the most intensive support school for secondary aged pupils in Tameside. However, it is vital that we always keep to the fore the fact that we provide this level of support in order to allow pupils to maximise their independence. In the same way that a pupil who requires a wheelchair when on dry land can walk independently when supported by water in the hydrotherapy pool, the supportive environment we provide is designed to minimise the need for individual "crutches" such as 1:1 support that our pupils would undoubtedly need in a school with less intensive pastoral support. Some pupils may need even further support such as counselling style sessions, social stories, access to AAC devices and other specialist equipment, additional emotional awareness, 1:1 intensive interaction or an extremely structured start to the day, including meeting sensory processing needs, such as that provided within the structured department. The school will organise around these requirements as essential pre-requisites for learning.



## Part four- Mechanisms to ensure access

- In all our work, it is our aim to provide the highest quality of learning experiences, and curriculum access is facilitated in a number of other ways as well:
- provision of moderated baseline assessment arrangements - Onwards and Upwards (see Assessment Recording and Reporting Policy for details)
  - provision of common assessment, recording and reporting arrangements, including regularly updated baseline assessments, individual short and long term target setting,
  - individual pupil progress meetings, end of programme reviews and records of achievement
  - access to in-house staff with knowledge and experience of the needs of pupils for whom English is not their first language, as well as negotiated support from the English as an additional language service and a school SALT.
  - a commitment to interdisciplinary working, particularly with parents, but also involving fellow professionals, pupils and staff from other schools and the community in general
  - a commitment to provide a 'total communication' environment through the use of alternative and augmentative forms of communication (AAC). These approaches include visual signing, hand signing, gesture, expression, the use of pictures and objects of reference, symbols, voice output communication aids (VOCA), as well as ordinary speech
  - provision of a wide range of general and customised information and communication technology resources designed to promote capability and facilitate communication and curriculum access
  - provision of a range of therapies:
    - physiotherapy; to ensure appropriate positioning and mobility programmes
    - speech and language therapy to enhance and inform our communication approach
  - PMLD/mobility/multi-sensory support ; additional support is given to pupils with profound and multiple learning difficulties to access all aspects of the curriculum through a multi sensory approach and provide enhancement to the curriculum through additional activities such as Mobility Opportunities Via Education (MOVE), light stimulation, sound stimulation, massage, swimming/hydrotherapy lessons, and relationship play.
  - complex behaviours : a structured approach to the management and amelioration of complex and challenging behaviour through the implementation of consistent and individualised strategies.
  - Visual Impairment and Hearing Impairment; support from teachers of the Visually and Hearing Impaired for both individual input and advice for the school.School have trained staff in positive looking and this year is working towards a positive looking award.
  - Sensory Processing assessment and programmes- where possible incorporating the advice of a fully trained Occupational Therapist. All school staff are trained in Sensory Integration and for pupils who need additional expertise we buy in a Sensory Integration Assessment from a renown external provider.



## Planning:

Each core element has lesson time allocated to it and a long term scheme of work that not only describes the different areas covered but also cross references our curriculum to the national curriculum to ensure that all areas of pupil entitlement are addressed appropriately.

Schemes of work for each term or half term then give teachers more detail about what needs to be taught and ideas about how they can best achieve this. However, as each class on each occasion the curriculum is revisited can vary so greatly the schemes of work also allows considerable flexibility for teachers to match the learning to the pupils' needs.

Teachers plan for how to deliver the curriculum to their specific class through medium term plans that focus on developing pupil motivation and connection with the targeted learning and identifying the 'deeper learning' that pupils will be able to retain and apply in their lives. Teacher planning for individual lessons is according to their own professional judgement unless or until a problem arises in which case management will support teachers in this area as well as in their medium term plans.

## The informal curriculum:

The aims and objectives of our Intent are fully integrated into the informal curriculum within school. This is built into our Staff Code of Conduct and is centred on our duty to demonstrate an 'unconditional positive regard' for every pupil at all times to build self esteem and confidence and our duty to challenge our pupils to be the best they can be; step by step, through appropriate achievable challenges. We ensure progress in the way the school respects pupils as they mature towards adulthood in the following areas:

- Social interactions: the way pupils are spoken to according to age, the development of social rules limiting physical contact, respect for personal space and the progressive encouragement of appropriate self advocacy.
- Social maturation: eg the right to wear one's 'own clothes' in Sixth Form
- The Right to choose: the development towards adult rights to choose (according to ones level of understanding and control) and the facing of consequences is fundamental to pupils' maturation and it is possible to provide progress in this area for pupils of all abilities. All adult services should now take the views of clients with Severe and Complex Learning Difficulties very seriously. This can only be effective for our pupils if they have learnt in school the importance of choice. This we teach through progressively giving more choice to pupils and allowing them to face the consequences of their choices and learn from their successes and errors alike.
- Responsibilities: progressively demanding that our pupils take more responsibility for personal possessions, themselves and their actions, for others and for tasks and jobs that they undertake.

## Parents as Partners:

Cromwell High School encourages parents as partners at the core of our curriculum. Parents are often asked to assist with reasonable amounts of 'Home Learning' (see Home Learning Policy for more advice). Information and advice is available to parents/carers on how they can assist their child's development, especially through application of core subject skills and knowledge and the functional skills defined through the pupil's IEP, at home and in the community. Specific aspects of the curriculum - and information about curriculum – is available at Parents' Evenings or on





request. Parental volunteers are always welcome to assist in lessons in school in any appropriate class other than that of their child.

### **Resources:**

Each core element has a leader and a team of teachers considering the development and management of the curriculum. A key element of this process is to anticipate the resources required for forthcoming teaching and ensure that these resources are either made available from existing stock or ordered in good time. In addition to a budget for consumables and the replacement of equipment due to wear and tear subject leaders and their teams are encouraged to bid for additional money for development resources for consideration by management including link governors.





Appendix 1 - Curriculum overview map-

Cromwell Curriculum	Sub sections of NC+ subjects	National Curriculum, National subjects & additions
English and Communication		English
		Literacy
		Media and computing IT
		Communication
Maths, Computing & Cognition/problem solving		Maths
		Computing- programming
		Cognition
Physical World & Cognition/problem solving		Science
	Healthy human body	PSHE
	Growth, Gender	
	Reproduction	Sex and relationships
		Design & Technology (incl Food tech)
	Physical Geography	
Social World	Human Geography	Geography
		MFL- Spanish
	Stranger danger- negative motivations	History
		Citizenship & British Values
		Social & Cultural (SMSC)
	World of Work	Careers
	Social, Economic, Citizenship studies	PHSE
Established religion	RE	
Arts		Art and Design
		Music
		RE Spiritual (SMSC)
Personal Wellbeing & Growth	Mental Health	Mindfulness (mental health exercises)
		Mental Health curriculum
	Intra personal qualities	Moral (SMSC) British Values
	Personal planning/goal setting	Careers
	Inter personal relations/social skills- family/ friends/colleagues/public/carers	Social (SMSC) British Values
	Sex and Relationship Ed	PSHE
		Sex and Relationship Ed
PE and Healthy Body	Health- exercise	PE
	Access to sport	
		Core strength, physical self control including stillness & repatterning
		Outdoor and Adventurous







Appendix 2 Child centred approach for optimum progress in understanding – what does it mean to me? - illustration

