

**Outcomes  
First  
Group.**

# CURRICULUM POLICY



Claystone School

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## 1.0 CURRICULUM INTENT

At Claystone School, the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards.

In line with the National Curriculum we aim to help pupils do the following:

- develop communication skills to express themselves clearly and confidently
- understand mathematical ideas and apply numerical skills
- understand basic scientific ideas and concepts
- gain a basic understanding of historical and geographical skills and knowledge
- acquire control of tools, computers and digital technology
- appreciate the joys and benefits of physical education
- use music, drama and arts and craft forms as a means of creative expression
- to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
- develop self-help skills and be aware of the rewards and dangers of society in preparation for adult life
- access meaningful work experience and non-biased careers advice

**Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 CURRICULUM IMPLEMENTATION

Claystone School provides a broad and balanced curriculum over time, with learning broken into small steps and frequent opportunities to repeat and practice skills before becoming independent. We use evidence-

based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for pupils to be involved in making choices and decisions
- have a cross-curricular focus on developing functional skills, knowledge and understanding
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible.

The delivery of the curriculum at Claystone School provides a personalised approach to curriculum based on the developmental stage of each student. It has an emphasis on experiential and sensory learning across the curriculum. The curriculum addresses the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their timetable, designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

Teachers develop and adapt the curriculum through the use of the following working documents:

- The National Curriculum – with adapted objectives to suit the individual needs of each pupil
- Equals
- Communication Matrix
- Rocket Phonics
- White Rose Maths and Numicon
- PSHE Association Framework- PSHE, RSE
- Exam board subject specifications if applicable

We ensure effective and consistent planning and delivery of a personally engaging curriculum that maximises the ability of our pupils with autism and complex needs to enjoy learning and achieve their individual potential.

We support staff in making personalised professional responses to meet the profile and learning need of each pupil through recognised approaches based upon best practice in Autism and Complex Learning Needs. Our curriculum policy sets out the roles and responsibilities of different staff within the school, promoting curriculum access and achievement.

We provide a broad and balanced curriculum that introduces new ideas and experience to all. We teach respect and consideration for theirs and others; individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school. These skills prepare pupils for life in a diverse society, promoting and supporting the development and understanding of fundamental British Values.

We also aim to offer:

- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education, which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education, which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to teaching and learning
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child.

### 3.0 CURRICULUM IMPACT

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We hope that our pupils will develop an enquiring mind with the confidence to explore through trial and error, communicating effectively in verbal and written form, as well as teaching them to acquire information from various sources and to record findings in various ways including the use of digital technology to make informed decisions about their education and life in general.

Opportunities provided for experiences in the local community support pupils in the further development of their social communication and life skills. These opportunities help to support preparation for transition to secondary school education once they leave Claystone School.

We would like all pupils who attend Claystone School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

### 4.0 TEACHING & LEARNING

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Teaching at Claystone School is the practice carried out by all staff to ensure all pupils acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centered and connective. Learning is the process through which the pupils can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all pupils with autism to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each pupil with the acquisition of knowledge, skill and understanding, enabling students to succeed. This design makes meaningful connections for pupils, which maximises their potential for success, access and independence.

## 5.0 CURRICULUM PLANNING

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### Planning

Teachers develop their curriculum using established route planners, subject curriculum mapping from EYFS-KS2 and Equals schemes of work. They adapt these planning documents into half-termly medium-term planners, in line individual pupil assessment data.

### Learning Intention

Individual learning intentions are based on significant aspects of pupil's development written in line with the pupils EHCPs for the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory, physical and motor skills
- Community and independence

Parents are regularly informed of their child's targets (learning intentions) and progress is discussed at Pupil review days and at a pupil's Annual Review of their EHCP. At the end of the academic year, consultation between the former and new teachers is undertaken to ensure workable targets for the new year are made.

### Learning Prompts

Learning prompts are used in order to support the pupils to identify the sequence, focus and intended learning objectives within each lesson. This enables the pupils to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

### Resources

The school recognises that quality education requires quality resources and there is a commitment to provide a breadth of exciting, suitable and up to date resources in all subjects.

Across the different key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences, which will improve progression and achievement for all our pupils. Subject teaching and cross-curricular studies are considered to be complementary and act together to benefit pupils' learning. Some of the most effective learning occurs when connections are made between subjects. While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All pupils work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the curriculum.

## 6.0 EDUCATION – KEY STAGES

### Key Stage 1 and 2

The curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects through exposure to a variety of teaching and learning styles.

### CORE CURRICULUM

- **Communication Language and Literacy:** reading, phonics, attention and listening, understanding language, use of language with an emphasis on social communication, the objectives will be dependent on the age and stage of each student.
- **My Thinking and Problem Solving:** this will include mathematics and science. Students will learn numeracy, maths and science through the White Rose program including direct teaching of problem-solving and reasoning skills. The objectives will be dependent on the age and stage of each student.
- **Computing**
- **Science**

### WIDER CURRICULUM

- **PSHE**, including relationship education
- **RE**
- **Physical Education**
- **Class Time / Morning Registration:** Social skills and other personalised interventions.
- **My World Around Me:** History and Geography
- **My Creativity** Art, music and DT
- **My Independence and Community**

### EYFS

The Early Years Foundation Stage Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the Prime and Specific Areas through exposure to a variety of teaching and learning styles.

#### Prime Areas

Personal Social and Emotional Development  
Communication and language  
Physical Development

## Specific Areas

Understanding of the World  
Expressive Arts and Design  
Literacy  
Mathematics

## 7.0 GENERAL

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### Equal Opportunities

We actively promote through our teaching, both discretely and in direct ways, the rights of all individuals to receive the optimum opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our pupils.

### Social, Moral, Spiritual and Cultural Values

#### Social Development

Social development is at the very core of our educational ethos. We are committed to:

- Develop a social skills curriculum that is tailored to the individual needs of pupils in order for them to be able to access the wider world outside of school
- Provide an environment where pupils can take responsibility for themselves and others in school and the wider society
- Develop the life skills required to socialise appropriately and independently

#### Moral Development

Moral development is the ability to know what is right and wrong and to act on it accordingly. We are committed to encourage pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from their own
- Help others
- Solve differences of opinion in non-violent ways
- Reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

## Spiritual Development

The specific spiritual needs of our pupils are as diverse as their academic profiles. At Claystone School, spiritual development enables our young people to look within themselves, at their relationships and at the wider world. The spiritual development of all our children is addressed through the ethos of the school and explicitly through the curriculum.

We are committed to:

- Celebrate the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Foster common values and build spiritual capacities to promote self-worth
- Help our pupils to come to an understanding of themselves as individuals and encourage them to reflect on the world around them.
- Develop our pupils' curiosity, imagination, and creativity and promote a sense of awe and wonder.

## Cultural Development

We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole.

We aim for our pupils to become aware of differing cultures, be tolerant of other viewpoints and heritages, and be able to join and share the delights of our diverse population from an informed position.

## Citizenship

We believe that Claystone School has a role to play in developing responsible attitudes by our pupils towards society. We actively promote the common tenets of good citizenship through assemblies, PSHE and whenever the opportunity arises throughout our daily activities. The ethos and practices of the school combine to establish this as a feature of daily interaction between pupils, staff and friends of the school. We aim for our pupils to be motivated to join in with positive citizenship practices.

## Role of Parents & Wider Community

Parents and the wider community are welcome into the school. Parents are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents may have their own expertise, which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.



## **Monitoring**

Leadership and management of the school monitor the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to pupils.

## **Themed weeks**

Friendship/Anti-bullying week, black history month, LGBTQ+, road safety week, safer internet, mental health week, science week, math's week, book week and more themed weeks are all regular features of the curriculum.

## **Physical Education (PE)**

At Claystone School, we adapt our curriculum programme for PE to support the individual needs of each pupil including goals that are in their Educational Health Care Plan. We are privileged to have use of outdoor grounds and links with local swimming and sports centres.

## **Swimming**

Pupils have the opportunity to access swimming lessons at relevant stages.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

