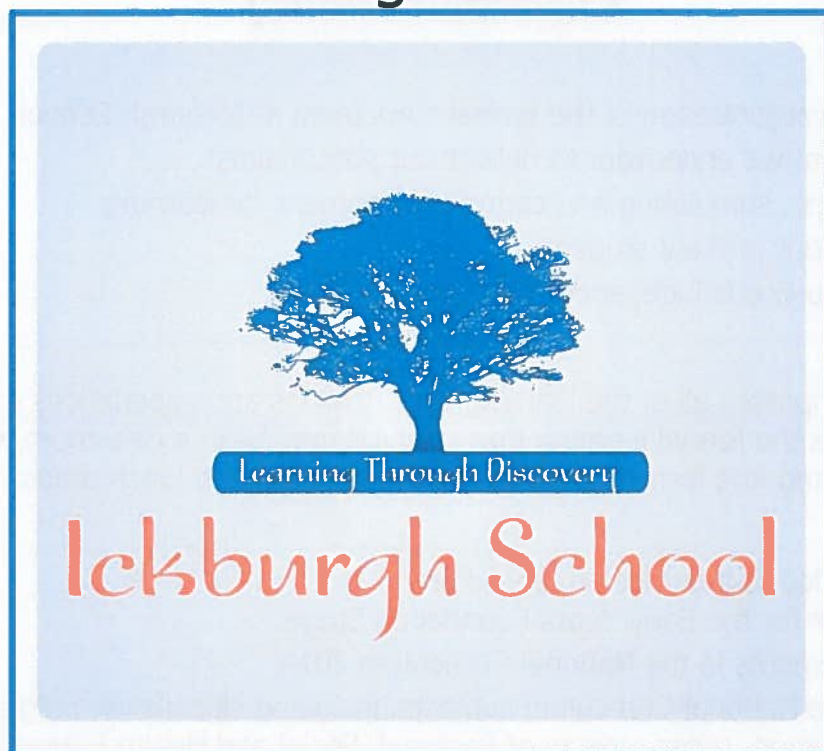


Ickburgh School



Curriculum Policy

Approved by Governors	
Date for review	
Written by	Deborah Moppett

Ickburgh School Curriculum Policy

Introduction

This policy details the organisation of the formal curriculum at Ickburgh School.

Through our curriculum we endeavour to deliver our school aims:

- "Provide a happy, stimulating and caring environment for learning.
- Develop confident resilient students.
- Build life skills towards independence."

Definition

Our curriculum encompasses all of the learning opportunities and experiences provided to learners. This includes the formal learning times, which may be in a classroom, with a specialist, or in the community and less formal occasions such as breaks and lunch times.

Context

Our learners are entitled to a curriculum based on

- Curriculum guidance for the Early Years Foundation Stage
- The general requirements in the National Curriculum 2014
- The full range of the National Curriculum subjects, including citizenship, religious education, sex and relationship education, other aspects of Personal, Social and Health Education (PSHE), and employability skills, according to the relevant key stage
- Preparation for adult life, with access to appropriate accredited courses, such as a diploma in Personal Progress and ASDAN Transition Challenge and Towards Independence courses.

In the Early Years and Primary age phase, and the Secondary age phase curriculum content is grouped into termly themes based on the schemes of work set out in the National Curriculum 2014.

What we do

All of our learners are individuals with a variety of differing needs. Their Education Health and Care Plan sets out an individual learning programme which underpins the learning experiences we provide for them as individuals. Our staff benefit from specialist training and use this to personalise the approaches used in order to provide each learner with the support they need to "maximising every learners potential to enable them to live as fulfilled a life a possible in the community."

We follow a long term plan consisting of a 6 year map of themes related to the areas of study as laid out in the National Curriculum 2014. Each term is based around a different theme, thus creating a rolling programme of learning experiences appropriate to the age and need of each learner.

Why we do it

Learners at Ickburgh School are grouped into classes according to age and learning need . This means that learners do not progress through classes each year as do their mainstream counterparts, indeed there may on occasion be only one learner in a year group or as many as twelve. It would not be practicable to create classes for each year group so we adopt a best fit approach and group pupils according to need and age.

Because of this it is acknowledged that learners may spend an extra year in any one of the age phases, this means they will encounter more of one theme and less of another. Since they are all working on the personalised targets of their individual learning programme as laid out in their

Education Health and Care Plans and the curriculum themes are to add breadth, interest and variety to the individual work this does not have a significant effect on the curriculum entitlement of an individual.

How we do it

The tables below set out the themes for the age phases. Wherever possible the two age phases have similar themes to enable the school itself to take on the theme through displays and activities shared amongst classes.

Early Years and Primary Age Phase

Year /next occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	All about Me	My Environment	Seaside
B	2021-2022	Light	Plants	Transport
C	2022-2023	Asia	My relationships	Countryside
D	2017-18	Music	Rocks fossils and dinosaurs	Space
E	2018-19	Africa	Weather	Animals and birds
F	2019-2020	America	Materials	Towns

Secondary Age Phase

Year / first occurrence / Term		Autumn Term	Spring Term	Summer Term
A	2020-2021	This is Me	I live in Hackney	Coasts
B	2021-2022	Electricity	Plants	Movement
C	2022-2023	Asia	Health	Russia
D	2017-18	WW2	A long Time Ago	Space
E	2018-19	Africa	Weather	Tudors & Stuarts
F	2019-2020	The Middle East	Sorting	Towns

More detailed information regarding which areas of study in each subject are linked to each theme is contained in the curriculum documents themselves.

Each theme is expanded on with ideas for learning activities and experiences contributed to by all staff at a twilight curriculum training held termly to plan ahead for the next term's theme.

Educational visits are encouraged and suggestions of places to visit, activities to try or visiting specialist providers e.g. African animals, Space dome, are shared. Classes work together to maximise the benefit of visiting professionals.

Each theme is showcased in a curriculum assembly towards the end of each term. This provides learners with the opportunity to present the work done to learners in other classes , parents and governors.

Where suitable a curriculum theme day may be held with learners taking part in activities related to the theme and benefitting from input from specialist staff or staff from other class groups.

Pupil achievement in KS3 and KS4 is accredited via the ASDAN Transition Challenge, a cross curricular award.

Sixth Form

The curriculum in the sixth form is based around the four areas of preparation for adulthood

Good health	Friends relationships and community	Employment and careers	Independent lives
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There are two accreditation pathways within the sixth form curriculum with learners working towards accreditation in modules appropriate to their needs.

More detailed information regarding the curriculum subjects and the associated accreditation is contained in the sixth form curriculum document.

Curriculum Delivery

The curriculum is delivered via the timetable of different subject areas according to the age and need of the learners.

The curriculum subjects

Early Years: Communication, Language and Literacy, Mathematics, Understanding of the World, Expressive Arts and Design, Physical development, Religious Education (RE)

Primary: English, Mathematics, Science, Geography, History, Design and Technology, Computing, Art, Music, Physical Education (PE), Personal Social Health Education (PHSE), Sex and Relationship Education (SRE), Religious Education (RE), Modern Foreign language (Spanish)

Secondary: English, Mathematics, Science, Geography, History, Design and Technology, Computing, Work Related Learning (WRL) Art, Music, Physical Education (PE), Personal Social Health Education (PHSE), Sex and Relationship Education (SRE), Religious Education (RE), Modern Foreign language (Spanish)

Sixth Form: Functional Literacy, Functional Numeracy, Functional Information and Communication Technology (ICT), Vocational Skills, Community Skills, Leisure Skills (Art/ Music), Independent Living Skills, Physical Education (PE), Personal Social Health Education (PHSE), Sex and Relationship Education (SRE), Religious Education (RE)

Modern Foreign Language (Spanish)

Modern Foreign Language is delivered through a themed week usually in the summer term. Secondary Age Phase learners take part in activities based on Hispanic countries, and Primary Age Phase learners take part in activities based on Spain. Both age phases focus on the language of Spanish.

Play@Ickburgh: In the primary department learners are given the opportunity to learn through play. Play sessions are held in shared spaces with grouped across the primary age phase. The sessions include time for learners to cooperate in games as well as the opportunity to play with and explore toys and equipment provided.

Across the School

There are a number of curriculum initiatives that are common across the school .

Learning@Lunchtime: This refers to the skills worked on and achieved during the lunch period. It will include eating and drinking skills, fine motor skills, as well as social skills and communication. The occupational therapists and speech and language therapists support teaching staff to set goals for the pupils.

PMLD@Ickburgh: This is the structure around the day followed by all learners in PMLD classes. It combines regular routines, consistent language, songs and objects of reference to enable learners to understand their environment.

SLD@Ickburgh: This is the structure around the day followed by all learners in SLD classes. It also combines routines, language, and songs to enable learners to regulate themselves in preparation to learn.

MSI@Ickburgh: For those learners with multisensory impairments we offer a structure specifically designed to support their learning needs. This is supported by the multisensory impairment specialist teacher from Hackney Learning Trust.

Specialist interventions: We offer a range of interventions across the school to learners based on their individual needs. These sessions will mean that learners are withdrawn from classes to work individually with a member of trained staff in a specialist area. Our range of specialist interventions includes ACI (Adult child interaction), individual sensory focussed work, rebound therapy, and aquatic sessions.

Preparation to Learn: Many of our learners need the opportunity to prepare themselves to learn. We support a range of activities which may occur at the beginning of the school day, after the lunch period or at the start of each lesson or activity within a lesson according to the individual need of the learner. These "preparation to learn" activities may include having a breakfast or snack, physical exercise, deep pressure massage.

Outcomes

All learners at Ickburgh School take part in a rich variety of learning activities and experiences tailored to meet their individual needs and ages. This provides the opportunities for all learners to develop intellectually, socially, emotionally.

Parents and governors have the opportunity to share pride in achievements in curriculum assemblies on a termly basis.

