

CURRICULUM POLICY

This policy is to be read in conjunction with the school's vision and values. It provides an overview of the school's vision for curriculum entitlement and forms a context for all other policies and statements that relate directly to the curriculum.

Implications of an acquired brain injury

Curriculum considerations will vary among students with ABI due to the effects of the brain injury. They may change for any one student due to fluctuations in recovery rate, and students may perform various academic skills with different levels of proficiency. ABI may cause problems with all, some or none of the academic skills that the student possessed before the injury. The student may need to continue to develop skills that are intact and to relearn those which are affected.

Philosophy

The Surrey Teaching Centre recognises that all pupils are entitled to a curriculum which is characterised by personalisation, breadth, balance, coherence, relevance, differentiation and progression within the overall context of their personal rehabilitation and care programmes. By promoting equality of opportunity, the school aims to develop the potential for learning of all its pupils.

At STC all pupils engaging in subject specific learning access communication (literacy, English and communication) and maths lessons which form the core part of a pupil's curriculum. A personal pathways curriculum which promotes the personal and social development, health and wellbeing of pupils runs alongside this and is very much the heart of what we offer. The social and emotional aspects of learning are the underpinning qualities and skills that help us manage life and learning effectively. These aspects are often considered to fall into two categories; the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

Pupils with an acquired brain injury may be struggling with the loss of skills and/or attributes and the personal pathways curriculum can provide a meaningful framework within which a wide range of key skills can be acquired, reacquired or practised.

Surrey Teaching Centre is committed to providing the valuable opportunities of the National Curriculum and EYFS for pupils who are able to access it. Emphasis is placed on the development of strategies that will enable our pupils to access their curriculum and prior knowledge and learn to consolidate and secure this. For some students, it will be possible to acquire new knowledge and skills. We aim to provide a curriculum which is dynamic and flexible to changing needs. The personal pathways programme aids pupils in exploring elements of the RSE curriculum; Tackling each step- belonging; strengths and qualities; personal safety; relationships; health; wellbeing; goals; school visit; moving on. Pupils on short placements may focus on specific steps. (Please see appendices for examples.)

Statement of purpose

At Surrey Teaching Centre we see ourselves as an assessment and transition placement. At the start of all placements, home schools are contacted to ascertain the pupil's achievement and progress, both academically and socially, prior to their accident or injury. The driving forces of the curriculum are:

- Communication
- Assessing what is making learning difficult
- Identifying access needs
- Motivation and readiness to learn
- Independence and resilience- both with learning and socially
- Supporting transition
- Identify strategies
- Offer opportunities for new learning and a variety of contexts
- Re-engaging with learning and building confidence

We aim to offer:

Personalised programmes: assessment of potential barriers to learning establishes a baseline following which a programme of individual specialised strategies is implemented across the subject curriculum.

Breadth and balance: a broad and balanced curriculum ensures that each area of learning and experience will be given appropriate attention in relation to the curriculum as a whole. Due to the short term nature of the pupils' placements and reduced timetables there is a particular focus on the core subjects of English (communication, reading and writing), Mathematics and Personal Pathways. A thematic approach supports integrated learning and helps unite the centre's 4 classes. All pupils have access to a broad range of learning experiences including creative subjects and ICT. SMSC topics are a vehicle to explore other areas of the curriculum in an interesting and age appropriate way and allow staff to see what happens when new topics (out of the student's interests) are introduced. This gives staff the opportunity to observe the students behaviours and attitudes.

Coherence and relevance: the curriculum is carefully planned to embrace different areas of learning and experience. It takes account of pupils' prior learning and their readiness for new experiences. It prepares pupils for their next nursery, school or college and provides pupils with choices at Key stages 4 and 5 in their learning programme. It is sometimes necessary for pupils to relearn, overlearn and repeat topics to help them cement their understanding and build their confidence to tackle new educational challenges.

Adaptation and progression: Adaptation involves being responsive to information about learning, and then adjusting teaching to better match pupil need. Pupils, parents, the Management Committee and teachers are continually kept informed of progress via the school's assessment, recording, tracking and reporting procedures.

Curriculum Structure

All pupils are set PLGs following the initial period of assessment. We aim to make explicit what is to be learnt and how the intended teaching and learning takes place, our planning shows clear objectives and strategies to allow each pupil to work towards their PLGS.

Although some pupils may make considerable progress towards their PLGs whilst at STC, for others they may only take small (but significant) steps on their PLG journey. There are many factors for this, ranging from- short placements (6/8 weeks) to complex profiles or medical needs. Some pupils are likely to transition to their next educational placement with these targets. Targets can be ongoing and offer sufficient challenge to be achieved over a longer period of time. As the nature of a brain injury means there can be huge variation in pupil performance or abilities within a lesson, or a day, an extra challenge may be set for when expectations can be increased if the pupil is medically and emotionally able. Similarly, for days when pupils are cognitively fatigued or suffering with ongoing medical needs or complications beyond their control, staff may need to assess which steps towards the target are achievable. This allows pupils to secure their understanding at a baseline, skills level. The scale of PLGs should be elastic to allow learners the possibility of succeeding in every lesson.

In the Early Years Foundation Stage the curriculum and educational programmes are delivered through the EYFS Statutory Framework (Effective from November 2024) with links to the school's Core Skills Curriculum. The Early Years Foundation Stage is based around Key Themes; three Prime Areas of Learning and four Specific Areas of Learning that shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are: communication and language; physical development; and personal, social and emotional development. The Characteristics of Learning underpin the curriculum identifying how children learn and addressing potential barriers to learning.

Phonics: The aims of the phonics programme at Surrey Teaching Centre are:

- To complete an initial assessment of student's ability in English, including detailed assessment of their phonic knowledge, skills and understanding (and comparing this to their ability prior to their ABI)
- Identify gaps in knowledge and loss of knowledge
- Identify strategies that will support the pupil when they return to school
- Encourage pupils to engage in reading and rebuild their confidence post injury
- Develop their vocabulary (at a stage appropriate to their new ability)
- To provide a Systematic Synthetic Phonics programme in parallel with language comprehension provision
- To ensure consistency of approach across classes

STC adopts a two-pronged approach to phonics consisting of a systematic, planned incremental phonics programme alongside incidental phonics teaching as required. Baseline assessments are completed to ascertain alphabetic code knowledge, blending for reading, spelling and handwriting skills. Personalised age-appropriate learning is then planned using a wide range of fit-for-purpose resources and activities, tailored to each individual student's needs.

The National Curriculum offers the basis of the core curriculum for pupils working within NC requirements and for those pupils working within Pre-Key Stage standards. Staff will identify and prioritise through baseline assessments, which areas of the curriculum pupils need to focus on during their placement. They will use and develop strategies to support pupils in accessing learning and will share these strategies with on-going placements. For some pupils it may be possible to relearn and regain skills and knowledge acquired before their ABI focusing on academic courses that the pupils were following in their home schools.

The school's Core Skills Curriculum provides the pedagogy and planning for pupils working within our Early Recovery class using the Engagement Model framework (for pupils who are not yet engaged in subject-specific study). Curriculum planning starts from the basis of the needs, interests, aptitudes and achievements of the learners. This encompasses the communication, early thinking skills, physical and sensory abilities which are fundamental to all learning. We focus on these core skills which form the curriculum integrated into a thematic framework using National Curriculum contexts as appropriate.

A termly thematic framework unites the work across the school from EYFS to key stage 4.

The Post 14 & Post 16 Curriculum supports pupils with a wide range of abilities, e.g. those working within Core Skills, those working within NC levels appropriate to their chronological age and those at NC levels but not yet back to their pre-injury attainment level. Young people follow personalised programmes that are tailored to their particular needs, interests and aspirations focusing on helping them to work towards achieving their intended 'destination' such as further education qualifications (e.g. A levels, T levels, vocational courses, functional skills), apprenticeships, or development of independent living skills.

Preparation for Adulthood:

All students at STC are supported to develop skills to prepare them for adulthood. At each stage of their learning and development, children and young people need to be prepared for the new responsibilities, new experiences, new opportunities and new risks associated with the next stage of their learning journey.

The ways in which STC prepares children and young people for the next stage of their learning and development and into adulthood is underpinned by 4 core standards:

1. Getting ready for employment, further education, or other meaningful activities
2. Developing independence skills
3. Being part of a community (friends and relationships)
4. Being as healthy as possible

Preparation for Adulthood is evidenced throughout our personalised curriculum approach and the personalised learning goals developed for each student.

Roles and Responsibilities

Planning is a collective responsibility considering staff expertise, subject knowledge and experience. Each member of the school's teaching staff has the responsibility of leading one of four classes: EYFS; Primary; Secondary and Early Recovery. Teachers plan across all the relevant curriculum areas within their class; the headteacher maintains an overview across the school and produces annual reports and action plans. PE is delivered through the extensive physiotherapy and occupational therapy programmes and through Monday morning movement sessions which teachers support.

Teachers are responsible for:

- leading their class development
- providing advice and support for staff
- supporting curricular implementation with specific reference to the areas of learning, programmes of study, the development of schemes of work and assessment
- annually formally analysing and reporting on their class
- evaluating data for their class to feed into the whole school development plan
- Attending curriculum mastery courses and cascading these to other teachers across the school.

The Management Committee understands and carries out its responsibilities related to the curriculum through the Teaching and Learning committee.

The Headteacher has overall curriculum management responsibility.

Access guidelines

For all aspects of the curriculum staff will seek to maintain the conditions most likely to facilitate learning for our pupils through:

- provision of appropriate information and communication technology
- appropriate use of positioning and mobility aids
- a total communication environment
- therapeutic programmes including speech and language, physiotherapy and occupational therapy
- implementation of strategies to address any potential barriers to learning from sensory or physical impairments
- a commitment to interdisciplinary collaboration and partnerships with parents and carers, fellow professionals and pupils

Quality Assurance

The Surrey Teaching Centre has a systematic procedure to ensure quality assurance of curriculum delivery. The senior leadership team are actively involved in the monitoring of quality through a range of processes including:

- classroom observations
- informal learning walks or drop ins

- work sampling
- review of schemes of work (as appropriate)
- monitoring planning
- monitoring of Personal Learning Goals
- monitoring of pupil targets and reports

Linked policies:

- EYFS curriculum policy
- Mathematics Policy
- Communication, Literacy and English Policy
- Personal Pathways Policy (PSHE)
- Behaviour for Learning policy
- Accessibility and Equality policies