



# Craig Y Parc Curriculum Policy

At Craig Y Parc our policies are regularly updated and reviewed. However, occasionally policies may be reviewed after the set next review date after some consultation and research. In these rare occasions, the out-of-date policy will remain **VALID** until it is reviewed by the policy sponsor.

## Document Control

<b>Policy implemented</b>	September 2021
<b>Version</b>	2.2
<b>Target Audience</b>	All staff and parents - website
<b>Review Frequency</b>	Annually
<b>Technical review carried out:</b>	Eli Wapner-Carter – Interim Headteacher
<b>Last reviewed</b>	February 2026 <i>This document will remain valid during review process.</i>
<b>Next review</b>	February 2027 <i>This document will remain valid during review process.</i>

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# Our Vision, Mission and Values

## Vision



To give children and young people with additional learning needs every opportunity to pursue their fullest potential, by providing a specialised service through a holistic integrated approach.



## Mission

To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.

## Values

### Belonging

We are a community with a shared purpose, everyone is accepted, everyone matters.



### Ambition

We have high expectations; we will never settle for 'OK'.

### Commitment

Every day we strive to make a positive difference for the children, young people and their families.

## **Our Vision**

Craig Y Parc School aims to empower children and young people with Additional Learning Needs (ALN) to fulfil their potential through a holistic, personalised approach. Every learner is supported to make their own choices and achieve their goals. The school recognises the diversity of learners' needs—ranging from Profound and Multiple Learning Difficulties (PMLD), those learning in a sensory context, to learners who, despite physical complexities, engage in formal learning.

There is no single teaching method or curriculum that fits all; instead, each child's curriculum is uniquely tailored. Inspired by best practices in Additional Learning Needs education, the school's model centres on the principle that "the child is the curriculum." Meaningful learning is prioritised, with educators, families, and therapists collaborating to create individual learning frameworks and individual, bespoke intended outcomes through individualised and carefully planned "My Next Steps" (MNSs) for each child. Engagement is fundamental, nurturing learners to be active participants in their education. The Curriculum for Wales Four Core Purposes are at the heart of our approach, guiding the development of ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. The curriculum is broad and balanced, adapting to each child's developmental needs, and MNS targets are linked to IDP and EHCP intended outcomes through Universal Classroom Provision and Person-Centred Additional Learning Provisions, liaising with our in-house Therapy and Health teams to ensure sector-leading education. The school avoids preconceptions about progress, following each child's unique path.

## **Delivery of the Curriculum**

Learning is integrated throughout the day with a cross-curricula, interventions-based timetable which is not limited to formal lessons. Progress towards MNSs is encouraged during all activities including breaks, play, off-site visits, therapy, interventions and daily routines. Each learner has a bespoke and personalised timetable, including any relevant physical programmes and individual or group sessions with professionals.

Teachers, therapists, and support teams focus on different developmental aspects for each child, or young person, requiring flexible and responsive planning. Lessons and intervention-based activities are adapted to learners' needs, often working individually or in small groups.

Class and department timetables provide structure but are flexible and adaptable to accommodate varied learning styles, from free-flowing appropriate developmental approaches for PMLD and Early Years, to more structured routines and life skills base learning for higher-ability learners or those needing consistency.

The topic-based thematic cross-subject curricula across the year groups, references the Curriculum for Wales, ensuring coverage of mandatory areas such as Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE). These subjects are delivered in ways that are meaningful for each child, with input from families and professionals and tailored to individual needs.

## **RSE**

Relationships and Sex Education (RSE) is positive, protective and preventative and enables Children's Rights. Rights provide learners with a way of exploring RSE issues, helping them to develop the foundational skills for healthy relationships, respect and understanding of others and to recognise healthy and harmful behaviours. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience, and empathy. An understanding of sexuality with an emphasis on rights, health equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

RSE at Craig Y Parc, is taught discretely for stage, not age, ensuring the learners are ready for the topic at hand. The whole school approach involves recurring themes and topics which reinforce and build on the learners' developing understanding and changing needs. We endeavour to deliver RSE in an objective and pluralistic way with both respect and sensitivity.

Functional skills are promoted wherever possible, including personal hygiene, mobility, and daily living skills. These skills are developed in line with the Welsh curriculum's Developmental Pathways and Life Skills framework, supporting independence and preparing learners for life beyond school.

## **RVE**

At Craig Y Parc, Religion, Values and Ethics (RVE) is a non-confessional part of the Curriculum for Wales, delivered to all learners as part of the Humanities Area of Learning and Experience (AoLE). As an independent school where every pupil has Additional Learning Needs (ALN), RVE is fully inclusive, accessible, and meaningful for each individual. Replacing Religious Education (RE), RVE ensures all learners receive an objective education that reflects the pluralistic nature of modern Wales. The curriculum covers a wide range of religious and non-religious worldviews—including humanism and atheism—presented critically and impartially through a holistic curriculum, guaranteeing every pupil benefits from this essential aspect of their education.

Recognising the diversity of our learners, the RVE curriculum is adapted to meet a broad spectrum of needs, abilities, and learning styles, with flexible and responsive teaching approaches. It fosters understanding and respect for diverse perspectives, encouraging pupils to explore spirituality, the search for meaning, and the human condition through religious studies, philosophy, theology, and sociology. This encourages learners to explore spirituality, the search for meaning, and the human condition through multiple perspectives, supporting the development of ethical, informed citizens. This approach not only enriches pupils' educational experience but also helps them build empathy, self-awareness, and social understanding—key skills for personal development and successful participation in a diverse society.

While Craig Y Parc retains flexibility in designing its RVE provision, the school is committed to having regard to the locally agreed syllabus. RVE sits alongside history, geography, business, and social studies within the Humanities AoLE, promoting interdisciplinary learning and preparing every learner for life in a diverse and dynamic society.

## Accreditation Pathways

At Craig Y Parc, learners are supported as they prepare for their transition from school to future pathways. For older pupils, especially those following the Oak Pathway (post-14), the curriculum is designed to equip them with the skills needed for their next steps. These may include local or specialist colleges, supported employment, or an individualised programme with social services.

The Oak Pathway offers clear accreditation routes towards recognised qualifications. Learners work towards awards such as ASDAN – Towards Independence, the Duke of Edinburgh Award, and AGORED Cymru qualifications. These pathways acknowledge each learner's achievements and progress, support their individual goals, and facilitate successful transitions to further education, training, or the world of work. Therapy and support are integrated as needed, ensuring that all pupils can access and benefit from these opportunities.

## School Departments

At Craig Y Parc, all departments teach according to each learner's stage of development, not just their age, while always considering age-appropriateness for social and emotional wellbeing. The curriculum is structured into four pathways, allowing pupils to move fluidly between them based on their individual needs and aspirations:

- **Seedlings Pathway:** For Early Years pupils aged 3–11, based on a stage not age approach to learning, focusing on foundational skills and early development through play and sensory experiences.
- **Blossom Pathway:** For learners with Profound and Multiple Learning Difficulties (PMLD), primarily accessing Routes for Learning objectives, with strong therapeutic input and 1:1 support. The curriculum emphasises sensory interaction, communication, and independence. Pupils on the Blossom Pathway are also able to access ASDAN modules, which provide opportunities for personal development and recognition of achievement at an appropriate level.
- **Redwood Pathway:** For pre-14 pupils who have progressed beyond Routes for Learning or pre-progression step A. This pathway offers a broad, topic-based curriculum that nurtures individual talents, prioritises independence, and develops functional and cross-curricular skills. Therapy and communication support are integrated throughout.
- **Oak Pathway:** For post-14 learners, providing a bespoke timetable aimed at increasing independence, achieving meaningful accreditation (such as ASDAN Towards Independence, Duke of Edinburgh, and AGORED Cymru qualifications), and supporting transitions to further education or employment. Therapy and support remain integral, as identified in each pupil's IDP or EHCP.

## **Trauma-Informed Practice**

At Craig Y Parc, we adopt a Trauma-Informed approach for all learners, recognising the importance of emotional safety, connection, and positive relationships in supporting wellbeing and learning. Staff are trained to understand and respond to the impact of trauma, ensuring that every pupil feels secure, valued, and supported throughout their school experience.

For learners who require additional support, we provide a period of assessment in our Cynefin Centre - a specialised, dedicated place of learning designed to offer safety, connection, and opportunities for positive relationships. The Cynefin Centre enables pupils to regulate their emotions both with staff and independently, helping them to become calm, alert, and ready to learn. This nurturing environment supports pupils in developing self-regulation skills and resilience, ensuring they can fully access the curriculum and achieve their full learning potential.

## **Teachers' Planning**

Teachers at Craig Y Parc follow a three-year, thematic, intervention-based or topic-based curriculum cycle (depending on learner need) which is fully aligned with the Curriculum for Wales. Planning incorporates both Primary and Secondary AOLE foci, running alongside the overarching themes of the curriculum to ensure a broad and balanced educational experience for all learners. Every half term, learners engage in a Project week, which allows an enriched experience linked to the curriculum theme such as an enterprise, whole school event or community integrated project.

Detailed medium-term planners with weekly evaluated teacher-lead focus activities form lesson planning at Craig y Parc. Planning is informed by the AOLE "What Matters" statements and the principles of the United Nations Convention on the Rights of the Child (UNCRC), supporting a cross-curricular approach that is meaningful and relevant for every pupil. Summative assessments and class analysis guide teachers in identifying areas requiring additional focus, ensuring individualised target skills and My Next Steps (MNS) bespoke, individualised objectives, are taught and reinforced.

Statutory requirements for Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE) are embedded throughout the curriculum, replacing previous Personal, Social, Health Education (PSHE) references. Spiritual, moral, social, and cultural development is woven into all learning opportunities, supporting the holistic and moralistic development of each pupil.

## **Assessment For Learning (AFL)**

At Craig Y Parc, every learner follows a personalised curriculum, shaped by their unique long-term outcomes and individual 'My Next Steps' (MNS), which are identified through collaborative, in-depth assessment by teachers, therapists, and parents. There are no generic banks of targets or whole-class objectives; instead, each child's progress is captured individually, ensuring that learning opportunities are tailored to their needs and aspirations. Teachers and their teams continuously monitor and record progress against these bespoke targets, using this information to inform future planning and provide meaningful, relevant learning experiences.

Formative assessment, or assessment for learning (AFL), is central to our approach. This ongoing process involves observing each learner's responses, techniques, and engagement across all activities, enabling staff to identify what works best for each child. Detailed planning, evaluations and tracker documents capture these observations, and the teaching team regularly consults with specialist staff and parents to ensure consistency and a holistic understanding of each pupil's development.

Where appropriate, learners are encouraged to reflect on their own progress and that of their peers, fostering self-awareness and a sense of shared achievement.

## **Capturing Progress**

At Craig Y Parc, capturing progress is a continuous and collaborative process that extends beyond formal teaching sessions. Whether during lessons, lunchtimes, personal care, or therapeutic interventions, all staff working with pupils are aware of each child's individual 'My Next Steps' (MNS) targets, which are accessible at all times and expected to be consulted regularly. Every activity within the teacher's planning document clearly identifies which MNS each pupil is working towards, ensuring that learning remains purposeful and personalised throughout the day.

Incidental opportunities for cross-skill development are actively embraced and recorded on the tracking systems, recognising that progress can occur in unexpected ways. Robust systems are used to facilitate staff in assessing all areas of learners' progress via their attendance, academic achievement and emotional resilience. Staff are vigilant in capturing 'other' signs of progress, using these observations to inform the creation of new MNS targets. This approach is fundamental to our curriculum, which is shaped by the belief that every child will make the progress they are capable of, without predetermined expectations or limits.

## Using Observations

At Craig Y Parc, teachers and their teams systematically gather, organise, and review observations for each pupil, ensuring that every insight contributes to a holistic understanding of individual progress. These observations are central to planning future learning opportunities, allowing staff to respond dynamically to each child's evolving needs.

When sufficient evidence demonstrates that a 'My Next Steps' (MNS) target has been achieved, it is marked as accomplished and removed as a priority from the pupil's curriculum, celebrating their progress. The learner will be supported to revisit the previous targets incidentally as part of their ongoing consolidation of learning.

Conversely, if progress towards an MNS is limited, the teaching team collaboratively reviews the target, considering alternative approaches or opportunities. This ongoing process ensures that targets remain relevant and achievable, and that the curriculum is continuously refined to maximise each learner's potential.

## Learner Progress: Summative Assessment at Craig Y Parc

At Craig Y Parc, every learner presents a unique and complex profile of needs, including;

- severe physical disabilities
- use of postural or mobility equipment
- social communication difficulties
- non-verbal communication
- a wide range of cognitive abilities
- sensory impairments
- complex medical needs
- degenerative conditions.

This diversity means that traditional assessment scales based on chronological age or standardised descriptors are not appropriate for our pupils. Instead, each child has an individual assessment portfolio. This portfolio is tailored to their bespoke curriculum and areas of learning. For some, this may involve following Routes for Learning and ABC steps. Others may work within progression steps. By creating a personalised assessment portfolio for every child, we ensure high expectations and accessibility for all, regardless of their starting point.

Skills are carefully assessed on a 1–8 scale, from introduction to independent use. This allows teachers, therapists and support staff to capture and celebrate the small steps of progress each pupil makes. Data from these assessments is scrutinised and standardised through termly teacher assessment days. This process informs future planning and helps identify areas of need for medium-term planning. Whole class analysis is conducted to highlight areas requiring additional support, but whole school analysis is not appropriate due to the varied and complex needs across the school.

The assessment portfolio is designed to inform progressive planning, providing appropriate support and challenge. Expectations of progress over time are not always meaningful, as many extraneous variables which can affect progress, such as;

- health changes
- hospital stays or operations
- medication changes
- degenerative conditions
- changes to postural management
- new assistive technology
- changes in domestic circumstances

Our focus is on ensuring the highest quality input for each child. We believe that the progress made will be the very best that child could achieve. Achievements are celebrated in all forms, including pro-social behaviour, confidence, and effort, as well as academic outcomes. This reflects the values of Craig Y Parc School.

## **Monitoring and Review**

At Craig Y Parc, the effectiveness of our curriculum and assessment policy is continuously monitored to ensure it remains responsive to the evolving needs of our learners. Regular reviews are conducted by Salutem education leads and the senior leadership team, with input from teachers, therapists, and parents. The policy is formally reviewed annually, as indicated in the document control section, but may be updated sooner if consultation or research identifies the need for revision. During the review process, the current policy remains valid until a new version is approved.

Monitoring includes:

- Scrutiny of assessment portfolios, planning documents, and progress trackers, as well as feedback from multidisciplinary teams and stakeholders.
- Outcomes from termly teacher assessment days and whole class analyses inform ongoing improvements which highlight areas that may require additional support.
- Any changes to statutory requirements or best practice guidance are incorporated promptly to ensure compliance and relevance.
- Staff are encouraged to contribute to the review process, fostering a culture of reflection and continuous improvement.

The updated policy is communicated to all staff and parents, and published on the school website for transparency.

## Version Control

Version	Author	Designation	New or reason for revision	Date	Reviewed by:
V1.0	Clair Spring / Julia Roberts	Headteacher / Deputy Headteacher	Major revisions made	September 2021	Clair Spring / Julia Roberts
V1.1	Clair Spring / Julia Roberts	Headteacher / Deputy Headteacher	Minor revisions made	September 2022	Clair Spring / Julia Roberts
V1.2	Clair Spring / Julia Roberts	Headteacher / Deputy Headteacher	Minor revisions made	September 2023	Clair Spring / Julia Roberts
V2.1	Sarah Collett/ Nicola Walker	Headteacher / Deputy Headteacher	New Version	July 2024	
V2.2	Eli Wapner- Carter	Interim Headteacher	Major revisions made	February 2026	