



Craig Y Parc

Curriculum Policy

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Version	1.1
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Review Frequency	Annually
Last reviewed	September 2023 <i>This document will remain valid during review process.</i>
Next review	September 2024 <i>This document will remain valid during review process.</i>

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.

Commitment

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

Ambition

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

Our Vision

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

We will always strive for ways to support our young people to make their own choices in life, and to achieve their own desired destinations.

The children and young people at Craig Y Parc School (our learners) have a wide range of physical, sensory, learning, and medical needs. Their cognitive abilities are from PMLD, those who are learning in a very sensory context, right through to those who, while 'locked in' by their physical complexities, are nevertheless learning to read, tell the time and manage money, through more formal 'subject-specific' approaches.

While we do, of course, take ideas from the many respected thinkers in ALN education (inspirational teachers such as Penny Lacey; Jo Grace; Peter Imray; Flo Longhorn; Dave Hewett & Melanie Nind, Barry Carpenter, Jean Ware and more) we still believe that there are no standard or uniform teaching techniques which meet all these learners' needs or support them to overcome all these barriers. There is not a single menu of interventions and approaches, and there is no one curriculum which could possibly fit all our pupils. Our approach to our curriculum and assessment model has been modelled on the practice outlined in Chailey Heritage Special School whereby each child needs a unique curriculum: 'the child is the curriculum'.

Above all, everything we do, and everything each learner experiences, must be meaningful, and we must all, as educators, know why we are doing what we are doing with our learners.

We see it as our fundamental job, to find the very best interventions and teaching techniques for each learner, through researching what is best practice in the wonderful work in the ALN community, but even more importantly, through knowing our learners as best as we can. We have developed our very own approach, building a learning framework for each learner, directly from a deep and thorough assessment and understanding of each child and how they might be helped to make progress. The child, parents and family, therapists and teaching teams are all involved in the assessing of needs and the devising of the 'my next steps' (MNSs) fundamental to our individual learning frameworks. It is a truly integrated approach.

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way individuals engage with other people, activities, their environment and any other stimuli. We seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

We recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We do take ideas and methodologies from documents produced by Welsh Government and elsewhere. However, whatever we take must be relevant and appropriate to the developmental needs of each pupil, for meaningful learning to occur. Every MNS must be part of a functional and meaningful path for that child, not part of a pre-programmed or linear route. All MNS targets must link to the identified statement, IDP or EHCP outcomes. We must have no pre-conceptions of any learner's path of progress, or we are in danger of limiting our expectations of where they may branch out. We must follow the child, and we always expect to be surprised!

Delivery of the curriculum

Learning throughout the day

It is fundamental to the curriculum that we can be helping the learner make progress towards all their MNSs, no matter what the activity they are engaged in, at any time of the day. This includes break times, play times, off-site visits (even the journeys), toilet time, eating time and so on. Therapies are also integrated throughout the day, and throughout the learning, with the curriculum supporting the delivery of therapy and therapy supporting the learner's progress.

Each learner has their own curriculum, in the form of their own aspirations, long-term outcomes and MNSs arrived at by the teachers, therapists and parents. It is therefore necessary that every learner also has their own individual timetable, complete with their physical programme and any 1:1 or group work with professionals as prescribed.

Individual timetables

With every learner having their own personalised set of MNSs which constitute their own individual curriculum, the teachers, therapists and teaching teams will be focusing on different aspects of development for each child, in each activity and at each part of the day. This is complex and requires detailed planning, but also flexibility – it is vital that we have dynamic, reactive planning and responsive delivery. We need to be able to take every opportunity that the children present, as we cannot predict what their physical state might be, nor their levels of alertness, nor always what stimulus works or doesn't. There are very few 'lessons' in the old-fashioned sense of children listening to a teacher and following instructions, rather we try what we think might work and then follow the children's responses to see where we might go next, and this mostly means on an individual basis, or very small groups within a class.

Class timetables

However, each teacher needs a framework for the day. So, overlaid on the children's individual timetables, and wrapped around the flexibility of each learning period, there is a scaffolding of class and department timetabling. Even within departments there will be different styles of timetable for the different needs of different classes and learners, ranging from the very free-flowing, slow-paced, reactive practice for PMLD and early years, through to a semi-formal, more structured approach for the higher-ability learners who have a more subject-specific curriculum, or for those who require a high level of structure such as those with autism and other neuro-diverse needs.

Whole school subjects

There are some areas of learning which, for different reasons, need to be covered by the curriculum. However, it is vital that we make these meaningful: we will never put anything in the children's day just because it is prescribed by any external agency, just as we would never use any ALN practice 'off the peg', without knowing how and why it might benefit our learners.

- **Physical:** All children have their own physical programme; including physiotherapy; hydrotherapy; rebound therapy; standing; cycling etc. Wherever possible, physical activity is functional and meaningful. For example, walking in a specialist walking frame to see a friend in another class, or trike riding to deliver a message to another class.

- **Sex & relationship education; personal, social & health education (SRE/PSHE):** We have very detailed and carefully considered teaching approaches for all aspects of these, personalised for each child, their needs, and abilities. MNS targets for all pupils include SRE/PSHE as appropriate, delivered by class teachers and with input from parents and families. Helping the pupils to understand how to keep safe, to whatever degree they can, when they rely completely on adults for all their care is vital. The curriculum map allows teachers to focus on a specific area each term.
- **Spiritual, moral, social and cultural development (SMSC)** and promoting shared values: each class keeps an audit of their coverage of SMSC, in a department 'SMSC Scrapbook'. With such a huge range of cognitive ability to teach, SMSC is interpreted in creative and thoughtful ways, keeping as close as possible to the spirit of what SMSC is meant to convey and promote. All children are given opportunities to have experiences related to other cultures and to have time for reflection and support with understanding.
- **Religious education (RE) and Collective Worship:** as with SMSC, we interpret the purpose of RE for our children. All children are given time and opportunity for spiritual experiences at whatever level is meaningful for them. Those who can and do express wishes to do with their faith, will have opportunities to worship. Whole school collective worship takes place on a weekly basis led by SLT.
- **Music:** All children have a weekly class music session with our assistive technologist specialist. The class teams use the music session to develop their MNSs, as well as for enjoyment; social interaction and developing musical skills if appropriate. Activities and ideas from music lessons are also used by teachers in class.
- **Subject specific learning:** Children who are working at a subject specific level will have targets related to these subjects, particularly Reading (symbols or words), Speaking & Listening (using alternative and augmentative communication systems, both digital and analogue) and Maths (functional skills such as telling the time and using money). There is no pre-determined set of expectations for the children in these subjects – as with the rest of our curriculum, these targets are personalised to each child ensuring they are meaningful.
- **Functional skills:** wherever any of the children can achieve any sort of independence, this is pursued and promoted through their MNSs. Functional skills can include (as examples) continence; assisting with personal hygiene; helping when dressing; eating and drinking skills; mobility and so on.

School Departments

All departments, with learners aged from 3 to 19 will teach according to the child's stage of development rather than their age, although age- appropriateness is always considered and may lead to social & emotional wellbeing MNSs if this is agreed as a positive aim. All departments are encouraged to explore all opportunities for learning in context.

The curriculum is consistent throughout all departments and age ranges, although the content of the timetable alters for those in the 14-19 department. These young people have a focus on transition, with additional time and opportunities to experience the wider community, and to visit and become familiar with potential post-19 placements, in preparation for moving on from school.

Dosbarth Haulwen

Dosbarth Haulwen is a key stage 3 class and come under the umbrella of one class base and work across two class bases.

The pupils' ability range is wide, currently ranging from P4 to National curriculum level 1.

Dosbarth Seren

Dosbarth Seren is a specific PMLD class. Children with complex medical needs within these classes have teaching and learning activities delivered as and when their health allows, this does not necessarily need to be as timetabled. The classroom environment can vary depending on the needs of the children in each class and the learning activity. Some children work well in busy, stimulating environments; others feel more secure in lower stimulation, structured environments, especially when learning something new or experiencing something for the first time. Due to the physical, cognitive and sensory needs of children with PMLD, there will be a high dependence on adults to access continuous provision although adults should promote independence and independent exploration as much as possible.

Dosbarth Riced 14 – 19 Department

Pupils in the 14-19 department follow accredited learning pathways with units covering:

- Health and Wellbeing
- Careers and the world of work pathway
- Expressive Arts
- Key skills in Literacy, Numeracy and Digital Competence.

The broad aims of the 14-19 learning pathways are to:

- Provide pupils with access to a range of accredited courses that include literacy and numeracy
- Develop and sustain effective partnerships with local schools
- Demonstrate pupil progress and progression during their time in the 14 – 19 learning pathways department.
- Provide personal and tailored support for pupils through access to the 14-19 learning pathways teacher, specialist Careers Wales adviser, Local authority post 16 coordinators where appropriate.
- Provide impartial careers advice and guidance to all pupils.

- Ensure pupils access work experience opportunities commensurate with their abilities and needs.

Curriculum structure

The structure, content and delivery of the 14-19 learning pathways curriculum offered at Craig Y Parc is tailored to meet pupils' individual and holistic needs.

Our commitment to the underpinning principles of the 14-19 learning pathways aims to encourage all of our pupils to achieve their potential so they are better equipped for adult life. Our approach will continue to widen choice, promote equality of opportunity and support individual achievement.

The curriculum for 14–19-year-olds will include a variety of high-quality accredited programmes of study validated by recognised awarding bodies such as ASDAN and Agored Cymru. The accredited programmes will recognise and record achievements, support pupil choice and offer external accreditation at Key stage 4 and post 16 for all pupils.

The study options that are made available to the pupils extend choice and flexibility, securing individually tailored learning pathways that meet pupils needs.

Teachers' Planning

Craig Y Parc believe that for our pupils to learn most effectively when there is a stimulating, friendly and safe learning environment. At the heart of this are high expectations, consistency and praise. combined with clear and shared learning goals.

In order to develop excellent in teaching and learning we expect all staff to:

- Know pupils' individual abilities and needs, based upon our detailed assessment and child centred profiles.
- Have relevant subject knowledge and skills.
- Have excellent classroom management.
- Understand a wide range of strategies to support pupils learning.
- Be able to develop pupils' independence, social and communication skills.
- Be a person centred practitioner.
- Have the ability to work as a team, working jointly with the team of therapists at Craig y Parc to develop exciting and motivating activities.
- Share and develop learning goals with pupils and parents.

Craig Y Parc monitors lessons and planning as part of our annual cycle. Teachers and teams are supported to develop their practice through training, both in house and external.

All teachers follow a four-year, long-term topic planning cycle. The areas of learning and experiences are taken from the Welsh Government's Curriculum for Wales which is then used as a focus/stimulus to inform the medium-term plan which is broken down into areas of learning and experiences that form the curriculum. Teachers use the medium-term planning to plan and prepare lessons/activities where a pupil's individualised target skills are taught and reinforced. In addition, teachers use the PSHE scheme of work to deliver both focused and incidental learning opportunities at the appropriate level for the pupil. SMSC themes are interwoven into the curriculum. The medium-term planning is then supported by a map outlining the range of coverage.

Assessment for learning (AFL) and capturing progress with the curriculum.

Each learner has their own curriculum, in the form of their own long-term outcomes and 'My Next Steps' (MNS) arrived at by in-depth assessment by teachers, therapists and parents. There are no set 'banks' of targets to be chosen from, and there are no targets which are worked on by a whole class at any one time. Therefore, teachers and their teams need to capture progress for each child on their individual targets and use this information to plan future opportunities for learning for each of them.

The most important assessment is continual formative assessment, or assessment for learning (AfL). This is the constant monitoring of progress, and the monitoring of techniques, experiences and activities to see what works well for each learner. All children learn in different ways and are stimulated by different things. The teaching team use observations from every activity to inform their planning for the future. They also refer to the specialist teachers, therapists and parents to check that their assessment is consistent with the observations of the multidisciplinary team.

Where appropriate, the pupils are encouraged to reflect on their learning and that of their peers within a session.

Capturing progress

During any session, including times without direct teacher input, such as lunchtimes, hygiene times and therapy times, those working with the children know what MNSs the children are working towards. There are always copies of each child's MNSs available and there is an expectation that these should be understood, consulted and evaluated. There will also be times when MNSs are being focused on in specific activities.

From these activities, all staff are expected to contribute evidence of progress towards these MNSs and are trained and supported to do so. Evaluation documents linked to the weekly planning are used for this, dated and initialled, with a brief observation and context.

It is very important to note that 'other' unexpected signs of progress are also captured, and that these can be used to create new MNSs. This is crucial to the curriculum, which has no set expectations of any child, other than that they will all make the progress that they can.

Using the observations

Teachers regularly and systematically read, organise and collate the observations for each child in their class. This information is used for planning for future teaching.

When there is sufficient evidence that a MNS has been met, the MNS is marked as achieved. The MNS is then deleted from the child's curriculum and noted as achieved.

Where there is little evidence of progress for a MNS, the target is reviewed by the team. Different opportunities or approaches may be considered. It may be agreed that the MNS was not appropriate or that it is no longer achievable and may be modified, changed or removed. This reviewing of MNSs is continuous and is a core part of the effectiveness of the curriculum.

Learner Progress: summative assessment at Craig Y Parc School

Each of our learners has a unique and multiple set of challenges:

- Most have a severe physical disability and are wheelchair users.
- Many have a social communication difficulty.
- Most are non-verbal.

- Nearly all have some kind of cognitive difficulty, but there's a considerably wide range, from profoundly low levels up to possibly 'normal' levels, but locked in.
- Most have a sensory impairment, some have more than one.
- Most have complex medical needs.
- Many have degenerative medical conditions.

The diversity and multiplicity of the needs and abilities of our learners means that a standard assessment scale, with a predefined set of level descriptors is not the most appropriate method of assessment. This means that it is not possible to use numeric data to compare the progress of our learners to 'national statistics' or to 'similar' learners in other schools, or to each other.

We continue to use P Levels to record progress, in addition to "Routes to Learning" to support target setting for our lowest ability learners. Furthermore, some of our higher-level learners will also be working on the literacy and numeracy framework and progression steps.

The B Squared assessment package is used termly to assess pupils' progress within the areas of mathematics, English and PSHE and provides an indication of individual pupil progress. Following collection, the gathered data is analysed and the progress of both individual and specific groups of learners is tracked. Our looked after children (CLA / LAC) progress is closely monitored to ensure that it is comparable with their peer group. In addition, the performance of other specific pupil groups is tracked and where appropriate and relevant, conclusions are drawn. This information is used to support and develop provision to meet the needs of both individual and groups of pupils.

Similarly, 'expectations of progress over time' is not a meaningful concept for our learners as there are too many factors which affect progress, positively or negatively, in any given timescale. Some examples are:

- operations and the after-effects of these
- altered health states
- medication changes
- lengthy or frequent stays in hospital
- increased or decreased seizure activity
- degenerative conditions
- changes to postural management
- new technology
- changes to domestic circumstance

In order to ensure that we have the highest expectations of each child's progress, we rigorously monitor our input to them, believing that if the input to each child's learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made.

Our summative assessment has three parts:

1 Annual review progress document

This is an annual document written by the teacher in collaboration with therapists and support staff, for the annual review. It describes the progress made against the EHCP or Statement Objectives.

This document is descriptive, it gives the context for the progress as well as how it was supported and achieved. The document may also describe additional barriers to learning which have occurred in the previous 12 months, or circumstances which have benefited and accelerated learning.

2 'My Next Steps Achieved' document (Progress Tracker)

This is a list of the MNSs that have been evidenced as having been achieved. This is kept up to date by teachers on a central document on the network – progress tracker.

This document will be kept over the years so that medium and long-term progress can be scrutinised, which is particularly important for those with PMLD who may make tiny steps of progress over long periods of time.

3. Termly Data Analysis for B squared

This is used as a summative assessment analysing the progress children have made in Literacy and Numeracy against the P levels.

Version	Author	Designation	New or reason for revision	Date	Reviewed by:
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Version Control