



# Arbour House School

## Curriculum Policy

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## Arbour House School Curriculum

At Arbour House School the curriculum forms the basis for the learning and experiences our pupils enjoy. Staff have high expectations, set challenging targets and provide excellent individualised support for each pupil. We aspire for our pupils to reach their individual potential through learning in a happy, secure and caring environment.

As part of our commitment to our school's guiding principles – aspire, bespoke and creative – we strive to offer a curriculum that is highly personalised and designed to best meet individual pupils' needs. Most of our children have had periods out of education, many for an extended period of time, and they may have struggled to be successful in prior placements, so an education that is meaningful and accessible to them is our priority.

Fundamental to our approach to curriculum at Arbour House is the ability and commitment to adapt teaching to the unique qualities and needs of each child. The curriculum is broad and balanced aiming to engage, motivate and challenge, giving pupils an effective pathway to adulthood. It follows an approach designed to fully utilise the school and our local community environment.

Based on the needs of the individual pupil, **Arbour House School provides:**

- personalised curricula individualised to meet each pupil's needs
- approaches and interventions supported by research evidence
- approaches and interventions for each learner based on evidence of their progress and learning outcomes
- learning strategies and a teaching environment that are enjoyable
- opportunities for pupils to be involved in the decision making about their learning
- the teaching and learning of functional skills, knowledge and understanding
- planned opportunities to generalise skills, understanding and knowledge to natural situations and settings (such as the home and the community)
- planned opportunities for local community involvement and participation, such as inclusion in mainstream schools, supported vocational placements and work experience

- preparation for adulthood and a life that is as independent and fulfilling as possible

The curriculum at Arbour House School is designed to promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society and prepare pupils for the opportunities, responsibilities and experiences of adult life.

## Curriculum Content

At Arbour House School we aim to retain most of the statutory elements of the National Curriculum within our Learning Pathways mapping. It is then adapted to meet the special educational needs of our pupils. We believe that this ensures that our pupils have equal access to a broad and balanced curriculum tailored to their individual needs.

**Pupils in Key Stages 1-4** follow a modified core curriculum as in the curriculum model below to support the acquisition of basic skills for life:



## **The key elements the Key Stages 1–4 curriculum are:**

- English (for some pupils we use Read, Write Inc to support reading and phonics)
- Maths (Numicon and/or Maths No Problem)
- Information and Communication Technology.
- A differentiated PSHE programme, based on JIGSAW, a mindful approach to PSHE
- Relationships and Sex Education (adapted in a stage appropriate not necessarily age appropriate way when necessary to ensure pupils' SEN is taken into account.)
- Weekly PE sessions to support physical health and well-being and focus on the acquisition and/or development of fine and gross motor skills
- The opportunity to study Science as part of their core provision.
- Art using the 'Start with Art' programme that links directly into SMSC
- Humanities following a rolling programme of half termly topics
- Timetabled 'Special Interest Time', ensuring we value and support what makes our pupils 'special' and what interests and matters most to them

At Arbour House we understand that one size does not fit all, and we ensure that Programmes of Study and resources used to support learning are individualised and the right ones for specific children.

Other curriculum offered includes

- **Life and Living Skills**
- **Travel Training**
- **Creative Curriculum**

We aim to offer pupils the opportunity to work in a practical, hands on and creative way, either individually, in peer groups or as a whole school. Most of our pupils are kinaesthetic learners and learn best by doing so this approach affords many of our pupils the greatest chance of success, as well as ensuring that they are having fun!

In **Creative Curriculum** pupils learn more about themselves and the world around them. They explore areas of the curriculum and alternative ways of learning not necessarily covered in other subjects, and our CC planning embeds pupils' **Spiritual, Moral, Social and Cultural** development as well as enhancing and supporting their understanding of Fundamental British Values.

All pupils access the **local community** at least weekly, for library sessions, to use the gym, to access the school allotment, or to shop for ILS activities, and when appropriate, learning takes place outside the classroom.

We aim to make our learning 'real' and functional. For older pupils this also includes opportunities to attain nationally accredited qualifications and experience vocational and/or work-based learning.

We offer all pupils a weekly '**Group Games**' session that is designed specifically to develop their social and communication skills, their ability to share and work with others, and also embeds our work on Fundamental **British Values and SMSC**.

Curriculum designed to promote pupils working together improves their self-esteem and self-confidence, and they learn of the roles and responsibilities of being a valued member of our school community in preparation for taking their place in the wider community outside of the school environment.

Within the overarching framework of our curriculum, the provision at Arbour House School aims to be bespoke to meet pupils' individual special educational needs and is guided by their **Education, Health and Care Plans**. Pupils may need their provision supplemented by a varied sensory diet for example, with sessions for sensory integration incorporated into their timetable, or additional occupational therapy or speech and language therapy. Some pupils may be able to work in 45 minute lessons, others in 10 minute chunks, and we aim to facilitate learning in a way that takes individual needs into account and offers opportunities for success for all.

All pupils have their own **Thrive Action Plan** with individualised activities to support the development of their social and emotional resilience and a 1:1 weekly Thrive session. There are Special Interest sessions weekly too, and pupils can choose themselves what the focus of this time will be, ensuring that they have the chance to pursue their own interests and that their voice is heard.

The **desired outcomes** of our curriculum are:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to lead safe, healthy and fulfilling lives with appropriate autonomy and independence.
- Participative citizens who meaningfully participate in their communities

### **Key Stage 5 – Sixth Form Curriculum**



Pupils in the Sixth Form may follow a core curriculum similar to that offered to Key Stage 1-4 pupils, as appropriate. We recognise that many of our Key Stage 5 pupils may have gaps in their learning and may not yet have acquired the skills and knowledge that they need for post-16 study. Similarly, for some of our pupils a core curriculum offer based on adapted National Curriculum may simply not be appropriate or a 'best-fit' to meet their needs or the desired outcomes of their Education, Health and Care Plan. As such, pupils in the Sixth Form as in all Arbour House pupils, will be offered an individualised curriculum highly tailored to meet their individual SEN.

We do, where appropriate, aim to ensure that for Key Stage 5 pupils their core curriculum provision is enhanced with wider opportunities for learning beyond the school environment, to ensure they develop greater independence, prepare for post 6<sup>th</sup> Form transitions, and are equipped with the confidence and skills to take their place as contributing and valued members of their community. As such, we support pupils in the Sixth Form with as many opportunities as possible to engage in Travel Training and Independent Living Skills activities.

For suitable pupils we offer a range of academic and vocational learning opportunities via links with Weymouth College, Employ My Ability, Dorset Abilities, Rylands Farm, Dorset Wildlife Trust, RSPB and other local community and business partnerships.

All Programmes of Study are planned and delivered at a learning level appropriate to each student's own needs and abilities and we aim to ensure that individualised programmes take into account pupils' aspirations and particular interests. Their timetables can include special interest time, volunteering, social enterprise and personal study for example.

At Arbour House School we aim to provide a happy, positive, and fulfilling school experience, and to nurture in all of our pupils a love of learning and an enhanced sense of well-being. We want our pupils to develop greater independence, be prepared for key stage transitions, and leave us at the end of their education equipped with the confidence and skills to take their place as contributing and valued members of their community.