Doucecroft School Services

Curriculum Policy Statement

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## Autism Anglia, Doucecroft School Services
### Curriculum Policy Statement

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1. **Our Vision, Mission and Aims**

**Our Vision:**

We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

**Our Mission:**

At Doucecroft School Services our mission is that our students are/have:

- Developing – Independence and life skills
- Opportunity – to experience and learn new things
- Understanding – to be understood and valued as an individual
- Creativity – to express myself as an individual
- Encouraged – to try new things and realise my potential
- Confidence – to achieve and develop my self esteem
- Respect – to feel accepted and accept others
- Openness – to share experience and feelings with others
- Fairness – to be recognised for achievement
- Tolerance – accept that everybody is different

**This policy aims to provide:**

Clear guidelines on our approach to an autism specific curriculum which is differentiated, coherent, balanced and relevant to the age, needs and ability of each student;

A curriculum where equality of opportunity is guaranteed, ensuring that all students, irrespective of gender, ethnic background or ability, have access to all aspects of the curriculum, at a level appropriate to their own level of development. Students, therefore, whatever their educational need, should be enabled to reach their full potential, as learning objectives and support is matched to individual needs;

The opportunities to enable all students to play their part in society where they may enjoy productive and independent lives to their full potential;

A curriculum which is constructed to ensure continuity and progression, supported by an on-going system of assessment, which informs the teaching and learning process.

2. **The Special Education Needs of Students with Autism**

This statement has been produced recognising the needs of students with autism. The curriculum is differentiated to meet the complex and varied learning difficulties experienced by students with ASC. The curriculum is organised into two broad areas. The Core curriculum focuses on the development of skills in the areas of communication, social communication and Flexible thinking.

These are words which some of the students at Doucecroft used to describe their feelings about the school
3. **A Total School Curriculum**
Doucecroft School has recognised the importance of the following key principles and aims when producing school documentation and subject schemes of work. The Core and Wider Curriculum are interlinked to ensure progression across the key stages and robust assessment. The Wider Curriculum provides opportunities to broaden and generalise skills whilst providing enrichment and breadth to the total curriculum.

A total school curriculum ensures:

- The provision of alternative means of communication, as students may use speech, signing or gesture, visual cues or technological aids.
- The provision of a carefully planned and relevant curriculum, with ASC at its core and which adapts the National curriculum programmes of study, for students with ASC.
- An approach, which provides real and relevant experiences, which add meaning to the learning environment, considering the difficulties, our students have with abstraction.
- Establishing a framework or structure to the curriculum, with the possibility for real progression across the key stages.
- A curriculum, which can be monitored, evaluated and inspected within a framework of attainment, achievement and success.
- Quality first teaching is at the heart of the curriculum and places a strong focus on student participation in learning.
• At Doucecroft, the teaching is aimed at ensuring all learners are engaged in the curriculum.
• The curriculum is designed to be cross curricular to support curriculum coverage e.g. learning about the Tudors can be delivered as part of an English lesson through a comprehension activity.
• An assessment procedure that acknowledges the difficulties in the assessment procedure for students with ASC, but which reflects the real progress students make.
• Setting individual objectives and recording progress through both the Core curriculum and Wider Curriculum.
• Taking account of the fact that our students work at their own developmental level and therefore the school should acknowledge the need to widen the key stages and use material from earlier key stages where necessary so that no student is excluded.
• Creating a positive, motivating environment where students’ strengths are highlighted, and their achievements recognised by all.
• Organising a structured and well-resourced learning environment which responds to the learning styles of students with ASC.
• Ensuring resources reflect the diverse social and cultural make up of our society.
• Ensure sensory processing difficulties are identified and addressed.
• Ensure sensory processing activities are embedded into the curriculum.
• Ensuring the age-appropriateness of activities where possible and learning materials whilst continuing to ensure access for all.
• Ensuring that students are prepared to use the information and communication technology systems of the twenty-first century whilst developing the skills to stay safe in the virtual world.
• The provision of a trained, professional staff, including teachers, therapists and support staff.
• Guaranteeing a staff/student ratio appropriate to the needs of each student which ensure an appropriate level of support whilst also nurturing independence.
• Enabling students to work independently, in small groups or in larger groups with a range of students and staff.
• Maintaining regular liaison with parents and carers, recognising their role as co-educators.
• Valuing the contribution of parents and carers in their involvement in appropriate activities at the school.
• Recognising the individual needs of students in respect of their integration into the wider community and their need to prepare for the opportunities and experiences of adult life.
• Providing a challenging range of experiences which promote the generalisation of skills whilst recognising the need to minimise risk through a rigorous risk assessment procedure.
• The promotion of the physical wellbeing of the student, with attention to diet, exercise and personal hygiene and the provision of a safe environment.
• The acknowledgement of the rights of each student to be afforded dignity and respect whilst at the same time establishing an environment where students may learn to appreciate the same needs of others.
• Offering guidance and support whilst allowing opportunities for maximum possible independence and freedom of choice.
• Ensuring close co-operation with all the statutory agencies, maintaining good practice and high standards in line with current legislation.
• The need to keep up to date with relevant research and methods in the field of education and to embrace these where appropriate to the benefit of our students.
• In the case where a student below, compulsory school age attended Doucecroft, a programme of activities that addresses personal, social, emotional and physical development and communication and language skills, as appropriate to their needs

4. Organisation
Pathways
The curriculum is organised in 4 pathways.
Pathway 1 is
• Designed to meet the needs of students with severe and complex needs
• Students are working below subject specific learning
• The curriculum is used to enhance learning and promote wellbeing in students across school who present with sensory issues and those who learn best via a multi-sensory approach.
• Activities that will address motivation and engagement will be based on their interests.

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<thead>
<tr>
<th>Engagement Curriculum</th>
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<tr>
<td>Intensive Interaction</td>
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<td>Sensory processing</td>
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<tr>
<td>Motivation and engagement</td>
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<td>Social interaction</td>
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Pathway 2 is
• Adapted and differentiated for students working within P levels.
• Further enhanced by curricula such as drama therapy; art therapy; animal therapy.
• As students’ progress through this pathway, accreditation is awarded through AQA Unit Awards; ASDAN Transition Challenge and Towards Independence; ASDAN New Horizons.

Pathway 3 is
• Based on subject specific learning
• Curriculum is adapted and differentiated for students working within the National Key Stage Standardised Assessment
• It is further enhanced by curricula such as drama therapy; art therapy; animal therapy.
• As students’ progress through this pathway, accreditation is awarded through AQA Unit Awards; Entry Level qualifications in English, Maths and computing; Life and Living Skills Pathways; work-based skills qualification

Pathway 4 is
• Based on subject specific learning
• The curriculum is adapted and differentiated for students working within the National Key Stage Standardised Assessment
• It is further enhanced by curricula such as drama therapy; art therapy; animal therapy.
• As students’ progress through this pathway, accreditation is awarded through AQA Unit Awards; Level 1 and 2 qualifications in English, Maths and computing and work-based skills qualification

The Curriculum for key stages 2-5 is organised into a Core Curriculum and a wider curriculum.

The Core Curriculum
The Core Curriculum focuses on skill development in the Autism Specific Curriculum, including the areas of communication, social communication, personal development and flexible thinking.
This is supported by the subject areas of English, Mathematics and Computing.

**The Wider Curriculum**

This is divided into a primary, KS3, KS4 and Transition Curriculum. The Primary Curriculum is a thematic based curriculum to facilitate the students’ interests, wherever possible. Some topics may need to be taught discretely to ensure curriculum coverage. The wider curriculum incorporates

- Knowledge and understanding of the world
- Enjoying and Achieving
The Secondary Curriculum includes all subjects that a student is entitled to. It is thematic based in order to facilitate the students’ interests. The wider curriculum incorporates:

- Understanding our lives
- Leading Fulfilling Lives
The Transition Curriculum will be a student specific curriculum. Subjects taught will be based on students’ interests and needs to ensure the best outcomes for the students. The primary aim of this curriculum is to prepare the students for the next stage of their life. It is based on the students’ pathways (1 to 4). It incorporates the core curriculum as well as

- Personal Finance
- Preparing for the future
- Science (to be taught to Key Stage 4)
5. **Assessment**

Assessment carried out by class teachers, SALT and OT informs the Core Curriculum. Summative assessment is used across the curriculum to track progress and to inform planning and target setting. External accreditation is used widely across the curriculum to celebrate achievement.

Moderation of assessment at key stages 2-3 takes place internally with coordinators collecting evidence of assessment. From year 9 onwards through accreditation, student work is moderated internally and externally, where appropriate.