

Curriculum Policy

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Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils, and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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1. Introduction

Heathermount is a non-maintained special school catering for children and young people (age 4 -19) with autism. The school is owned by Cavendish Education and works closely with several local authorities to provide specialised education. We are committed to realising our vision of building confidence and preparing students for life beyond Heathermount, to enable them to take their next step into further education, training, or employment. We also aim to prepare our students to contribute to society and live effectively in society beyond the specialist support and understanding of Heathermount School.

2. Curriculum intent, implementation, and impact

Our curriculum intends to provide an inclusive, child-centred, broad, and balanced education focused on developing the whole child. This holistic approach means deliberate provision of opportunities for meeting academic, non-academic, and their personalised autism-related needs. Our curriculum is inclusive in intent, content, and impact.

2.1. Intent of our curriculum

Our school vision is, “Building confidence and preparing students for life”.

We therefore work with students and families to help students acquire skills for independent living, academic and vocational excellence; tailoring the curriculum to meet their individual needs and interests. Our students’ mental health is paramount in preparing them for further education, training, or employment. Therefore, in line with the mission of the school, our curriculum addresses the areas below.

- We pride ourselves on providing friendly, caring, and stimulating learning environments with high levels of challenge and support.
- We have a safe, secure, and understanding environment for all students and staff
- We strive to meet the different needs of every student in order to allow learning to take place using our Autism knowledge
- We are committed to providing high quality, inspirational and innovative teaching, and learning.
- We will provide our students with key integrated therapy approaches using high-quality resources
- We have high expectations of behaviour and are committed to preparing students to courageously contribute positively and responsibly in society.
- Through our “READY” approach, we will develop our students’ mental health, emotional resilience, communication skills, and social skills.
- We will create exciting, fun, and memorable experiences inside and outside the classroom
- We have positive relationships with families and the communities in which our pupils live, work and interact socially.
- Through our curriculum we will develop independence employability and social skills needed to actively demonstrate British values in an ever-changing world.
- We aim to promote greater understanding of autism both locally and further afield through our outreach and raising awareness program.
- We promote the learning and development of our Early years and Primary children and ensure they are ready for Secondary.
- We promote a positive attitude towards learning
- Our curriculum develops students’ independent learning skills and resilience
- We equip students with the knowledge and cultural capital they need to succeed in life
- We enable students to develop knowledge, understand concepts, acquire skills, and be

- able to choose and apply these in relevant situations
- We support all students to develop the essential knowledge and skills needed for transitions and for life

2.2. Implementation of our curriculum

2.2.1. What we learn at Heathermount is as vital as how we learn. Our curriculum therefore focusses on making learning more accessible to students by meeting their autism specific needs first through a Total Communication Approach. This is done through our bespoke in-house READY approach (an autism specific approach) across the school. READY is an acronym for Regulating Emotions and Sensory Needs, Environment, Autism: Mine and others, Developing Social Communication Skills and Your Successes and Achievements.

This approach is based on the premise that these factors need to be addressed for an individual with autism to be equipped to learn, be confident, understand themselves and their autism, develop social skills, and develop independence.

READY is a hierarchical autism specific approach. It provides consistency while allowing flexibility within the approach as staff recognise that everyone with autism is unique and has differing needs. READY underpins the way in which staff work to support students to learn and make progress in all aspects of their development.

2.2.2. Academic learning generally follows two main pathways across the school i.e.,

Explorers and Adventurers. A small percentage of our students follow the Discoverer pathway. Our pathways allow for the right level of sequenced knowledge and skills to be taught, embedded, built on and consolidated through a spiral learning model.

Early Years and Primary – Our primary curriculum follows the EYFS framework, play based learning, a Sensory ASDAN pathway, an adapted National Curriculum and lessons designed to further develop their emerging literacy and numeracy skills.

Our primary curriculum also provides an adapted National Curriculum for Science, Art, History, Geography, ICT, PE, Drama and ASDAN.

Key Stage three: At key stage three, students continue to follow the National Curriculum for Literacy, Numeracy and Science; and an adapted National Curriculum for History, Geography, Computing, PSHE, PE, Catering, Horticulture, Art, Drama, Music and ASDAN.

Key Stage four and Post 16: At key stages four and five, students have an opportunity to work towards Functional skills, GCSE, ASDAN, BTEC and Skills Builder qualifications in their core and option subject areas. The Arts Award qualification can also be earned for Creative Arts options.

Subject areas and options cover English, Maths, Science, Employability, Skills Builder, Catering, Horticulture, Computing, Geography, History, Business Administration, PSHE, Construction and Arts award in the Creative arts.

Our curriculum also aims to provide students with a broad range of internal and external work experience opportunities.

2.2.3. Enrichment: Our curriculum provides numerous curriculum-linked enrichment opportunities which brings learning to life, makes the process enjoyable and makes learning relevant. These include the use of Deep learning days, Trips and visits, the Forest School and Duke of Edinburgh approach for outdoor learning, and the Satro Mobile construction classroom to provide irresistible learning experiences for students.

We also consider it as a responsibility to optimise learning opportunities throughout the school day; tutor time, lessons, lunch, leisure, clubs, and social times.

2.2.4. Key Components

Some key components of our curriculum are the education of students about through Personal Social, Health and Emotional (PSHE) related education. Our students are also educated on safe relationships through our Relationships and Sex Education curriculum. Other vital components include:

- Values for life (through our school values)
- Mental Health and Wellbeing learning and skills through Zones of regulation
- An understanding and application of fundamental British Values
- Healthy Living and leisure and

Keeping safe and Safeguarding are considered as the golden threads which weave through the curriculum.

2.3. Impact of the Curriculum

Our curriculum works towards preparing students with the knowledge, skills, resilience, and confidence for life. Qualifications gained, career preparation and work-related experience provided make it possible for our students to take the next steps towards higher education, training, or employment; enabling them to become effective members of their communities.

3. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which our school follows in providing a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Organisational Structure

This 'Academic Learning' element of the curriculum is planned, delivered, and recorded around a cycle with termly focus which ensures breadth and depth of coverage for all students. This Curriculum is planned and taught differently within each learning pathway, as appropriate to the learning needs of students. It is delivered through long, mid-term and short-term schemes of work.

- Curriculum Overview – This provides us with a big picture of curriculum delivery in different pathways from Early Years to Key stage 5. A copy of this is attached below.
- Curriculum Map - The programmes of study provide a broad outline of what will be covered within each subject under each topic. They are differentiated across levels of ability within the range from EYFS to National Curriculum expectations, depending on the academic levels of the student population in any given academic year.
- Schemes of Work - The schemes of work are jointly planned/used by the teachers and show the week-by-week learning activities and progress that students will access within each subject across each half-term. Learning is further differentiated within the given levels.
- Weekly Planning - Weekly plans are drawn up by individual teachers and show the focus for each daily lesson and detail the success criteria for students in each lesson in the form of objectives and 'I can' statements.

4.1. Planning and recording

Each teacher uses the detailed schemes of work and weekly planning as their daily planning tool, selecting the appropriate week from each scheme for each subject they will cover on the day. The progress that each student makes is then recorded against their objectives or 'I can' statement for each lesson. All activities within a school day are regarded as learning opportunities. This includes arrival and departure times, tutor time, sensory activity slots, break times, lunch times, play times, clubs and activities relating to leisure. Progress towards students READY and academic targets are recorded on classroom monitor.

5. Roles and Responsibility

5.1. The Board of Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover areas of learning and other statutory requirements
- Proper provision is made for pupils including vulnerable groups
- For secondary, all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth, depth, and balance of the curriculum

5.2. Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Needs of students are met in a personalised way where appropriate
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The board of governors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The board of governors is advised on whole-school targets in order to make informed decisions

5.3. Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5.3.1. Deputy Headteacher: The Deputy head oversees the development, implementation and monitoring of the curriculum, and works with Assistant headteachers of Primary and Secondary to design and monitor the curriculum for the school.

5.3.2. Assistant Headteachers: Assistant headteachers train, coach, mentor and support class and subject teachers with curriculum mapping, subject development, planning and staff development in Teaching and Learning. They also have a responsibility to actively monitor the implementation and impact of the curriculum.

5.3.3. Class and Subject Teachers: Teachers have a responsibility for creating and using long term (Curriculum maps), medium and short-term plans using the school templates. With regards to planning and delivery, teachers will ensure:

- Lessons are challenging and have pace, rigour, and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet students' individual needs.
- On-going assessment informs planning.
- Students learning progresses smoothly through the school and prepares them for life beyond school.
- Tasks are differentiated and personalised

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

5.3.4. HLTAs and Teaching and Learning Support Assistants: Our teaching assistants play a key role in helping students access the curriculum. Teaching assistants support the teacher by helping to physically set up the right learning environment, resourcing, provide interventions and behaviour support and ensures that students get the maximum benefit from the learning activities that the teacher plans and carries out for them. HLTAs also provide cover for lessons when needed.

5.3.5. Therapy Team: Our in-house therapy team works through an embedded therapy approach with education staff to achieve outcomes and for the holistic development of students.

5.4. Role of Students

Students will do their best to

- Communicate concerns around learning and seek help from appropriate sources when needed
- make reasoned judgements and choices about their learning
- be on time and participate in sessions
- apply self-motivation, perseverance, and adaptability
- be enthusiastic and eager to put their best into all activities
- have a positive mindset when encountering setbacks or difficulties
- acquire and apply our school values: Responsibility, Independence, Courage, Respect, Positivity and Resilience; on which to base their own behaviour while appreciating these in others.
- behave in an acceptable way and learn to become responsible for their actions
- caring for and taking pride in their school
- enjoy learning in both structured and non-structured ways
- apply their tools from READY and Zones of Regulation for managing their mental and emotional health wellbeing
- developing body awareness, agility, physical co-ordination, and confidence through movement
- endeavour to apply the basic principles of health, hygiene, and safety
- develop a sense of themselves as part of a community within school and the wider community

5.5. Role of Parents and Guardians

Parents/Guardians can support students by working in partnership with school or independently extending teaching and learning outside the classroom. Parents and guardians can also make the most of opportunities during the waking day to help students apply, consolidate and generalise their learning at home and in the community. This creates a more positive experience for children and helps them perform better in school.

6. Inclusion

We recognise the needs of our students and the barriers to learning which might be presented by their autism and other co-morbid conditions. Our learning environment and our curriculum is therefore designed to be inclusive in nature.

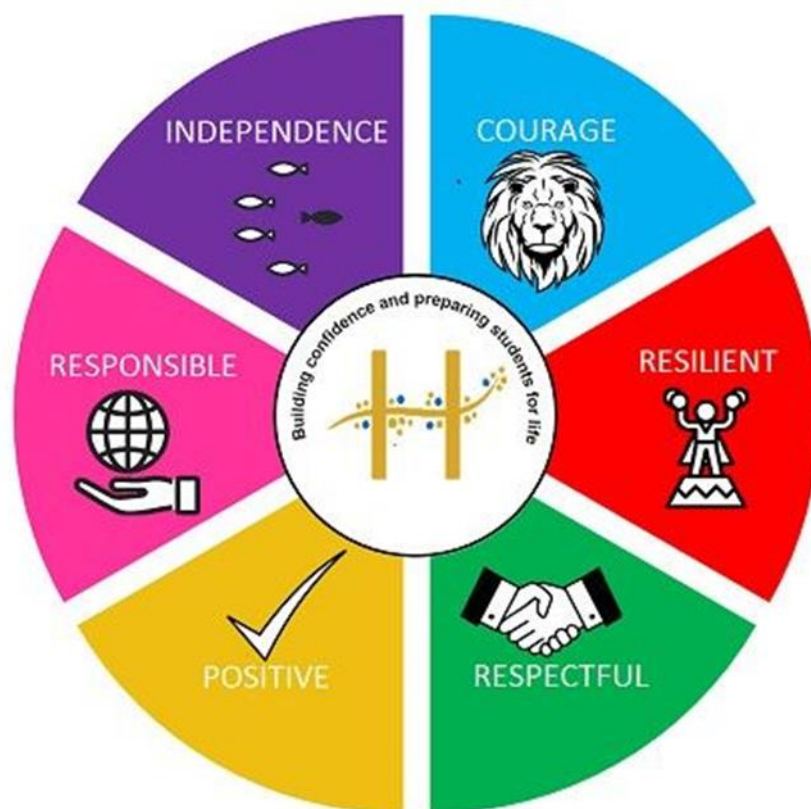
It is important that our learning spaces are designed in an 'autism-friendly' manner with minimal distractions and clearly identifiable areas.

Learning is also differentiated through the pathways and the recognition of specific needs of our vulnerable groups (underperforming, borderline, marginalised, pupil premium, LAC) as well as our gifted and talented students.

7. Links with other policies

- Teaching & Learning Policy
- Assessment Policy
- Marking Policy
- Inclusion Policy
- Monitoring and Evaluation Policy
- Subject Specific Policies

Appendix A
School Values



Appendix B: Curriculum Overview

Whole School Curriculum Plan 2021-2022			Compiled By		Reviewed By		
			Latest Update		Latest Review		
	Year Group	Key Stage	Discoverers	Explorers	Adventurers		
Early Years & Primary	Year R	Early Years	No Current Cohort ASDAN Stepping Stones ASDAN Transition Challenge (Sensory) ASDAN New Horizons ASDAN Towards Independence (PMLD Section) ASDAN key Steps PSHE, SRE, READY Forest school/Outdoor learning	EYFS curriculum Play Based learning Sensory ASDAN Emerging NC Literacy /RWI Emerging NC Numeracy Forest school/Outdoor learning READY	EYFS curriculum ASDAN NC Literacy /RWI NC Numeracy Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama/ Catering /Horticulture) PSHE, SRE, READY Forest school/Outdoor learning	Embedded Therapies and READY Curriculum Pupil Voice Inc. School Council RE, Citizenship & Fundamental British Values Healthy Lifestyle and Leisure SMSC, Mental Health & Wellbeing Community visits & Life Skills Internal & External Work Experience Enrichment, Challenge Days, Trips, Residential Safeguarding Golden Thread	
	Year 1	KS1		EYFS curriculum Sensory ASDAN Emerging NC Literacy /RWI Emerging NC Numeracy Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama) READY Forest school/Outdoor learning			
	Year 2						
	Year 3	KS2					
	Year 4						
	Year 5						
Year 6							
Secondary	Year 7	KS3	Earth Class ASDAN Short Courses ASDAN Towards Independence ASDAN Work Right ASDA Personal Progression ASDAN Key Steps PSHE, SRE, READY Forest school/Outdoor learning	NC Literacy NC Numeracy NC Science Adapted NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Catering, Horticulture, Art, Drama) Music 1-1, Skills Builder, Forest school/Outdoor learning	NC Literacy NC Numeracy NC Science Adapted NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Catering, Horticulture, Art, Drama) Music 1-1, Forest school/Outdoor learning, Skills Builder		
	Year 8						
	Year 9						
	Year 10	KS4+	Earth Class ASDAN Key Steps ASDAN Employability Entry Level 2 to Level 2 ASDAN Personal Development Progress (Bronze, Silver and Gold) ASDAN Short Courses ASDAN Certificate of Personal Effectiveness PSHE, SRE, READY Forest school/Outdoor learning	Edexcel Functional Skills Entry Level 1,2 & 3 English Edexcel Functional Skills Level 1 & 2 English Edexcel Functional Skills Entry Level 1,2 & 3 Maths Edexcel Functional Skills Level 1 & 2 Maths Alternative Science course name AQA GCSE Combined Science (Synergy) Employability, Enterprise, Careers Skills Builder, PSHE, RSE Forest school/Outdoor learning Options: Catering Course name Level 1 & 2 Horticulture Course Name Level 1 & 2 ICT/Computer Science Qualifications AQA GCSE Geography Alternative OCR History course name Business Admin Course Name Level 1 & 2 SATRO BTEC Level 1 in Construction Arts Award Bronze & Silver (Art & Drama)	Edexcel Functional Skills Entry Level 3 English Edexcel Functional Skills Level 1 & 2 English AQA GCSE English Language Edexcel Functional Skills Entry Level 3 Maths Edexcel Functional Skills Level 1 & 2 Maths AQA GCSE Maths AQA GCSE Combined Science (Synergy) Employability, Enterprise, Careers Skills Builder, PSHE, RSE Forest school/Outdoor learning Options: Catering Course name Level 1 & 2 Horticulture Course Name Level 1 & 2 ICT/Computer Science Qualifications AQA GCSE Geography AQA GCSE History Business Admin Course Name Level 1 & 2 SATRO BTEC Level 1 in Construction Arts Award Bronze & Silver (Art & Drama)		
	Year 11						
		Post 16					