



Curriculum Policy

Educating for the future; Step by Step

- To provide a high-quality provision that meets the individual needs of the students.
- Building relationships which enable the learning of skills for life.

About this document:

At Wren Spinney School we aim to provide a holistic curriculum that is tailored to the needs of our students. Where possible students need to access and interact positively with the world outside school, developing social and independence skills and equipping them to cope with future adult opportunities.

Complied by: Mike Tebbutt	Date: June 2024
Committee:	Date agreed by Governors:
Review Cycle: 2 years	Review Date: June 2026 <ul style="list-style-type: none">▪ January 2023▪ December 2021

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Health Assure (confidential counselling support available through Perkbox account).
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

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Wren Spinney Offer

Wren Spinney School caters for 80 pupils aged 11-18 years.

It is part of the Creating Tomorrow Multi Academy Trust.

The pupils at Wren Spinney School have:

- Cognition and Learning Needs
 - Severe Learning Disabilities (SLD)
 - Profound Multiple Learning Disabilities (PMLD)

They may also have:

- Communication and Interaction Needs
 - Autistic Spectrum Disorder
 - Speech, Language and Communication Need
- Sensory and/or Physical Needs
 - Cerebral Palsy
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability
 - Vision Impairment

Admission Criteria and Arrangements:

- All pupils will have an Education, Health and Care Plan (EHC) Plan. The Local Authority will have identified their needs as requiring placement at Wren Spinney School.
- The Local Authority will determine admission to the school. It will consider parental preference and consult with the governing body and headteacher. It will follow the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).
- Placements are made throughout the year, although most occur at the start of the academic year.
- Staff will liaise with any previous or future education settings to enable a smooth transition.

INTENT

We want our curriculum to be:

- To provide a high-quality provision that meets the holistic individual needs of students.
- We will do this by developing a total **communication** environment whereby all students and staff are able to build positive and trusting relationships.
- High levels of **engagement** will provide the **opportunities** for **learning** skills for now and the future.

However, it is important to take into account that the majority of our students have **Severe Learning Difficulties (SLD) or Complex Learning Difficulties (CLD)**. Pupils with SLD will have one or more of the difficulties listed below; pupils with CLD will exhibit the majority of the issues listed below.

Severe Learning Difficulties (Imray and Colley, 2017):

- Consistently and over time working at or below the starting levels of the National Curriculum
- Difficulties with communication
- Difficulties with concentration and attention
- Difficulties with abstract concepts
- Difficulties with short-term and long-term memory
- Difficulties with sequential memory
- Limited working memory
- Poor general knowledge
- Difficulties with problem solving
- Difficulties with generalising understanding.

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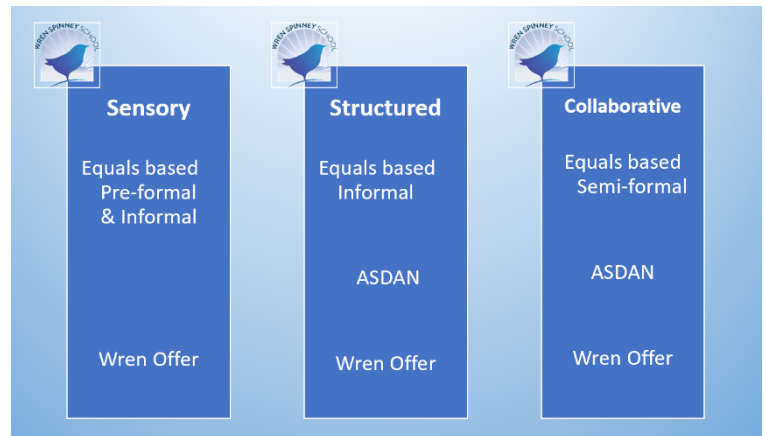
IMPLEMENTATION - What do we offer to ensure we achieve our intentions?

Wren Spinney is split into 3 Provisions:

SENSORY, STRUCTURED AND COLLABORATIVE

To meet the needs of our students, Wren Spinney make use of the **Equals** Curriculum; **ASDAN** accreditation (Personal Progress) and the **Wren Offer** (specific activities delivered for our students).

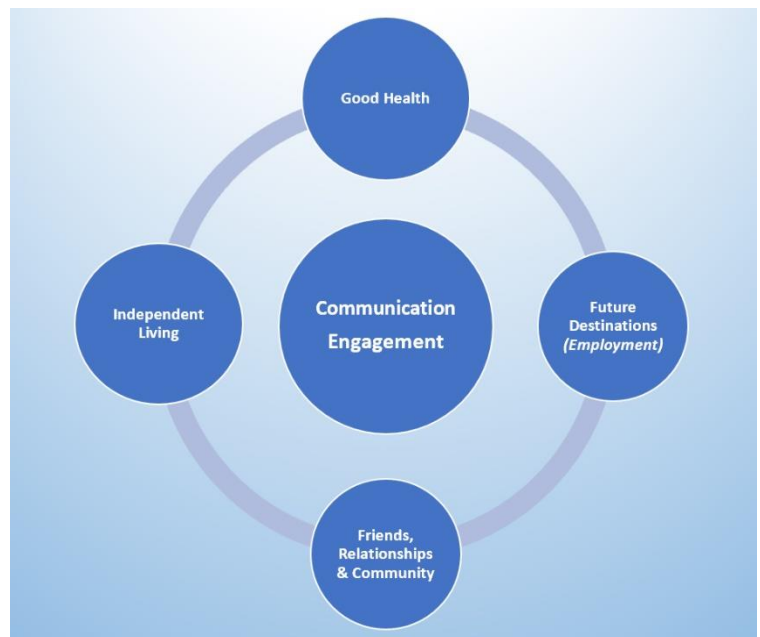
Delivery is Provision specific and are based around Pupil Led Long Term Plans.



The relationship between curricula in the Equals multi-tiered curriculum approach:

Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum
PMLD	Complex SLD, SLD/ASC	SLD, SLD/ASC	SLD, MLD, ASC	
Profound and Multiple Learning Difficulties	Working consistently and the most severe end of the SLD spectrum, often with attendant autism	Working consistently and over time below the early reaches of the NC, or within Years 1 and 2	(Mainstream) primary pupils working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations

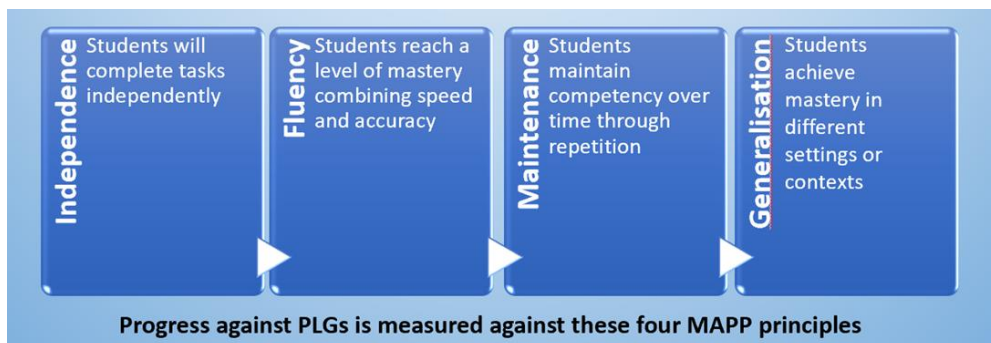
The delivery of the curriculum is based on Communication and the 4 areas of Preparing for Adulthood (PfA):



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- For each area of the curriculum a pupil will have a Personalised Learning Goal (PLG).
- PLGs are linked to the EHCP Outcomes.
- PLGs are assessed using the Mapping and Assessing Personal Progress (MAPP) criteria



These Outcomes are tracked and updated against termly and for the student's Annual Review.

Even though we use the PfA headings there is an awareness that these link directly to the descriptors from the Special Educational Needs and Disability (SEND) Code of Practice 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory / Physical Difficulties and/or Independence

Timetable example: showing how the EHCP Outcome areas are linked through the curriculum.

COLLABORATIVE TIMETABLE EXAMPLE					
	Communication	Good Health	Friends, Rela. & Community	Independent Living	Future Dest. (Employment)
	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 - 9.45	My Play - Free Play	My Play - Free Play	My Play - Free Play	My Play - Structured Play (Games, etc)	Exploratory Play
9.45 - 9.50	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
10.10 - 10.40	Break	Break	Break	My Independence - Travel Training	Break
10.40 - 11.00	Snack	Snack	Snack		Snack
11.00 - 11.20	Attention Autism	Attention Autism	Attention Autism		Attention Autism
11.20 - 11.50	Art	My Communication	My Physical Well-Being/Mental Health		Relaxation
11.50 - 12.20	Lunch				
12.20 - 1.00	Personal Development and Social Skills				
1.00 - 1.05	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
1.05 - 1.30	Sensory Circuit	Sensory Circuit	Sensory Circuit	My Independence - Travel Training	Sensory Circuit
1.30 - 1.50	My Communication - Narratives / Sensory Story	My Communication - Narratives / Sensory Story	My Communication - Narratives / Sensory Story		Assembly
1.50 - 2.20	Dance / Outdoor Learning	PE	Personal Development		Sensory Room / Soft Play / Ball Pit
2.20 - 3.30	Free Choice - Transport	Free Choice- Transport	Free Choice - Transport	Free Choice - Transport	Free Choice - Transport

Pupil Progress

Wren Levels

- Wren Levels act as a baseline for our pupils cognitive working level.
 - Pupils who attend the school are working within the relative age range of 0 – 60 months.
 - Therefore, in line with pre-school we **do not teach discrete English and maths lessons**; but for those who are able we have applicable reading interventions.
- Wren Levels cover:
 - Communication and Language
 - Reading
 - Writing
 - Numeracy
 - PSED (Personal Social and Emotional Development)
- The Wren Level (W) currently ranges from W1 (0 – 11 months) to W15 (48 – 60 months)

Evidence for Learning (EfL)

- Pupil Progress is evidenced using the Evidence for Learning (EfL) software.
 - Within EfL we use MAPP as stated to track the progress against the development of Communication and the 4 areas of PfA; for the **EHCP Outcomes**.
- We also record evidence against our areas of **Personal Development**, specifically:
 - PSHE/RSE
 - Careers (Future Destinations)
 - SMSC - BV
- EfL is also used to take any evidence required for the **ASDAN** accreditation (Personal Progress) that our Key Stage 4 and Key Stage 5 students undertake (if applicable).

Pen Portraits in Sensory and Structured

- The Class Teachers use Pen Portraits as a way to track Pupils as they learn throughout the year. They are an overview document that includes the current PLGs being worked towards as well as other useful data. For sensory this includes the Engagement Model and for Structured this includes Task Analysis, ASAP (Play) and Attention Autism, as well as, any personalised targets for the pupil.

Assessment in Collaborative

- Collaborative use a range of assessment methods (instead of the Pen Portraits) tracking the PLGs, Individual Learning Objectives (ILOs), a One Page Profile, Compass + and an ASDAN Tracker.

IMPACT - Because we believe that this will enable our students to become:

- Successful learners who make progress against their Personalised Learning Goals, enjoy learning and achieve their potential.
- Confident adults who can live safe, healthy and happy lives.
- Responsible adults who make a positive contribution to society.

We do this by ensuring the curriculum:

- Is relevant to the specific needs of the student.
- Offers ways to fulfil their full potential through problem-solving.
- Is flexible to enable a highly personalized approach.
- Builds on existing knowledge, skills and understanding by building connections.
- Reflects the multicultural nature of the local and national community and builds on.

British values

- Encourages respect for others and the environment.
 - Develops confidence, self-esteem, self-regulation and independence.
 - Prepares students for the opportunities, responsibilities and experiences of adulthood
-
- RE is taught across all Key Stages via celebration days.

Other relevant information...

Planning

- Planning begins with looking carefully at the identified needs of the student, previous assessments, Care and Behaviour plans and considering interests.
- Areas of need are identified- these will include first steps in some areas, consolidation and repetition in, transference of skills and readiness to attempt a higher level of understanding or independence.
- Observation and informal assessment inform the review of learning and enable changes to be made to keep students learning.

Quality Assurance

- Quality Assurance, in the form of observation, learning walks etc, will provide information on how well students are progressing.
- Quality Assurance, through observation and learning walks, for example, will be used to identify areas for development for individual students, groups and staff so that standards are improving all the time. (see Curriculum Monitoring)
- Behaviour, wellbeing and attendance measures will also support our assessment of impact- successful, confident and responsible learners will attend school and have positive behaviour
- Destinations- successful, confident and responsible learners will take their development further: into education beyond school, training, employment

Equal Opportunities

- All students regardless of age, ethnicity, gender, disability, religious belief or sexual identity will have equal access to appropriate resources. Please refer to the Single Equality Duty for further details.
- Throughout the curriculum and during specific lessons, where appropriate, students will have the opportunity to:
- Explore resources from different cultures
- Experience positive role models through books and text used
- Experience positive role models from staff, governors, parents and local contacts within the community.
- Wren Spinney Community School makes every possible effort to use local contacts within the community to share their expertise, skills and experiences within different cultures.

Staff

- Students' access to our school's curriculum is supported by a broad range of people. These will include:
 - Teachers and Teaching Assistants
 - Their peers
 - Apprentice Teaching Assistants
 - Pastoral Support Team
 - School Nurse and Health Care Professionals
 - Occupational Therapists
 - Speech and Language Therapists
 - Physiotherapists

Visitors

- Visitors to the school play a key role in supporting our curriculum and the key learning experiences on offer. The environment within the school supports communication, independence and Spiritual, Moral, Social and Cultural understanding. Behaviour and care plans help to support learning by removing barriers to communication and engagement.

The role of Parents and Carers

- We believe that Parents/Carers have a key role in helping their children to learn and it is essential to establish good relationships with parents and carers.

The role of Governors

- Governors play an important role in the learning and teaching of the school, promoting the beliefs, aims and values of the school. About Curriculum, they are responsible for:
 - Reviewing of curriculum and related policies and recommending agreed policies;
 - Receiving reports from the headteacher and Curriculum Coordinators
 - Reviewing outcomes and the achievement of targets

The role of the Community

- links with local community schools
- Contributions to activities, such as assemblies, artistic events, specialist outings, and clubs
- Positive role models to the students within the community
- Organising activities and events throughout the year to extend and deepen students' knowledge and skills
- Supporting school events
- Voluntarily helping in the school.

Review

- This policy will be reviewed and updated by the Senior Leadership Team, as part of a cycle, in consultation with the appropriate staff and then submitted to Governors for final approval.
- Other documents that support this policy include:
 - Teaching & Learning Policy
 - Assessment Policy
 - SEN policy
 - Health and Safety Policy
 - Communication policy
 - Careers (Post 16) Curriculum Intent Statement