



Curriculum Plan Summary

Overview

We follow the National Curriculum, promoting excellence in teaching and enjoyment in learning. We will provide a rich and ambitious stimulating curriculum which is tailored to meet the needs of our young people and is distinct to our school, building on our strengths.

Many of our young people have barriers to their learning, which may be described in an Education, Health, and Care Plan.

Our young people join us throughout the year and can join us in any of the school year groups. Many of our young people are not working within the expected year group for their chronological age.

For those young people in Key Stage 1, 2 and 3 we teach them using the National Curriculum plan for their ability or level of attainment. This may be different to their chronological age or year group. This can be different for different subject areas for the same young person. It is therefore very important that our teachers use our very carefully planned curriculum, which shows the sequential plan for each National Curriculum year, for every subject. This helps teachers to ensure that the young people are working through the curriculum in a logical and planned way developing skills and knowledge, which build on previous knowledge and skills.

Within our Lower School provision young people access a primary model curriculum focusing on developing Key Performance Indicators (KPIs) at the level most appropriate to their academic ability, whilst still considering their chronological age. Our curriculum follows the National Curriculum with additional focus on Outdoor Education and the Quality-of-Life framework which promotes independence.

Young people in Key Stage 4 are taught through accreditation routes which best match their ability and needs. This includes working from short courses towards appropriate qualifications which range from Entry Level Functional Skills to GCSE's. Key Stage 4 introduces students to a wide curriculum offering in preparation for opting for accredited option courses where appropriate in year 11.

Key stage 5 young people will be able to continue to work towards a GCSE or equivalent in English and Maths. A deeper emphasis will be given to PSHCE & Independence Plus to prepare them for adulthood. Key stage 5 young people will be

able to choose from a range of option subjects in blocks of 2 with different options available.

We believe learning is enriched and enhanced by visits, trips and visitors to school. Lunch time activities and Golden Time Clubs are also developed to further the curriculum beyond the academic and vocational.

We establish a secure foundation for all young people within English, Mathematics and Science. We also recognise the importance of Computers in our modern world. We firmly believe that our young people need a broad and balanced curriculum, which reflects the world they live in. Our Humanities and Arts subjects are also held in high regard. Health and the ability to lead healthy lives is vital so PE and PSHCE are also very important parts of each weekly timetable.

Our world is made up of many rich and diverse communities. Our teaching and learning allow us to celebrate similarities and differences in those communities.

Curriculum Intent

The intent of the curriculum is to provide a holistic learning experience which is personalised to meet the assessed needs of individuals and groups. We use young persons' interests and talents to provide motivating and engaging learning experiences and programmes of study. There is also an emphasis on developing resilience, independence and lifelong learning skills tailored to individual needs. The curriculum provides challenge, supports differing needs and learning styles and the acquisition of 21st-century learning skills of critical thinking, creative thinking, communicating, and collaborating.

To achieve the intent of the curriculum, it captures all elements of the National Curriculum, whilst personalising it for our learners' cognitive load and ensures their Education Health and Care Plan (EHCP) outcomes are met. The content is wide-ranging, balanced, and relevant with an unashamed focus on reading, writing and maths.

British values, cultural diversity, equality, and difference is celebrated throughout the curriculum in order to develop confidence, positive self-esteem and independence.

Wide range of qualifications

We aim to support young people to achieve positive outcomes in relation to their ability. We teach a broad curriculum leading to external accreditation at an appropriate level up to GCSE, where applicable. We enhance our curriculum with vocational qualifications such as functional skills in English and Maths, Short course Science, and AQA Unit awards.

Classes and school structure

We have small class groups of up to 6 young people plus a class teacher and at least one Teaching Assistant (TA). Young people are placed in the group that 'best fits' their developmental stage and academic need.

Our small class group size, balanced with a high level of experienced support, creates a safe and nurturing environment for young people to begin to close the gaps in their skills, knowledge and understanding. Our TAs offer support, guidance, and assistance across the school day, including in class and break/lunch times. They encourage independent learning and empower young persons to achieve their potential.

Barraclough Hall Schools approach to curriculum delivery

SLT members with staff consultation regularly review the approach to curriculum delivery. Our approach takes into account staff voice, young person voice and wider research and guidance on best practise.

High quality teaching benefits young people with SEND, we follow the EEF Guidance including 'The 5 A Day Principal.'

- Explicit instructions
- Cognitive and Metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

The 7-step model has been implemented into teaching practice:



TA'S

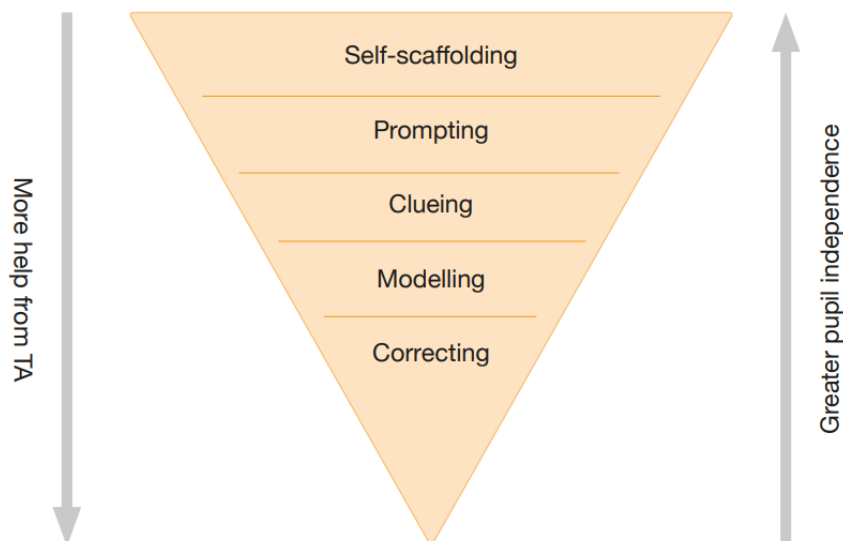
Self-scaffolding represents the highest level of pupil independence. TAs observe, allowing young people time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

TA's provide prompts when young people are unable to self-scaffold. Prompts encourage young people to draw on their own knowledge but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!' They often know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help them work out how to move forward. We always start with a small clue.

Modelling Prompts and clues can be ineffective when young people encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while young people actively watch and listen. They should try the same step for themselves immediately afterwards. Correcting involves providing answers and requires no independent thinking.

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

Curriculum Maps

Our curriculum maps show how we have arranged the curriculum over the year and by subject. Our curriculum maps are detailed on the website so parents and carers can view the areas being taught each half term.

PSHCE – Life Skills, PSHE, Careers & RSE

Our PSHCE lessons include PSHE, Life Skills, Careers and RSE. These lessons are planned so that all young people are accessing the lessons at the same time, this ensures that the quality can be audited and where young people may need to access a different class for a different approach suitable for their needs, this can be planned for.

Our Citizenship programme creates opportunities for young people across school to work together, we also have an elected School Council. In addition, we believe parents, carers, specialists, and community groups enhance the provision for all our young people.

Many of our young people may find accessing community groups very challenging due to their Special Educational Needs or life experiences. We work to promote their understanding of community and improve how they feel as part of their class group, school, home and further communities. As part of our work in this area, we plan work across many areas of the curriculum.

During the academic year, we build learning around key events such as STEAM, World Book Day, E safety week, Anti-bullying week, Remembrance, Black History Month, Sporting Events, Charity events such as Comic relief and Macmillan Coffee and cake days. These are all outlined on our school calendar.

Sex and Relationship Education

Sex and relationship education forms a natural part of our curriculum. We will follow the new Government Guidance on the RSE curriculum. Questions arising from young people will be dealt with in a sensitive, appropriate, honest, sympathetic, and supportive manner.

Areas related to sex education such as family life, loving relationships, growth and caring for oneself and others are covered in units of work across the curriculum.

Careers advice

We follow the Gatsby Benchmarks guidance for Careers work with all young people. This is carefully planned to reflect the very individual needs of our young people. Young people access careers lessons suitable to their age and need, careers is also a focus within all subject areas. From KS3 young people will obtain independent advice. This is enormously beneficial as young people will have developed an

understanding over time, advisors and can more ably support them to make informed choices for their future independent lives.

Quality of Life / Independence Plus

We support the view of the Autism Education Trust that all individuals with autism are entitled to a good education and a good quality of life. So, as well as providing an educational curriculum which promotes academic and vocational Achievement, we also have a focus on Communication, Self-Management and Independence.

These are known as the 4 'Whys' and collectively they contribute to improving the 'Quality of Life' (QoL) of each of our students and their families. This Independence Plus curriculum sets out the Attitudes, Skills, and Knowledge we believe our students need to be happy, healthy and empowered young people, and to help them prepare for adulthood. It is built of 10 core sections, which combine aspects of communication, self-management, and independence. The curriculum has been written and designed to be used flexibly and in a range of contexts. While much of the content will be covered in school, we feel that best results will come if some of the tasks are practiced or reinforced at home. This will allow families to contribute to the collection of evidence, which can be linked to EHCP outcomes.

English

The English Curriculum is the key to opening the young person's progress in all other subjects. We focus on skill development in all lessons including the focussed English lessons each young person has weekly.

The teaching of reading is given a high priority. We use a variety of methods to teach young people to read. We teach phonics to all young people who still need this key to open up reading opportunities. This enables young people to tackle new words by blending the sounds. An agreed phonics scheme is used, and staff are trained in its use so that we have expertise in this vital area. We provide attractive, interesting books that young people enjoy which are carefully matched to their phonics ability.

As the young people progress with reading, they are offered a wider selection of texts using books for reference and pleasure. All young people have regular structured access to both our fiction and non-fiction libraries, time in the library is allocated for each class. Teachers read with all young people regularly and keep detailed written records.

Mathematics

We believe each young person should develop confidence, competence, and enjoyment in Mathematics. They take part in 4 lessons every week. Throughout the school, young people are encouraged to communicate ideas using mathematical language. Practical investigation plays a key role in allowing them to apply these concepts and skills, developing clear logical thought.

Computing

To develop skills in using computers and other forms of technology all young people have regular planned access to computer systems and other equipment such as cameras, robots, and music systems. At the start of each year, we complete specific units of work related to E Safety. Our E Safety Policy is sent home so that parents are aware of what we do to ensure that they are taught to stay safe online.

Religious Education

We aim to develop knowledge and awareness for themselves, other people, their world and issues and dilemmas that they may face. We develop confidence in themselves and their abilities; we promote caring and sharing relationships. We promote moral and social education, which aims to foster the values of respect, honesty, trust, truth and fairness. We encourage an understanding of religious faith. We learn about religious practices and the customs of world religions.

Frequency of Teaching and range of subjects

Subject	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
English	3	4	4	4	4
Reading	5	5	5	5	5
Maths	4	4	4	4	4
Science	3	3	3	3+1 STEM	X
Music	1	1	1	X	X
MFL	1	1	1	X	X
DT/Food	1	2	2	X	X
Art/Arts Award	2	2	2	3	X
Geography	1	1	1	X	X
History	1	1	1	1	X
RE	1	1	1	1	X
PE	2	2	2	2	Option
Computing	1	1	1	2	Option
PSHCE	2	2	2	1+1 Careers	4
PSD/Ind+	X	X	X	2	5 + Food Option
Golden Time/Enrichment	4	4	4	2	X
Independent study	X	X	X	1	X
Vocational Options	X	X	X	Option	Option