

# Curriculum Policy

Within the provision of full-time supervised education, pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and extended curriculum. Subject matter will be appropriate for the ages and aptitudes of the pupils, including those with a statement.

At Fairley House School we follow the National Curriculum. Through our **Schemes of Work, we aim to:**

- Set out the knowledge, skills and understanding to be taught and the breadth of study
- Highlight the focus for teaching and learning for each subject
- Explain how barriers to learning (specific learning difficulties) affect each subject and how they are overcome
- Include metacognitive work to develop children's understanding of how they learn and strategies for learning
- Identify opportunities for spiritual, moral, social and cultural education

As a school for children with specific learning difficulties we aim to make the curriculum accessible to them by:

- Focusing on key objectives, reducing the number of objectives if necessary
- Setting suitable learning challenges
- Responding to individual pupils' learning needs
- Overcoming barriers to learning for all pupils
- Assessing pupils in a way which allows them to demonstrate their skills and knowledge despite their specific learning difficulties

We work in a trans-disciplinary way to use the skills of therapists and teachers together to enhance learning and overcome barriers to learning. Trans-disciplinary working is a stage beyond multi-disciplinary working and involves closer co-operation between professionals from different disciplines and a blurring of the boundaries between professionals. At Fairley House the professionals involved are teachers, speech and language therapists, occupational therapists and educational psychologists. Working together in a trans-disciplinary way increases understanding of each profession's skills and knowledge, offers transfer of some skills and provides an holistic view of the child. It enables us to embed some therapy in the curriculum, making the therapy more relevant and reducing the need for withdrawal therapy. This therefore increases curriculum access.

The area in which children with specific learning difficulties have the greatest difficulty is communication (oral language, speaking, listening, reading, spelling and recording ideas in writing). They may also have particular difficulty with numeracy and the language of mathematics. **We therefore devote the greatest amount of time to these areas**, while still offering a broad and balanced curriculum. Children's needs in speaking, listening, literacy and numeracy may be met through the normal curriculum, or through special provision, and these areas are integrated as much as possible.

Children may miss some curriculum to have special provision. For instance, a child may miss some History for a term to have speech and language therapy. The Special

Provision Department has clear criteria for withdrawal teaching (see SEN Policy). The principle behind withdrawal is that in some instances improving children's underlying and basic skills is the most effective way of giving children curriculum access in the longer term and of enabling them to return to mainstream education.

Statements may specify amounts of therapy that must be provided. The SENCO ensures that the education specified in the statement is made available to the child through the IEP. All pupils, whether statemented or not, have an IEP which takes account of their individual needs and enables them to learn and make progress. Termly reviews ensure that the IEP is regularly adjusted to maximise progress and to fit the child's changing needs. Annual Reviews ensure that the provision specified in the statement remains current and relevant.

Children from KS3 and Y6 who are achieving well in literacy are taught a modern foreign language (French) with an emphasis on oral/aural work. Children who lack basic literacy in English are disapplied from the MFL requirement of the NC and receive additional special provision to further develop literacy. A Spanish club is run to give any child who wants it a modern foreign language taster.

We aim to use ICT to overcome our children's difficulties (touch typing, use of a spell checker, assisted writing programs) and to enhance learning. We provide every child from Y5 with an individual laptop and give access to laptops to younger children.

We aim to emphasise pupils' spiritual, moral, social and cultural development to help them to achieve their potential and to become adults with the competencies, sense of responsibility, skills and understanding to lead a satisfying adult life. Helping children to become literate and numerate allows them to take advantage of the opportunities they will encounter as adults such as higher education, lifelong learning and positive employment experiences. Spiritual, moral, social and cultural development can occur throughout the curriculum in all subjects and should not be viewed exclusively as the remit of Personal, Social, Health and Economic Education (PSHEE). The policy on pupils' spiritual, moral, social and cultural development has further information. PSHEE is an important part of the curriculum and is taught by class and form teachers to help them know their pupils well and so that sensitive topics are discussed with a familiar and trusted adult. PSHEE helps to meet the school's aims, for example providing study skills to enable pupils to function well when they return to a mainstream school. PSHEE helps us to create a safe, encouraging school ethos where specific learning difficulties are celebrated and bullying or prejudice are not tolerated.

In the Senior Department careers guidance is provided by making pupils aware of the possible careers available to them. Careers assemblies are held with guest speakers who describe their job and the personal qualities needed. These speakers may be successful dyslexics, parents with interesting jobs or former FHS students. The emphasis is on:

- Helping pupils to understand that they can achieve whatever they want with determination
- To help them focus on what they might want to achieve
- To develop an awareness of the career choices available.

Year 9 pupils with statements see a Connexions advisor before their transitional annual review.

All pupils, regardless of their age, have the opportunity to do PE and Games at least twice a week. Those who wish to, have the opportunity to play sports everyday utilising breaks and after school clubs.

Greater detail on how the curriculum is taught is covered in The Teaching and Learning Policy

J.P. Murray

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