



Yeoman Park Academy Curriculum Policy November 2020

Published: September November 2020	Next review: November 2021	Statutory/non:	Lead: Courtney Hoop Claire Gouthwaite
Associated documents:			
Links to:			

Intent

Yeoman Park believes in making the most of today

We have a responsibility to provide the right curriculum and learning opportunities to meet the needs of the most vulnerable members of the community, to maximise their achievements, minimise the impact of their learning disability and to allow them to take their place in the world. Our intent is that the curriculum is pupil led and our pupils should not be expected to fit into pre-existing curriculums. Our bespoke curriculum should however remain broad, balanced, relevant and meaningful and should meet the needs of individual at the same time improve cultural capital, stretch and challenges them to reach their full potential. The full curriculum document sets out the knowledge and skills that pupils will gain at each stage.

Implementation

Each curriculum area has been developed / adopted by the school and taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.

Our pupils learn best when they have access to skills based teaching, where they learn skills which are relevant/appropriate to them, throughout their school week in different contexts, e.g. reading can be taught through going to the shops, following a recipe in cooking, it does not only have to be taught in a reading lesson.

The pupils do not learn well with compartmentalised learning where skills are taught in discrete subjects. They need lots of opportunities to learn and practice their skills in different contexts, repetition is key to their development.

We have three groups of learners (Rochford 2018). Whilst our learners can fluctuate daily, they do predominantly fit into one group. They may excel in a certain area of the curriculum so for some lessons they work at a different level, e.g. they are a semiformal learner but excel in number so work at a more formal level for these lessons, so students are not pigeon holed or limited by their learning style.

Pre-Formal Learners

These learners may have profound and complex needs, a severe learning difficulty or medical condition, sensory impairment or physical disability. This group will be learning at an early developmental stage and will require a high level of adult support to meet their educational and personal care needs and a largely sensory curriculum.

Semi-Formal Learners

These learners will have a significant intellectual or cognitive impairment and may have difficulties with sensory processing, communication and self-help skills. These learners are likely to need support to access all areas of the curriculum and require practical repetition of key skills.

Formal Learners

These learners access a range of National Curriculum subjects, modified for their developmental level. Their teaching sessions are more 'formal' and are taught in a structured way drawing upon their speaking, listening and communication skills. These learners may have moderate learning difficulties, ASD, ADHD and emotional difficulties.

Impact

Ultimately the curriculum prepares the pupils to be educated citizens for the life they are going to live and the adult world they are moving into allow them to go on to destinations that meet their interests and aspirations.

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes

This process starts as pupils enter school. There is less variety of opportunity for leavers and funding is increasingly an issue. Full time college courses are often only 3 days therefore socialising and leisure will be a big part of their lives. The opportunity to live in supported accommodation is increasing so these things should be the basis of our curriculum offer, particularly as they move towards secondary and post 16 education. (*'Preparing for Adulthood', DfE 2015 & Code of Practice 2015 Chapter 8 'Preparing for Adulthood, from the earliest years'*)