

Curriculum Policy

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Policy Lead(s)	Deputies
Department	Services

Purpose

This policy confirms the statutory entitlement to learning for all pupils and builds on the principles of inclusion set out in the National Curriculum / Curriculum for Excellence and relates to the provision of a broad, balanced and relevant curriculum for pupils/students with an autism spectrum disorder (ASD) in National Autistic Society (NAS) schools, including the delivery of a curriculum over a 24-hour period in our residential educational settings.

Note: This policy incorporates content from the following policies: 24 hour Curriculum (SO-0110); Curriculum Development (SO-0112) and Residential Units Contributing to Education (SO-0128). Those three policies have now been withdrawn and removed from the intranet.

Aims

NAS schools aims to:

- *Provide a autism specific, personalized and individualised learning experience*
- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*

- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

Legislation and guidance

It 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.

Scope

Applies to all NAS schools.

Policy Summary

The Education Act 2002 and the Academies Act 2010 requires schools in England to provide pupils with a curriculum that:

- Is balanced and broadly based
- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils/students for opportunities, responsibilities and experiences of later life
- Follows the national curriculum for England / Curriculum for Excellence in Scotland including religious education, sex and relationships education, independent careers education and fundamental British Values.

In Scotland, the Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. Its purpose is to help children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

To complement, the NAS Education Group Curriculum adopts a person centred approach that engages students with autism.

NAS schools have independent status and thus the National Curriculum / Curriculum for Excellence is not a legal requirement. NAS schools will, however, incorporate the National Curriculum / Curriculum for Excellence and apply it as appropriate. Where appropriate, students will be able to access programmes which will lead to nationally recognised qualifications. It is recognised that the National Curriculum / Curriculum for Excellence is only

part of the curriculum required by pupils/students with an asd, with the emphasis on an inclusive curriculum that is broad, balanced, and relevantly developed to meet the needs of each individual pupil in all NAS schools.

NAS schools aim to fully engage all students in learning through:

- Addressing behaviors that limit learning.
- Promoting behaviors which enable students to be ready to learn and engage, “learning to learn”.
- Adapting curriculum to individual need and interest.
- Working with positive behavior strategies such as motivators.
- Focusing on student’s wellbeing and mental health.

Curriculums will focus on developing key skills which improve learning and performance in education, work and life, and will include participation for all pupils in community-based activities. These skills include communication (including literacy), working with others and developing social skills, improving the pupil/student's own learning and performance, and problem solving. For pupils/students with autism and associated learning difficulties these skills are fundamental to participation and achievement in the curriculum and personal development including independence.

Some pupils/students with autism may remain dependent on adults for basic needs throughout their lives and in such instances daily living skills and personal care skills will remain priority areas of learning inside and outside school. Staff must make sure that pupils/students have as much control as possible over their own personal care and daily living activities.

Schools will develop, plan, monitor and regularly review curricula, to ensure they are inclusive, set suitable learning challenges, respond to pupils/students' diverse learning needs, include all pupils/students by overcoming potential barriers to learning and assessment, provide a stimulus to revisit and revise existing schemes of work, or provide a basis for the development of new ones. Revision and development will take account of any changes in legislation and guidance.

Teaching methods will focus on individual and small group approaches with emphasis on learning for independence, with progress systematically recorded and reviewed. A full range of teaching strategies will be set in the context of the SPELL Framework and will include TEACCH, behaviour strategies (following the code of practice outlined by Studio III) and therapeutic approaches and interventions. Approaches will vary according to the needs of the individual and will be regularly reviewed, with new ideas considered and introduced where appropriate. Teaching will be structured, with the clear sequencing of activities and timetables where the content is conveyed by objects of reference, photographs, symbols and written representation of start and finish as appropriate.

24-hour curriculum

All aspects of a pupil/student's day are seen as learning opportunities with wide ranges of additional areas being taught including personal, social, behavioural and self-help skills. Joint planning by school staff, parents and residential staff if appropriate, will provide a consistent approach in a variety of settings whilst supporting pupil/students to generalise and transfer knowledge and skills across groups of people or from one environment to another over a 24-hour period.

Residential staff will actively contribute and support students/pupils with their education within the residential provision. They will be familiar with, and aware of, the educational needs, learning goals and progress of pupils/students they are supporting and will communicate with school staff to promote and encourage each pupil/student's personal, social and educational development. Short-term achievable objectives matched to individual need will form part of education and care plans.

Roles and responsibilities

The governing board

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.

Headteacher/Principal

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 pupils 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

Other staff

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

Monitoring arrangements

NAS Director of Education, Deputy Director and individual school Governors monitor curriculum and compliance with other statutory requirements through:

- *School visits, observations, discussion with staff, meetings with the school council, etc.*

All schools continue with:

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- *planning scrutinies, learning walks, work/book scrutinies, etc.*

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Equal Opportunities

Teaching approaches and resources will enable all pupils/students to have equal opportunities to participate in the curriculum of the school regardless of their culture, gender or religion.

Measure

Ofsted
HMIE (Scotland)
Autism Accreditation
Head of Education Inspection
Annual reviews

Reference

KCSiE 2019
Schools Standards and Framework Act 1998
Education Act 2002
Scottish Department of Education
Curriculum for Excellence
Department for Education
Purchasers' Contracts
Children & Families Act 2014

Other relevant policies and guidance

National College for School Leadership
Ofsted
The SPELL Framework
Personal, Social, Health & Citizenship Policy – SO-0126
Alcohol, Drugs & Solvents Policy SO-0009
Drugs Education Policy SO-0114