

# School Supplementary Policy




## Title: Curriculum Policy

This guidance is to be read in conjunction with related National Autistic Society Policies

### Declaration

The Sybil Elgar School does not promote partisan political views. The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principals
Date of document	July 2014
Latest revision	January 2019
Signed Chloe Phillips Principal	

The Sybil Elgar School aims to provide a broad, balanced and relevant curriculum for autistic students\*.

The curriculum of the school is modified to meet the needs of individual students. The continuum of impairments presented by autistic students is reflected in the school curriculum. These include impairment of social interaction, communication sensory processing and imagination. (See Access to the National Curriculum for Pupils with Autism NAS Rita Jordan and the Special Curricular Needs of Autistic Children Learning and Thinking Skills and AHTACA). Many students within school have sensory processing difficulties, which can affect their reaction to sensory stimuli and impact on behaviour, daily living and coping strategies.

The curriculum at the school will include access to the National Curriculum.

It is recognised that The National Curriculum is only part of the curriculum required by autistic students. Many other skills are required to be taught to students at the school.

Developing communication skills is a priority for our students and is therefore taught throughout all subject areas and at all times, as are aspects of Personal Social Education, Citizenship, Spiritual, Moral Education, Social and Cultural and Physical Education.

The curriculum at Sybil Elgar School consists of all the experiences provided by the school within each 24-hour period including the extended curriculum.

The delivery of the curriculum will be within the context of the school's Mission Statement, Aims and Ethos.

The National Curriculum is taught within our school as part of a broader framework upon which our whole curriculum is based.

The National Curriculum is modified to provide access for all students. The school has managers who are responsible for co-coordinating the development, delivery and evaluation of the school curriculum. The Curriculum Managers have responsibility for the development of specific areas of the curriculum and for the provision of a range of appropriate resources to develop the area of the curriculum. All areas of the National Curriculum are reviewed and developed on a regular basis.

Personal, Health & Social Education and Citizenship is seen as

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important within the whole curriculum. As with other areas of the curriculum, many skills will need to be directly taught in a range of 'real' and concrete situations. Many skills such as learning to learn, appropriate behaviors and decision making are taught in order to allow access to the other areas of the curriculum. The curriculum is weighted towards physical, multisensory and practical activities to maximise the learning opportunities for all students.

Approaches to teaching in the school will vary according to the needs of the individual student. Many areas of the curriculum are presented in a 1:1 or small group situation. The emphasis is on direct teaching of skills using concrete experiences. The teaching of skills and concepts are presented in a variety of ways to allow for generalisation.

The school provides a high staff ratio to allow for opportunities for individual teaching. All aspects of a student's day are seen as learning opportunities. Joint planning by school staff, parents and carers aims to provide a consistency of approach throughout the day and in a variety of settings. All people in contact with a student contribute to the learning environment. Close liaison between staff, carers and parents is important for all students.

Approaches to teaching are regularly reviewed and relevant new ideas considered and introduced. The school has an eclectic approach to teaching and these will vary according to the needs of individual students.

An overall approach used by the school and the National Autistic society is 'SPELL' (see documentation) this is not a teaching method but an approach: Structure, Positive, Empathy, Low Arousal and Links. Part of the whole person approach to learning incorporates Studio III and includes TEACCH (see policy). This includes the clear sequencing of activities conveyed in a range of ways. Timetables are presented to individual pupils as appropriate i.e. photographs, symbols and written representation of start and finish; classroom areas are given clear designations for work, leisure and group areas. Physical activity both indoors and out is seen as an important aspects of each students daily routine. Clear planning and understanding of expectations are seen as important for the prevention and reduction of anxieties and other blocks to learning. Students are supported by a sensory and physical curriculum which acknowledges the need for self-regulation and readiness to learn. This is underpinned by the use of SCERTS (**Social Communication, Emotional Regulation and Transactional Support**) Teaching staff meet several times each week for curriculum development and planning. Team meetings are held weekly, and involve the whole staff group. Teaching staff also meet several times each term to discuss curriculum planning and approaches and

methods. All staff are involved in whole school in service training and have opportunities for personal professional development. Regular information about new developments in teaching and curriculum development and policy are circulated in a variety of ways. Areas such as teaching practice, understanding of autism, National Curriculum, behaviour management and changes in legislation are reviewed on a regular basis. Staff meet with staff of other schools and an Education Advisor employed by the National Autistic Society to consider and discuss curriculum matters.

\*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to 16-22 Provision