CURRICULUM POLICY

Woodside Park School November 2024

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# 1. OUR CURRICULUM POLICY STATEMENT

Woodside Park School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential.

All pupils, irrespective of age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is intrinsically valuable, and so we seek to encourage all pupils to learn at school, outside school and beyond school age.

We are committed to delivering a personalized curriculum which is based on the assessment of a pupil’s needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways help pupils understand why they’re engaging in education and have an ‘end goal’.

We offer an environment where teachers can deliver an exciting and innovative curriculum through a range of curriculum areas which include Outdoor Education alongside Horticulture and multi-sensory extra-curricular activities. These curriculum areas provide further opportunities for our kinesthetic learners to enjoy academic success. Links with Forest Schools and Crystal palace Trust and Capel Manor College, alongside more traditional learning environments, with support staff and small classroom sizes ensure pupils get more time to engage directly with staff.

# 2. RATIONALE

All pupils attending Woodside Park School have a range of special educational needs (SEN) such as attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD) and social, emotional and mental health (SEMH) difficulties. All pupils have an education health and care plan (EHC) plan.

Some of our pupils have a history of behaviours of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet the pupils’ needs both effectively and efficiently.

Pupils enrolling at Woodside Park School will typically have:

* Been excluded from one or more schools.
* Had a sporadic attendance to previous schools, or periods of extended absence.
* Received 1-1 support either at home or in a specialised unit, possibly on a reduced timetable.
* Low self-esteem and self-confidence in relation to their ability to succeed academically and control their behaviour.
* Low expectations of the opportunities that is likely to be available to them when they leave school.
* Barriers to learning such as ASD, ODD, specific learning difficulties such as dyslexia and dyscalculia and attention deficit hyperactivity disorder (ADHD).
* Many of our students have had adverse childhood experiences, or medical conditions which have affected their ability to regulate their behaviours and ability to form appropriate relationships with peers.
* Our students often need to be grouped with reference to their pastoral and/or emotional needs, rather

than on their chronological age.

# 3. LEGISLATION

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in:

The Education (Independent School Standards) (England)

[The Independent School Standards - Guidance for independent schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798511/Independent_School_Standards-_Guidance.pdf)

The National Curriculum Primary

[National curriculum in England: primary curriculum - GOV.UK](https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum)

It also reflects requirements for inclusion as set out in the Special Educational Needs Code Of Practice 2015

[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

And the Equality Act 2010

[Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/guidance/equality-act-2010-guidance)

# 4. CURRICULUM INTENT

At Woodside Park School, the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards.

In line with the National Curriculum aims, we aim to:

* Help students to understand mathematical ideas and apply numerical skills
* Help students to understand basic scientific ideas and concepts
* Gain a basic understanding of historical and geographical skills and knowledge
* Acquire control of tools, computers and digital technology
* Appreciate the joys and benefits of physical education and experience a range of sporting activities
* Use music, drama and arts and craft forms as a means of creative expression
* Teach students how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
* Develop self-help skills and be aware of the rewards and dangers of society in preparation for adult life
* Access meaningful work experience and non-biased careers advice

 **Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of

 and understand this policy and any subsequent revisions.

 **Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance*

 *with Regulations & Legislation Statement*.

# 5. CURRICULUM IMPLEMENTATION

The school uses a range of pedagogical approaches, each closely aligned to the project being used as a stimulus and the skills being developed by each lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

Woodside Park School will ensure that each pupil’s EHC plan outcomes and educational provisions are incorporated into their delivery of lessons, through scaffolding and differentiation and effective sharing of ECH plan aims, which are monitored and assessed by the SENCo.

Schemes of work are designed to support the sequencing of the development of knowledge and skills, allowing children to reinforce, develop and build on this knowledge as they progress through school. Schemes of work are designed so that children who are new to the school or may have missed periods of education, are able to be supported to become fully engaged in the school’s curriculum, the assessment embedded into each department’s planning and schemes of work will also help to identify gaps in students’ knowledge, and inform the school on the most prudent forms of intervention in order to effectively address those gaps.

# 6. CURRICULUM IMPACT

We hope that our students will develop an enquiring mind with the confidence to explore through trial and error, communicating effectively in verbal and written form, as well as teaching them to acquire information from various sources and to record findings in various ways including the use of digital technology to make informed decisions about their education and life in general.

In line with the National Curriculum aims, we would like all students who attend Woodside Park School to become:

* Successful learners who enjoy learning, make progress and achieve
* Confident individuals who are able to live safe, healthy and fulfilling lives
* Responsible citizens who make a positive contribution to society



# 7. TEACHING & LEARNING

Teaching at Woodside Park School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centered and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all students on the autism spectrum to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties. This design makes meaningful connections for students, which maximises their potential for success, access and independence.

**Learning Prompts**

Where appropriate, classes should use a ‘learning board/wall’ in order to support the students to identify the sequence, focus and intended learning objectives within each lesson. This enables the students to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

**Planning**

Teachers start their planning by looking at established route planners, schemes of work and exam specifications depending on their phase. They adapt these planning documents into half-termly medium-term planners.

**8. CURRICULUM AIMS**

At Woodside Park School, our aim is to develop a broad and balanced curriculum that provides our pupils with the requisite knowledge, skillset and confidence to help them become successful learners, confident individuals and responsible, contributing members of society. The curriculum is differentiated to a pupil’s individual abilities and aptitudes; increasing self-esteem and personal development. Woodside Park School aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the school supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

* Satisfy the requirements of legislation relating to the National Curriculum and Religious Education (RE),

relationships, sex education and health education (RSE) ensuring that

* sufficient time is allowed for all aspects of the curriculum and the development of essential skills, (ICT).
* Set high standards and ensure pupils make good/excellent progress, in line with their abilities.
* Enable those not achieving age-related expectations to narrow the gap and catch up with their peers and effectively address pupil’s gaps in knowledge.
* Be challenged and stretched to achieve their potential.
* To prepare all pupils for a successful adult and working life in a 21st century global society.
* Provide a combination of formal and informal academic options, and, catering for individual pupil needs and desired pathways.
* Provide enrichment activities that broaden a pupil’s experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives.
* Help pupils develop personal moral values, respect for religious values and tolerance of other races’
* beliefs and ways of life.
* Help pupils understand the world in which they live.
* Show commitment to all pupils as we believe that each individual matters and should be provided for.
* Value their learning outside of the curriculum.
* Relate to the taught curriculum.
* Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum.

The focus on meeting individual needs is set in a context of each pupil’s entitlement to a broad, balanced, relevant and differentiated curriculum and their desire to follow a course similar to those of their peers in mainstream school and achieve similar leaving outcomes to their mainstream counterparts. Whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the differing emotional, pastoral and mental needs of our pupils.

Subsequently, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognise the value and importance of education in their lives.

# 9. CURRICULUM OUTCOMES

Our School’s curriculum will:

* enable our pupils to fulfil their potential.
* meet the needs of pupils of all abilities.
* provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
* prepare our pupils to make informed and appropriate choices at points of transition with the requisite guidance and planning through the carers programme.
* help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
* include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression,

continuity and coherence.

* ensure continuity and progression within the school and between phases of education, increasing our pupils’ choice during their school career.
* foster teaching styles which offer and encourage a variety of relevant learning opportunities.
* ensure pupils are given the opportunity to enhance their literacy and numerical skills throughout the breadth of the curriculum.
* help pupils develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life.
* help our pupils understand the world in which they live.
* meet the social, emotional and behavioural needs of our pupils.

# 10. SMSC WITHIN THE CURRICULUM

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

* Talk about personal experiences and feelings.
* Express and clarify their own thoughts and beliefs, even about difficult events.
* Share thoughts and feelings with other people.
* Explore relationships with friends/family/others.
* Consider others needs and behaviour.
* Show empathy.
* Develop self-esteem and a respect for others.
* Develop a sense of belonging.

Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

* Listen and talk to each other.
* Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
* Agree and disagree.
* Take turns and share equipment.
* Work co-operatively and collaboratively.



# 11. ENRICHMENT

At Woodside Park School we believe that it is crucial to give every young person an opportunity to extend their education beyond the National Curriculum and we are absolutely committed to providing opportunities for broadening pupils educational experience whilst at school with us.

As a school that caters for pupils with a range of SEND and many if not all of our pupils suffer from mental health issues. Two strands of pupil EHC plans - Communication and Interaction and Social, emotional and mental health areas are being supported through the implementation of our

Enrichment programme.

A significant number of our pupils are of a white British ethnicity, from a working-class background. Although as London is a multi-cultural society we have puoils from a range of ethnicities.

The Enrichment programme is designed to broaden pupil’s knowledge and experiences of living in a multicultural Britain. To ensure that our pupils are globally aware and gain an understanding of other cultures, our Enrichment

Programme is designed to provide further opportunities for pupils to visit. Our Enrichment programme also strives to enhance pupil’s life at school and increase motivation and achievements, not just in the classroom.

Links with the wider community:

* Visitors are welcomed into school, background checks withstanding.
* The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
* Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

# 12. MONITORING, EVALUATION AND REVIEW

Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining records in a good order. A quality assurance program ensures that progress and achievements are true reflections of a pupil performance, through lesson observations, learning walks and book scrutiny.

Outcomes First Group will receive an annual report from the Head Teacher on:

* the standards reached in each subject compared with appropriate benchmarks.
* the standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
* the number of students for whom the curriculum was amended and the alternative provisions which were

made.



# 13. CURRICULUM OFFER

**Primary**

Our Primary classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, using their baseline information and social and emotional needs. This can mean that some children who are at a developmentally lower age than their chronological one, will experience the curriculum through approaches that are tailored to their learning style, which may be experiential or a continuous provision.

**Key Stage 1 and 2**

Teachers implement a carefully sequenced curriculum to identify next steps for teaching and learning for every pupil. Teachers' medium- and short-term plans then bring together the different elements of provision for each child. This is outlined below:

* EHCP Targets which inform Pupil Profiles
* Personal development, the Trauma Informed practices and the PSHE association
* Academic Curriculum
* TIP Therapy Team - Psychotherapy, Occupational Therapy, SALT and Wellbeing
* Using this approach all pupils in Key 1 and 2 access English and Maths - reading is a priority.
* Teachers use a phonics-based approach known as Rocket Phonics and Accelerated Reader to teach segmenting (writing) and blending (reading). This is delivered using an approach matched to pupils’ needs and not necessarily in the strict format adopted by a mainstream school.
* We use a thematic approach based around the OFG Curriculum. The OFG Curriculum is delivered through Imaginative Learning Projects (ILPs) and has designated lessons to cover elements of science, history, geography, religious education and art and design.
* PSHE (combined with RSE and SEMH), music, maths, computing and PE are delivered as discrete subjects.
* The PSHE Association and the Trauma Informed practice approach are used to deliver all aspects of the PSHE and the statutory RSE primary curriculum.
* All pupils access Enrichment activities weekly and work towards completing an Enrichment passport

at the end of key stage 2.

* Staff consult with the Therapeutic team regularly to ensure all clinical needs and targets of all pupils outlined in EHC plans are incorporated through the curriculum offer.

# 14. ENGAGEMENT MODEL AND THE CURRICULUM

Engagement Model

At the heart of our curriculum are our unique, individual learners. We recognise that a small number of our learners may be working below the standard of National Curriculum assessments and not engaged in subject specific study at KS1 or KS2. These learners will be assessed using the Engagement Model. The Engagement Model is an assessment tool that helps teachers to assess pupils who are not engaged in subject specific study. It is broken down into the following 5 areas of engagement: exploration realisation anticipation persistence initiation The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept

Who should be assessed using the Engagement Model?

The engagement model will be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Pupils who are working below the standard of National Curriculum assessments but engaged in subject specific study will be assessed using the Pre-Key Stage standards. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. Pupils using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social, and emotional development

The engagement model works in conjunction with our existing planning and assessment systems.

The curriculum intent, implementation and impact at Woodside Park support the engagement model and enable us to provide a flexible and holistic education for all our pupils. Our curriculum is based around high-quality texts with a rainbow approach to developing skills, knowledge, and concepts. The engagement model sits comfortably alongside this approach allowing learners who are not yet engaged in subject specific study to access stimuli and activities on a similar theme as their peers, while following their own ‘rainbow’ of development. ‘Our Woodside Park Promise’ will develop children as inquisitive and engaged learners, through a range of key life experiences. This promise fully upholds the ethos of the engagement model and is one we intend to deliver to all of our pupils, wherever they may be on their learning journey. Each child’s journey will be unique to them and the use of the engagement model as an assessment tool will be closely linked to pupils’ individual needs and Outcomes as described in their EHCP. It will form part of the assess, plan do and review cycle and will involve contributions from family members, teachers, support staff and external professionals. Below are a few examples of how the 5 areas of engagement might look at Woodside Park.

For example:

Anticipation Does the learner anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see)? Do they show awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced?

Anticipation is important in measuring the pupil’s understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil’s memory and sequencing. At Woodside Park it can be - When a PE bag is used as an object of reference, the learner responds by coming to the carpet to get changed for PE When the object of reference is replaced with a visual symbol, the learner uses this along with the other things they see and hear (such as peers getting their PE kits) as the signal to get ready for PE.

Realisation Does the learner display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it? Do they show what familiar adults consider to be ‘surprise’, ‘excitement’, ‘delight’, ‘amazement’ or ‘fear’? Does the learner use newly developed skills or knowledge in new ways and in different contexts or environments?

At Woodside Park it can be - When presented with a sensory tray of ‘treasure’ items the learner chooses items to transfer to another container. During a treasure hunt activity, the learner makes a high-pitched vocalisation to demonstrate excitement when the treasure is found. (Year 2 core text ‘How to find Gold’)

 Further suggestions are available throughout the Woodside Park Schemes of Work

# 15. MONITORING AND REVIEW

This policy is subject to annual review unless changing circumstances require an earlier review



**we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make theirway in the world**