



**Broadlands Hall School  
Curriculum  
Policy**

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Approved by the Proprietor	<i>Keith Boulter</i>
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At Broadlands Hall, we expect the students in our care to thrive, to achieve the very best they can and to be happy. We value every student and celebrate their unique abilities and our aim is to help them graduate and go on to make a valuable contribution to the community in which they live. Our students are challenged, via a personalised curriculum, to achieve their full potential socially, academically and vocationally, equipping them to manage the challenges they will encounter as adults.

Broadland Hall students are referred to us by Local Authorities and they reside in our local care homes. The students have been assessed as having a range of learning difficulties including, ASC (Autistic Spectrum Condition) ADHD, Attachment and Trauma, Literacy, Numeracy and Communication Difficulties and in addition, sometimes Social and Emotional Health challenges. Our mission statement is underpinned by our core values and these drive our approach to the curriculum. Our objective is to ensure, using a range of strategies including autism-specific approaches that the students in our care become Independent, Confident Learners, Effective Communicators and Responsible Citizens. Our core values of Respect, Courage, Fairness, Optimism, Compassion and Resilience are embedded into our learning programmes and school routines. We are committed to making the students in our care feel valued, valuable and secure. (See Context below)



### **The foundation of the Broadlands Hall curriculum is built on:**

#### **Broadening Horizons with Enrichment**

In addition to the academic programme, students at Broadlands Hall all have the opportunity to participate in a range of activities including swimming and horse-riding. The school has its own garden where students learn how to grow and care for vegetables. Our Music Therapist provides instrumental lessons and musical appreciation. Students are taught about nutrition and how to cook. In addition, regular educational trips are organised. In the sixth-form, some students participate in additional programmes at a local college, as well as vocational skills development projects. Our structured Enrichment Programme makes the link between School life and the care homes.

#### **Developing Communication Skills**

Our curriculum also prominently features Speaking and Listening and promotes a wide range of talk and interaction. Drama is a pre-requisite of the timetable which, along with social stories and inspiring reading material, is known to have a positive effect on the development of communication skills. In addition, students with high language needs benefit from focused time with our Speech and Language therapists.

## Highly Personalised Pathways

Pathways include PHSE, Social Communication, Numeracy, Literacy, Life Skills, PE and academic subject specific lessons as appropriate. Each student has an individual programme and timetable that includes one-to-one lessons and small group work.

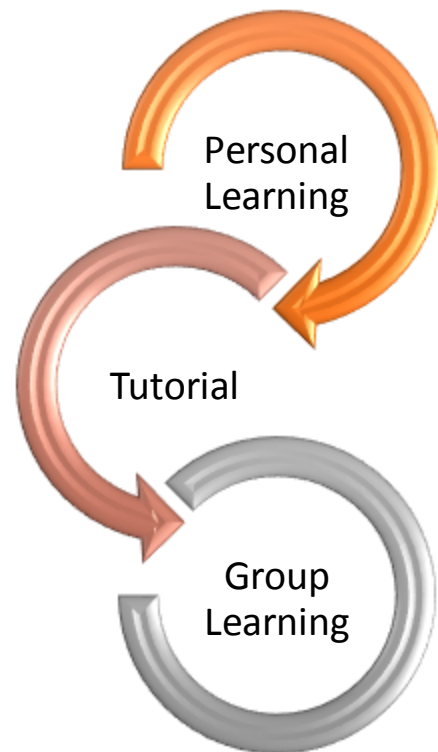
## Organisation of Learning

### Personal Tutors

The day starts with a meeting between each Tutor and their student. In these sessions, expectations, targets and responsibilities for the day are set. These sessions can include behaviour expectations, mood discussions and any fear, perceived barriers or concerns shared. The aim is to create a positive beginning to the day which starts 'fresh' and optimistic.

### Teaching Spaces

Students are taught in their own personal spaces IF available, they are also organised into teaching groups of between two and four students, based on their ages, level of Special Educational Need and current attainment level. Each teaching group has a teacher who works alongside the student's own Learning Support Assistant, enabling personalised pace and level for all activities. Core academic subjects are taught by subject specialists.



## School Day

The School Day starts at 8:45am and ends at 3pm and consists of ten 30-minute periods. Enrichment sessions follow the School Day.

<b>Reflect and Progress</b> <b>8:45 - 9:00</b>	1 9:00 - 9:30	2 9:30 - 10:00	3 10:00 - 10:30	<b>Break 10:30 - 10:45</b>	4 10:45 - 11:15	5 11:15 - 11:45	6 11:45 - 12:15	7 12:15 - 12:45 -	<b>Lunch 12:45 - 13:30</b>	8 13:30 - 14:00	9 14:00 - 14:30	10 14:30 - 15:00
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## Curriculum Overview

Broadlands Hall students follow the National Curriculum at a level appropriate to them but we rigorously remain flexible in order to meet the diverse and individual needs of our students. We have a holistic approach to education and aim to develop the whole person, maximising their academic achievement, social skills and employability. The curriculum is kept broad and offers students pathways towards recognised qualifications at the level that suits them.

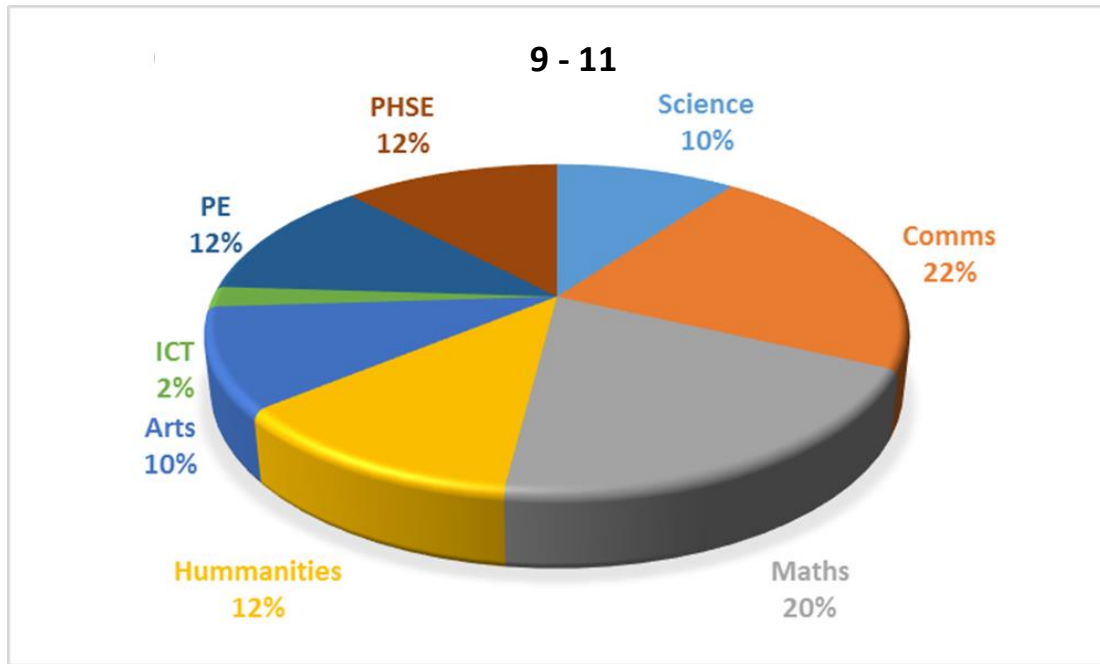
Our curriculum is innovative and the qualifications offered endorsed by the DfE. In addition to Literacy and Numeracy, a range of Foundation courses (with their own recognised qualifications) are offered, which enable progression from Pre-Entry Level through to Level 2 BTECs, GCSEs and ASDAN Medals. Entry Level vocational qualifications can provide a more manageable, and often more motivating alternative for learners who need staged progression towards Level 2 learning outcomes. By offering multiple level, linked qualifications, we ensure that every learner has a programme of study suitable to their needs and a qualification outcome that recognises their attainment appropriately. The qualifications we offer at KS4 and at Post-16 are approved and recognised in the DfE table.

Our Schemes of Work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability. In all cases, irrespective of the level or topic being taught, we place great emphasis on using age-appropriate materials and content.

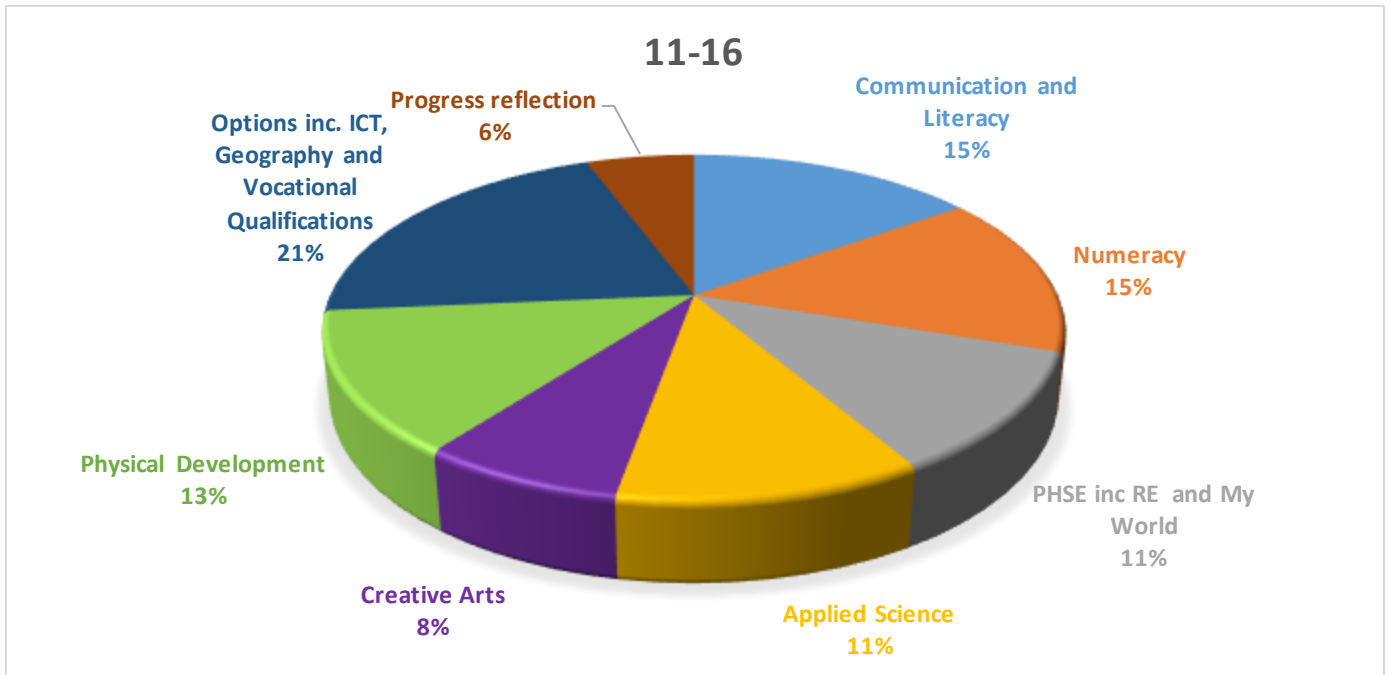
We have an additional focus on learning outside the classroom, with increased opportunities to contextualise language development through hands-on learning. The outside learning environment includes natural science and horticultural areas. In addition, specialists from the world of work visit to give first-hand tuition.

Some students need to be taught 'Learning to Learn' skills before they can access the National Curriculum. In these cases, we use a blend of B-Squared assessment tools and our own variation of the Rochford Review recommendations, to set and track progress across a range of topics and skills.

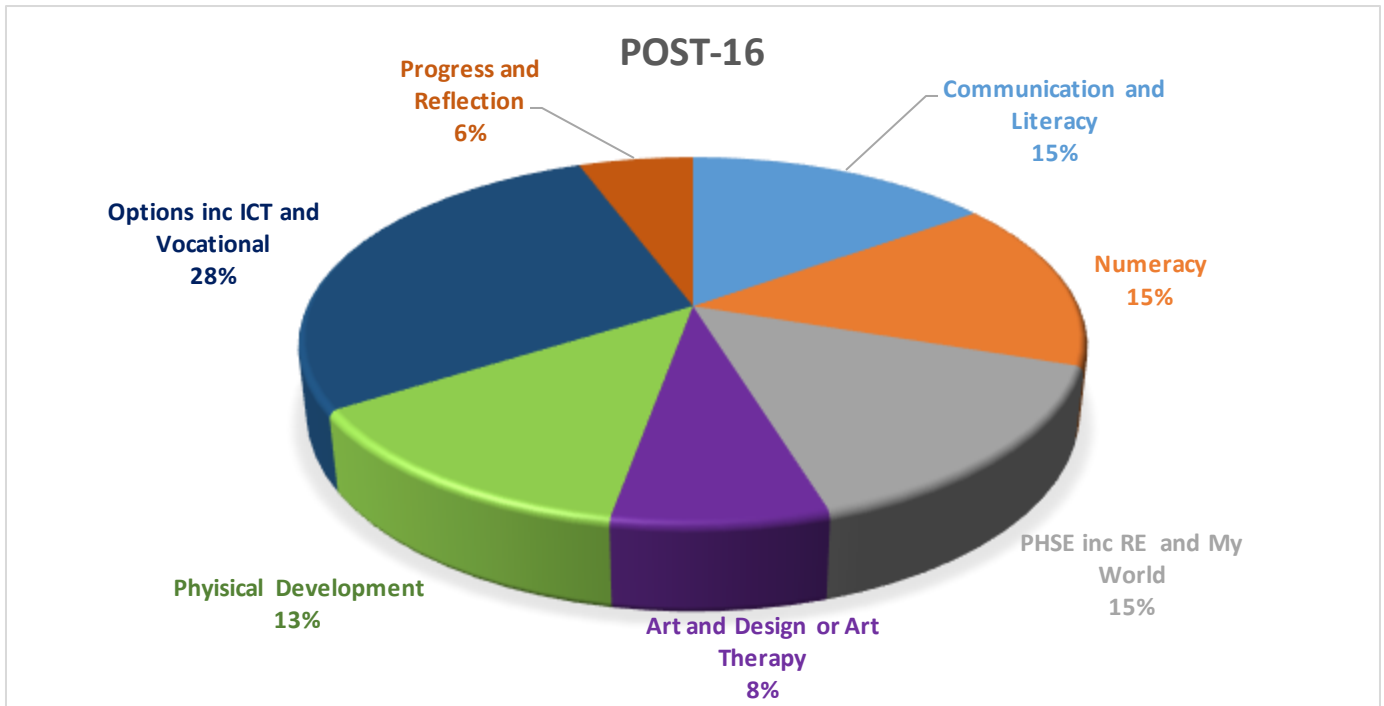
In addition to lessons dedicated explicitly to Communication and Numeracy, development of both of these key skills, along with ICT user skills, are embedded across the curriculum.



Subject	Hours per week
Science including Horticulture	2.5
Communications	5.5
Maths / Numeracy	5
HUMMANITIES including Geography and History	3
Arts including Drama or Design Technology	2.5
ICT: e-safety and programme use explicit. However, all students have their own computers and ICT is blended across the curriculum	.5
PE. Including Horse Riding and / or Swimming	3
PHSE. Including Britishness, Citizenship and Sex & Relationships	3



Curriculum Strand	Options include: *= QCF National Qualifications offered. <i>ICT competency is embedded across the curriculum.</i>	Hours per week
Communication and Literacy	Makaton signs; Emotional recognition; Speech Therapy; QCF Level 1 (Reading and Writing)*; QCF Level 1 (Speaking and Listening)*; Functional Skills English; *GCSE English Language *GCSE English Literature.	4
Numeracy	QCF Level 1 (Fractions, Decimals and Percentages)*; Functional Skills Maths*; GCSE Maths*	4
PHSE and 'My World'	Citizenship; Sex and Relationships; Lego Therapy; Gateway Teenage Mental Health Social Drama; British Values; 'PREVENT'; Cooking; e-safety; Careers. ASDAN New Horizons (KS3) or ASDAN Transition Challenge (KS4) ASDAN PHSE Short Course, ASDAN AoPE or CoPE.	3
Science	Applied Science BTEC Level 1* Science BTEC Level 2* GCSE* Alternatively, some students will learn science via a combination of active and practical outdoor world experiences plus creative art workshops.	3
Creative Arts	Music Therapy Art (Skills and Therapy) BTEC Level 1 Award in Art and Design *	2
Physical Development	Swimming; Horse Riding; Cricket; Basketball; Yoga; Move and Shake Football; Gymnastics; Dance, :Boccia; BTEC Sport and Active Leisure* VTEC Health and Fitness*	3.5
Options	ASDAN Personal Progress; ASDAN Certificate of Personal Development; ASDAN Award of Personal Effectiveness BTEC Award in Business Administration *; BTEC Travel and Tourism*; BTEC Land-based Studies* BTEC ICT User; ASDAN: ,AoPE or CoPE. NB: Other subjects are available at local mainstream school for able students.	5.5
Progress and Reflection	Self-reflection Target setting	5 x 20 mins



Curriculum Strand	Options: *= QCF National Qualifications offered. <i>All of the KS4 programmes are also available to POST 16 students. ICT competency is embedded across the curriculum. Communication and Numeracy for non-qualification students, maybe partially embedded across the curriculum.</i>	Hours per week
Communication and Literacy	Makaton signs; Emotional recognition; Speech Therapy; QCF Level 1 (Reading and Writing)*; QCF Level 1 (Speaking and Listening)*; Functional Skills English; *GCSE English Language*	4
Numeracy	QCF Level 1 (Fractions, Decimals and Percentages)*; Functional Skills Maths*; GCSE Maths*	4
PHSE and 'My World'	Citizenship; Sex and Relationships; Lego Therapy; Social Drama; British Values; 'PREVENT'; Cooking; e-safety; Careers. ASDAN 'Towards Independence'*.	4
Creative Arts	Music Therapy Art Therapy	2
Physical Development	Swimming; Horse Riding; Cricket; Basketball; Yoga; Move and Shake Football; Gymnastics; Dance ; Boccia; BTEC Sport and Active Leisure*	3.5
Vocational and Academic Options	*BTECs in a variety of Vocational skills, selected to match the aspirations and ability levels of students or ASDAN Bronze, Silver and Gold Personal Development Programmes inc. Employability* These courses are supported by outside speakers and activities at local workplaces. NB: Other subjects available at the local mainstream college for able students.	7.5
Progress and Reflection	Self-assessment Target setting	5 x 20 mins

## **Non-Verbal Students.**

Non-Verbal students study a programme of Literacy and Numeracy, based on the Adult National Curriculum pre - Entry Milestones in Skills for Life. The core timetable is adjusted to reflect their need to learn and develop Life Skills and English and Maths are embedded into these sessions. Learning activities include regular cooking and food preparation sessions, trips 'out and about' to go shopping and use money, developing cleaning skills and taking part in sports and yoga exercise. All these skills can be accredited using the ASDAN Towards Independence Scheme which has been developed specifically for post-16 learners with SLD and contains a range of units including 'Everyday Living', 'Yogacise' and 'Knowing Myself' that accredit their development of independent living skills whilst engendering a sense of achievement. Some learners have also been able to access work experience placements on a part-time basis.

## **Broadlands Hall 10-point plan**

1. The strengths and needs of the student are always our first priority.
2. Activities must be balanced, relevant and differentiated.
3. Take a holistic approach: the spiritual, moral, cultural, mental and physical development of all students is important.
4. Prepare students with the resilience and courage to deal with the responsibilities and opportunities they will face in adult life.
5. Deliver learning in ways which ensure students make excellent progress.
6. Provide a seamless, progressive pathway through education and into adult life.
7. Provide the opportunities for students to work at a pace best suited to their needs and happiness.
8. Provide enriching opportunities in the community.
9. Ensure all teaching staff have excellent subject knowledge, understanding of how students learn and assessment process and that all staff are trained to understand students with Autism and Learning Difficulties and have a real desire to help them achieve.
10. Build fun and enjoyment into everything we do.

## **British Values.**

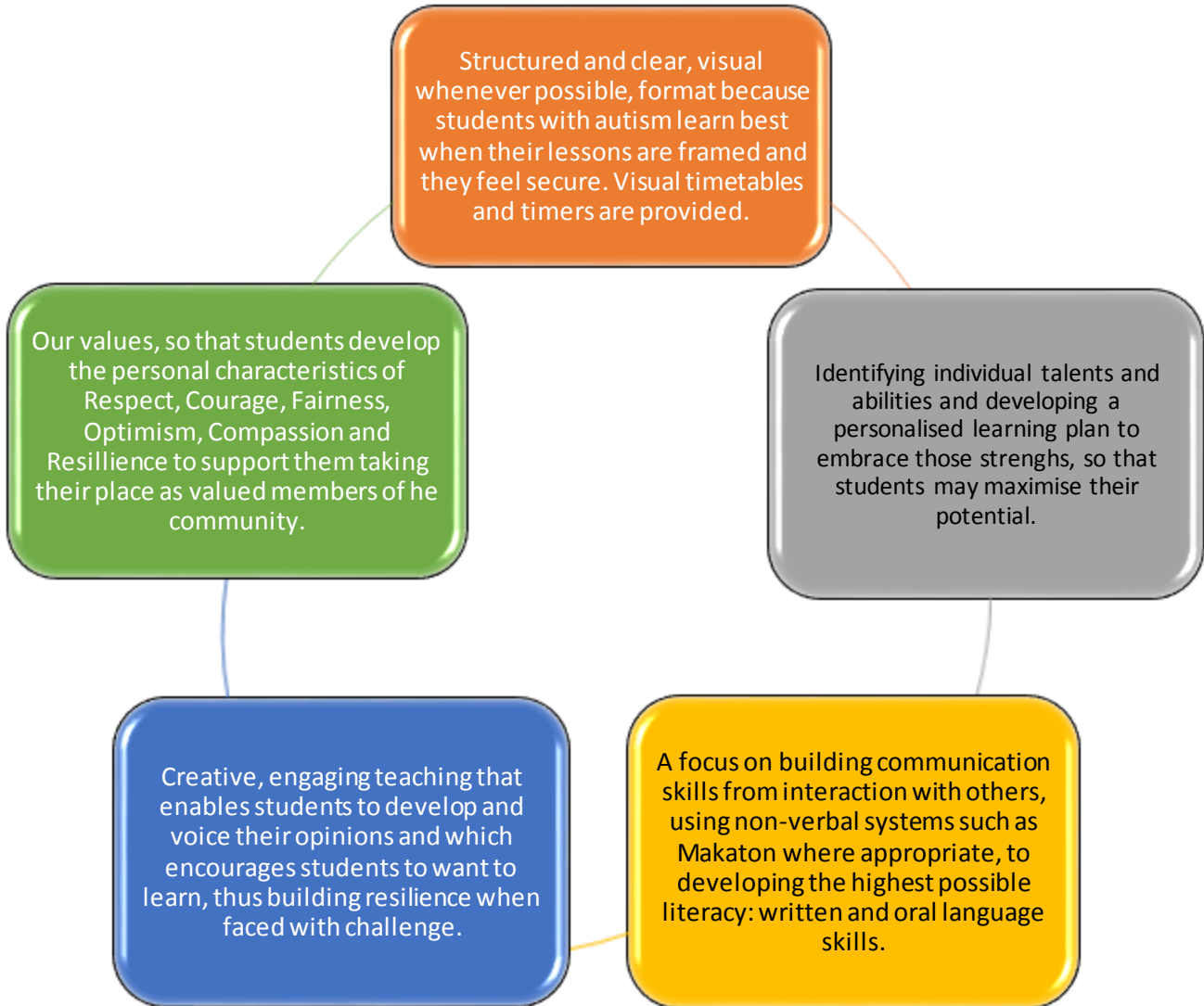
Broadlands Hall embraces British Values and we work very hard to ensure that democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and abilities is not only taught through the curriculum and enrichment programme but via a specific, timetabled, PHSE and British Values learning programme. In addition, the school's Values (highly visible) are at the heart of everything we do and these are representative of British Values.

## **Careers Information Advice and Guidance**

This is built into the curriculum at all levels and includes opportunities to visit real work environments, visits from outside speakers, independent research, attendance at careers fairs and attending work-based placements.



**Every student's personalised pathway embraces our core design elements:**



## Specialist Teaching for Learning Difficulties

All staff receive CPD regarding strategies that help students with ASD, ADHD, OCD plus Attachment and Trauma and Emotional issues to learn effectively. These include approaches that work equally well in the Homes:

- Work with routines and tight structures: the strange and unexpected unsettles many students with ASD.
- Provide visual plans, timetables and instructions when required. Similarly, lesson content should be as visual as possible. Visual frameworks, symbols or instructions and clear written instructions really help students to understand and keep track of their progress and work independently.
- Never assume you have been understood – check.
- Use all learning opportunities to practise social skills, emotional recognition, numeracy and communication: repetition in a range of contexts assists the embedding of learning.
- Keep it simple and explicit. Students with ASD hear words literally and find ‘wordy’ instructions confusing and have difficulty with abstract terms or metaphors. Similarly, absolutely refrain from irony.
- Sometimes students need to understand ‘implications’ or the concept of ‘degree’ and ‘variation’ to prevent them developing intolerance and extreme viewpoints.
- Do not assume skills learnt in one subject area will be transferred to another. ASD students need to repeat skills learnt in a variety of contexts to embed their total understanding.
- Be patient: do not expect instant answers. Many ASD students need to evaluate and process each element or word before arriving at understanding. Allow silent ‘take-up’ time (additional instruction may only confuse) while students process the challenge or the task set.
- Rewards, mnemonics, rhyming rules and story-board rules all help ASD students maintain focus and thereby help them learn and memorise information and complete tasks they find uninteresting.

## Resources and Learning Systems at Broadlands Hall include:

- Communicate in Print (CIP): this computer software symbol programme enables teachers to build visual resources to help students acquire and develop language and share feelings and ideas.
- Makaton: this signing system gives non-verbal students a means of communicating with those around them whilst also helping them develop oral ability. All staff are trained to use Makaton thereby creating an inclusive community of learning.
- Social stories and comic strip conversations: we create these to explain any situation arising to help understanding. They can be used to explore emotional and friendship issues, aspects related to puberty and growing-up and right and wrong behaviour.
- Comic-strip statements: personalised rules and recommendations serve as visual reminders to students regarding focus behaviours and personal targets.
- The Incredible 5-point Scale (Kari Dunn Buron): helps develop emotional awareness and empowers students to understand and control their reactions and behaviours.
- Mymaths, Mathletics and Literacy Planety: interactive computer-based learning programmes that enable students to practise their computer use skills as well as direct the pace of their learning and thus build independence.
- Daily life therapy: this approach puts an emphasis on group physical activities on the basis that structured group physical activity makes socialisation easier for students who find social (unstructured) activity difficult.
- Mind Reading: using an encyclopaedia of photographs of human emotions, students study emotions in a systematic way, which suits those students with high level systemising skills.
- BTEC and ASDAN programmes of study along with internal qualification assessment by our own teachers.

## Context

Students come from diverse educational settings. In some cases students are experiencing life in care for the first time and often they have a history of school refusal. Students frequently have gaps in their learning and skills development due to prior instability in their lives or learning disabilities that need to be addressed.

The school works in partnership with their three care homes who offer counselling, mentoring and Moving-to-Independence Flats. Therapeutic services include CBT, provided by a private clinical psychologist, a Counsellor who visits the Homes as required and the school's own Occupational Therapist.

Every morning, care home staff meet with teaching staff to discuss students and effect a formal, considered handover for the day, enabling the school to adjust plans to meet the student's real-time emotional and physical needs and thereby maximise their potential over time.

Students are assigned a member of staff to look after their educational needs and are placed into a learning group that is ability-based. The Lead Teacher for each group will plan, implement and assess the student's learning, bearing in mind the Broadlands Hall 10-point plan (see above).

## Special Educational Needs

Most of students have an EHCP.

Progress targets are taken from the EHCP and refined following from our own assessments. These Targets are reviewed termly or before as necessary. The students also have a Personal Education Plan which is reviewed termly.

Progress is reported every half-term when parents/carers and social workers are informed about the work covered, progress made and future targets. At the Annual Review Meeting or EHCP Review, we report on the achievement of the targets set and progress over the year.

## Roles and Responsibilities

Lead teachers are responsible for:

- Creating SoW and personalised learning plans for the students in their teaching group
- Weekly and termly planning of resources and activities
- Differentiating resources and lesson content to exactly match students' needs
- Use a range of teaching and learning strategies, techniques and resources
- Manage and train the LSAs working in their teaching group
- Attending training as appropriate
- Create assessment for learning plans and give feedback to students to ensure progress is optimised and evidenced
- Model excellent practice and a range of teaching and learning styles
- Use the School's assessment and progress systems effectively
- Provide information regarding student progress to the Headteacher as required and in termly reports for parents and carers
- Meeting with parents, care-workers and involved support workers as required
- Assume school wide responsibility for a basket of curriculum strands
- Ensuring that the safety and well-being of the students in the School are optimised

Learning Support Assistants are responsible for:

- Assisting the Lead teacher in delivering the curriculum to the students in their care

- Advising the Lead teacher of changes in progress and working with them to develop plans to manage these changes
- Using the School's Assessment and Progress systems effectively
- Marking student work
- Attending training as appropriate
- Assisting the Lead teacher to create resources and learning opportunities
- Ensuring that the safety and wellbeing of the students in the School are optimised

The Deputy Headteacher is responsible for:

- Keeping attendance registers
- Implementing and monitoring assessment routines and systems
- Planning external educational visits
- Planning enrichment days
- Creating and managing the PHSE and British Values programmes
- Maintaining risk assessment and registers for external trips and visits
- Ensuring that the safety and well-being of the students in the school is optimised

The Headteacher, supported by the Principal, is responsible for:

- Writing and implementing policy.
- Monitoring teaching, learning, assessment and student progress
- Maintaining relationships with stake-holders involved in the education of students including care home staff.
- Planning the curriculum
- Keeping up to date with the educational and legal developments and initiatives
- Creating and sourcing training opportunities
- Ensuring that the safety and well-being of the students in the school are optimised