Curriculum Policy

Prepared By	Chris James-Roll Head Teacher
Approved by the Proprietor	Keith Boulter
Date Approved	September 2025
To Be Reviewed	September 2026

Curriculum Policy

At Broadlands Hall School we expect the young people in our care to thrive, to achieve the very best they can and to be happy. We value every young person 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 young people 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 School students are referred to us by Local Authorities and many of them 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.

The foundation of the Broadlands Hall curriculum is built on:

Broadening Horizons with Enrichment

In addition to the academic programme, young people at Broadlands Hall all can participate in a range of activities including swimming and horse-riding. The school has its own garden where young people learn how to grow and care for vegetables. Our Music Therapist provides instrumental lessons and musical appreciation. Young people are taught about nutrition and how to cook. In addition, regular educational trips are organised. Some young people participate in additional programmes at a local college, as well as vocational skills development projects.

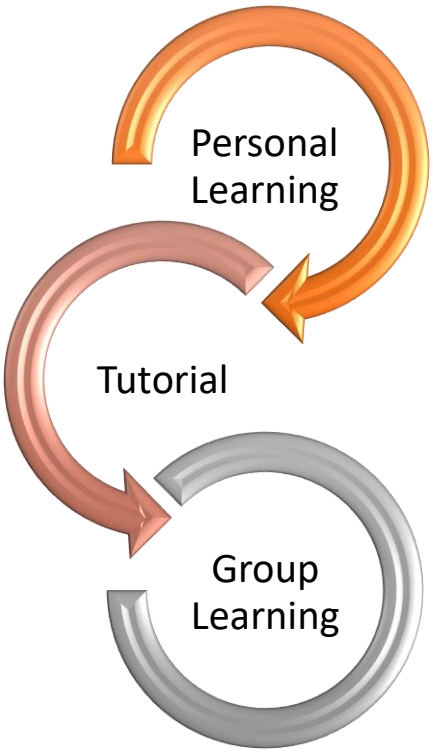
Highly Personalised Pathways

While there is a core curriculum in place all of our young people's curriculum is individualised to them and their needs. Each young person has an individual programme and timetable that includes one-to-one lessons and where possible small group work.

Organisation of Learning

Personal Tutors

The day starts with a meeting between each Tutor and their young person. In these sessions, expectations, targets and responsibilities for the day are set as well as some reading. This session 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. The school is divided into 3 sections based on their ability (Explorers, Voyagers and Pioneers).
Lessons are 40 minutes.

Curriculum Overview

Broadlands Hall students follow the National Curriculum at a level appropriate to them but we remain rigorously 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.

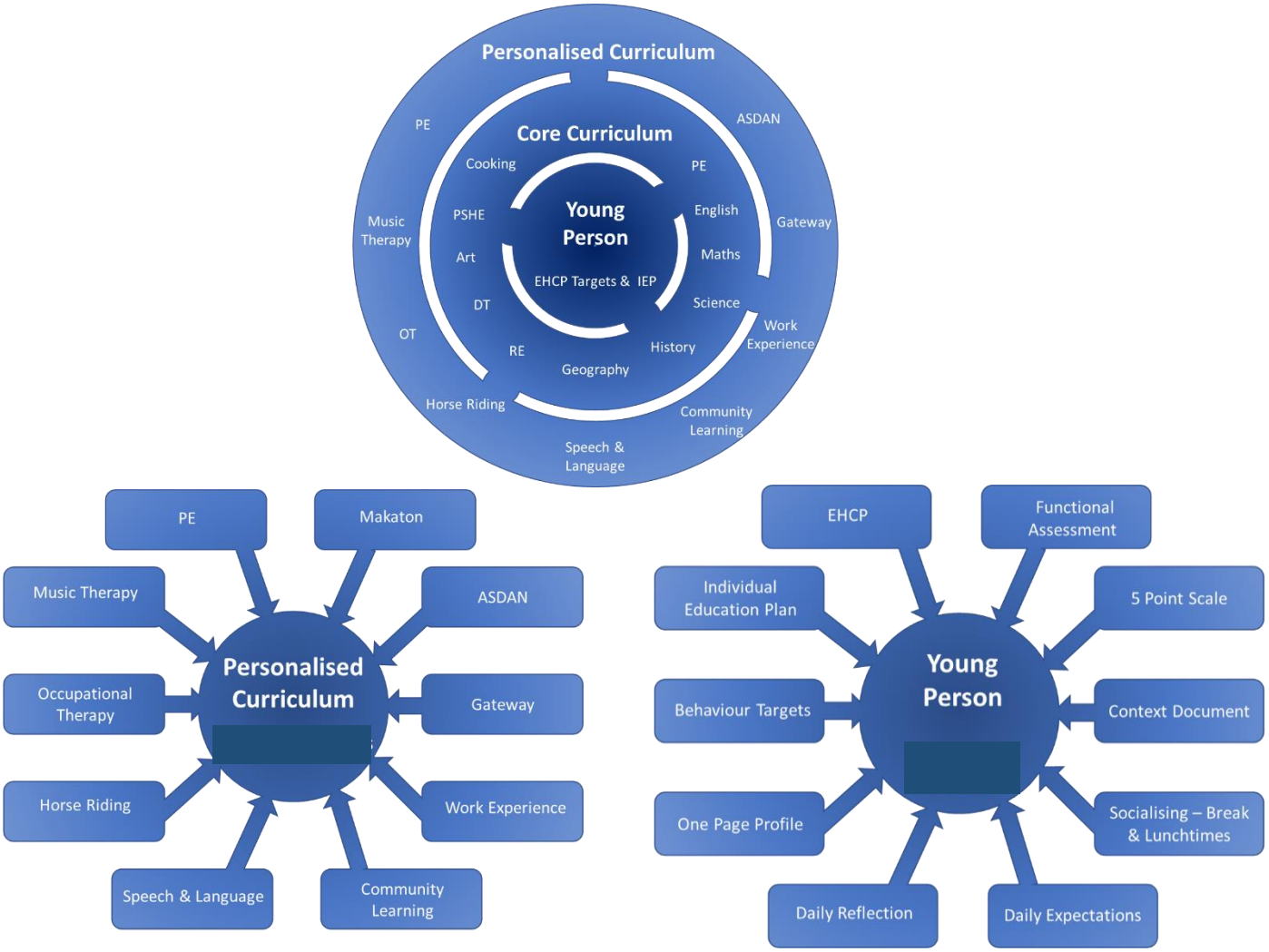
Our curriculum is innovative and the qualifications offered are endorsed by the DfE. In addition to Literacy and Numeracy, a range of Foundation courses (with their own recognised qualifications) are offered, which enable progression from Pre-Entry Level through to Level 2 BTECs, GCSEs and ASDAN Medals. 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 can 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.

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.



Explorers group students

Explorers group students study a programme of Literacy and Numeracy, based on the Adult National Curriculum pre-Entry Milestones in Skills for Life and the EQUALS curriculum – Informal, Pre Formal, Formal. 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 communication, life skills and digital literacy that accredit their development of independent living skills whilst stimulating 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 young person 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

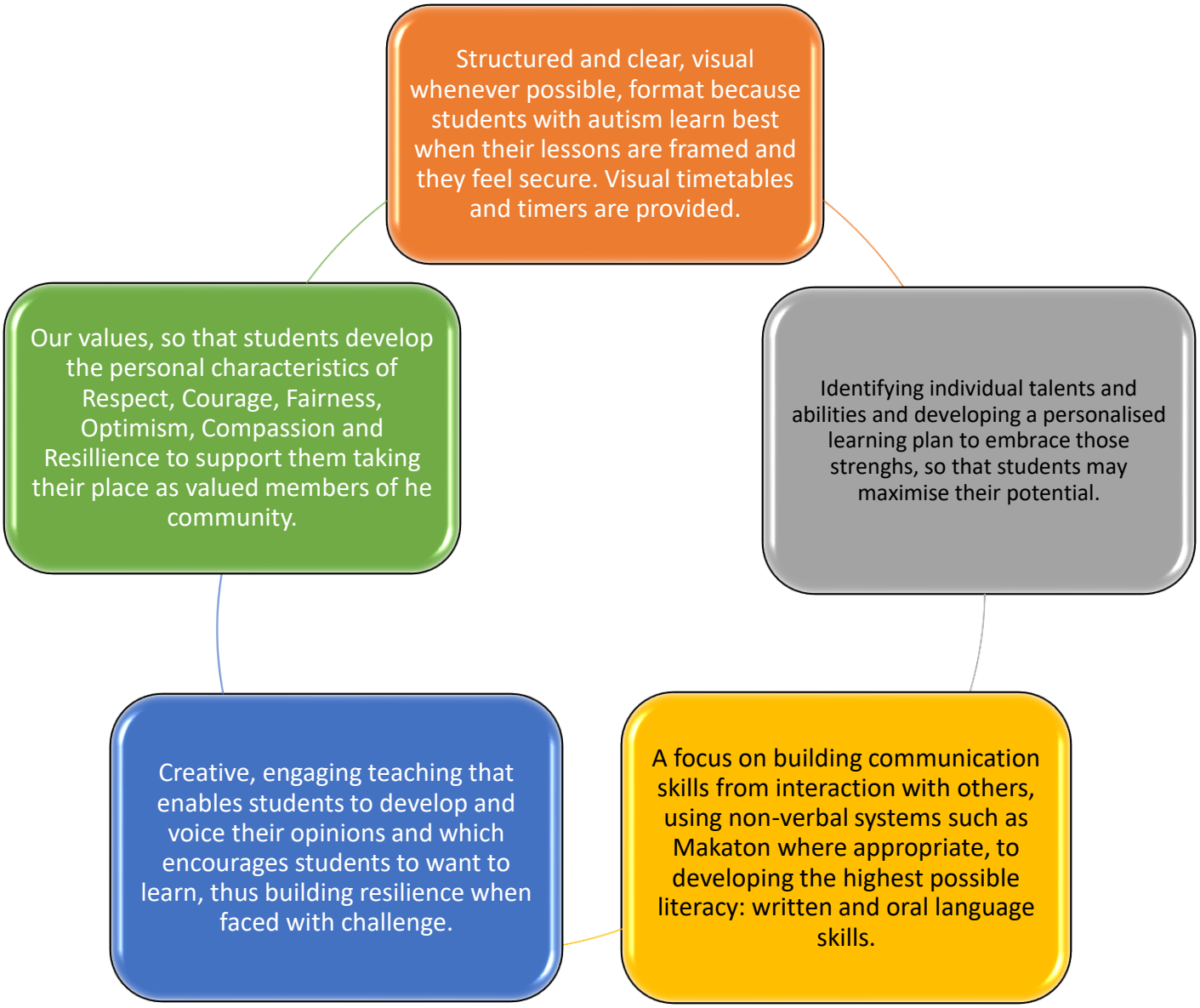
British Values.

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.
- Reading Eggs, Mathletics and Literacy Planet: 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 an 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

All students have an EHCP. Targets are taken from the EHCP and short-term targets set for each. Progress towards these targets are evidenced in the young person's work and recorded in their IEP assessment tracker. These targets are reviewed as necessary and a new target is set when one has been evidenced as complete.

Progress data is collected every half-term and distributed in reports twice a year. 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

<u>Lead teachers are responsible for:</u>

Main Responsibilities

- To participate with the teaching team and the Head Teacher in the development of appropriate, resource materials, schemes of work, lesson plans, and assessment materials which should engage, challenge and facilitate progress for students of all abilities, and should cater for all learning styles. This may include taking responsibility for learning programmes.
- To ensure that all lessons are planned, prepared, and delivered with clear tailoring to cater for students' individual needs, whilst ensuring individual student progress.
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum.
- Managing the PSHE and British Values programmes
- Employ a variety of interactive teaching methods individualised for each student.
- Impart knowledge and develop understanding through effective use of lesson time.
- To maintain an up to date knowledge of subjects and utilise a range of teaching methods in line with currently acknowledged best practice.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, communication and articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

- Seek and recommend out-of-class activities to extend the knowledge and understanding students.
- To use directed time to actively contribute to the wider life of the school.

Subject and assessment
- Know and understand how to assess the relevant subject and curriculum areas.
- To take responsibility for aspects of learning / subject(s) as directed by the Head Teacher.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Be accountable for students' attainment, progress and outcomes.
- To keep appropriate records and to complete assessments and profiles of students as required by whole-school policy.
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience.
- To monitor and control the use and storage of teaching materials, books, and equipment.
- To supervise the use and care of the school fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations.

Communications and Meetings
- Communicate effectively with social workers, LEA Virtual Heads, Home staff, parents, and other carers regarding students' achievements and well-being.
- Take part in Annual Reviews, PEPs, LAC Reviews or similar as required, ensuring relevant documentation is produced in a timely manner and saved in both soft and hard copies as required by school procedures and in line with legislation.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- To alert the Headteacher to problems arising with individual students in accordance with whole school policies.
- To attend INSET and in-house training sessions and working parties related to initiatives in teaching and learning and assessment

Finance
- To ensure that equipment, books and premises are maintained in accordance with school policies.

GENERAL DUTIES
- To adhere to the policies and procedures of Broadlands Hall School.
- To share in the corporate responsibility for the development and well-being of all students.
- Make a positive contribution to the wider life and ethos of the school.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on the school values
- To take a pro-active part in the school's performance management system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in the school.
- To take reasonable care of one's own health and safety and that of others and inform the Head Teacher of any concerns regarding health and safety.

Team Responsibilities:

Manage a staff team including day by day task allocations, administration of incident reporting, student/teacher pairings, Lesson Observations, moderation of marking and assessments and writing student reports.
- Manage staff

- To ensure students have a personalised timetable that reflects the school's curriculum policy.
- To advise the Head Teacher and work with him on matters of student behaviour and discipline.
- Create and deliver training for staff as requested by the Head Teacher.
- Deliver whole school assemblies on topics assigned by the Head Teacher.

Learning Support Assistants are responsible for:

The Learning Support Assistant's (LSA) main role is to provide support for pupils with special educational needs. The LSA will ensure that the pupils can integrate as fully as possible in the activities generally undertaken in the class and make progress.

Duties will include running specific programmes and activities to assist the pupils' individual learning and social needs. The LSA will be responsible for implementing the targets on the pupils' Individual Education Plan (IEP) in liaison with the Lead teacher.

Supporting pupils

- To provide 1:1 learning support for pupils in class
- To develop knowledge of the needs of the children and seek advice from the Lead Teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the Lead Teacher, Educational Psychologist, or other outside agencies.
- To organise and maintain an inclusive learning environment across the whole school environment.
- Provide positive reinforcements, praise, and rewards to pupils.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post to keep up to date with developments in working with children with special educational needs.

Supporting the Lead Teacher

- To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the Lead Teacher to develop learning programmes and to assist in the delivery of the individual learning programmes daily to promote learning, behaviour, and communication skills.
- To provide regular feedback to the Lead Teacher and, where necessary, relevant outside agencies about any pupil's difficulties and progress.
- To contribute to the pupils' annual and other reviews

Supporting the School

- To foster links between home, school, and outside agencies
- To participate in relevant professional development as deemed appropriate
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs
- To maintain confidentiality and sensitivity to the pupils' needs but have regard to the safeguarding procedures of the school
- To carry out duties as directed by the Lead Teacher or Head Teacher

- Carry out tasks and responsibilities under the direction of the Lead Teacher or Head Teacher
- Plan and prioritise tasks and work under the pressure of a busy school
- Be productive and show initiative
- Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds
- Motivate pupils to learn
- Motivate pupils to be sociable
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupils
- Work effectively with other adults in the school and wider community
- Be a responsible and trustworthy role model
- Have patience with children who find conforming to rules and expectations difficult
- Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult
- Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary.
- Be computer literate
- Attend training courses considered appropriate for the post

The Head Teacher is responsible for:

- Keeping attendance registers
- Implementing and monitoring assessment routines and systems
- Planning external educational visits
- Planning enrichment days
- 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
- Writing and implementing policy.
- Monitoring teaching, learning, assessment and student progress
- Maintaining relationships with stakeholders involved in the education of students including care-home staff.
- Planning overall 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