



**ruskinmill**  
sunfield

# Curriculum Policy

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<b>Lead Person:</b>	Head of Education
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## **Our Vision and Values**

### **Our vision**

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

### **Our values**

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

### **“The right of all children to the highest quality education is not only a social ideal but a social necessity” Rudolf Steiner, 1919**

At Sunfield we believe that all young people are entitled to engage in meaningful learning which can give them the confidence and skills to participate in lifelong development. It is our duty as educators to identify the barriers they experience and to help them overcome these, re-imagining themselves, fostering their curiosity and realising their potential. Through effective education, we can help our young people to re-engage not only with learning but with the wider social community.

Sunfield is committed to the development of each individual student's abilities so that they may come to experience life as worthwhile.

We respect the dignity of each human being and acknowledge their value as an individual, whatever their needs or their ability to contribute to society.

We support the continuous development of knowledge, understanding and skills for all our people.

We aim to facilitate the development of individuals to enable them to:-

- live as independently as possible
- be included in their community as far as they are able
- have as rich a quality of life as possible
- maintain their integrity as individuals in their own right
- progress educationally to their maximum potential
- access the cultures of our society

These aims have equal importance in providing students at Sunfield with a breadth of curriculum, which fully meets the educational and care needs of each student within a safe, supportive and structured environment. Staff from a variety of professional backgrounds operate as a trans-disciplinary team to support students to learn and achieve in a variety of environments.

## Curriculum Principles

The principle that each young person should have meaningful, enjoyable and relevant access to a broad and balanced curriculum, through the Independent School Standards curriculum areas, is also relevant to his or her particular need and is established in law.

It is accepted that access to curriculum subjects alone cannot meet all the needs of young people with severe and complex learning difficulties. Our approach is holistic and aims to meet the needs of our students academically, socially and emotionally.

The whole curriculum at Sunfield comprises of:-

- Core subject areas of Mathematical Skills, Linguistics, Technological Skills, Human and Social Development (including SRE), and Scientific Skills
- Creative Development
- Physical Development
- Religious Education
- Enterprise and work-related learning
- Accreditation opportunities
- A 24 Hour Curriculum approach to communication, personal development and life skills
- The SCERTS (Social Communication Emotional Regulation and Transactional Support) programme
- Therapeutic input, including Eurhythmics, Therapeutic Art, Rhythmical Massage, Occupational Therapy, Speech and Language Therapy, Music Therapy and Colour Light sessions

The young people at Sunfield are provided with high quality, deep learning experiences which:-

- Promote a positive self-image
- Encourage a caring, positive attitude towards others
- Encourage active participation
- Promote decision making and enable them to make genuine choices
- Are flexible to meet the changing needs of individual learners
- Allow them to have meaningful access to a broad, balanced and relevant curriculum
- Develop exploration and problem-solving skills
- Encourage initiative, self-reliance, and autonomy
- Promote social communication skills

## Teaching and Learning

Teaching, Care, and Psychology and Therapies staff liaise to ensure that wherever possible, activities in school, therapy sessions and in the homes support each other, and that all learning is relevant and meaningful. We work closely with families to maximise the learning experiences for our students.

Teachers liaise with families and key workers to discuss Individual Learning Plan (ILP) targets. ILP targets are drawn from the Education, Health and Care Plans (EHCPs), SCERTS assessments and Literacy and Numeracy targets from Classroom Monitor. Parents are sent termly letters outlining the planning and curriculum activities for the term, and are also sent end of term letters detailing progress and achievements. In addition, many families value weekly information and photographs.

Additional individual needs are monitored by half-termly meetings between the teacher and key worker, who work together ensure that every individual has access to the appropriate expertise and opportunities in school, on the house and within the wider community.

All students have access to a broad and balanced curriculum, based on the curriculum subject areas of Linguistics, Mathematical Skills, Technological Skills, Scientific Skills, Human and Social Development, Creative Development and Physical Development. These areas are all supported and enhanced through practical skills opportunities and community participation.

Students will be taught in class groups based on communication and developmental needs. Each class will be staffed by a teacher, a senior teaching assistant and a number of teaching assistants and learning support workers, dependent on the class size.

Teachers plan a range of opportunities for students to:

- Work on their own, in pairs and in small groups
- Generalise skills learnt across a variety of contexts, including into the wider Sunfield society, and the local community
- Develop skills, knowledge and understanding in line with their individual learning plans.

### **Accessing the Curriculum**

Many students at Sunfield benefit from a highly structured, low-stimulus learning environment which reflects their personal learning and communicative needs and therefore enables them to focus on planned learning opportunities. Many also need specialist support to help them integrate the complex stream of sensory input and make sense of the world around them.

The curriculum is individualised for each student based on their SCERTS assessment, to ensure that it is taught in a stimulating and engaging way, as well as recognising the need for creative approaches to learning. Individual sensory needs and communication styles are taken into account, to enable learning to be meaningful and personal.

The curriculum is thematic and written 'in house' to provide a depth of learning experiences and opportunities. Students are given access to a range of different environments to learn, practice and consolidate new skills, including different areas of Sunfield, and environments in the wider community. The curriculum has 3 pathways, based on the developmental communication needs of the students, as assessed through the SCERTS programme:-

- **Social Partner** – this curriculum is more sensory in approach, with repeated opportunities to learn skills in a variety of settings. The social partner pathway has a strong focus on developing early communication and interaction skills, to enable students to engage with both people and activities. Students accessing this pathway are working at early P Levels/milestones
- **Language Partner** – this pathway has a semi-formal approach to learning, with students beginning to engage in more structured academic activities, supported by practical skills. Students following this pathway are beginning to develop communication skills beyond one key word, and are working within P levels/milestones 5 – 8.
- **Conversational Partner** – this pathway is more academic in focus, with reading, writing and mathematical skills being delivered in a range of contexts. Students working within this pathway are given opportunities to extend and consolidate their learning through access to a range of both practical and classroom based learning opportunities, including college, social enterprise and work related learning. Students following this pathway are working within National Curriculum Levels/Entry Levels.

Students in Years 10 - 14 consolidate all that has been learned and experienced, and have the opportunity to take part in a variety of different activities designed to provide a successful and meaningful transition into adult life. Independence skills and the ability to make meaningful, responsible choices are fundamental to this programme. It is our aim that the context and the approach to teaching and learning should significantly change in order to reflect the key features of the Foundation Learning Tier, developed to ensure that young adults with severe learning needs were entitled to continuous learning opportunities. Students in these year groups will be assessed against Milestones and Entry Level targets, through the Classroom Monitor assessment system.

- Staff are committed to delivering a personalised curriculum based on the Foundation Learning Tier, with a strong emphasis on developing functional skills (including access to the wider community).
- Work-related learning provides a meaningful context in which to reinforce key learning and life skills
- Our aim is that all students should have the maximum encouragement to make meaningful choices about their learning and to express their future aspirations

### **Curriculum: Summative Assessment**

We use a variety of materials and guidelines to inform our teacher assessment in order to provide information on attainment both for individual students and for the school. We use Classroom Monitor assessments half termly to assess student progress in Literacy and Numeracy. These assessments support progress and engagement in all other areas of the curriculum. Personal, social and emotional development is assessed through the SCERTS programme.

This data helps us benchmark our pupils' progress with that made by other pupils with complex needs in schools throughout England. It also helps us to evaluate our own effectiveness, including the impact of particular programmes and innovations.

Students in Years 10 - 14 also have opportunities to accredit their learning through ASDAN programmes and modules.

### **Curriculum: Formative Assessment (assessment for learning)**

We use Classroom Monitor to help us build up a more detailed picture of the progress of each student within P-levels and National Curriculum levels. Many of our students will be working across several P-levels or National Curriculum levels at once due to the complexity of their learning needs and their uneven developmental and communication profiles. Classroom Monitor helps us to track their progress and ensure that we continue to stretch students whilst remembering to continue providing opportunities for students to revisit aspects they have yet to securely achieve. End of year targets are set at the beginning of the Autumn term, and ongoing assessment through Classroom Monitor enables tracking of progress throughout the academic year.

Staff use this information to develop Individual Learning Plans and set termly targets in Literacy, Numeracy and the ISS subject areas. Targets are made very specific to each individual student, enabling us to measure the very smallest steps of progress and our students' horizontal progress and ability to generalise learning across contexts. Teachers work with the Head of Education to ensure that progress is in line with or exceeds that made by other students nationally (using the National Progression Guidance). Staff teams work to collect a range of evidence in learning journals and accreditation files, including carefully annotated photographs, video footage and witness statements, so that we can demonstrate the progress students make with confidence to parents, other professionals from the placing Local Authority and to Education Ofsted teams.

Students' Education, Health and Care Plan (EHCP) outcomes also inform the target setting process, ensuring that the targets set for ILPs support students to work towards the areas of identified need in their EHCPs.

### **Integrated Education and Care Curriculum Approach**

Teachers and key workers meet half termly to keep in focus the student as a learner and to meet their individual needs effectively. Thus, access to education and the world at large is significantly increased.

The SCERTS curriculum, an assessment and target setting tool which focuses on social communication, emotional regulation and transactional support, is assessed across care, therapy and education settings. SCERTS is specifically designed to promote learning in the areas many of our students find difficult, and the targets set from this will support learning throughout the waking day.