

# Ty Coryton School: Curriculum Policy.

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## 1. Introduction

1.1 At Orbis Education and Care, we believe the purpose of education is to promote positive change and development in the lives of our pupils. This is achieved by providing pupils with the opportunity to access various opportunities that promote academic, social and personal development suitable for those with ASC or associated learning difficulties. All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Pupils at Ty Coryton School have access to a personalised curriculum which takes account of their educational starting points, destination, National Curriculum as well as being relevant to individual needs. In addition, we focus on the core difficulties that young people may face, for example, rigid thinking, managing uncertainty and change, social interaction and understanding and managing emotions. These are the difficulties that are at the root of distressed behaviour.

Our starting point is to mirror the developmental steps that children have missed during infancy so that they have a second chance to develop their ability to

- Share Experience
- Take different perspectives and think flexibly
- Collaborate
- Cope with Setbacks and challenges
- Solve Problems creatively

### 1.3 Orbis Education and Care believes in the following principles

- Entitlement to a broad, balanced, relevant and differentiated full-time curriculum is the right of all our pupils
- Neither gender, race, creed nor exceptional needs will constrain our endeavours to fulfil our pupil's entitlement.
- Inclusion is an explicit and integral philosophy of the service we provide.
- Thoughtful assessment and testing should be used to the benefit of the pupil
- Learning is most effective in a happy, sensitive, secure and stimulating environment.
- Equality of opportunity is integral to our planning.
- Maturity of approach with parents and carers will secure true partnership.
- Educators will utilise teaching strategies which are responsive to different learning styles and which ensure effective learning.

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- Notable achievements by our pupils will be recognised, recorded and celebrated.
- Total commitment to the principals of enhancing achievement and quality is the responsibility of everyone within our organization
- Provide a broad and balanced education for all pupils that are coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 2 The curriculum shall demonstrate:

### 2.1 Breadth

Introducing pupils to learning elements, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects.

### 2.2 Balance

Allowing each pupil personalised elements and aspects of an appropriate whole school curriculum. This will be done in consultation with the pupils to help influence their own learning pathways (where appropriate).

### 2.3 Coherence

With planning as an entity, ensuring pupils know how to progress and have the opportunity to maximise their achievement and overall attainment.

### 2.4 Relevance

In that, it will be appropriate to the individual and respond to change at the beginning of the twenty-first century and to previous experience. Pedagogy We have a transformative, child-centred pedagogy which means that the individual pupils are at the heart of all we do. They are encouraged to play a very active role in their personal development, sharing with teachers how they learn and evaluating their progress.

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## 3 Aims

### 3.1 To provide a curriculum that is broad, relevant and purposeful.

This will include:

- Language, literacy and communication
- Mathematics and Numeracy
- All National Curriculum areas that pupils are entitled to Expressive arts
- PHSE/SRE
- Science and Technology
- Careers Education
- PE
- Humanities
- Health and Wellbeing
- Independent living skills

### 3.2 These curriculum subjects will aim to

- Recognise the individual potential of each pupil
- To build upon our pupils' prior experiences, skills, knowledge and understanding
- To strive for our pupils to experience and demonstrate continuous progress and achievement
- To provide a curriculum which is dynamic and flexible to changing needs
- To make explicit what is to be taught and how the intended teaching and learning takes place
- To ensure provision for equal opportunities and cultural diversity
- To make provision for the individual learning needs of each of our pupils as identified by the Statement of Educational Needs
- To promote effective communication, using a range of approaches and techniques
- To implement individual education plans in co-operation with the MDT
- To promote pupils ability to make choices/decisions and develop leisure and recreational skills
- To provide opportunities for pupils to access the wider community via leisure, practical basic skills and work experience
- To utilise a twenty-four-hour curriculum for residential pupils
- To further develop each pupil's literacy and numeracy skills through the Literacy and Numeracy Framework for Wales

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## 4 Strategy for Implementation

4.1 The pupils within Orbis Education and Care commonly experience difficulties relating to the following areas: communication, social interaction, the flexibility of thought and behaviour. This must be taken into consideration when devising a strategy for the curriculum.

### 4.2 Therefore the following factors are considered and applied:

- Clear and consistent boundaries are provided throughout the school which helps promote positive behaviour patterns
- Emphasis is placed on visual learning, and use is made of symbols and pictures
- Provides opportunities for a variety of communication methods through Makaton, PECS, ICT and written diaries
- Pupil choice is promoted throughout the curriculum to develop independence and involvement in learning
- Some pupils use a TEACCH/Attention Autism approach to structure their learning environment, including work schedules, reward systems and identifiable work areas.
- Staff promote consistent expectations and standards about of behaviour throughout the school
- Pupils are given the opportunity to transfer skills and take part in many practical activities
- The core curriculum is set up to support the individual education plan and key skills
- All subjects have references to the LNF in order to develop pupils literacy and numeracy across all areas of the curriculum
- Cross-curricular links are identified in the early stages of planning
- The residential curriculum supports pupils with the development of key and social skills, in addition to their individual education plan
- Music, art, Sensology/ TAC PAC and leisure activities are included in the curriculum to allow pupils the ability to develop personal interests and also to be given the opportunity to recover from the anxieties of the academic curriculum
- Lessons are differentiated according to a pupil's academic ability and preferred learning style
- A commitment to interdisciplinary collaboration and partnership with parents and carers, fellow professionals, pupils and the local community
- Inclusion as appropriate for individuals
- Inclusion of residential activities to reinforce formal education where appropriate

Our curriculum plans will present a considered view of the breadth and depth of study appropriate to our pupils and the levels of achievement that are potentially possible. Individually targeted priorities are provided for all pupils through the Individual Education Plan (IEP).

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## 5 Curriculum Policy Statement

5.1 We recognise that flexibility in terms of balance within the curriculum is important to ensure relevance for our individual pupils. Therefore, not all our pupils will experience all aspects of the curriculum all of the time. 'Balance' reflects the needs of pupils at different stages of their development. Pupils with profound and multiple learning disabilities will benefit from sensory activities and extended periods devoted to various forms of therapy. Pupils who display challenging behaviours may need individual sessions of intensive interaction before they are able to participate in small group or whole class activities. We address other priorities within our whole curriculum, including a range of therapies, cross-curricular elements and extra-curricular activities. The precise balance between these aspects of the whole curriculum will vary in response to the pupils' individual needs determined through the Statement of Educational Need, review process and the Curriculum Plans devised by staff to meet the needs of pupils at different stages of development.

5.2 In the Successful Futures report, the Welsh Assembly has challenged schools to use the curriculum imaginatively to help children become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The six areas of the curriculum (Areas of Learning and Experience):

### 5.3 Expressive Arts

The expressive arts provide opportunities to explore thinking, refine, and communicate ideas, engaging thinking, imagination and senses creatively. They also promote the exploration of issues of personal and cultural identity. The Expressive Arts Area of Learning and Experience will span art, drama, music, dance, film and digital media.

### 5.4 Humanities

The Humanities area of learning and experience helps pupils learn about people, place, time and belief. It gives them an understanding of themselves and other people, their locality, Wales and the world in a range of times, places and circumstances.

### 5.5 Mathematics and Numeracy

The Mathematics and Numeracy area of learning and experience is concerned with developing a good, lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. It includes experiences that enable pupils to develop their broader numeracy and financial skills by exploring

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relationships in quantities, space and data, and to apply them to real-life situations. Mathematics helps pupils to make sense of the world around them and to manage their lives. It gives them the skills they need to interpret and analyse information, solve problems and make informed decisions.

## 5.6 Health and Well Being

Our pupils need to experience social, emotional and physical well-being to thrive and engage successfully with their education. The Health and Well-being area of learning and experience will help them to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently.

## 5.7 Language, Literacy and Communication

This area of learning and experience provides the building blocks for different forms of communication, literacy and learning about language, and also opportunities to develop competence in different languages.

Being able to listen attentively and communicate effectively are crucial to learning and living. Developing and expressing ideas through speech is important to both thinking and learning. The teaching and learning of Welsh is a priority for the Welsh Government.

## 5.8 Science and Technology

Science and Technology are closely linked, each depending upon the other. Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. This area of learning and experience encourages curiosity about the natural, physical world and universe through investigating, understanding, and explaining. The Science and Technology area of learning and experience draws on physics, chemistry and biology, engineering, design technology, graphics and computer science.

5.9 At Ty Coryton the AOLE's will be covered through in the moment/ Essential skills sessions, Cornerstones thematic curriculum and specific qualification pathways dependent upon pupils skills, needs and interests. Pupils in Ty Coryton have significant needs associated with Autism. Taking this into consideration the curriculum model has been developed to meet the practical, developmental and social needs of our children

## 5.10 Pupils should:

- Learn to be adaptable, deal with and solve problems in different situations, work independently, and as a team member.
- Begin to acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base and improve their behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for, respect and take pride in their school, work and their peers and staff.

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- Learn to communicate their knowledge, feelings and thoughts appropriately
- Know how to apply the basic principles of health, hygiene and safety.

## 5.11 Pupils should be given opportunities to:

- Think and solve problems mathematically in a variety of situations
- Read, write and listen for a variety of purposes
- Develop an enquiring mind using a scientific approach to problems
- Develop and use technological skills
- Know about geographical, historical and social aspects of the local and wider environment.
- Have some knowledge of the beliefs of the major world religion
- Develop agility, co-ordination and confidence in movement.

## 6 How our Curriculum works.

6.1 All pupils at TY Coryton have a personalised timetable to support their individual needs, focusing on academic and social and emotional development. Pupils are taught on a 1-1, 1-2 or very small group basis depending on the activity and pupil/grouping. The school curriculum follows a topic-based /thematic approach which ensures that the seven broad areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative) are experienced throughout the academic year. English and Math's are both taught to all pupils as individual subjects in addition to being addressed through other curriculum areas. The school day starts with a 'Sensology' session, which has a physical and /or sensory approach to get pupils into the correct mindset for learning and remove barriers to learning. The next session is Essential Skills which has an academic focus on Literacy and Numeracy, at times incorporating science or IT and enables pupils to work towards P- Scale/National Curriculum level objectives. After a break, there are two sessions of one-hour duration that are highly personalised to pupils. A variety of teaching strategies and programmes' are used to maximise pupil engagement and achievement. The afternoons tend to be blocked as double sessions which enable off-site or practical activities to facilitate learning.

6.2 In KS4, pupils have further opportunities to develop their interests throughout the curriculum. Due to their developmental delay and in most cases, time out of school during their previous placements, most pupils have not acquired the academic standards expected of their chronological age when they start at Ty Coryton. At TYC, our emphasis is on the rate of progress measured against the pupil's starting point, rather than age-related expectations. We carefully assess our students' levels of tolerance so that we are sure that they can successfully meet appropriate challenges. We aim to balance this by also giving pupils opportunities to gain qualifications or accreditations that are not exam-based. It is of the utmost importance that our pupils do not have experiences of failure as these are usually what have led them to withdraw from learning and have contributed significantly to poor emotional wellbeing in their previous educational settings. All staff use the ASDAN awards programmes ([www.asdan.org.uk](http://www.asdan.org.uk)) with older pupils in as many areas as possible to assist

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pupils in gaining certification. Work experience (on a regular weekly basis) will be set up in areas identified by pupils of interest to them and which can be facilitated through school in partnership with external providers to develop both academic and developmental objectives. Some of our students are academically able, but their difficulties managing their anxiety mean that the pressure of taking exams of any kind is counter-productive for them as it would be detrimental to their emotional wellbeing. We believe that it is better for our pupils to have more time to prepare (academically and emotionally) and take formal examinations at college should they wish.

## 6 Fundamental British Values

Across the curriculum, opportunities are built into lessons for pupils to explore and practice fundamental British values, either through topics studied or by following the school's general structures and behavioural codes. PHSE and ESDGC schemes of work include age-appropriate opportunities to study community cohesion, conflict resolution, democracy, youth voice, human rights, the law and justice, diversity and global citizenship. In RE pupils learn about how and why people worship.

## 8. Progression Routes

Pupils follow the school Schemes of Work, differentiated to their appropriate level and matched to the areas and targets identified on their IEPs. Pupils are also given the opportunity to gain accreditations in relevant areas, alongside and linked to their programmes of study. Pupils are also given the opportunity to access an extended leisure programme of study. Pupils access Touch Trust, pedal power, local leisure centre facilities, swimming and climbing.

## 9. Assessment and Recording:

Staff members with Orbis Education and Care will

- Provide a 'baseline' view of pupils' strengths and weaknesses as a starting point in planning for individual student priorities and class priorities
- Develop an IEP showing long-term goals and anticipating progress which is updated and analysed every term.
- Identify short-term targets and priorities for pupil's learning to be pursued across the whole curriculum
- Maintain a learning journal, showing the learning opportunities with which each pupil is presented
- Note significant new responses, wherever they occur so that progress and achievement can be assessed
- Generate information that can be used to:
  - define new short-term targets
  - review and evaluate curriculum plans and policy
  - report achievement

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## 10. Review and Evaluation

Our planning process will be subject to an ongoing challenge. The following questions help to focus our review and evaluation.

- Are individual pupils needs being met?
- Does planning ensure continuity for individual pupils over time and across the whole curriculum?
- Are the curriculum requirements being met?
- Is there progression across the years?
- How do the curricular areas relate to each other?
- Is there balanced coverage of all areas of the curriculum?
- Are there adequate opportunities for practical work and problem-solving?

## 11. Time Allocation

Planning will take account of the teaching time available during the week. The basic tasks of daily life, e.g. moving from place to place, transport, effects of medication, time it takes for a student to complete a meal or their concentration span.

## Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A. E. Morgan-Taylor

Company Confidential

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