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Mandeville adheres to all aspects of the SEND code of practice 0-25 years 2015. It states that all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

As set out by the DFE in September 2013 the National Curriculum in England, the Key stages 1 and 2 framework document Mandeville offers a curriculum which is balanced and broadly based.

Mandeville promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other planned experiences. The school curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Makes provision for a daily act of collective worship through reflection – school prayer
- Makes provision for personal, social, health and economic education (PSHE) – Mandeville Personal Social and Emotional Curriculum.

EDUCATIONAL PURPOSES

This policy has been written in line with Ealing LA Curriculum Policy Statement and adheres to the principles outlined in that document.

We share the three principle purposes of education:

- Equipping learners with the knowledge, skills and understanding that will enable them to be actively involved in the society of their future.
- Developing learners' confidence in their own identity, their capacity to learn and their ability to relate positively to others.

- Stimulating intellectual development by nurturing enquiring minds and instilling an active disposition towards further learning.

We aim to ensure that all pupils participate as fully and effectively as possible within the Early Years Foundation Stage, Key stage 1 and key stage 2. We apply the three principles outlined in the statutory inclusion statement to provide pupils with relevant and appropriately challenging work at each Stage, and to inform whole school curriculum planning:

- a) Setting suitable learning goals and challenges
- b) Responding to pupils' diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

CURRICULUM ORGANISATION

Mandeville has developed the key principles and the seven learning areas of the Early Years foundation stage and uses them throughout key stage one and two.

Key principles:

- Every child is a unique child.
- Children learn through positive relationships.
- Children learn and develop well in enabling environments.
- Children develop and learn in different ways and at different rates.

Mandeville is developing a bespoke curriculum covering the 7 areas of learning set out in the EYFS. This has been written in consultation of all Physios, Speech and language and Occupational therapists working at Mandeville. All staff working at Mandeville are given the opportunity to contribute to the curriculum throughout its development. The curriculum is a live document and all staff continues to give input. When pupils arrive at Mandeville they have a base line assessment on the whole Mandeville curriculum.

The baseline informs teachers where pupils are in all in terms of strengths and needs. It highlights any gaps in learning or significant strengths.

A tracker system is used to highlight individual pupil's yearly progress through the curriculum.

The Mandeville curriculum is developmental and has two tiers. Both Mandeville 1 and Mandeville 2 can be accessed by individual pupils depending on their strengths and needs.

The curriculum is set out showing learning intentions, which are largely developmental. This supports teachers to find next steps to learning.

Alongside the learning intentions are suggestions of “How to support learning” – what teachers can do and provide. This is also supported with “Suggested activities” – linked to appendixes, this supports teachers with their planning.

Curriculum 1 supports pupils who are engaging in pre subject specific learning

Curriculum 2 supports pupils who are able to learn through specific subjects.

The curriculum links pedagogy and assessment and allows pupils to develop learning at their own pace

The curriculum has been organised in such a way as to:

- ensure breadth and balance relevant to the abilities and ages of the learners;
- provide differentiated medium term plans based on a two year topic cycle

Yr 1 autumn - Me, my Friends and Family. Spring – Colour. Summer – The seaside.

Yr 2 autumn – Up in the sky. Spring –Animals. Summer – Travel and movement.

- Plan for progression and continuity through assessment, medium and short term planning and differentiation.
- provide challenge and opportunities for pupils to attain high levels of achievement where appropriate;
- Ensure equal opportunities for all ages, genders, special needs, ethnicity, religious beliefs, and social background.
- ensure pupils are given opportunities to learn alongside their mainstream peers, where appropriate

Teaching and learning

The curriculum delivery, is supported by a team of Middle Leaders. Through comprehensive and co-ordinated Policy and practice, staff are able to draw upon our collective expertise in the planning and monitoring of the learning areas.

Joint planning is key to our approach, working collaboratively, sharing strengths and expertise as well as supporting each other.

New approaches and projects that are introduced are research informed. Teachers are encouraged to question and challenge all new initiatives in order to ensure they are robust and when adopted have longevity.

Staff receive, deliver and share good practice during regular weekly training on all aspects of the Early Years Foundation Stage and curriculum development.

Teaching approaches.

We use a range of teaching approaches tailored to suit the needs of individual pupils.

- Multi-sensory approaches
- Intensive Interaction
- Aspects of ABA (Applied Behavioural Analysis)
- Aspects of TEACCH (Treatment and Education of Autistic and related Communication handicapped Children)
- Play based – schema and scaffolding

Therapeutic and Specialist Provision

We follow a collaborative model where teachers, specialists and therapists plan and work together. Therapy aims are integrated into the daily class routines and optimise teaching time.

- Speech & Language therapy (use of PECS, Makaton, body signing, switches, voice activated communication aids, eye gaze, and other alternative communication aids)
- Occupational therapy (sensory integration; gross and fine motor skills; self help skills; independence skills including use of specialist equipment)
- Physiotherapy (individual programmes, specialist equipment to promote mobility, hydrotherapy pool)
- Music Therapy (provided by Ealing Music Therapy Services)
- Rebound Therapy
- Special Yoga
- Team Teach
- Child psychotherapy
- Hearing and visual impairment specialists
- Art specialist
- Music specialist

SCHOOL STAFF AND GOVERNORS

We seek to implement this curriculum policy in partnership with Governors and school staff to ensure continuity of approach and learning for all pupils including age phase transfers.

Through the Curriculum and Assessment Committee the Governors have an active role in supporting the school curriculum, acting as a critical friend. They have a rolling cycle of monitoring policies and observing practice. This is in line with school priorities. Middle leaders are invited to give a presentation to the committee, again in accordance with school priorities identified in the school improvement plan.

Governors follow the progress of four named pupils focusing on how new school initiatives impact on the pupil's progress throughout their time at Mandeville.

We recognise the importance of continuing professional development and place a high degree of emphasis on in-service training, advice and support.

CURRICULAR CONTENT

The content of the Mandeville School curriculum is drawn from:

Early Years Foundation Stage – Development Matters

EQUALS schemes of work

The ABA Curriculum

Guidelines for “Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties”.

The seven learning areas in the Mandeville curriculum include:

- Communication and language
- Physical development
- Personal, social and emotional
- Literacy – reading and writing.
Specific focus on developing phase 1, 2 and 3 phonics (see phonics policy)
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils progress at different rates with significant variations in individual achievement. All should be able to follow a curriculum enabling them to make maximum progress.

Mandeville 2 curricular content provides the basis for detailed subject work that is essential to pupils in their everyday lives.

Mandeville 1 curriculum focuses on how pupils engage in activities and experiences. The 7 areas of engagement include responsiveness, curiosity, investigation, discovery, anticipation, initiation, persistence.

Any routine such as assistance with personal hygiene or eating will be recognised as providing teaching opportunities and contexts for high quality interaction. The manner in which staff address and handle pupils will communicate messages about their personal worth and dignity, which will contribute positively to their self-esteem.

TIME ALLOCATION

Mandeville School acknowledges the entitlement of all pupils to access a curriculum which demonstrates breadth, balance and relevance. Access must be meaningful and relevant. Teachers' planning will start from the basis of pupils' strengths, needs,

interests, aptitudes and achievements. All pupils will begin their time at Mandeville with a baseline assessment using the Mandeville curriculum. The curriculum suggests a range of approaches to support learning and provides next steps for learning.

In the shorter or medium term, pupil's individual timetables will reflect a balance dictated by their specific learning difficulties and needs. In order to ensure that each pupil receives a broad, balanced and relevant curriculum each area of learning recommended in the pupils Education Health and Care plan will feature on a pupil's weekly timetable.

The allocation of time to core subjects is regularly monitored to ensure that pupils study a broad, balanced, rich and varied curriculum. The core subjects include: Communication and Language, Reading and writing, Maths and Cognition, PSED and physical development.

We will take into account the QCA guidance "Designing and Timetabling the Primary Curriculum" July 2002 as well as the needs of the pupils as they change and develop:

- The requirement to provide a broad and balanced curriculum, which includes RE.
- "An entitlement to two hours high quality PE and Sport each week in and out of school for all children". (White Paper: *Schools Achieving Success 2001*,)
- The cross-curricular access to ICT.
- The needs of the local community.
- The school aims and statement of intent.

Agreements about breadth and balance of curriculum in key stages will be subject to review and revision. These agreements will also be revised in response to the individual needs of individual pupils through pupils' Education Health and Care plans, the Annual Review process and Individual Education Plans (IEPs).

Such revisions will be monitored and regularly adjusted in order to ensure each pupil's entitlement to receive a broad and balanced curriculum over time.

We make use of a range of strategies for managing time effectively. These may include:

- Allocating significant time to those aspects of the curriculum which are priorities for pupils with specific learning difficulties (Communication, Maths/Cognition, Literacy, Physical development and Personal, Social and Health education);
- Allocating daily lessons to core aspects of the curriculum; a weekly session to other important activities; and a series of lessons for the foundation subjects

- allocating out-of-class time to aspects of teaching that are seen as important for individual pupils (e.g. planning, recording and monitoring pupil progress at mealtimes as part of the development of pupils' personal skills or to meet health needs);
- integrating key aspects of pupils' personal development into plans for subject-focused lessons (e.g. allocating time at the beginning and end of physical education sessions to toileting, personal hygiene or dressing and undressing skills);
- Teaching aspects of subjects through work that is thematically linked though the two-year topic cycle.

MAINSTREAM OR EXPERIENCE IN OTHER SPECIAL SCHOOLS

Mandeville greatly values opportunities we are able to offer pupils to learn alongside their mainstream peers or peers in other special schools where this is felt to be in the best interest of all those involved. This learning may take place either at Mandeville or within the identified school.

Mandeville also attempts to make full use of the local community as a learning resource for pupils wherever this is felt to meet a pupil's educational needs.

INDIVIDUAL EDUCATION PLANS (IEPs)

Individual Education Plans are written by teachers in consultation with Teaching Assistants, pupils, parents/carers and therapists. They are formally reviewed three times a year and targets are evaluated on an ongoing basis. The balance of targets within Individual Education Plans is dependent upon pupil's needs at various stages of their school careers. Some targets will clearly identify the concepts, attitudes, skills and knowledge that a pupil may develop. Other targets will focus upon the rich variety of learning opportunities that it may be possible to offer to the pupil with the purpose of developing pupil's engagement to learning.

Targets are developed from the recommendations made on the pupils Education Health and Care plan. Teachers assess pupil's progress through the curriculum and use the curriculum as a guide to setting new targets.

IEPs should:

Focus on a limited number of targets priority needs (Between 2 and 5 per subject), chosen from:

Communication and Language

Physical development

Personal, social and emotional development

Literacy

Mathematics

Targets in pupils' IEPs will follow an assessment of their needs and reflect the EHCP targets. It is expected that targets being worked towards will reflect the stages of development.

PLANNING AND TEACHING APPROACHES

The process of short term planning supports teaching and learning on a week-by-week, day-by-day, lesson-by-lesson basis. Medium term curriculum plans are considered together with the short term targets set in pupils' Individual Education Plans (IEPs) The management strategies detailed in individual support programmes and therapy programmes provide the information that staff need in order to prepare for teaching.

Short term planning entails developing plans for classroom experiences and activities and other learning opportunities for all pupils to find challenging and accessible.

Teaching will:

- differentiate objectives drawn from topic plans in order to promote access, participation and achievement for all pupils;
- integrate targets from IEPs, into plans for subject-focused group activities;
- take account of pupils' individual support needs;
- Share information and views about how pupils' prior interests, aptitudes and achievements will determine the content and progress of lessons and then make adaptations and extensions.
- Take account of information in a pupils' learning journey, all about me book, Communication Books or Behaviour Support Plans where appropriate.

Teachers select, organise and use environments, resources and equipment, which are carefully matched both to lesson content and to priorities for learning for individual pupils.

Short term planning also enables staff to make decisions about the ways in which pupils can be grouped in a variety of ways matched to different purposes. Over time this should encompass teaching:

- to the whole class;
- in small mixed-ability groups;
- in pairs;
- In individual, one-to-one staff-pupil settings.

For all pupils the social, interpersonal and communicative aspects of working with others enhances learning. Pupils are introduced to the benefits of collaboration and social interaction by learning to learn:

- with a preferred and trusted member of staff;
- alongside other pupils;
- in pairs;
- with other pupils in small groups given the support of a member of staff;
- with mainstream peers;
- In independent and co-operative groups.

THE CONTRIBUTION OF VISITING PROFESSIONALS TO THE CURRICULUM

School frequently works with many different visiting professionals. Effective collaborative working practices are facilitated and encouraged by:

- active support from members of the senior management team;
- time for regular, formal and informal discussion;
- joint planning, problem solving and decision making;
- understanding and respecting the roles and goals of other professionals;
- The use of a common language, which is easily understood.

Please refer to the Mandeville School “Working in Partnership” Policy and Handbook for more information.

THE ROLE OF SUPPORT STAFF IN THE CURRICULUM

All support staff including midday supervisors and volunteers enhance and support the curriculum provided that collaborative working practices facilitate the exchange of information, the discussion of learning opportunities and the means to review pupils' progress.

Teaching assistants and Nursery Nurses, in particular, play a crucial role within the curriculum. They may be employed on a full-time, part-time or session basis to provide support to pupils with learning difficulties and may work with:

- pupils on an individual basis;
- Small groups of pupils.

We ensure our support staff have:

- a clearly defined role in the classroom;
- time to discuss the planning of lessons and to report back afterwards;
- adequate resources (including relevant training and information);
- Recognition of their important role within the staff team responsible for meeting the complex needs of the pupils.

THE CONTRIBUTION OF THE FAMILY TO THE CURRICULUM

The review of parental involvement carried out in 2010 by the DFE found that in the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. It is therefore a priority for Mandeville to ensure that effective engagement with parents is achieved.

Families (including parents, carers, siblings, grandparents and other relatives) are partners in the development and education of *all* pupils and consequently an ethos of working together is established and valued. The views of the parents and families are be taken into account in all aspects of the curriculum, including assessment and reporting

Parents are made to feel welcome, valued and necessary, through a range of different opportunities for collaboration between children, parents and practitioners;

- The knowledge and expertise of parents and other family adults are used to support the learning opportunities provided.
- Parents/carers and practitioners talk about and record information about the child's progress and achievements, for example through meetings or making a book about the child.

Parents are involved in setting and reviewing targets in pupils' Individual Education Plans. Some parents may wish to support schools by working on the development of key skills at home, for example reinforcing the use of symbolic home/school diaries. Co-operation between home and school ensures that learning is shared and supported.

Parents are asked for their views on curriculum in every annual review and their views are shared with the teachers. This influences the curriculum offer for individual pupils.

WORKING IN PARTNERSHIP

Some pupils may require medical care or have therapeutic needs, which are central to their learning. Responses to these needs must become an integral part of the

curriculum. The therapies, which may play an essential role in meeting the priority needs of pupils, are wide ranging and enhance the quality of individual pupils' lives in many different ways. Examples include:

- supporting the accurate identification and assessment of individual needs in the area of language and communication;
- promoting improved access to learning opportunities through optimum positioning;
- encouraging the development, refinement or maintenance of skills in independent mobility;
- helping pupils to maintain an optimum physical state in terms of posture, muscle tone and movement;
- supporting the management of eating and drinking;
- enhancing the pupils' potential to learn by relaxation and improved mental states;
- providing palliative treatments for painful or degenerative conditions in order to ensure health and well-being;
- promoting autonomy and independence through the use of specialist aids and equipment;
- enhancing pupils' self esteem;
- Providing a forum in which pupils use idiosyncratic behaviours and unusual responses in order to communicate.

Therapists working with schools should:

- be qualified and professionally accredited;
- belong to a professional association;
- Work within an agreed and recognised code of practice or formal professional guidelines.

Therapists work as part of a multidisciplinary team and elements of therapeutic programmes are integrated successfully into daily classroom activities alongside educational targets. Some pupils, need ongoing, intensive work on individual therapy programmes in timetabled sessions and in dedicated therapeutic environments.

Therapy is not only essential to encourage communication, but is also necessary for the maintenance of physical well-being or the development of fundamental learning, health or emotional needs. A pupil's entitlement is ensured through the Education

Health and Care Plan. Practical details of the provision are then incorporated into the pupil's individual education plan.

Therapists may delegate the implementation of aspects of their programmes to school staff and to pupils and their families. Where non-therapists undertake parts of therapeutic programmes, therapists will:

- Offer advice and training for staff, pupils and families on the techniques and approaches to be used; regular whole school training and department training takes place from SaLT, physio and OT therapists.
- monitor the quality of the work being undertaken and provide appropriate and effective support;
- Ensure that time is set aside for these elements.

Work in some activities of the school timetable e.g. Hydrotherapy, Yoga, Sensory Integration, Multi-Sensory, Rebound Therapy is planned within 'therapy rationales'. These clearly state the aims and intended outcomes of such sessions. Those teaching within such sessions are responsible for the recording of pupils' progress in these areas.

MONITORING, EVALUATION AND REVIEW

Monitoring and evaluation of the Mandeville curriculum take place through formal and informal observation of teaching and learning, learning walks and termly discussion of pupils learning during pupil progress meetings.

Formal pupil progress meetings take place with the teachers and a member of the leadership team.

Regular informal pupil progress learning conversations take place between teachers.

Monitoring and evaluation of the School curriculum allows us to:

- Clarify the school's aims with governor's, staff and parents
- Determine what the School curriculum will encompass. It will incorporate statutory requirements and also extend beyond these
- Organise the whole school curriculum delivery
- Construct a planned programme of work, appropriate for all pupils
- Use assessment opportunities to measure progress and plan the next steps in learning
- Decide the most appropriate deployment of staff to realise curriculum objectives
- Plan detailed learning experiences, resources and teaching styles matched to pupil's needs
- Create systems and processes for monitoring standards, planning and teaching.

School will monitor, evaluate and review the curriculum to:

- ensure that pupils receive their entitlement to curriculum coverage;
- ensure that the curriculum received by pupils is balanced and delivered at an appropriate pace;
- check that the individual needs of pupils are recognised and fully provided for;
- assess the impact of the curriculum upon targets set for individual pupils;
- ensure that previous learning is built upon, practised and generalised; that there is provision for continuity and progression;
- consider the relationships between curriculum policy and practice;
- Ensure that attention is given to the social, moral, cultural and spiritual needs of pupils.

The processes of monitoring and evaluation enables staff to identify clear priorities for curriculum development and modification and to gather information for review. Monitoring and evaluation is undertaken with a commitment to the implementation of changes at any stage of the process. Any pupils, who have been involved in the process of setting their own targets, will be encouraged to play an active role in the monitoring and evaluation of the curriculum as well as their own progress.

There is a need to ensure that the planning and teaching approaches deployed, the resources used, and the pace of lessons all have an impact upon pupil progress and achievement. As staff are likely to devise their own questions in order to analyse the effectiveness of the teaching process for pupils, these will include:

- Did you build on the achievements of individual pupils at the beginning of teaching?
- What range of teaching approaches did you use? How were these varied for individual pupils?
- What were the purposes and the intended learning outcomes of the programmes provided? Were they met? How were responses and outcomes measured? Were there any unintended learning outcomes?
- Did the learning opportunities provided lead to progress?
- What were the pupil perceptions?
- Did the deployment of staff aid particular pupils and encourage independent learning?
- Did pupil groupings encourage peer interactions?
- Were resources appropriate and helpful?

- Was the physical environment enabling?

(See Appendix A. “Mandeville School Lesson Observation Guidelines” for more details)

STAFF ROLES AND RESPONSIBILITIES

Staff responsibilities with regard to the planning, monitoring and evaluation of the curriculum will be in line with those outlined in their job descriptions.