



WESTFIELD HOUSE SCHOOL

Curriculum Policy

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Reviewed: Annually

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Person(s) responsible for Review:

Headteacher & Senior leadership team.

Westfield House School (DfE 926/6002) is a specialist school that aims to provide an exceptional standard education for children and young people with Social, Emotional and Mental Health (SEMH). Many have previously presented with social and emotional vulnerabilities. This means we expect all staff to remain vigilant to maintaining the pupils' safety and welfare, as well as committed to providing an outstanding quality of targeted teaching and learning.

The school promotes full access to the National Curriculum, but this is suitably adapted to the learning needs' (cognitive ability, previous levels of achievement and progress), presentation, skills and experiences of individual pupils. We are committed to making sure that all pupils are engaged in a meaningful and worthwhile education, which provides them with the means to enjoy and achieve.

School Context

All our pupils attend as 'day pupils' and all will have some form of designated Special Educational Need and/or disability (SEND). Some are Children Looked After (CLA; also known as Looked After Children, LAC) and living within a local cluster of residential children's homes, whilst others live with their natural parents' and reside within reasonable distance of the school.

Westfield House School provides education for female and male pupils between the ages of 10 and 18 (chronological) years. The school specialises in Secondary Phase education, for pupils in Key Stage Two, Three and Key Stage Four.

Upon admission, many of our pupils' will have experienced significant and prolonged gaps in their previous education; some will initially present as profoundly disaffected and/or disengaged. Our purpose is to nurture and maintain a culture where education is seen as both meaningful and worthwhile. This is achieved by high standards of staff diligence and rigorously maintained lines of communication, which are effectively administered.

Our aims are simply that every pupil will be given the opportunity to develop, thrive, achieve and attain within a safe and nurturing environment.

This means that every pupil will be encouraged to:

- Become an effective learner who makes progress through reasonable challenge and targeted support;
- Develop a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are an important part. We support open and positive attitudes towards diversity and the development of skills, understanding and confidence to constructively challenge prejudice, discrimination and stereotyping;

- Develop the skills, knowledge, understanding and motivation they need to become active citizens who recognise and value their rights and responsibilities.

We will strive to:

Strive to ensure all pupils receive a broad and balanced curriculum that meets their individual needs and provides them with the opportunity to succeed in reaching their individual potential at the highest level possible in line with their cognitive ability.

We will do this by:

- Placing a firm emphasis upon keeping pupils' safe and meeting individual needs;
- Providing access to the National Curriculum that may be adjusted to meet individual needs;
- Providing appropriate access to formal ("academic") and vocational (mainly "skills based") education;

At Westfield we adhere to the SEND code of Practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This statutory code contains:

- details of legal requirements that you must follow without exception
- statutory guidance that you must follow by law unless there's a good reason not to

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

The code, which applies to England, is for:

- headteachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) coordinators
- early education providers
- local authorities
- health and social services staff

This document replaces the 'Special educational needs (SEN): code of practice' 2001. The 2001 code still applies for those who have a SEN statement under part 4 of the Education Act 1996, rather than an education, health and care (EHC) plan under the Children and Families Act 2014.

Curriculum

All pupils at Westfield House School will benefit from a curriculum that is rooted in a well-balanced and needs driven education.

All staff aim to consistently nurture and develop the life skills of individual pupils, through positive and creative interaction. The curriculum at Westfield House School underpins an emphasis upon the development and realisation of true adult independence. We ensure that every pupil is provided with adequate foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive and active place in an ever changing, multi-cultural society. Westfield House School offers a distinct emphasis upon developing and maintaining key social skills, such as working together in a supportive and productive, as well as safe learning environment.

Our curriculum is designed and implemented to encourage and promote an enthusiasm for learning and the acquisition of knowledge. Our teachers' work with support staff and key agencies to tailor a holistic response to the individual needs of all our pupils and challenge their strengths in a positive and creative way while demonstrating clear and achievable boundaries. Every effort is made to ensure that this is delivered in all ways practicable, plausible and realistic. We offer bespoke learning packages that are consistent with Personal Education Plans (PEPs) and Individual Learning Plans (ILPs).

National Curriculum

Westfield House School offers access to the National Curriculum, which may be appropriately adjusted in keeping with the educational and holistic needs of our pupils. We pride ourselves on our attention to detail and we work closely with placing authorities to ensure that the best and most appropriately tailored education is provided for each one of our pupils. We will make every effort to ensure that all areas of the National Curriculum are covered in keeping with the needs of our learners, which may well mean that the full extent of the National Curriculum is adjusted accordingly. However, we will aim to actively source appropriate professionals on a sessional basis, as required, to ensure appropriate subject knowledge and expertise. The Headteacher works closely with the Governors and senior leadership team to ensure that the highest possible standards are consistently developed and maintained.

Cross curricular planning

Where practicable and to best support the delivery of effective teaching and learning, cross-curricular planning is delivered and maintained within a thematic approach. The essence of a thematic curriculum is simply that our pupils learn the "core essentials" (English, Mathematics and Science, as well as ICT/Computing) without overtly realising that they are consistently developing their knowledge and skills in those areas.

Other important curricular areas can be implemented into this approach, such as Spiritual, Moral, Social and Cultural (SMSC) development, alongside further areas of the curriculum.

This is maintained with a consistently clear emphasis upon the needs of our learners, both as a group and importantly, as individuals. Expectations of age-appropriate teaching and learning are suitably differentiated to meet the needs, ability and recorded attainment of all our pupils, but there is an intrinsic emphasis upon suitable challenge.

In addition, our curriculum is consistent with the overall expectations of the Spiritual, Moral, Social and Cultural (SMSC) regulations set out in the Education (Independent School Standards) (England) Regulations 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf

Accessed 29.05.19

The following is not designed to be exhaustive, but provides some examples of different actions that schools could take to support, Spiritual, moral, social and cultural development of pupils at the school such as:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by pupils
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view
- enabling pupils to encounter people of different faith backgrounds
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activity, including any organised directly by pupils, in promoting the fundamental British values

Access to curriculum

All pupils will have access to receive their appropriate entitlement in English, Mathematics and Science, as well as Computing (formerly designated as Information & Communication Technology (ICT)) in line with the statutory framework, their individual learning needs and their cognitive ability. Pupils will have opportunities to take part in courses and programmes that are specifically designed to meet their needs and enhance their ability to learn. This means that:

- Learning needs will be met in accordance with individual needs as presented, whether in terms of formative assessments or as identified by on-going assessment;
- All pupils will be treated as individuals with different learning styles, needs and aspirations;
- All pupils will receive appropriate guidance and support in preparation of further education and employment;
- All pupils will have consistent opportunities to develop skills, attitudes and values in a safe and secure environment which promotes enquiry;
- All pupils will have opportunities to acquire social and interpersonal skills to enable them to be cooperative and constructive in working and interacting with others;
- All pupils will be encouraged to respond to experiences with sensitivity, creativity and imagination;
- All pupils will be provided with opportunities to develop their thinking and problem-solving skills;
- All pupils will be reasonably challenged and supported to reach their potential and achieve the highest possible standards of attainment;
- All pupils will be provided with a flexible and creative curriculum, which will be developed and enhanced as appropriate to needs and available resources;
- All pupils will be supported to develop and maintain a purposeful, responsible attitude to their learning, giving self-fulfilment and satisfaction.

Our curriculum consistently aims to demonstrate:

Breadth

Meaning that all pupils will be introduced to the elements of learning, 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 as appropriate to their varying needs, cognitive abilities and attainment.

Balance

Allows each element and aspect to be an appropriate portion of a whole curriculum.

Coherence

Appropriate planning will aim to enable progression and the opportunity for each pupil to maximize their achievement and realise their potential.

Relevance

Our curriculum will be appropriate to each individual pupil, as well as the social and cultural context to which we are all inherently bound.

Access

All pupils will have access to the National Curriculum, which will be adjusted to take account of identified learning needs in a creative and engaging way. Subjects may be further differentiated to take account of needs, pace of working and style of learning. To ensure maximum flexibility and attention to individual needs, as well as academic and personal development the National Curriculum will be modified as appropriate in consultation with each pupil's social worker, parents and/or carer.

Professional Advice

Advice and guidance will be sought by the school from appropriate professionals as appropriate. There will be significant regard to meeting needs, as detailed in any Education Health and Care plans together with formative and on-going assessment information. The Personal Education Plan (PEP) will be used to inform progress and review targets as appropriate to the identified needs, interests and aspirations, in line with statutory expectation.

Outcomes

Westfield House School will aim to provide range of targeted courses that will result in formal qualifications and accreditation. These will be delivered in accordance with a solid understanding of the pupil's individual needs, whilst maintaining the importance of reasonable challenge. Qualifications and accreditation may include GCSE's, Functional Skills, NCFE Diplomas, AQA Units and ASDAN for example, as well as courses with a vocational element or foundation. When realistic and attainable, with careful consideration, pupils will be actively encouraged to take GCSEs.

Training & Development

The curriculum will be supported by appropriate In-Service-Training (INSET) for teachers and education staff. All education staff will be expected to fully engage with a detailed programme of Performance Development, which will allow for bespoke training packages to be implemented.

There will be regular opportunities for Support Meetings and there will be regular Lesson Observations. All staff work on continued professional development and this is overseen by the headteacher and senior leadership team.

All staff will have opportunities to develop their knowledge, skills and understanding regarding the needs of their pupils. It is essential that a culture and ethos that values education as inherently worthwhile is actively promoted and maintained.

This entitlement is for each pupil, regardless of age, gender, race, religion, ability or disability. Pupils with designated disabilities will be provided with suitable access arrangements and reasonable adjustments will be made to accommodate their needs. Pupils with English as an Additional Language (EAL) will be provided with strategies and interventions to ensure appropriate full access to our curriculum.

English Statement

English is addressed throughout the school, both in terms of reading and writing.

Reading is one of the principal tools of learning and therefore it is accredited high status throughout Westfield House School. Working in partnership with parents and carers, pupils will be encouraged to read out of school. Pupils will encounter texts in both paper and electronic forms, in a variety of subject areas. Emphasis is therefore placed on the development of reading skills through English and Special Educational Needs (SEN) provision for all pupils, whatever their ability. Literacy is seen as a constantly evolving process, reflected in such practices as the identifying of key words and phrase banks across schemes of work within all subject areas.

Writing is viewed as a skill to be crafted, rather than a mere mechanical process and therefore quality of writing is addressed across the whole curriculum. The expressive written skills of a pupil are supported in all subject areas and this includes technical precision, as well as the fundamental quality of content.

The intention is that all pupils become confident and articulate writers, capable of presenting knowledge, enquiry, viewpoints and feelings in a coherent and accurate manner. This will be in line with reasonable expectations considering individual pupil needs, styles of learning and cognitive ability.

Pupils at our school will be actively encouraged to 'find their voice' and to use that voice effectively, respectfully and considerately.

We will aim to ensure that all pupils receive their entitlement to English.

Numeracy

Numeracy is the ability to process, communicate and interpret numerical information.

In the context of the National Numeracy Strategy, numeracy is broadly defined as a proficiency in various skills, including an ability and inclination to solve numerical problems in a variety of contexts, including those involving money or measures. Numeracy also demands familiarity with the ways in which numerical information is gathered by counting and measuring and is presented in graphs, charts and tables.

Numeracy is a key life skill and unless our pupils learn basic numeracy skills they will be disadvantaged throughout their lives. Inadequate numeracy skills hold back pupil progress and can lower or threaten self-esteem. Our pupils will be encouraged to engage by promoting "real life" situations and the contextual value of numeracy, such as calculating shopping bills (addition/subtraction) and understanding taxation (percentages) for example.

The aim of Westfield House School is for all pupils to develop their numerical skills, so that they have the confidence to tackle problems independently by drawing on their repertoire of computational skills and understanding of the number system. This will be in line with reasonable expectations considering individual pupil needs, styles of learning and cognitive ability.

In order to develop transference of these key skills, numeracy is addressed across the curriculum. Teaching and learning in all subjects will exploit opportunities to develop numeracy skills, which in turn will raise achievement in all subject areas. This demands that all teachers consider positively the numeracy demands and contributions of their subject area. Teachers will be kept up to date with current practice and liaise closely with the Headteacher and the Senior Team with regard to the teaching of mathematical skills.

We will aim to ensure that all pupils receive their entitlement to Numeracy

Science

Westfield House School aims to make science accessible to all in our school community.

Science is integral to all aspects of life and we endeavour to ensure that our pupils develop a healthy and enthusiastic attitude towards the subject.

We aim to develop positive attitudes towards science. Pupils will be actively and consistently encouraged to overcome difficulties, ask searching questions and draw reasoned conclusions by developing strategies for solving scientific problems.

Staff at Westfield House School understand that science should stimulate a natural curiosity to ask questions, explore patterns and explain reasoning through appropriate discussion. Where possible and appropriate, real life scenarios will be embedded into teaching and learning to provide pupils with a practical and contextual basis for the benefits of engaging with science. Pupils will be encouraged to reflect upon outcomes and develop their thinking skills, which in turn will help to promote self-esteem and confidence.

Pupils at our school will be provided with targeted opportunities to experience all appropriate aspects of the Key Stage Two, Three and Four Science (as appropriate), subject to the implementation of specific needs' focused differentiation.

We will provide pupils with opportunities to:

- Develop their interest in, and enthusiasm for, science;

- Develop a critical approach to scientific evidence and methods;
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

We will aim to ensure that all pupils receive their entitlement to Science.

Information, Communication and Technology /Computing

Competence and confidence with Computing/ICT is a crucial factor in securing the ability to access all that the 'Information Age' has to offer, whether for learning, leisure and/or work.

Westfield House School will actively encourage pupils to gain autonomous understanding, competence and confidence to use ICT for all appropriate uses and applications in all subjects. Using established tracking and monitoring protocols, we will provide the means for pupils to gain relevant and meaningful computing qualifications. The school will provide the opportunities for a varied use of ICT across the curriculum, in order that skills are maintained, used in an appropriate context, as well as developed and enhanced. These skills necessitate the ability research, collate and refine information from a variety of sources.

Westfield House School will provide consistent and coherent advice regarding the dangers of using information sharing devices, whether computers, 'smart-phones,' tablet computers or iPods for example. Pupils will be given strategies to raise awareness of the challenges faced by, and support available to, victims of 'cyber-bullying,' as well as the inherent dangers of social networking sites, such as Facebook and BlackBerry Messenger. Pupils will also be provided with opportunities to explore how ICT changes the way we live our lives, as well as to gain knowledge and understanding of the significant social, ethical and cultural implications. Pupils will be encouraged not to take information on face value, but rather to analyse, evaluate and ascertain the purpose and potential agenda of the author.

Our pupils will be encouraged to explore the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created. Westfield House School will provide pupils with the direction and guidance in relation to using ICT to model different scenarios, allowing people to identify patterns and test hypotheses. Pupils will be given opportunities to manipulate information and process large quantities of data efficiently.

Staff at Westfield House School understand that 'there are a number of key concepts that underpin the study of computing [ICT]. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

We will support access to available web-based careers information to achieve up-to-date assistance with careers choices. The school will ensure that all staff, whether specialists or non-specialists, teachers or support staff, have enough training and access to ICT to enable them to carry out their roles as effectively as possible. Resource provision in ICT for the School will develop to keep up with modern trends and ICT resources will be evaluated in line with technological developments.

We will aim to ensure that all pupils receive their entitlement to ICT/Computing.

Humanities

All pupils at Westfield House School are entitled to receive a broad experience in Humanities.

Aims

- To fulfil the requirements of the National Curriculum in Geography and History.
- To develop an understanding and interpretation of the local, national and global history.
- To develop a sense of time and understanding of History in its chronological setting and to help
- pupils to develop geographical knowledge and understanding.
- To develop practical skills of first and second-hand investigations and research and introduce
- pupils to the process of geographical enquiry.
- To develop an interest and enthusiasm for the study of the past.
- To enable pupils to recognise that Geography is the study of people and places and the
- interaction between them and develop an awareness that the past has lessons for the present
- and future.
- To build and use a wide range of geographical vocabulary and relate this to English Language as
- a whole.
- To integrate fieldwork / trips as an important part of the enquiry process.
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable
- development.
- To use a variety of resources, including ICT to develop teaching and learning.

The requirements and content of the National Curriculum form the starting point for the teaching of Geography and History in the school.

LEARNING EXPERIENCES

Children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development.

These will include:

- sequencing events and developing a sense of chronology.
- knowledge of causes and effects of events.

- knowledge and understanding of events, people and changes in the past
- identification of differences and similarities between periods.
- the understanding that historical events can have different interpretations.
- the examination of primary and secondary sources.
- communicating knowledge and understanding they have acquired.
- visits to the locality, museums etc.

First-hand experiences should be at the heart of work in Humanities. These experiences will be varied and might include working outside the classroom, visits to sites of geographical and historical interest and using and handling objects, photographs and other sources of evidence and information.

Geography and History are planned into our topics for Key Stage 2, with Geography and History being taught as separate subjects from KS3 onwards.

A balance between the History and Geography components of the Humanities Curriculum will be achieved through careful key stage planning. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning.

As good practitioners we are continually assessing our pupils. Our assessments will be in part diagnostic, allowing us to match the correct level of work to the needs of the pupil, thus benefitting the pupil and ensuring progress. At the end of each topic teachers will complete an end of unit assessment to check progress and attainment.

Feedback

All pupils at Westfield House School will have opportunities to offer constructive feedback with regard to the provision offered. Their views will be considered and acted upon appropriately, when reasonable and importantly in their best interests. We believe that pupil voice allows our pupils to have an active role in the development of the school and their own learning. It gives pupils a sense of ownership and helps to embed cohesion and engagement in the school community.

Pupil voice is the consultative wing of pupil participation. Consultation is about talking with pupils about things that matter in school. It may involve conversations about teaching and learning; seeking advice from pupils about new initiatives; inviting comment on ways of solving problems that are affecting the teacher's right to teach and the pupil's right to learn; inviting evaluative comment on recent developments in school or classroom policy and practice. Pupils are encouraged to take part in the school council meetings.