

# Curriculum Policy

For Acorn Education & Options Autism schools

**Park School**





## **Contents**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <b>1. Introduction</b>                                | <b>3</b>  |
| <b>2. Curriculum Intent</b>                           | <b>4</b>  |
| 2.1 Overarching Aims                                  | 4         |
| 2.2 Key Objectives                                    | 4         |
| 2.3 Commitment to National Curriculum                 | 5         |
| 2.4 Pupil Entitlement                                 | 5         |
| 2.5 Supporting Special Educational Needs              | 5         |
| 2.6 KS4 and Post 16 Learners                          | 5         |
| <b>3. Curriculum Implementation</b>                   | <b>6</b>  |
| 3.1 Curriculum Design                                 | 6         |
| 3.2 Curriculum Offer                                  | 7         |
| 3.3 Social, Moral, Spiritual and Cultural Education   | 8         |
| 3.4 Fundamental British Values                        | 9         |
| 3.5 Access                                            | 9         |
| 3.6 Breadth                                           | 9         |
| 3.7 Relevance                                         | 9         |
| 3.8 Continuity, Pace and Progression                  | 10        |
| 3.9 Adaptive Teaching                                 | 10        |
| 3.10 Specialist Staff                                 | 10        |
| 3.11 Learning Environment                             | 10        |
| 3.12 Sensory Integration                              | 11        |
| 3.13 Intervention and Catch Up                        | 12        |
| 3.14 Therapeutic Support and Intervention             | 13        |
| 3.15 Work Experience, Vocational and Careers Guidance | 13        |
| 3.16 Protected Characteristics in the Curriculum      | 14        |
| <b>4. Curriculum Impact</b>                           | <b>15</b> |



## 1. Introduction

Park School is a day school for boys and girls aged 7 to 18 with a range of complex needs, including communication difficulties, social, emotional and mental health needs, and autism or autism-related behaviours. Pupils come from a variety of local authorities, and all have an Education, Health and Care Plan (EHCP). Many have previously struggled to access education effectively due to behavioural, emotional, or learning challenges.

Our school provides a supportive learning environment at the heart of its community. We set high expectations for care, behaviour, and achievement, preparing pupils for adult and working life. The curriculum is broad, balanced, and delivered in a therapeutic setting, offering personalised and engaging learning experiences both inside and outside the classroom.

The curriculum encompasses formal lessons and enrichment activities designed to promote intellectual, social, physical, emotional, creative, and cultural development. Pupils gain experiences across linguistic, mathematical, scientific, technological, human and social, aesthetic and creative learning, as well as spiritual, moral, social and cultural development (SMSC) and cultural capital.

Many pupils join Park School having experienced disrupted learning, inconsistent attendance, or emotional barriers. Teaching is ambitious and aspirational, ensuring all pupils have access to core subjects, a skills-based curriculum, and accredited outcomes. There is a strong focus on emotional literacy, engagement, and personalised learning, delivered by experienced, empathetic staff in a safe and nurturing environment.

The curriculum aims to develop successful learners, confident individuals, and responsible citizens, offering choice, challenge, and opportunities for growth in all areas of school life.

The Curriculum will:

Annually, build upon pupils' prior knowledge and help them to store knowledge in their long-term memory so they make progress by knowing more and remembering more;

Ensure that the right components are embedded in long-term memory to ensure pupils are able to perform more complex tasks;

Provide pupils with opportunities to 'overlearn' key concepts through repeated recall to secure learning;

Contribute to achievement of overall subject goals;

Ensure that all pupils are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

## 2. Curriculum Intent

### 2.1 Overarching Aims

Our ambitious and purposeful curriculum has three aims, designed to deliver a quality education for all and to help our pupils:

**Become successful learners** so they are able to achieve the best possible outcomes, equipping them for their individual future. We know that this is different for every child that attends our school. It is our ambition to ensure all learners develop detailed knowledge and skills across the curriculum offer to achieve the very best outcomes. Robust baseline and ongoing assessments of each individual allow us to create differentiated provision with high expectations for every pupil. The staff team are unwavering in supporting pupils to secure their very best. The staff team promote the ideal of always doing your best.

**Develop confidence** to tackle and understand the key life skills for success. This will include developing social communication and skills, emotional resilience and an understanding of themselves and others. It is our ambition to support and educate our pupils, so they can regulate their emotions and behave in a way that allows them to be successful in the future. We aim to help build self-esteem, leading to a more positive outlook on life and helping to ensure the best future outcomes.

**Become increasingly responsible** with tolerance and respect for others and our communities. It is key for our pupils to learn how to develop and maintain positive and healthy relationships so they can socialise with others and experience lifelong friendships. Additionally, we raise our pupils understanding of the world around them whilst promoting core British Values, including democracy, the rule of law and individual liberty.

### 2.2 Key Objectives

There are key values that have guided our curriculum that include the school context and the clear intent to deliver a quality education for all. There is a whole school approach to our curriculum offer that, in essence, should be holistic and individualised for pupils' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive, individual outcomes. We ensure that each individual is able to pursue subjects they wish to study and there is a focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our offer is underpinned by the following key objectives:

- **Broad & Balanced:** academic, creative, therapeutic, life skills and vocational opportunities. As many opportunities/experiences as possible to offer a motivating education that can develop talents in addition to having the opportunity to explore.
- **Curriculum Pathways:** Equipping individuals for their future, securing outcomes and qualifications to enable future success and achievement.
- **High Expectations:** Support individuals in developing self-belief, self-discovery and self-confidence to enable them to develop high expectations of themselves.
- **Impact:** In everything we offer, we will be purposeful and have impact. We recognise that our education must motivate our young people and raise their confidence and self-esteem.
- **Challenge:** To support the needs of individuals with accepting and responding to challenge, making mistakes, learning from mistakes and supporting others with their challenge.
- **Responsibility:** Every individual to take responsibility, accept support, support others, contributing to being a successful member of the community.

### 2.3 Commitment to National Curriculum

Park School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must; however, be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

### 2.4 Pupil Entitlement

As a Special Educational Needs School providing for boys and girls with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge, relevance, continuity and progression in learning.

### 2.5 Supporting Special Educational Needs

As part of the admissions process, and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to provision and current attainment as a minimum in core subjects.

On admission to the school, each young person will complete a full baseline assessment, this may include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, support plans and individual risk assessments.

### 2.6 KS4 and Post 16 Learners

External Accreditation is personalised to the interests, needs and aptitudes of each individual pupil. Pupils at Key Stage 4 have access to a range of ASDAN, Functional Skills, Entry Level and GCSE pathways across the core, foundation and vocational subject areas.

Pupils joining us in post 16 have the individualised opportunity to revisit qualifications and enhance their outcomes from Key Stage 4 study. They have access to work related learning opportunities and a range of ASDAN, Functional Skills, GCSE pathways across the core, foundation and vocational subject areas. Pupils also have the opportunity to engage in courses at local colleges with staff support from school where appropriate.

Volunteering and work experience is a key aspect to our Post-16 Curriculum and strong links are being formed with our local community in order to ensure the pupils are given the experiences they need to progress in their chosen career.

### 3. Curriculum Implementation

At Park School we are committed to ensuring that every pupil has equal opportunities to access their education and reach their full potential, whilst having their specific needs met. The curriculum will immerse pupils into a purposeful education that fosters their independence and well-being whilst supporting pupils to explore their interests and find their own individual pathway. The planned, key sequential steps of knowledge, skills and learning in each subject will build cumulatively to enable curriculum access and success in each Key Stage. We consider all the strategies below across the whole Curriculum and teaching methodology for the needs of our pupils.

The delivery of the curriculum is personalised, considering previous gaps in learning and recognising the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum.
- Mathematical: Numeracy, with an emphasis on functional and experiential learning;
- Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;
- Technological: Digital Competence; Design Technology, Food Technology
- Human and Social: PSHE/Citizenship, Geography, History and RE; Money Management
- Physical: P.E and Forest School (PDP);
- Creative: Art, Music (PDP); Drama; Creative Craft
- Therapeutic: Lego Therapy, Interoception Groups

Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

#### 3.1 Curriculum Design

##### *Academic Timetable*

A structured and systematic approach with clearly defined lessons and routines that provide consistency, predictability and a clear focus on learning. Delivery can follow either a primary or secondary model, depending on the needs, age and stage of individual students. Students have access to specialist teaching staff, subject-specific expertise and appropriate learning environments, ensuring that the curriculum is delivered in a way that supports both academic progress and individual needs.

##### *Teaching informed by Trauma-Informed Practice*

Teaching is underpinned by a trauma-informed approach which recognises that students' emotional regulation, sense of safety and readiness to learn can significantly affect their engagement with education. Learning is therefore delivered through structured, predictable and flexible approaches that respond to individual needs, with appropriate opportunities for regulation, movement, reflection and re-engagement. Staff build positive relationships and provide consistent routines, clear expectations and considered adaptations to enable students to access learning successfully and develop increasing confidence, independence and resilience.

##### *Thematic / Topic Learning*



An integrated and engaging approach that creates meaningful connections across different curriculum areas through a shared theme, topic or overarching question. Learning is planned to develop knowledge and skills within individual subjects while providing opportunities for students to make connections, apply their learning in different contexts and develop a deeper understanding of the world around them. This approach can also provide a flexible framework for responding to students' interests, needs and starting points.

### *Key Skills*

As students move through the school, dedicated time is built into both the daily timetable in lower school and weekly timetable in upper school to address identified gaps in learning, revisit key knowledge and provide targeted intervention. This ensures that students have regular opportunities to consolidate learning, address misconceptions and catch up where needed, while maintaining access to a broad and balanced curriculum.

### 3.2 Curriculum Offer

| Key Stage   | Curriculum Offer                                                                                                                                                                                                                                                                                                                                                          |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 2 | <b>National Curriculum</b><br><b>Core</b><br>English, Maths, Science, Computing, PSHE/RSE, Careers<br><b>Foundation</b><br>Humanities, Music & Drama, MFL, Art, D&T, PE, Food Tech, Design Tech<br><b>Wider Curriculum</b><br>Enrichment clubs, Personal Development Programme                                                                                            |
| Key Stage 3 | <b>National Curriculum</b><br>English, Maths, Science, PSHE/RSE, Careers, Humanities, MFL, Art, RE, PE, Computing, Careers, Food Tech, Design Tech<br><b>Functional Skills</b><br>English, Maths<br><b>ASDAN</b><br>Personal & Social Development, Short Courses<br><b>Wider Curriculum</b><br>D&T, Art & Design, Music, Horticulture, Health & Fitness, Enrichment clubs |
| Key Stage 4 | <b>GCSE</b><br>English Language, Maths, Art, Science, PE, Geography<br><b>Functional Skills</b><br>English, Maths, Digital<br><b>ASDAN</b><br>Short Courses, Personal & Social Development<br><b>Wider Curriculum</b><br>PSHE/Citizenship, PE & Fitness, History, Geography, Careers, D&T, Computer Science, Food Studies, Creative Craft, Mechanics, Money Management    |

### 3.3 Social, Moral, Spiritual and Cultural Education

At Park School, we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum.

All curriculum areas contribute to the pupil's spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School code of conduct, Park Values and classroom expectations should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil's achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

### 3.4 Fundamental British Values

Park School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Park School; however, are also explicitly taught through assemblies and PSHE lessons and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens;
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;
- An understanding of the problems of identifying and combating discrimination.

### 3.5 Access

It is the School's responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Many pupils arrive at the school with negative perceptions of the mainstream curriculum. Our school attempts to overcome those negative perceptions through flexible and innovative approaches. We attempt across the curriculum to recognise the strengths and interests of each pupil based on a variety of baseline assessments and including dialogue with the pupil. All pupils are given an equal opportunity to participate. The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The school has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.

### 3.6 Breadth

All pupils are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success. These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines as long as these are consistent with the individuals' particular learning needs.

### 3.7 Relevance

Our definition of relevance is based on our key aim of preparing our pupils to become successful learners, confident individuals and responsible citizens. Our curriculum seeks to take account of the need to support transition into adult life. Planning considers the need for differentiation and pupils' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area, particularly the rural environment. An awareness of its



aesthetic qualities and the importance of preserving and caring for it are central values that we aim to promote. Its richness and variety are resources for the curriculum of which we make full use. We look to offer a range of wider community opportunities including working partnership with local schools and other appropriate resources.

### 3.8 Continuity, Pace and Progression

Close attention is given to ensuring that a pupil's education builds on previous learning. The greatest steps in learning take place when pupils are able to recognise the connections between one area of knowledge and another, so we actively look for opportunities for cross-curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore the teacher's responsibility to ensure that all work is appropriately adapted and that all allow appropriate time for consolidation of new skills learned.

### 3.9 Adaptive Teaching

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at Park School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's EHCP needs, current curriculum step of progress, preferred learning styles and IEP targets is also crucial.

### 3.10 Specialist Staff

The staff team at Park School are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational therapists, psychotherapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils, both educationally and therapeutically. Park School has high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

### 3.11 Learning Environment

The school is aware that a calm, purposeful and structured learning environment is essential in promoting high standards and good working practices. We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that pupils feel

comfortable and safe to learn at their best. Creative and rich learning environments enhance our Curriculum for each key stage and subject with a full suite of specialist areas. Pastoral areas, a sensory room and outdoor spaces offer pupils the essential space needed at any given time to support regulation and prevent sensory overloads. We also recognise that although the emphasis is on educational attainment this is not at the expense of the attention to social skills development, including enhanced opportunities for meaningful peer interaction and independence skills as a preparation for adult life.

### 3.12 Sensory Integration

At Park School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding how this can affect learning and behaviour, and a focus of the curriculum is to reasonably adjust all aspect of school life in order to meet the pupil's sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The curriculum at Park School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

#### Visual / Auditory / Proprioceptive/Vestibular Stimulation

- Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis;
- Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives;
- A range of resources are available to access and record across the curriculum;
- Discreet displays are used in classroom environments to avoid visual over stimulation;
- Emphasis is placed on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation;
- Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day;
- Break directions down into small steps and allow extra time for pupils to process them if needed;
- Regular verbal prompts are to increase alertness and return the pupil attention to task in hand;
- Monitor and limit the time that focused auditory attention is required;
- Consider classroom noise level and use stimulation through music or a visual/auditory clip;
- Use of levelled questioning and instructions to support pupil's ability to access and respond.

At Park School, each lesson is reasonably adjusted to support pupils' needs, with lessons that involve extended sitting split to allow time for refocusing and calming. Consideration is given to the importance of movement as a stimulus to aid concentration and focus, sometimes allowing pupils to stand or walk during learning periods. Whenever possible, lessons are structured to stimulate proprioceptive and vestibular responses.

### 3.13 Intervention and Catch Up (Key Skills)

A priority at Key Stage 2 and 3 will be to address and support misconceptions and gaps in learning to effectively meet the key additional needs of all pupils. Further priority will be placed on developing numeracy and literacy skills through our timetabled Key Skills programme, delivered regularly by teachers.

#### Maths Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews and STAR Assessments. Personalised targets will be focused on pupil's next steps, and they will follow a tailored intervention programme. Our intervention programme is designed to target the fundamentals required to access the curriculum and it is facilitated by the class teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills and reasoning. Interventions are identified, documented and tracked on the departmental tracker.

Assessment is used to inform planning, adaptation and personalised intervention with a focus on pupil progress. Half termly assessments will be completed by all pupils through the online platform, Star Maths. Formative assessment will be used regularly in the classroom and will include observations, questioning, reviews and responsive feedback.

#### Literacy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews. This includes teacher assessment and the results from Star Reader. Personalised targets will be focused on pupil's next steps, and they will follow a tailored literacy intervention programme that may consist of the following elements:

##### 1. Effective and well-adapted classroom teaching for all pupils

- Twinkl is used as the school's systematic synthetic phonics programme (SSP) and will link with our comprehensive reading scheme to be taught where appropriate and necessary
- Daily 1-1 reading (in conjunction with Accelerated Reader)
- List of pupils who require reading support communicated to all subject teachers
- Adapted weekly spelling scheme, where necessary
- Resources for struggling readers available in all classrooms (e.g. colour overlays, transparent rulers)
- Library with appropriate range of age-appropriate reading books and an accessible reading scheme

for all

##### 2. For pupils who are still experiencing literacy difficulties, despite effective, adapted teaching. These pupils should have the potential to 'catch-up' with their peers.

- Targeted teaching of reading skills (supported by reading scheme and Accelerated Reader)
- Developing pupils reading skills through planned, 1:1 reading support sessions
- Personalised Writing support Key Skills sessions

##### 3. For pupils who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.

- 1:1 personalised literacy programme delivered by a Literacy specialist



## Phonics

Twinkl Phonics is taught for all pupils at KS2 and KS3 where necessary. Assessment of phonics progress through this scheme is undertaken termly. If pupils are recognised through this assessment as significantly under achieving and not progressing through each stage, they will be identified for intervention.

## Reading

Reading is assessed using the Accelerated Reader STAR Reading Assessment, termly for all pupils. Pupils will achieve a reading age, if pupils are significantly under-achieving in their reading assessment against chronological age, we are able to identify them for interventions as appropriate.

## Writing

At KS2 and KS3 writing is formally assessed termly: a body of evidence is collected, and teachers use PAGS to record progress. Next steps and targets are identified, and personal targets are then set in response to these. Pupils who are significantly under-achieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

### 3.14 Therapeutic Support and Intervention

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Play Therapy and Art Psychotherapy. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at Park School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and EHCP targets are also crucial. At Park School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

### 3.15 Work Experience, Vocational and Careers Guidance

Park School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons and PSHE/Citizenship sessions. All pupils have access to tailored and external guidance.

In Key Stages 3/4/5 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11+ pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year. For some pupils; however, it may be agreed for particular reasons that they remain at Park School to complete Key Stage 5 with us.



### 3.16 Protected Characteristics in the Curriculum

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Park School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for a diverse range of people.

At Park School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum. Pupils are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all pupils to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Park School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This could include celebrating athletes who have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

At Park School we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share learning experiences and celebrate achievements.

At Park School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

#### **4. Curriculum Impact**

Our School's Curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices at points of transition
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- meet the social, emotional and behavioural needs of our pupils
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone  
but incorporates other schools/colleges which maybe in partnership with the school

At Park School, staff use PAGS as the school's assessment and progress-tracking system to record students' attainment and progress across the curriculum. Assessment is closely linked to the knowledge and skills identified within each subject's curriculum and is used to identify students' starting points, track progress over time and inform future teaching and intervention.

Teachers use a range of evidence, including students' classwork, assessments, observations and responses to learning, alongside their professional judgement, to make assessment judgements. Within the school's assessment framework, students' attainment can be considered as Emerging, Developing or Secure, providing a consistent approach to identifying what students know and can do and where further teaching or consolidation is required.



Assessment information is used alongside curriculum planning to ensure that learning builds on prior knowledge, addresses gaps and supports appropriate progression. Regular assessment also enables staff to identify students who require additional intervention or opportunities to revisit and consolidate learning. Assessment judgements are subject to appropriate internal moderation to promote consistency and reliability across the school.

Alongside internal assessment, students are supported to gain external accreditation from the earliest appropriate opportunity through a range of awarding bodies, including ASDAN, Functional Skills and Entry Level qualifications. The aspirational aim is for all students to leave with GCSEs, or the highest level of appropriate qualifications they can access, reflecting their individual interests, abilities and future pathways.



To be read in conjunction with:

- Assessment Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Online Safety Policy
- Careers Education and Guidance Policy
- Marking and Feedback Policy
- SMSC Policy

Next Policy Review Date: September 2027

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|---------|----------------|-----------------|
| 1.0     | September 2023 | Hannah Fletcher |
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