



Local Procedure Title	Curriculum
Service	Aspris Telford School
ACS Policy number and title	ACS 31 Curriculum
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Local Procedure Author(s)	Clare Davis - Headteacher
Local Procedure Ratification	Claire Imber, OD Tony Armstrong QIL

1. School context and rationale underpinning the curriculum

It is important to recognise that our students have experienced a variety of challenges in accessing education before admission to our school. Examples of these challenges include:

- Sensory intolerance (ASD) to noise, crowded spaces and school uniform leading to extreme anxiety around school attendance.
- Inability to comply with adult instructions (PDA & ODD) leading to frequent conflict and high-level consequences including exclusions.
- Adverse childhood experiences resulting in trauma responses e.g. hypervigilance and fight or flight responses.
- Difficulty empathising with others (Attachment Disorder, ASD) leading to isolation, conflict with peers and/or bullying.
- Poor mental health related to SEN and/or lived experience leading to self-harming and suicidal ideation.
- Extended periods of non-attendance, significant gaps in learning and low self-esteem around their ability to learn and take their place in society.

Attachment, Resilience, Confidence

Woven through our curriculum at Telford is a focus on enabling attachment, growing resilience and building students' confidence in their ability to succeed in education. Key to motivating our students is a commitment to offering a personalised curriculum which takes note of individual needs, interests and aspirations.

At Telford, we strive to provide a broad, balanced, and relevant curriculum for all our students, with reference to the Independent School Standards, Ofsted (Appendix 1) and National Curriculum Programmes of Study where appropriate. We have high expectations of our learners; encourage

their aspirations for the future and build pathways, valuing vocational routes as highly as academic.

Our team of qualified teachers offers a range of specialisms and is encouraged to undertake regular training to maintain up to date knowledge of subject content and of teaching methodology. Plans and resources are regularly adapted to support and to challenge (without risk). Students are empowered because they have a voice and a choice in every aspect of their learning journey. Where an EHC Plan is in place, this forms the starting point for individual curriculum planning and for setting holistic targets which are agreed with other professionals, parents/carers and the student.

Our Deputy Headteacher leads on curriculum and is an English specialist with experience of teaching reading and phonics. We recognise that being able to read with confidence opens doors for our students and will therefore maintain a sharp focus on literacy in developing our curriculum.

2. Delivery of the curriculum

The School Day

The school day starts at 08:50am, finishes at 14:55pm (12.30pm on Fridays) and includes a morning and a lunchtime break. Wherever possible each student accesses 25 hours of structured contact in school. During periods of induction or during mental health or other setbacks, timetables may be temporarily reduced in consultation with parents/carers and other professionals to support the student's wellbeing and to avoid further disengagement from education.

The school is aware of the requirement (see link below) for all state-funded, mainstream schools to provide a compulsory school week of at least 32.5 hours (including break and lunchtime) by September 2023 at the latest and is considering how this will be applied in our setting to ensure the best outcomes for our students.

[Minimum expectation for length of school week - information note.pdf \(publishing.service.gov.uk\)](#)

Aspris Telford School operates a continuous learning environment recognising the importance of social and situational learning. From the morning greeting, breakfast and tutor session, through timetabled lessons, during corridor catch-ups, and lunchtime games to leave-taking at the end of the day, our young people are supported to develop their ability to self-regulate and to engage successfully in social situations. The school has referred to advice from the Autism society in order to plan for regulated and supported break and lunchtimes.

**Refer to separate guidance on breaks and lunchtimes.*

Attendance

Attendance is monitored and followed up daily to maximise access to learning. Many students come to the school following a period of non-attendance and our approach keeps in mind the need to build resilience at a pace appropriate to each student, celebrating improvement in attendance and engagement.

**Refer to separate Local Procedure for Attendance.*

Organisation of teaching groups

Students are taught individually and/or in groups, depending on individual circumstances, specifically SEMH needs, ability and agreed targets. Our daily plans are flexible with staff giving regular feedback on successful and less successful groupings for activities or lessons. We are responsive to changes in group dynamics, understanding that some of our students have difficulties working alongside others. Whatever their agreed learning and support package with us, all students can access one-to-one support from identified key adults when required.

A two-phase curriculum

When a student joins the school, we consider all prior attainment data and specialist assessments available as well as conducting baseline assessments using GL assessment tools. This

entry/baseline information, as well as specific targets from the EHCP where this is in place, determines the appropriate curriculum phase.

The **Bridge curriculum** is skills oriented, aiming to address gaps and provide a solid foundation in functional numeracy and literacy, enabling access to a broad curriculum. Whilst age associated classifications are not useful for the majority of our students, for benchmarking purposes, this phase refers to National Curriculum descriptors for Key Stage 3 and sometimes Key Stage 2 where a significant delay in learning has occurred. Attachment, resilience and confidence cycles are being developed across the Bridge and Forge curriculum phases. These cycles are necessary to cater for the 'spiky' pattern of progress for our students where SEMH impacts academic progress at different times. In some cases, a student who has progressed to the Forge phase may experience a setback in their learning and need to revisit elements of the Bridge curriculum for a period of time. The **Forge curriculum** is for those students who have developed the resilience and confidence to work towards accredited qualifications, including Pearson Edexcel Functional Skills – Entry Levels 1,2 & 3 and Levels 1 & 2. NB: Level 2 equates to GCSE Grade 4 and as such enables access to many post 16 courses.

We do not wish to cap any student's aspirations and are committed to offering additional qualifications which support each individual's chosen pathway. With current staffing these are likely to include NOCN Employability, BTEC Level 1 & 2 Art and PE, Entry Level in Science, GCSE History and English.

3. A broad and balanced curriculum

Our school curriculum provides age and stage appropriate experience in: English, Mathematics, Science, PSHE, Citizenship and RSE, Spiritual, Moral, Social, Cultural Learning including understanding fundamental British Values, Physical Education, Food Technology, Art & Craft, Design Technology, Humanities (thematic), Life Skills with related educational visits, Employability, further vocational studies Post 16.

4. Post 16 curriculum

At post-16 our focus is on preparation for adult life with an emphasis on accessing further education, training, or employment and being able to live independently. Post 16 students may access the Bridge or Forge curriculum depending on their prior experience of education and ability. Individualised programmes enable our Post 16 students to continue a course of academic or vocational education.

The school is exploring links with local colleges and Post 16 providers whose specialist offers could further enhance our curriculum offer and allow students' individual talents to flourish.

5. Outcomes and Qualifications supported by the curriculum

Both the Bridge and Forge phases will focus on supporting all students to make progress towards holistic targets set in PEPs and EHC plans where these are in place. These may be related to developing 'soft skills' and strategies for managing behavioural or social difficulties related to SEN. Progress in SEMH is measured periodically using Nurture UK's Boxall profile and/or SDQ (Strengths and Difficulties Questionnaire).

The Forge curriculum currently leads to Pearson Edexcel Functional Skills Entry Level 1-3 and Levels 1 & 2 in English and Maths. Where a student's academic ability suggests that they can access GCSE or BTEC courses, teaching of these courses will be arranged by the school.

Progress towards outcomes is reviewed by teachers and leaders at staff meetings, by governance colleagues at termly review meetings, by external professionals at PEP, Annual Review, CLA review and IEP reviews. This is a continuous reflective process ensuring that content and delivery specifically targets areas where improvement is needed.

6. Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark*

The school has a dedicated member of staff for CIAG. All students benefit from timetabled careers sessions and have access to planned careers activities throughout the year, including sessions of independent pathway and careers advice.

[Careers guidance and access for education and training providers .pdf \(publishing.service.gov.uk\)](#)

**Refer to separate CIAG strategy and planning documents and to Gatsby Benchmark audit and records of progress.*

7. SMSC, FBV, PSHE, Citizenship and Relationships and Sex Education

The PSHE and Citizenship curriculum is being developed by an experienced teacher with the support of the Headteacher with the aim of maximising opportunities for development of personal, social emotional, communication and life skills. In addition to discrete PSHE lessons, personal development through attachment and resilience to confidence is a thread running through school life.

Relationships and Sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet students' needs and ages. Parents/carers and students are consulted before an annual module of R&S Education is delivered.

Personal Development needs are monitored closely and supported by appropriate therapeutic input.

**Refer to separate PSHE, RSE and Therapy Procedures.*

8. The role of the Curriculum Lead

The Curriculum Lead is the Deputy Headteacher with oversight of Curriculum development. For all subjects the school has documentation and schemes of work which evidence intent and implementation, short, medium, and long-term planning, teaching strategies and resources, assessment arrangements, and safety considerations (for example for practical subjects where risk assessments are required).

9. The role of Subject Leads

Subject Leads are responsible for monitoring and evaluating planning, teaching and student outcomes for their subjects. At curriculum meetings Subject Leads work collaboratively to consider the contribution each subject makes to the whole school curriculum. By setting priorities for improvement and following up on these, Subject Leads contribute to whole school improvement.

10. Quality Assurance of the Curriculum

In the current dynamic phase of Curriculum development, the Headteacher and Deputy Headteacher review progress regularly to ensure that provision is up to date, in line with national requirements (see Appendix 1) and continues to meet our students' needs. Meetings with Subject Leads take place at least fortnightly. Review and quality assurance happen through scheduled learning walks, observations and book looks. [Telford QA schedule.docx](#)

All members of staff are encouraged to research resources and to make suggestions for curriculum budget spend based on professional review and evidence of effectiveness. All members of staff are encouraged to observe teaching in different settings, including but not exclusively in other Aspris schools.

Senior governance colleagues (Operational Director and Quality Improvement Lead) review policy and procedure related to curriculum and are invited to observe teaching and learning during visits to site. Reports regarding development of and the impact of the curriculum will be provided to governors at termly governance meetings.

11. Training related to the Curriculum

Through the PDR process, the Headteacher identifies areas for development and ensures that teachers and teaching assistants have access to training which enhances the quality of the school's curriculum offer. [PDR Education 2023 \(1\).docx](#)

By December 2023, all teachers and teaching assistants will have undertaken an appropriate level of reading and phonics training (external or cascaded in house) to support understanding of the principles underpinning the teaching of word reading and spelling, and the alphabetic code of English.

12. Process of review for this Curriculum Procedure

This Curriculum Procedure will be reviewed termly by the Headteacher in 2023-2024.

The success of this procedure will be evidenced in concrete progress in Curriculum development demonstrated in the School Development Plan, Evaluation Framework and in a range of Curriculum specific documents including Subject Overview statements, Schemes of Work, as well as in student work and assessment data. This evidence will be scrutinised internally as well as through robust governance.

The quality of this procedure will also be considered externally in professionals' meetings (e.g. during consultation for placement, PEP meetings for CLA and Annual Reviews of EHCPs) which check that the curriculum offer is fit for purpose.

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions

Appendix 1:

From School Inspection Handbook:

1.1.1 Ofsted's approach to evaluating the curriculum

211. Inspectors will consider the knowledge and skills that pupils will gain at each stage through the school's curriculum (we call this 'intent'). They will look at the scope of the curriculum, including how carefully leaders have thought about what end points the curriculum is building towards (with reference to the national curriculum and, where relevant, the EYFS). They will also look at how leaders have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills. Inspectors will also consider the rigour of subject-specific planning.

212. Inspectors will consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation'). This includes how well the subject curriculum is presented to ensure that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. This includes the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. It also includes whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

213. Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact'). This will include their view of how pupils are progressing through the curriculum, and their view on schemes of work or other long-term planning (in whatever form subject leaders normally use them).