

# Fromefield Manor School



## Curriculum Local Procedure October 2024

Local Procedure Title	<b>Curriculum</b>
Site	<b>Fromefield Manor School</b>
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### Context

Fromefield Manor School is a small special school for pupils aged eleven to nineteen years. Our provision is based in the small market town of Frome, Somerset. We have capacity for up to 30 pupils across the age range; all pupils have an EHCP. At Fromefield Manor School we support pupils who meet the criteria for ASD and associated complex needs. These include, but are not limited to, Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD).

We are a happy, thriving school community where every pupil is recognised as an individual. Our aim is for all pupils to reach their potential. Learning is at the centre of everything we do both in and out of the classroom.

Due to the complex nature of the pupils that attend Fromefield Manor School, it is our responsibility to provide them with the most appropriate curriculum focussing on academic learning, life skills and Preparing for Adulthood.

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. At Fromefield Manor School we believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning. This is broadly outlined in our Curriculum Progression Plan, which illustrates the Pathways under which each pupils individualised holistic curriculum will be created.

We have an ambitious vision to create a truly integrated and inclusive system of outstanding education for all pupils with special educational needs and disabilities (SEND) who attend Fromefield Manor School.

### Fromefield Manor School Aims

- To work with pupils who experience particular and diverse challenges in communication, sensory difficulties, socialisation, and anxiety levels.
- To work alongside these pupils in developing their knowledge and understanding of their learning profile.
- To create an environment where pupils often with a previous history of failure, are encouraged to develop to their full academic and social potential.
- To provide sympathetic and empathetic adults who give our pupils the opportunity for success and to develop their self-esteem.

- To create an atmosphere based on mutual respect and provide a secure and stimulating environment where every pupil can enjoy their strengths and grow in confidence, understanding, knowledge and skill.
- To develop each pupil's confidence and independence through a structured programme of social and life skills that the young person may leave with the necessary skills and strategies to become a contributing member of society.
- To work closely with parents, thereby establishing a successful partnership between home and school.
- To recognise effort and positive gains, not merely measurable attainments.

#### **Mission Statement**

To create a safe and secure environment in which pupils develop strategies to reach their full potential academically, socially, and spiritually. Our committed team of caring, experienced staff endeavour to provide unconditional high regard and turn a cycle of failure to a culture of success.

#### **Values**

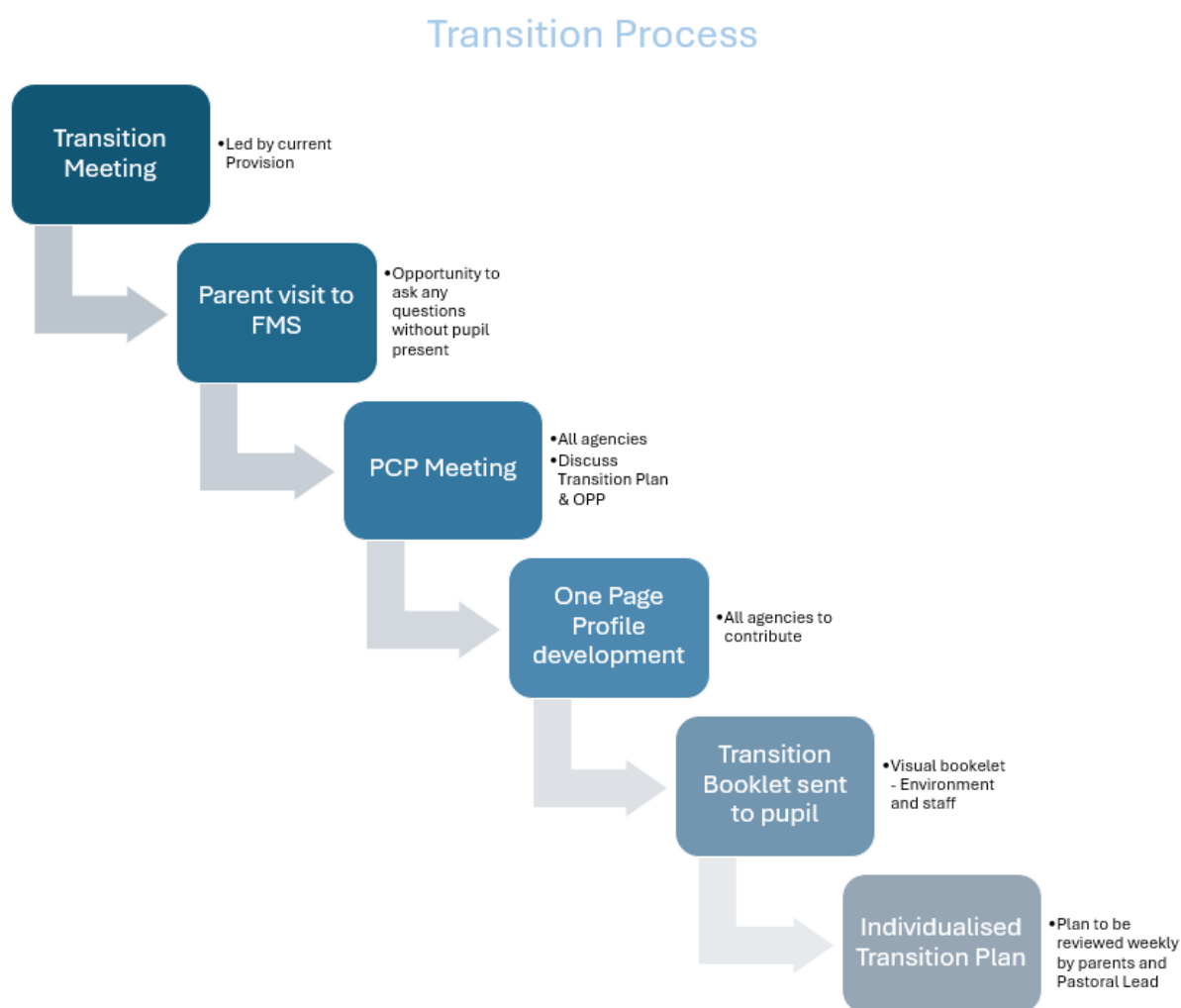
Build – Develop - Succeed

#### **Intent**

Fromefield Manor School provides a creative and personalised curriculum that meets the needs of all pupils ensuring they are successful in their lives, both in the school community and beyond. The curriculum is under-pinned by a strong belief in our core values; ensures that all pupils reach their full potential and develop into the most independent and successful young adults that they can be. Fromefield Manor School is a strong, nurturing community, which creates a sense of belonging and celebrates individual success at every opportunity.

Our curriculum provision begins with the Transition process. This begins with the transition meeting led by the pupils' existing/ current provision and follows 6 stages through to their individualised transition plan being agreed. This is then reviewed weekly by the parents or carers and Fromefield's Pastoral lead up until the 12-week multi agency meeting.

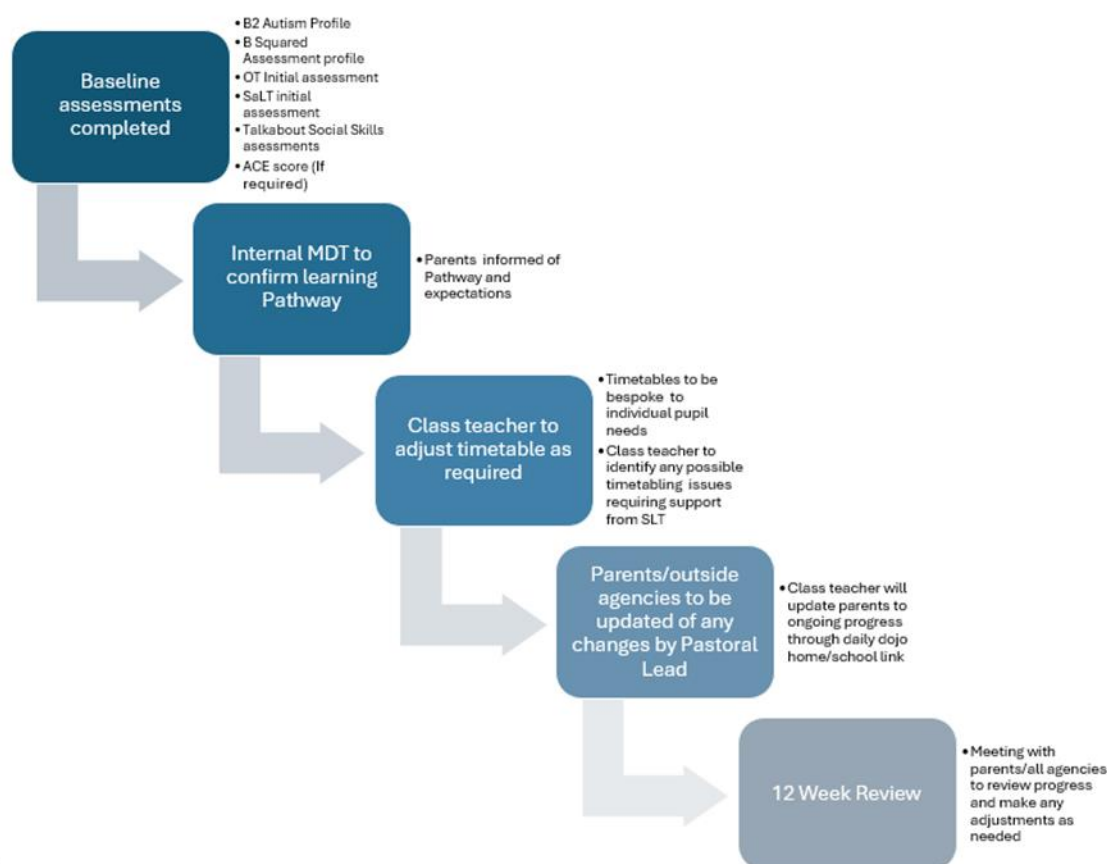
Figure 1: Transition Process



Once this plan is in place we begin the Pathway identification and implementation process. This utilises a person-centred approach to assessing pupil needs starting with baseline assessments, MDT meetings, EHCPs and outside agency advice to enable the Class Teacher to adjust the pupils' timetable to accommodate whatever that pupil needs to ensure that their curriculum is successful. This then undergoes a review after 12 weeks involving the parents or carers and all other involved agencies which will look at progress and will identify any necessary changes against the needs of each pupil to develop communication, independence and social skills that will equip pupils for life.

Figure 2: Pathway Identification and Implementation Process

## Pathway identification and implementation Process



24

The school believes that working within communities and fully utilising all aspects of learning outside the classroom are central to supporting well-being and Preparation for Adulthood. Providing different pathways through a holistic approach allows pupils to progress on personalised learning journeys. The curriculum is reflective of pupil need, regardless of cognitive level, and seeks to build progress in a bespoke manner. It is not limited by an age-specific approach, but instead pathways are shaped by needs identified within EHCPs, including as appropriate, access to a range of qualifications and accreditations.

Ultimately, the curriculum at Fromefield Manor School is designed to develop transferable skills that equip pupils now and for life beyond school.

### Implementation Framework and design

The following diagram represents the structure of the curriculum across Fromefield Manor School. The curriculum is designed in 5 Pathways:

**Pathway 1 – Non subject specific pathway**

**Pathway 2 – Subject specific pathway**

**Pathway 3 – Identified subject (age related) pathway**

**Pathway 4 – Functional skills pathway 14+ - Steps for life**

The whole school themes develop opportunities for a more holistic approach to learning.

Figure 3: Curriculum Progression Plan

Fromefield Manor  
Curriculum Progression Plan

	Key Stage 3		Key Stage 4			Post 16		
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Number of Pupils								
Personal Development Curriculum	Fromefield Manor Core Values Social, Moral, Spiritual and Cultural Education Enrichment activities British Values Relationships and Sex Education PSHE Financial Education							
Therapeutic Curriculum	Sensory Diets Speech, Language and communication programmes Occupational Therapy/Physical programmes Play therapy and Intervention programmes							
Preparing for Adulthood curriculum	Life skills Curriculum I Can...		Employment, Good health, Independent Living, Friends, Relationships and community					
	Careers Education and work experience/Community based opportunities							
Social skills development curriculum	Talkabout social skills programme 1 – Self Esteem Bespoke person-centred activities		Talkabout social skills programme 2 – Social Skills Bespoke person-centred activities			Talkabout social skills programme – 3. Build Friendships Bespoke person-centred activities		
	Talkabout – For Teenagers Developing social, emotional and communication skills							

Frome Field Manor  
Curriculum Progression Plan

Engagement Steps curriculum	<b>Pathway 1 – Non subject specific Pathway</b>  Curriculum focus – Exploration, Realisation, Anticipation, Persistence and Initiation Delivered through a thematic based curriculum – Equals Informal curriculum		ASDAN Pre-Entry AQA Awards
Progression Steps Curriculum	<b>Pathway 2 – Subject specific Pathway</b>  Curriculum focus – Eng, Maths, Science – discreet skills-based teaching Computing, PHSE (Sex and relationships) PE, Art & Design, Geography, History, Music, RE – Delivered through a thematic based curriculum – Equals Semi Formal		ASDAN DoE AQA Unit Awards
Progression Steps/Secondary Curriculum	<b>Pathway 3 – Identified subject (age related) Pathway</b>  Curriculum Focus – Eng, Maths, Science Computing, PHSE (Sex and relationships) PE, Art & Design, Geography, History, Music, RE – Thematic approach – discreet identified subject teaching where pupils are performing towards/at age related expectation.		ASDAN/DoE/AQA/ Transitions Pathway for Adulthood
Steps for Life Curriculum 14+ GCSE alternative)			<b>Pathway 4 – Functional skills pathway 14+ - Steps for Life</b>  Curriculum focus – Eng, Maths, Science PSD, Digital skills, life skills, food self-care, independence, Travel, Employability skills, choosing a job, getting a job, job rights, workplace skills and routines Thematic approach for KS4 – Equals Informal/Semi Formal ASDAN, AQA Unit Awards, DoE

As pupils progress through our school, we want to ensure that all our learners, are offered the maximum opportunities for success, and for many this is via the national system of accreditation.



At Fromefield Manor School we offer:

- ASDAN
- Functional Skills English
- Functional Skills Maths
- IT Functional skills
- Duke Of Edinburgh Award
- GCSE (focused within a pupils Curriculum Progression Plan)

### Post 16

The Fromefield Manor Post 16 curriculum is matched to need and pupil interest. It also ensures links with different provisions and community work wherever possible.

Our Post 16 curriculum aims to:

- provide equal life chances as a pupil moves into adulthood
- provide a holistic learning experience
- be highly personalised challenging learning
- build upon prior learning and planned next steps
- deepen learning over time

The curriculum is based on the four Preparing for Adulthood (PfA) outcomes outlined by the Department for Education; Employment, Health, Independent living, and Community Participation.

Each young person follows a personalised learning programme, which is built up of a range of qualifications, vocational learning, work experience opportunities and therapeutic/sensory input.

We develop employability skills through vocational learning experiences within the local community, dedicated work experience and supported internships where appropriate. Due to the makeup and low numbers at Post 16 provision is developed to meet individual pupil needs.

The learning journey that all our pupils undertake ensures that, with careful support, they are all able to achieve accreditation.

Whatever the award, or pathway, we celebrate all achievements within our school, and do not lose sight of the amazing journey of change that we have undertaken with each and every one of our unique pupils.

### Roles, Responsibilities and Monitoring

#### The Regional Director

The Regional Director will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Regional Director will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the curriculum and other statutory requirements.
- All courses provided for students that lead to qualifications, such as BTEC and Entry Level certificates, are approved by the Secretary of State for Education.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### Headteacher

The Headteacher is responsible for ensuring that this procedure is adhered to, and that:

- All required elements of the curriculum, and those areas which the school chooses to offer,

have aims and objectives which reflect the vision/mission statement/values of the school and indicate how the needs of individual students will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs placed at Fromefield Manor and the EHCP targets identified inform teaching and learning approaches.

#### **Other staff**

Teaching staff will ensure that the school curriculum is implemented in accordance with this procedure.

The Deputy Headteacher will have specific oversight of Teaching and Learning and the Quality of Education.

#### **Monitoring arrangements**

The Regional Director monitors coverage of curriculum areas and compliance with other statutory requirements through:

- School visits.
- Governance reports completed in conjunction with Headteacher.
- Curriculum reports and presentations.
- Headteacher reports.

Curriculum leaders monitor the way their area is taught throughout the school by:

- Meetings with teachers, supporting planning, observing practice, student evidence checks and Support.

This procedure will be reviewed annually by Senior Leadership Team. At every review, the procedure will be made available to the Operations board for ratification.

#### **Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of Revision
07/03/2025	M Watch	P.6 Pathway provision changed to 4 pathways not 5.