



Education Policy and Procedure Curriculum Policy

Reference Number	ED23
Version Number	2
Date of Issue	February 2020
Latest Revision	February 2020
Next review date	February 2021
Distribution	All Employees
Owner	DoEd
Policy Lead (s)	Headteachers
Department	Schools/College

Kisimul School is a provision for child/young people of ages 8-19, with a profile of Severe Learning Disability (SLD) and challenging behaviour. There is a predominance of Autism Spectrum Disorder (ASD) among the cohort, which is reflected in the teaching and learning delivery and the environments and facilities. As an integrated provision, where the significant majority of child/young persons reside in registered care homes owned by the Kisimul Group, there is an emphasis on waking day education, and therapeutic input and shared outcomes and approaches are integral to the personalised programmes of support in place for each child/young person.

Children/young people typically enter Kisimul provision in crisis, disengaged from learning, and using their behaviour to communicate. Their educational experience is that of disengagement and often isolation and exclusion from whole or parts of their previous settings. Through application of consistent structure and routines, and using evidence based approaches to management of behaviour and sensory modulation and communication, Kisimul aims to provide a meaningful educational experience for children/young people placed at the school.

Aims

Kisimul aims to teach children/young people functional skills that can be applied in real life and generalised across settings, so that they are meaningful and purposeful.

Promote a positive attitude towards learning, accepting that for child/young persons with complex profiles this be individual, and therefore require an evidence-based approach.

Recognise that a semi-formal curriculum, using developmental and thematic approaches, will best engender meaningful outcomes for the majority of children/young people.

Provide purposeful and useful accredited schemes of learning that reflect adult pathways and outcomes as a child/young person progresses through the school.

Support physical and creative skills development, to promote healthy lifestyle choices and support engagement with learning.

Link the curriculum delivery to an evidence-based assessment system, to enable next steps of learning to be purposeful and functional.

Ensure that there is a multi-cultural and varied curriculum offer in place, to reflect the diversity of the cohort and wider British culture.

Legislation

This policy references the following legislation:

Inclusion and equality as set out on the Special Educational Needs and Disability Code of Practice 2014. Independent School Standards (DFE 2015), in particular those articles referring to Quality of Education.

Roles and Responsibilities

The board of Directors of the Kisimul Group, which includes the Director and Assistant Directors of Education, are ultimately responsible for the implementation of this policy. Fundamentally, this means ensuring that headteachers execute their responsibility for personalising the curriculum for each child/young person at the school.

Teachers at each phase of education should ensure that the broad content of the curriculum offer takes account of the learning style and cognitive ability of each child/young person, and ensure that there is a diverse and balanced curriculum offer in place for each child/young person at the school.

Teacher and leadership teams at each site should ensure that statutory subject coverage and assessment processes are in place for each child/young person taking account of their EHCP provision and evidence from ongoing assessment of needs.

All staff working within the schools (including education, care and therapies) should be aware of each child/young person's IPCP and individualised learning intentions, which outline communicative, behavioural and sensory approaches required to meet the needs of children placed within the schools.

Headteachers report regularly to the Board of Directors in respect of the implementation of the curriculum, and show clear links to outcomes for child/young persons to ensure purposeful and functional learning is clearly defined for each child/young person.

Organisation and Implementation.

Kisimul organises its curriculum into 5 broad areas. This reflects the priority needs of the cohort at the school, and ensures that within the semi-formal outline of the curriculum there is also statutory coverage of the subject specific requirement for each age group.

Teachers draw on and adapt Kisimul schemes of work, and also utilise EQUALs semi-formal curriculum content and suitably differentiated accredited learning schemes. This includes Duke of Edinburgh accreditation and ASDAN (Transition Challenge (KS4) and Personal Progress and Transition Challenge (KS5)).

An outline of the different curriculum focus, and associated assessment and accreditation for each key stage is outlined in the appendix to this policy (Figure 1).

The 5 core areas (communication language and literacy, creative, life skills, physical and health, cultural and community), are detailed below:

Within these areas, skills pathways are identified to provide a broad framework for teachers to outline learning intentions at various phases of development, and also to help support the sequencing of learning across time. Themed learning or skills focussed input is identified as a vehicle to support understanding and to promote engagement. A child / young person may be working at a similar developmental level at KS2 and KS5 – so while the learning intentions may be similar, there is an expectation that the different ages and factors such as adolescence and preparation for adulthood are clear in the different teaching and delivery within the various departments of the school.

A detailed curriculum offer and skills pathway document describes in more detail the links between learning, and how the curriculum is applied across each age range in the school.

Teachers are required to plan personalised pathways for each child/young person, and assessment for each child/young person is outlined within their individual TEST record and MAPP outcomes (see assessment policy). This assessment covers learning, social emotional and health outcomes, and is the evidence-based evaluation of the purpose and application of the curriculum offer.

Maths and English is embedded within all aspects of the curriculum. While there is some discrete teaching on individual learning intentions, only a minority of children/young people require daily English and Maths focussed input allied to more formal national curriculum descriptors. The majority of learning is targeted toward functionally embedding these skills into daily living activities, such as shopping, vocational tasks, and art and creative curriculum elements. This is reflected within planning outlines and TEST/MAPP assessment strands, to ensure that there is clear and tangible evidence of generalisation and maintenance of basic Maths and English skills over time.

Kisimul is a secular school, and provides a rounded curriculum that is designed to reflect modern British culture and the cultural needs of the child/young persons within the school. This is reflected in the themed learning, the multi-cultural elements of the curriculum, and in embracing world events and the sporting calendar within the curriculum offer.

There is an adapted Relationships and Sex curriculum in place for all learners, which can be both personalised and embedded within wider teaching programmes dependent on the specific needs of the individual. Parents are provided with regular feedback in respect of the content of the curriculum and their child/young person's progress (at the least on a weekly basis), and can withdraw their child from elements of the teaching programmes on request.

Careers input and learning is embedded within the curriculum and has a particular focus on the adult pathways in place within the KS4 and P16 curriculum. This is reflected in the increased emphasis on practical and community based learning skills as a learner progresses through the school. This is allied to the accredited learning offer, which ensure a careers focussed pathway for each child/young person in the school.

24 Hour Curriculum

A 24 hour curriculum is achieved by fostering a unified approach to learning across multiple environments. Consistent and proactive programmes are implemented during and after school hours, as informed by a wide range of health, education and social care perspectives.

Individualised Care Plans contain important information regarding the following: health needs, dietary requirements, cultural, religious, language and cultural needs, personal care, communication, education needs, leisure needs, sensory needs, behaviour management and risk assessments.

Each child/young person's care plan is a whole provision document and is followed by all staff working with the child/young persons. This ensures consistency of approach and maximises the child/young persons' potential for learning and development. Staff across all settings are involved in the regular review of the child/young persons' care plans. There is a clear focus on independence and life skills training across all settings and throughout the waking day, and this focus is evident in education and care planning and in the review processes.

Life skills cannot always be compartmentalised or fully addressed within the school day. Education and care interventions and programmes are delivered through continual reinforcement and overlearning, so that skills become generalised, and reinforced in context. This also enables learning to happen at the optimum time for engagement and when child/young persons are motivated to learn, not simply because the timetable dictates it. Kisimul schools provide an environment with a 24 hour approach to developing communication and interaction skills. We are mindful that consistent and appropriate strategies are imperative in the reduction of frustration linked to difficulties with communication.

Social skills need to be taught and reinforced consistently in as wide a variety of situations as possible, hence the level of input involved in Kisimul education allied to residential support goes further than a typical school day could provide.

A further key element of the 24 hour curriculum is behaviour support. Most young people are placed in Kisimul residential settings because they demonstrate behaviours that challenge. Consistent behaviour management is achieved through a coherent and evidence based set of strategies, consistently implemented, and via shared learning outcomes overlearned throughout the waking day.

There is active multidisciplinary management of learning throughout the waking day. Psychology and therapy teams work across settings and provide an integrated approach. Education and care teams co-operate through a variety of multidisciplinary processes to achieve positive outcomes in independence, life skills, communication and interaction, behaviour and educational progress. All aspects of the day are seen as learning opportunities. Focus on generalising and the maintenance of skills is an integral part of the assessment and planning processes.