

kisimul

Curriculum Policy and Procedure

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1. Introduction

Kisimul School is a provision for children and young people of ages 8-19, who are identified as autistic and typically have Severe Learning Disability (SLD) and associated complex and communicative needs. As an integrated provision, where the majority of child/young persons reside in registered children's 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 behavioural presentation 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.

Kisimul works towards a Meaningful Life Model which aims to identify a purpose and value for each individual and structure curriculum and provision to support a young person's journey to achieve their aspirations. We recognise that young people are more motivated to learn and engage when working towards goals that are motivating and meaningful to them.

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.

2. 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 people 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 pathways to independence 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.

3. Roles and Responsibilities

The Executive Team of the Kisimul Group including the Group Executive Education Lead (GEEL), 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 needs 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.

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.

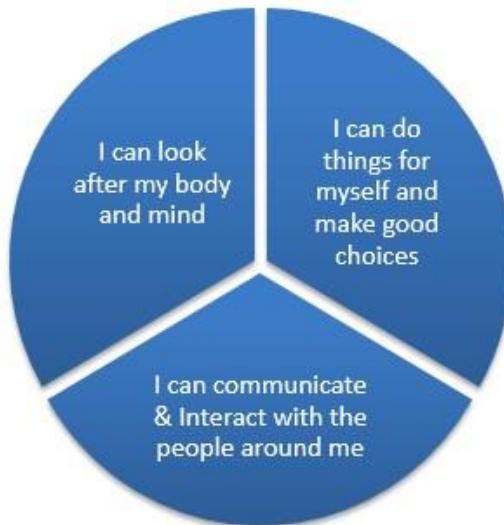
All staff working within the schools (including education, care and therapies) should be aware of each child/young person's individualised learning intentions, which outline communicative, behavioural and sensory approaches required to meet the needs of children placed within the schools.

Headteachers report regularly to the Executive team 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.

4. Curriculum Intent

At Kisimul our priority is to enable young people to acquire meaningful skills and knowledge that they can apply throughout life to be positive and successful citizens: The following key 'I can' statements represent the key function of our curriculum vehicles. This is the basis of our curriculum intent curriculum intent.

Learners develop the knowledge, skills and understanding of how to keep themselves safe and/or communicate this to others



Learners develop knowledge, skills and understanding of how to look after their health and communicate this to others, enjoying good standards of physical and mental health.

Learners develop the skills to communicate effectively thereby having good self-esteem, ambition and a means to influence decisions around them.

Learners become responsible individuals with an understanding of rights and responsibilities.

The intent of our school curriculum is to enable all learners to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate as confident individuals, stay safe and healthy and become responsible citizens, ultimately fulfilling their aspirations.

We have a unique curriculum design and intend our curriculum to:

- Be knowledge led and skills engaged we believe that these are not mutually exclusive and do not perceive a tension between knowledge and skills. We teach skills alongside knowledge, ensuring that both are explicitly developed.
- Focus on developing key skills which improve learning and performance in education, work and life, and will include participation for all young people in community-based activities. For autistic young people these skills are fundamental to participation and achievement in the curriculum and personal development. These skills include:
 - Social communication (including literacy)
 - Social interaction working with others
 - Social imagination and flexibility of thought
 - Improving learning, performance, and problem solving including functional maths skills.
 - Independence and community participation
 - Sensory processing
 - Acquire skills in literacy, numeracy and listening through contextualised and functional learning opportunities.
 - Bridge gaps in learning and build upon the strengths of the young people

- To have a strong emphasis on cross-curricular teaching to support our young people with social generalisation skills. This is important for making the curriculum relevant and meaningful to young people and for putting knowledge into context.
- Be regularly reviewed to ensure sequential, layered knowledge and skills acquisition.
- Use the curriculum knowledge and skills to as the vehicle to address social disadvantage offer new experiences and opportunities.

5. Curriculum 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.

An outline of the different curriculum focus, and associated assessment and accreditation for each key stage is outlined in the associated schemes of work, thematic overviews and assessment and progression maps. In addition, it details our knowledge and skills progression maps which describe in more detail the links between learning, and how the curriculum is applied across each age range in the school.

The 5 core areas are

- Functional Skills
- Creative Learning
- Life Skills
- Physical and Mental Wellbeing
- Cultural and Community

Within these areas, phased skills pathways linked to developmental milestones 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 approaches and curriculum content.

Teachers are required to plan personalised pathways for each child/young person, and assessment for each child/young person is outlined within their individual learning record (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.

Distributed leadership allows subject coordinators a degree of autonomy to structure and plan their teaching of the curriculum because of the knowledge and expertise they have in their subject and their in-depth understanding of the young people

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.

Maths and English are 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 curriculum assessment strands, to ensure that there is clear and tangible evidence of generalisation and maintenance of basic Maths and English skills over time.

RHSE is an adapted 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 least on a weekly basis), and can withdraw their child from elements of the teaching programmes on request. The RHSE curriculum has been designed using SEND resources from the PHSE Association and Sex Education Forum, relationships and building social interaction skills will be threaded within all aspects of learning. The curriculum is designed to teach learners how to keep themselves safe or to communicate this to others. It is broken down into the following areas:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

There is a separate RHSE policy which outlines the approach which Kisimul takes in delivering PHSE and RHSE.

Careers and work-related Learning 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 ensures a careers focussed pathway for each child/young person in the school.

The Therapeutically Informed Curriculum is informed with evidence and theory-based approaches deriving from applicable therapies. Education staff take an active role in attempting to generalise objectives from therapy into everyday learning, widening the impact of therapy outside of the therapy room/sessions. Therapy programs are designed for individual young people and education staff provide feedback to the therapist regarding progress and watch therapists modelling approaches or interventions. Beyond individual programs, Kisimul's curriculum aims to also be therapeutically informed as a universal approach. This means that education staff are trained in beneficial approaches or interventions and this is embedded into lesson planning or the environment pro-actively e.g. using visual schedules to break down a sequence e.g. a cooking method in food-tech or using Makaton sign whilst teaching or general discussions to support verbal language,

24-Hour Curriculum 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. 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. Teaching methods will focus on individual and small group approaches with emphasis on learning for independence, with progress systematically recorded and reviewed.

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 are 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.

6. Monitoring and Evaluation of the Curriculum

Kisimul regularly and carefully monitors and evaluates the quality of provision which we offer our learners

We do this in several ways which include:

- Environmental and sensory audits.
- School self-evaluation
- Evaluation of School Development Plan
- Analysis of the progression of young people set against challenging targets, carried out three times per year

- Analysis of the quality of teaching and learning, through a combination of planned and unannounced observations where a team of staff which includes senior and middle managers carry out lesson observations
- Staff progress made to performance management targets
- Annually assessing progress set against various targets including: EHCP outcomes, objectives measured through PIVATS objectives, PEP targets, Accreditation outcomes
- Regular curriculum evaluations to plan, monitor and regularly review curricula, ensure they are inclusive, set suitable learning challenges, respond to young people diverse learning needs, include all young people by overcoming potential barriers to learning and assessment, provide a stimulus to revisit and revise existing schemes of work and or provide a basis for the development of new ones. Revision and development will take account of any changes in legislation and guidance.

7. Staff Professional Development

Mandatory training is provided which all staff are expected to attend. The school's key developments are built into Performance management targets for all education staff. The Development Plan highlights its key areas for development and sets out the training priorities. We are committed to developing staff and their knowledge of special educational needs and how this informs our curriculum. A substantial budget has been created to develop the knowledge and skills of the staff across both school and home side.

8. Curriculum Impact

The aspiration for all of our learners is to achieve their full potential. The outcome of the curriculum is highly individual. All achievement and progress are celebrated. Progress for our learners can be demonstrated through:

- Learners making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the learners.
- Learners making progress towards outcomes when reviewed in 6-month review meetings with parents/carers.
- Learners making progress/achieving in the curriculum planned by teachers. Progress and achievement in all subjects are within reports to parents in either EHCP (annual review) report and in the learning journals.
- Achieving external accreditation for secondary aged learners e.g. ASDAN accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

Document equality impact assessment – part A

Document Title		ED23 – Curriculum Policy		
Name of person completing equality impact assessment:		Paul Routledge		
Date equality impact assessment completed:		September 2023		
Characteristics	Impact		Equality Impact Assessment form completed?	
	Yes	No		
Age		✓		
Disability		✓		
Ethnicity		✓		
Gender		✓		
Religion or belief		✓		
Sexual orientation		✓		
Socio-economic		✓		
Gender Reassignment		✓		
Maternity/Pregnancy		✓		
Marriage/Civil Partnership		✓		

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	
Children and young people.	✓			✓	Enables equitable access for all.

Document equality impact assessment – part B

What is the main purpose or aims of the policy	
To outline the approaches and outline of the curriculum at Kisimul School	
Who will be the beneficiaries of this policy?	
Children, young people, staff, parents and professionals	
Has the policy been explained to those it might affect directly or indirectly?	
Yes – through delivery	
Have you consulted on this policy?	
Yes	
What are the expected outcomes of this policy?	
Improved learning outcomes for SEND learners.	
Name of person completing equality impact assessment:	Paul Routledge

Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
Update references to current curriculum structure and pedagogy.	Paul Routledge	September 2023.