



New Perspectives School Curriculum Policy

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New Perspectives School

CURRICULUM POLICY

Pupils at New Perspectives School have a range of SEMH needs including; Autism Spectrum Conditions, Social and Communication Difficulties, high anxiety and Sensory Process, EBD or Behavioural Difficulties. Pupil needs are in most cases a complex mix of the above and may also include Dyslexia, Dyspraxia, ADHD and Social, Emotional and Mental Health Difficulties. Most have a history of failed educational placements. The young people are characterised by a lack of self-esteem and confidence, a reluctance to trust and a fear of challenge. This means that teachers must be creative and tailor approaches to each young person to build resilience and confidence.

At New Perspectives School we recognise that our pupils need a more bespoke curriculum and in addition to academic subjects, we offer a range of subjects supporting the development of the life skills which will enable them to function independently and be a valued member of society in the future.

1. Intent

The aims and values of New Perspectives School is focused on maximising every individuals' potential to support and enable them into becoming confident, resilient, critical thinkers and skilled young people who will make a positive contribution to society and have the understanding and skills to live as independent a life as possible.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts, and values. The school constantly provides enrichment opportunities to engage and enhance learning.

Enrichment opportunities provide memorable experiences, and we ensure that there are no limits to the learning environment and develop pupils' curiosity by giving them opportunities to experience new experiences and learn, develop, and secure knowledge outside of the classroom.

The curriculum is designed to prepare pupils with the knowledge and skills to access the next phase of education, training, or employment and give them a new perspective and aspire to be the best that they can be.

We are therefore committed to the following principles:

- To respect and value all individual pupils and staff
- To provide the highest standards of care and education
- To ensure safety, security, and opportunities for success
- To foster pupils' social, moral, spiritual, and cultural development

New Perspectives School delivers a differentiated curriculum which is aligned to pupils' ages, levels of ability, interests, and aspirations. It is coherent, imaginative, and well-planned, building systematically on prior experiences. There is integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. A combination of on and off-site learning is delivered as appropriate for everyone.

This specialist curriculum is tailored to our pupils' individual needs and based on a child-centered planning framework. All pupils will have access to a broad and rich curriculum. At the start of each academic year a personalised curriculum statement of intent will be in place for each pupil. This will be added to each academic year to build a clear path towards accredited courses which are

appropriate to ability levels and individual aspirations.

2. Implementation

We provide a learning environment for young people with a variety of special educational needs. Our pupils have historically struggled to access a traditional formal curriculum therefore a creative and culturally based approach enhances the curriculum offer. We are determined not to sacrifice rigour to creativity, believing that it is possible, with enough careful planning, to have both. We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best.

Education should be enjoyable and we constantly seek to enrich learning opportunities by giving pupils a say in what they learn and engaging with external cultural partners such as: Museums, Libraries, Conservation and Nature Centres, Theatres, Religious Venues and a range of enrichment activities to best suit the pupils' needs for example indoor rock climbing, gym visits

In addition to their learning needs, many students have missed large aspects of their educational entitlement prior to attending the school, and so they often begin their education here with levels of achievement and skills significantly below age related expectations.

Each subject area meets individual needs by delivering the curriculum through programmes of study in a manner that makes them accessible to all pupils within the school. The curriculum design provides opportunities that are unique to each student, supported by high-quality on-site resources and the utilisation of the unique whole school environment. In order to enhance and widen the breadth of curriculum external providers are used. In these situations, quality assurance visits are undertaken to ensure the provider meets the necessary standards. The school works closely with the provider to monitor attendance, engagement and progress.

The school has distinct phases relating to:

- Key Stage 2
- Key stage 3
- Key stage 4
- Key Stage 5

The implementation of the individual curriculum starts with a review of all information available around a young person. This will include the EHCP Objectives and Outcomes where available, looking at the provision required, removing obstacles, and enabling access to learning. A range of initial assessments covering attainment scores, learning potential and a range of learning styles are completed to ensure that the outcomes can be achieved. The assessments are used to break down the outcomes into smaller steps to form discussion around strategies and approaches that will provide small steps toward the larger outcomes through Individual Development Plans / Pupil profiles.

During the admission and initial assessment period the most appropriate class setting is identified. If pupils need to change classes after this period, a decision would be made through one or more of the following processes:

- Initial Assessment Review
- Statutory Annual Review
- Discussion at staff and senior leadership team meetings
- Consultation with pupils, parents/carers, and local authority representatives

(whereappropriate)

Reading is a key focus across the school and is taught explicitly through a range of lessons and activities and also discreetly through all other curriculum areas. Opportunities to improve pupils' reading skills are embedded throughout the school. At all Key Stages pupils will be encouraged to read often and fluently, appropriate to their age and ability. School is embedding E.R.I.C ,Oxford Buddy ,One to one reading strategies and interventions,

Curriculum Overview	KS2	KS3	KS4	KS5
Core subjects				
English(Language and Literature)	✓	✓	✓ Entry Level, Functional Skills, GCSE	✓ Entry Level, Functional Skills, GCSE
Maths	✓	✓	✓ Entry Level, Functional Skills, GCSE	✓ Entry Level, Functional Skills, GCSE
Science	✓	✓	✓ Entry Level, Functional Skills, GCSE	✓ Entry Level, Functional Skills, GCSE
Art	✓	✓	✓ Arts Award, GCSE	✓ Arts Award, GCSE
Non Core				
PSHE	✓	✓	✓	✓
Humanities(Geography,History,RE)	✓	✓	✓	✓
ICT/Digital Media	✓	✓	NCFE/ Princes Trust	NCFC/Princes Trust
PE	✓	✓	✓	
Citizenship	✓	✓	✓	✓
Careers	✓	✓	✓	✓
Life Skills				
Home Cooking	✓	✓	ASDAN/BTEC/Princes Trust	ASDAN/BTEC/Princes Trust
Travel training	✓	✓	✓	✓
Money Management	✓	✓	✓	✓
Being a good citizen	✓	✓	✓	✓

2.1 Key Stage 2

Key stage 2 Classes are mostly organised by age. For example, there may be classes that include years 3, 4, 5 and 6 depends upon the cohort and needs of the individual pupils. Pupils are provided with access to a full National Curriculum. Key stage two pupils follow these curriculum areas: English, Mathematics, Science, Art and Design, Humanities, Myself in the Wider World (which includes Religious Education, CIAG and Citizenship), PSHE

2.2 Key stage 3

Classes are mostly organised by age. Pupils are provided with access to a full Curriculum the Emotional literacy sessions and Enrichment Activities.

Key stage three pupils follow these curriculum areas: English, Mathematics, Science, Skills for Life (which includes Food Technology, PSHE, SRE, RE, CIAG and Citizenship, Digital Media), Humanities, Art & Design and Physical Education.

2.3 Key stage 4

Class groups organised by age offering a mandatory core curriculum entitlement which includes both academic and vocational pathways.

Key stage four pupils follow these curriculum areas: English, Mathematics, Science, Life Skills (which includes Food Technology, Religious Education, Employability Skills and Citizenship, Digital Media) PSHE, SRE and Physical Education.

New Perspectives School will offer a range of formal qualifications or use external providers (including AQA, OCR, Pearson, Princes Trust and Gateway Qualifications) to suit the needs of individual students looking to pursue a particular career path or, for those less sure of their ultimate goal, the choices will be wide enough to give them a broad programme of study to suit them, best meet their needs and aspirations for adulthood and the next stage of their lives.

2.4 Key Stage 5

Key stage five pupils follow these curriculum areas: English, Mathematics, Science, Skills for Life (which includes Food Technology, Religious Education, Employability Skills and Citizenship), Digital Media, PSHE, SRE and Physical Education.

New Perspectives School will offer a range of formal qualifications or use external providers (including AQA, OCR, Pearson and Gateway Qualifications) colleges and vocational providers to suit the needs of individual students looking to pursue a particular career path or, for those less sure of their ultimate goal, the choices will be wide enough to give them a broad programme of study to suit them, best meet their needs and aspirations for adulthood and the next stage of their lives.

3. Impact

3.1 Aim and objectives of the curriculum

The overall aim of New Perspectives School's curriculum is to ensure young people have access to all subjects by having identified:

- A subject leader with responsibility for ensuring high quality teaching, learning and achievement across the school in their designated area
- A comprehensive written subject policy document
- A Subject Development Plan that links into whole school development
- An annual curriculum review (department self-review)
- Schemes of work, that include long term and medium-term plans
- Evidence of pupil assessment.

Overall curriculum objectives are as follows:

- To optimise use of ICT in all curricular areas
- To optimise use of functional skills in all curricular areas
- To provide pupils with a broad, balanced and relevant curriculum
- To offer all pupils increased opportunities for Learning outside the Classroom (LoTC)
- To provide access to a differentiated curriculum for all
- To offer accredited courses which are appropriate to ability levels and individual aspirations
- To carry out baseline assessment from which future progress can be monitored
- To cater for pupils' individual learning needs
- To equip pupils with the key skills required to appropriately interact within their community
- To develop a sense of personal achievement
- To encourage self-motivated learning
- To prepare students academically, vocationally and socially for adulthood
- To provide 'memorable experiences'
- To have a broad impact across pupils' learning and wider personal development and wellbeing
- To equip pupils with reading skills necessary to access a broad curriculum.
- To equip pupils with numeracy skills

3.2 Intended outcomes

By implementing a differentiated and modified national curriculum it is intended that New Perspectives School will:

- Optimise the communication skills of all pupils
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level
- Engage pupils' interests in personal development and encourage a thirst for learning
- Create a positive learning environment where pupils can work safely
- Allow pupils to interact and learn from each other
- Allow all pupils to develop their potential and achieve their own personal success
- Give pupils opportunities to develop key skills.
- Give pupils access to examination and certifications
- Enable pupils to succeed in examinations
- To give pupils firm foundations to succeed in Post 16 placements
- To secure appropriate Post 16 placements for all pupils

It is intended that through their programme of study, our pupils will:

- Improve their communication skills
- Improve their reading, writing and mathematical skills
- Develop greater levels of independence
- Have gained the life skills required for independent living
- Have gained the life skills required to function more appropriately in the community
- Have gained accreditation to demonstrate the levels to which they have studied
- Have gained relevant experiences to inform their decisions about future careers
- Have a positive attitude towards their past, present, and future learning
- Develop confidence to move to the world of work, vocational or higher education
- Have sufficient key skills and self-esteem to approach new situations confidently
- Access and succeed in gaining examination qualifications

4. Leadership and management of the curriculum

The Head Teacher has overall responsibility for the leadership and management of the curriculum. The Deputy Head Teacher and Subject Leaders will work with the Head Teacher to ensure appropriate breadth and depth of the curriculum across all subjects and key stages.

We are required to teach a broad and balanced curriculum, as outlined in the Independent Schools Standards, and although we do not have to teach the national curriculum, we offer most of the national curriculum, personalised according to need. We believe this to be a national curriculum offer which is enhanced by work-related learning, imaginative use of the local environment and college placements, as appropriate.

Subject leaders undertake an annual evaluation of their subject area including an evaluation of progress and achievement data. They are responsible for reviewing their subject relevance for all students at least annually. Subject planning and work scrutiny takes place as part of the overall school audit process. Subject teachers have the opportunity for peer evaluation through regular staff meetings focused on the curriculum. Teachers will also be formally observed regularly to ensure the quality of teaching is monitored and continually improved.

5. Inclusion and Intervention

The needs of the pupils educated at New Perspectives School are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the school gives all individuals the same access and opportunities as every other pupil (see also the SEND policy).

Each department sets suitable learning challenges, responds to pupils' needs and seeks to overcome all potential barriers to learning. This is supported by:

- The school SENCO/or person responsible
- Pupil profiles
- Intervention programmes
- Therapeutic support and other assessments from a range of professionals such as Education & Clinical Psychologists and SALT

6 Safeguarding children

All elements of the school curriculum are underpinned by the need to enable pupils to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, anti-radicalisation, FGM, County Lines and a wide range of awareness raising topics.

7 Non-partisan views

Throughout the curriculum we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff handbook reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.