



Greenside School
Learning Achieving Together

Curriculum Policy

Presented to Governors: 26th September 2022

Review Summer: 2024

Greenside School Curriculum Policy

1. Introduction

This policy explains what is taught in the Greenside Curriculum and how this is planned. The Curriculum Policy should be read in conjunction with the school's 'Planning' and 'Assessment' Policies.

2.1 Curriculum intent

Greenside provides a highly personalised curriculum with the learner at the centre.

We focus on developing our learners' skills and understanding based on 4 key areas called the 4 "Mys": My Communication, My Thinking, My Wellbeing, and My Body. We do this by being responsive to and building upon individual strengths and interests and providing engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects. Our aim is to empower, enable and equip each learner for a meaningful, happy, and safe life beyond school.

2.2 "My Curriculum"

Greenside offers a highly personalised curriculum with the learner at the centre; we call this "My Curriculum." This comprises four key aspects which help staff and parents focus on what is important **to** each learner and **for** each learner.

The four key aspects of 'My curriculum' are:

- **My Body** - Sensory and physical needs
- **My Communication** - Communication and interaction
- **My Thinking** – Cognition and learning
- **My Wellbeing** – Social, emotional and mental health needs.

3. Curriculum Implementation

Our Curriculum Pathways

To enable sequencing and progression, we structure our curriculum into 6 pathways which allows us to create frameworks for learning to take place.

The 6 curriculum pathways are:

- **Early Years Foundation Stage (EYFS)** - for learners who are in the early years of education.
- **Engage** - primarily for learners who have Profound and Multiple Learning Difficulties (PMLD)
- **Explore (SLD)** - primarily for learners who have a severe learning difficulty (SLD)
- **Explore (ASC)** - primarily for learners who have Autistic Spectrum Condition (ASC) in addition to their learning difficulty
- **Focus** - primarily for learners who have learning difficulties (LD) and can access an adapted National Curriculum
- **Preparing for adulthood (PfA)** for older learners preparing for life beyond Greenside.

4.1 Curriculum Organisation

Our 6 Areas

Greenside is organised into 6 'Areas' that broadly group learners according to chronological age as well as individual learning styles, emotional, sensory and physical needs.

Class groups are organised so that they broadly cater for learners following the same pathway, however, some classes may contain learners following different curriculum pathways. Class leads ensure that all needs are met through adaptive teaching.

The 6 areas are:

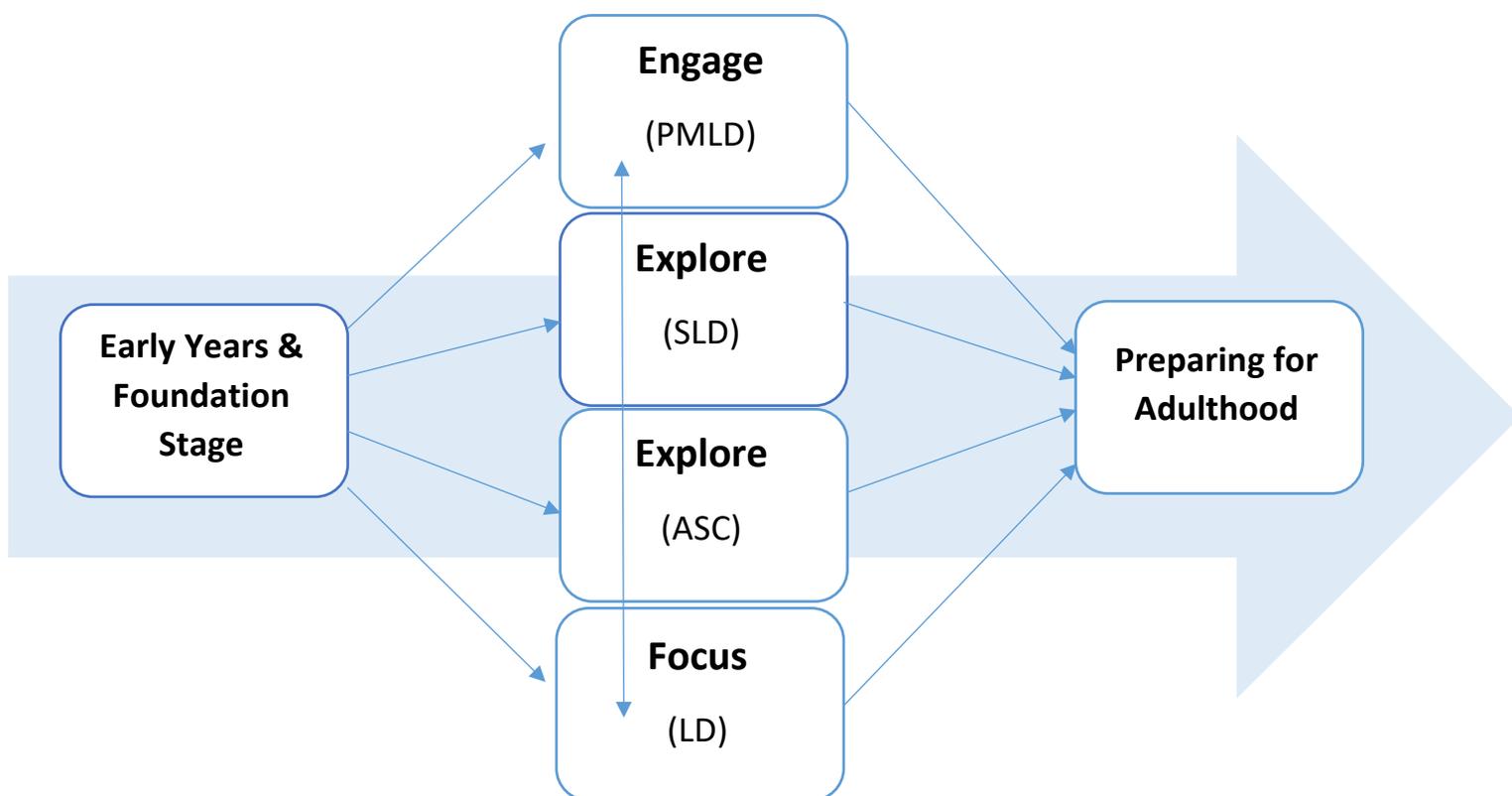
- **Rainbow:** for learners who follow EYFS and SLD Explore pathways
- **Meadow:** for learners who follow the ASC Explore pathway
- **Forest:** for learners who follow the SLD Explore and Focus pathway.
- **Orchard:** for learners who follow Engage and SLD Explore pathways
- **Woodlands:** for learners who follow the ASC Explore pathway
- **PfA:** for learners who follow the Preparing for Adulthood pathway.

(See Appendix 1: Curriculum Pathways at Greenside School)

Our EYFS pathway follows a developmental curriculum, which plays a diagnostic role in establishing which of the 4 curricula pathways the learner will join at the end of the early years. As learners progress through the school there is a greater emphasis on preparing for adulthood, with opportunities to consolidate skills in community settings. Our curriculum

pathways model is responsive to learner need. A learner can change curriculum pathway at any time during their school career if needed, as illustrated in the diagram below:

4.2 Pathway progression model



5.1 Teaching and Learning

We use a cross-curricular approach for all learning. Our approach is learner centric rather than subject orientated. Due to our learners' complex needs, a greater emphasis is placed on learning through experience; therefore, subject-specific skills, such as maths, reading and writing, are taught during cross-curricular learning experiences to ensure all learners are able to acquire skills, at their developmental level, through meaningful, engaging and creative activities.

With the emphasis on the individual learner's interests and abilities, key skills such as communication, interaction, self-regulation and independence, are taught at Greenside in real life contexts throughout the school day, including during lunch and play times. Relationships Sex Health Education (RSHE) and Social, Moral, Spiritual and Cultural education (SMSC) are also key underlying elements of our curriculum as a whole and are an integral part of each learner's day.

Learners are given opportunities to make choices, take risks, solve problems, reflect and develop life skills in preparation for transitions, both in school and beyond.

The teaching of these key skills and elements is underpinned through use of the following approaches:

- Augmentative and Alternative Communication (AAC)- including Sign Supported English (SSE) through use of British Sign Language (BSL), use of Picture Exchange Communication System (PECS), symbols, objects of reference, communication boards, Electronic Communication aids including Eye-Gaze and VOCA.
- Therapeutic approach to supporting pro-social behaviour- including Hertfordshire Steps, the low-arousal approach, targeted teaching of emotional regulation strategies in everyday contexts etc.
- Reflection and relaxation opportunities- including massage, sense breaks, candle time, reflection time (group and individual), assemblies etc.

The role of the adult in the classroom is one of facilitator and guide, giving learners the opportunities to discover for themselves and to develop as active and independent learners.

5.2 Engagement

Engagement and relationship building is at the core of all learning at Greenside Class leads foster engagement in the learning process through the provision of creative and innovative learning opportunities. Adults build upon relationships with learners through positive engagement, fostering early social communication and interaction skills, which are the foundation blocks of learning in a social context.

5.3 Creativity

At Greenside School we see creativity in two forms: delivery and output. Delivery is the way that learning is planned, prepared and facilitated. Output is the individual learner's response to any learning opportunity. The two are intrinsically linked. Practitioners deliver learning through creative approaches in order to engage learners and capitalise on their interests.

Learners are empowered to be creative in their response to their learning in a bid to develop their sense of self. This agency of self supports the individual in their ongoing

development across the curriculum, as well as in their self-belief and resilience beyond school and into adulthood.

6.1 Planning model

Planning ensures that every learner accesses a curriculum that is:

- Ambitious, empowering and rewarding
- Relevant to their stage of development and needs
- Broad and balanced ensuring appropriate coverage of subject knowledge and skills
- Coherent and well sequenced, enabling clearly evidenced progression and achievement

(See separate Planning policy)

6.2 Strategies and approaches

At Greenside we have selected a set of strategies and specialist interventions that have proven efficacy within settings similar to ours. Class leads, through professional dialogue with senior leads and other professionals, select appropriate combinations of strategies and interventions from those identified and will implement these in timetables appropriate to their learner group.

Training for all staff in specialist interventions is provided both externally, and 'in house' with a system of INSET and continuous peer support and mentoring from senior leads.

6.3 Thematic Approach

Through the thematic approach the four key areas of 'My Curriculum' are taught together (rather than teaching discrete subjects). The thematic approach provides learners with a breadth of experience and opportunity.

Creative, engaging and ambitious themes are selected annually, with a different theme delivered each term (or half term as appropriate). Each theme reflects the interests and natural curiosities of the learners. Teaching and learning activities related to each theme are delivered in a flexible way allowing learner ownership whenever possible. Learners are given opportunities to grow in confidence, work collaboratively, demonstrate independence, be creative and take part in supported risk activities.

Class leads work collaboratively to plan the **context** of the curriculum in Areas by sharing ideas for creative learning experiences and activities linked to the chosen theme. (See *Appendix 1: 'thematic curriculum planning'*)

The **content** of the curriculum is planned using a range of underpinning frameworks, relevant to the Phase and cohort, to ensure breadth of coverage and progression, whilst allowing for high levels of personalisation related to the needs of each learner (see *Appendix 2 'Curriculum Overview & Pathways at Greenside School'*).

6.4 An Inclusive Approach

At Greenside we recognise that in order to empower, enable and equip our learners for opportunities beyond Greenside, we must offer a rich variety of learning opportunities based within the wider community. We work collaboratively with mainstream schools, colleges, creative practitioners, local businesses, farms, forest and riding schools together with community organisations to ensure that our curriculum is relevant and ambitious. We strive for our learners to gain some form of employment and we work with relevant services and providers to enable this. Some of the community learning opportunities available:

- We are co-located with Barnwell Middle School, 3 classes are based at this mainstream secondary school, providing exceptional opportunities for inclusion, as well as enabling our learners to use specialist teaching facilities, such as science, food tech, dance and the library.
- Partnership with a mainstream primary schools, including Broom Barns School, enables inclusive learning opportunities for primary aged learners.
- Greenside has developed learning facilities in the heart of the community. At The Hyde small shopping, we have a social enterprise, known as "The Greenside Studio," This is a ceramic studio and sweet shop. "2learn" is a partnership with North Hertfordshire College, whilst "The Hyde Out" is a collaboration with The Phoenix Group (a registered charity supporting young people who have a hearing impairment).
- Vocational learning opportunities are enriched through our joint work with Church Farm and our Forest School.

7.1 Curriculum Impact

7.2 Assessment

To ensure all learners achieve outstanding progress we have a personalised assessment approach. The Evidence for Learning (EfL) app is used for all learners to record, share and celebrate achievement.

(see the Greenside Assessment Policy)

Greenside learners enjoy school and engage well in learning. They show pride in their achievements. The evidence for this in parent feedback during EHCP meetings, open evenings and parent consultation meetings. And from witnessing the joy of the learners engaging in school day.

Every learner makes progress in their learning, social skills and independence and this is evidenced both via our Evidence for learning application and progression frameworks. Every learner can successfully access post 16 provision that is suitable and aspirational.

Learners at Greenside develop the functional communication and self-regulation skills essential for living life and accessing learning. This is evidenced in the recording and reporting of reduced incidents of behaviours that harm and in the risk reduction plans of learners who need them.

Appendix 1: Curriculum Pathways at Greenside School

Early Years Foundation Stage (EYFS)

A play based curriculum focusing on early learning

The EYFS provision at Greenside provides the opportunity to get to know learners and their families and make early baseline assessments.

Our curriculum enables the child to learn and develop skills following the Early Years Foundation Stage.

The prime areas are: Communication and language development, Personal, social and emotional development, physical development and play.

The specific curriculum areas are: Literacy, Mathematics, Understanding of the world and expressive arts and design

Engage

A sensory based curriculum focusing on relationships

Learners following the Engage pathway have profound and multiple disabilities (PMLD), including learning disabilities, severe communication difficulties, physical and/or sensory disabilities, and complex health needs.

Learners require a high level of multiagency support, both for their learning needs and also for their personal care. They require a sensory approach to learning and a curriculum broken down into very small steps. They also require access to our specialist resources. Our individualised curriculum is built around an in-depth knowledge of the needs of each learner. Personalised planning is based on the "4-My's" (*My Body, My Communication, My Thinking, My Wellbeing*)

Explore SLD

Life skills and context based curriculum

Learners following the Explore pathway have Severe Learning Difficulties (SLD) and may also have Autism and complex health needs.

Learners require an approach to learning that is 'learner lead', focusing on developing, communication, personal, social and emotional development functional skills to enable high levels of engagement and independence.

Learning takes place throughout the whole day, a priority is placed on learning through play.

Personalised planning is based on the "4-My's" (*My Body, My Communication, My Thinking, My Wellbeing*)

Explore ASC

Life skills and context based curriculum focusing on sensory and emotional needs

Learners following the Explore (Autism) pathway have Autism and severe learning difficulties, they may also have complex sensory, communication needs, and may require support to regulate their emotions and enable them to develop successful interactions.

Learners require specifically developed teaching strategies and approaches for working with learners with Autism, focusing on developing their language and communication, social and emotional and play skills, flexibility of thought and sensory processing.

Personalised planning is based on the "4-My's" (*My Body, My Communication, My Thinking, My Wellbeing*)

Focus

Adapted national curriculum, focusing on skills for life

Learners following the 'Focus' pathway typically have learning difficulties and may also have Autism.

They follow an adapted national curriculum accessing a range of subject specific learning with the primary focus being developing functional skills for life.

Extended learning opportunities are provided within the wider community, including peers at Barnwell Middle School.

Personalised planning is based on the "4-My's" (*My Body, My Communication, My Thinking, My Wellbeing*)

Preparing for Adulthood (PFA)

Life skills based curriculum focusing on preparation for adulthood

The Preparing for Adulthood provision at Greenside offers learners the opportunity to prepare for adulthood by developing the functional skills needed in order to live as independently as possible beyond life at Greenside.

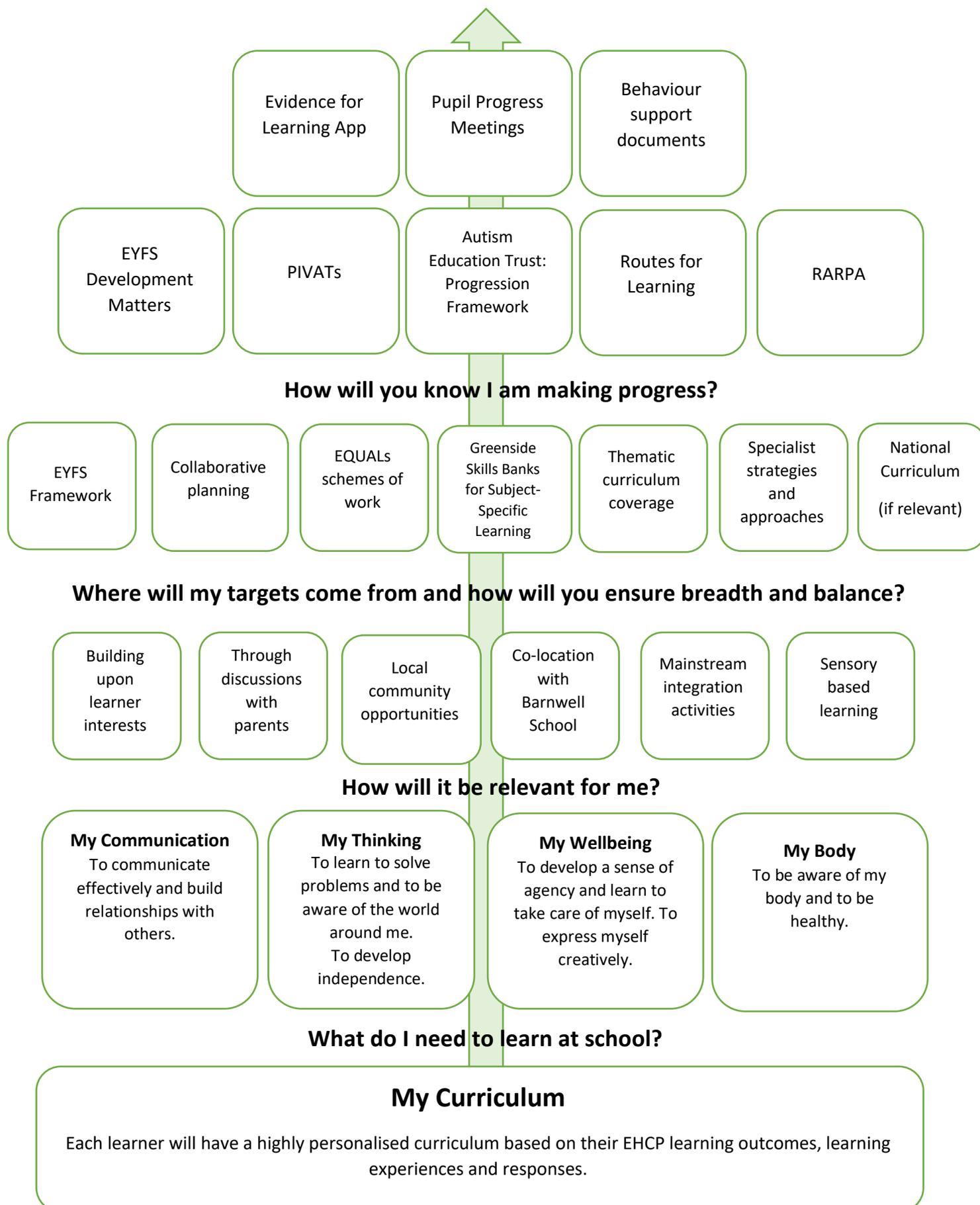
A higher proportion of the learning occurs in the wider community.

Learners have the opportunity to complete work experience if appropriate at local shops and inclusive employers in the area.

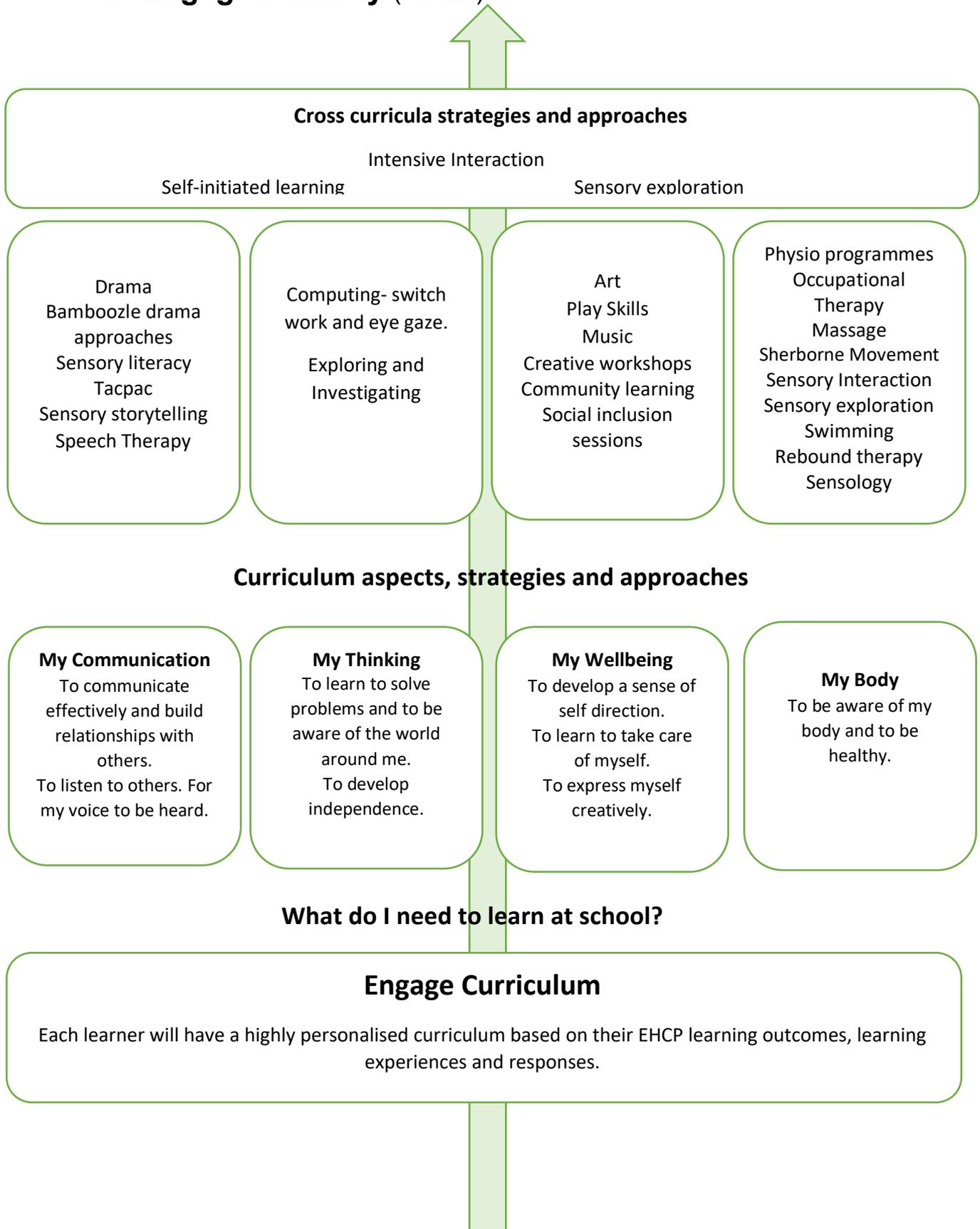
Partnerships with Further Education (FE) colleges and vocational providers, support each young person transition to their post school opportunities.

Appendix 2: Curriculum Overview & Pathways at Greenside School

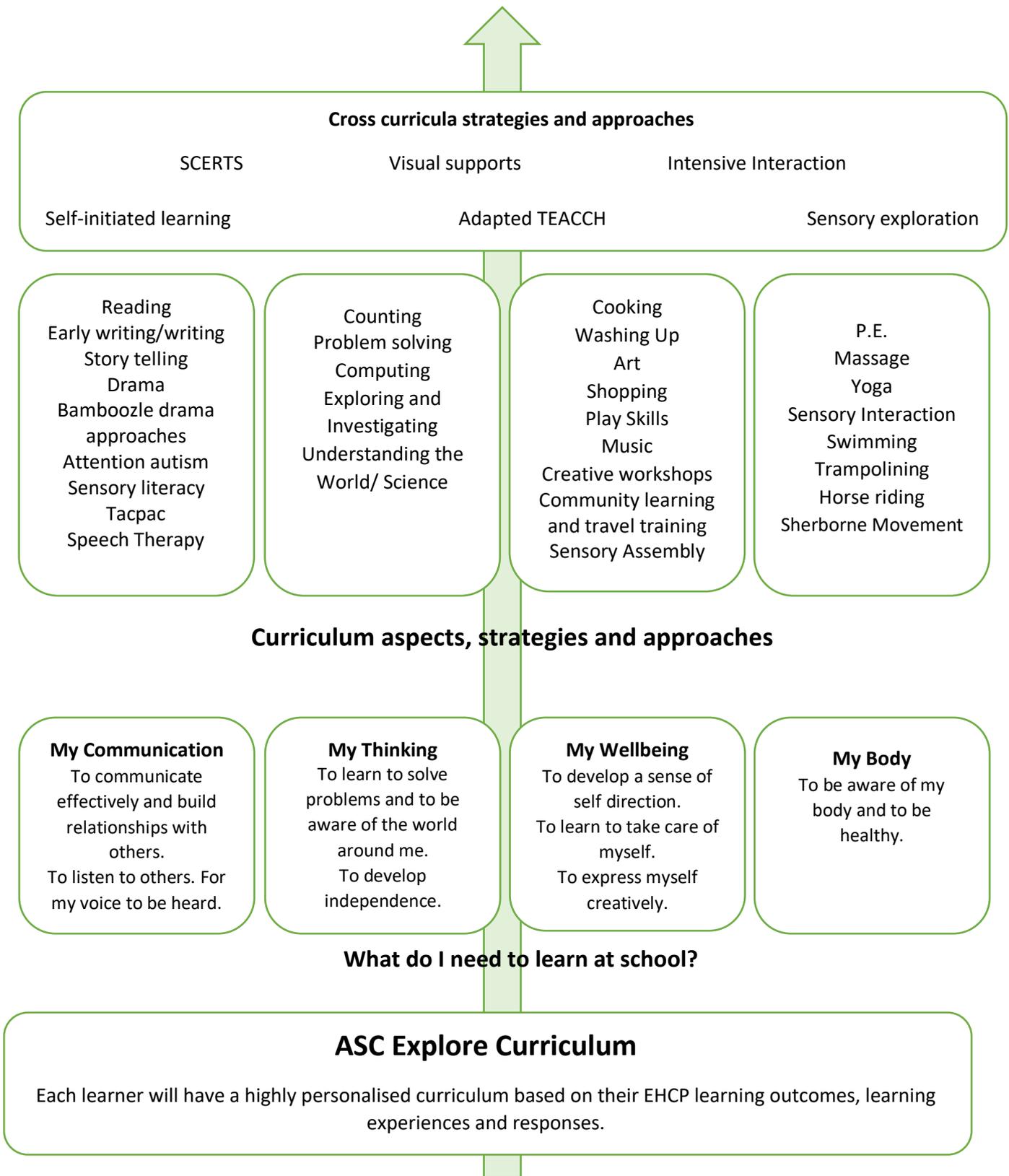
Greenside Curriculum overview



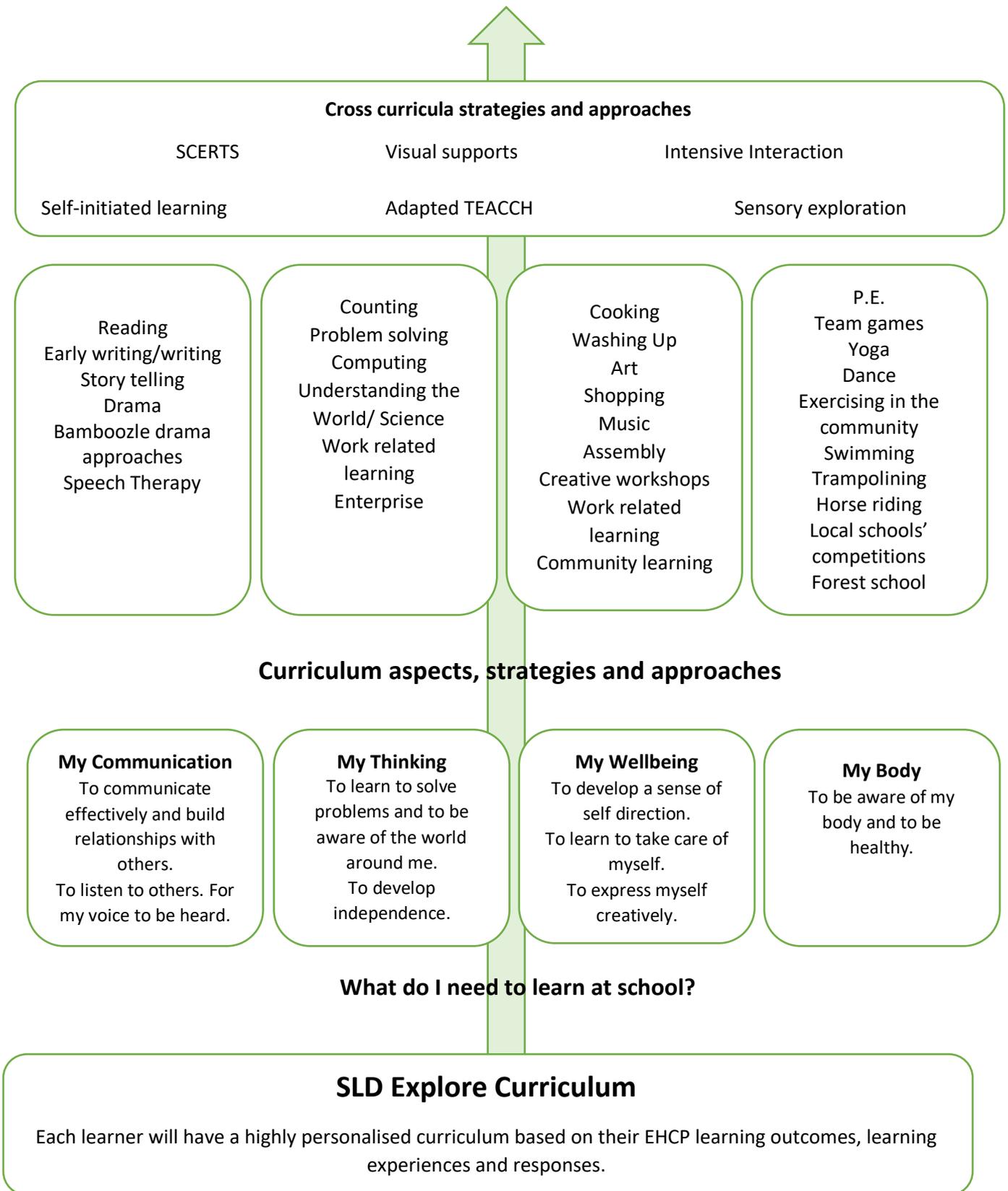
1. Engage Pathway (PMLD)



2. Explore (ASC) Pathway



3. Explore (SLD) Pathway



4. Focus (LD) Pathway

