

# Jack Tizard School

## Curriculum Policy



**Approved by:** Full Governing Body

**Date:** March 2018

**Next review due:** March 2019

**Review Frequency** Annually

## **SCHOOL MISSION STATEMENT**

All pupils are entitled to a safe, supportive and stimulating environment in which they are happy, healthy and enabled and encouraged to achieve as individuals.

Jack Tizard School offers a positive, enjoyable, life-enhancing education and provides a range of opportunities for the development of each pupil.

## **CONTEXT**

Jack Tizard is a fully inclusive all age special school for pupils aged 2-19 years. All pupils have a joint Education, Health and Care plan (EHCP), a Statement of Special Educational Needs (SEN), or are moving through the statutory process of transferring from a Statement to an EHCP. Our pupils have a range of special needs. These include:

- Physical Difficulties (PD)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Autism (ASD)
- Profound and Multiple Learning Difficulties (PMLD)
- Severe Learning Difficulties (SLD) and associated behavioural difficulties and complex health needs

## **CURRICULUM**

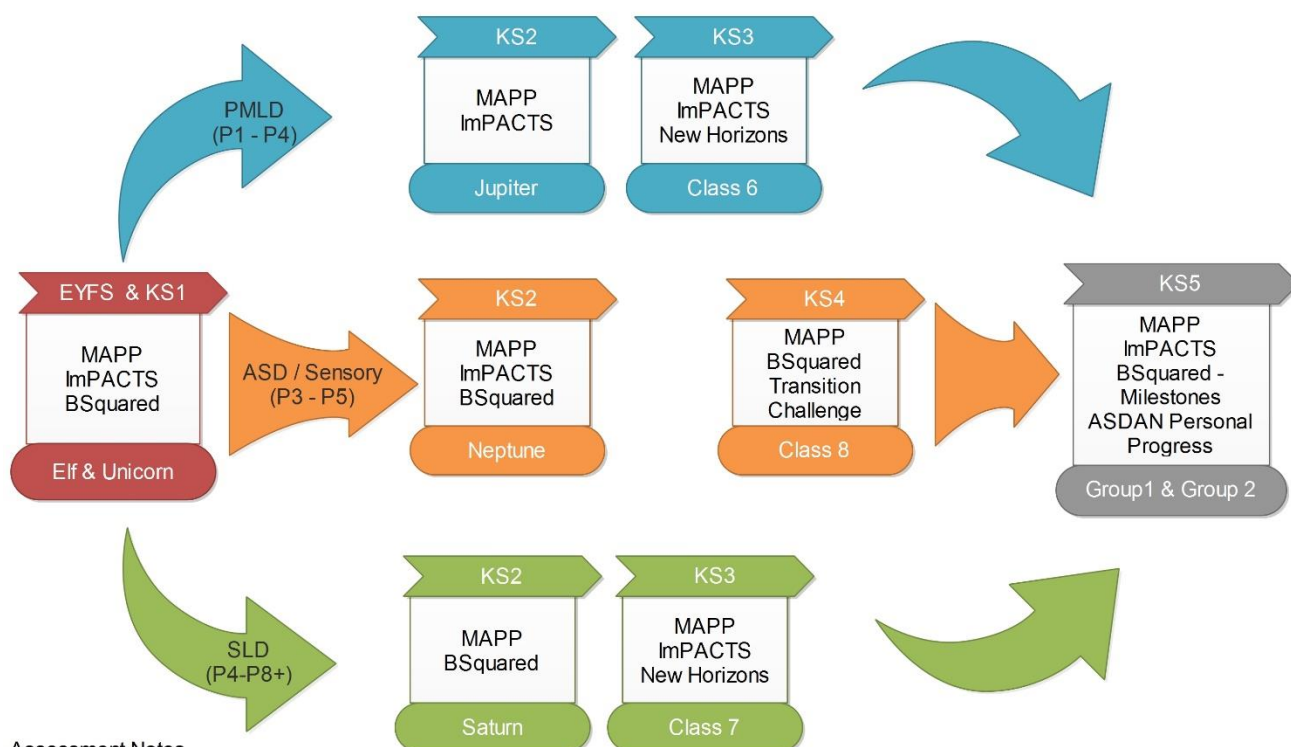
Jack Tizard offers a broad and balanced curriculum that is based on a thematic approach through topic cycles, that is fully child-centred and focused on their individual primary learning interests, strengths and needs.

The Curriculum at Jack Tizard School is divided into Lower, Middle, and Upper Phases of development and learning:

- Lower school includes EYFS and KS1
- Middle school includes KS2
- Upper school includes KS3, KS4, and Sixth Form

Running through the school are the three distinct learning pathways – PMLD, ASD and SLD. This enables the pupils to learn and develop within their preferred learning styles.

## Jack Tizard Curriculum Pathways 2017-2018



### Assessment Notes

- Individual Learning Intentions - All students
- ImPACTS / BSquared - depending on needs of individual students in EYFS / KS1 & KS5
- Termly Summative Assessments - EYFS, Primary and Secondary
- ASDAN Evidence sheets - 6th Form

- The curriculum is child and person-centred with an emphasis on communication and interaction skills, and independence skills
- The curriculum is responsive to the changing profile of need of our pupils, and will be updated as required
- All pupils have individual targets set in the following key areas of learning: Communication and Literacy; Learning and Thinking Skills; Personal Social Emotional Development; Physical
- In the EYFS the curriculum is delivered through the key areas of learning: Communication, physical development, personal, social emotional development, learning and thinking skills
- Across the school, the EYFS headings are used to identify and define key areas of learning
- In the Sixth Form the four key areas of priority learning are: Communication and Literacy; Numeracy and Money; Work-Related Learning; Independence
- In the final school year, students are supported to visit and secure an appropriate post-school placement. This may be a college of further education or a day placement. This is discussed with parents and post-school providers, as well as the relevant transition social workers

- All pupils in the Secondary Phase participate in an externally accredited award scheme which forms part of a wider personal and social development programme. Currently, this is delivered through ASDAN
- All curriculum subjects are planned and delivered through the topic cycles via the 3 distinct learning pathways
- Religious Education (RE) Days and assemblies form part of the offered curriculum. All classes participate in an RE Day every half term, as agreed with Sacre. Parents have the right to withdraw pupils from assemblies
- Enrichment days of activities linked to National events such as World Book Day, Children In Need, Science Day, Sports Relief etc enhance the curriculum offer and provide opportunities for our pupils to engage in activities linked to their local community, stimulating interest and motivating the pupils to engage in the wider world around them
- Modern Foreign Languages (MFL) is delivered via a yearly International Day
- Sex and Relationships Education (SRE) is delivered by an external organisation; Image In Action. Staff within all classes across the school have received training from Image in Action. Teachers in the Upper School (i.e. Secondary and Sixth Form) have received specific in-class training, support and advice from the trainer at Image in Action. All classes in the Upper School have SRE on the curriculum during one term every year. Parents are consulted, and workshops provided for them, during the term that the direct work with pupils is taking place. Parental permission is obtained before SRE work takes place
- Lunch times and break time routines are a very significant part of learning for our pupils, offering opportunities to develop interaction and communication, independence, and the ability to follow predictive routines, enabling the pupils to make sense of their day
- Therapeutic input is integrated into the curriculum offer through targeted individual interventions to maximise learning opportunities and outcomes
- Assessment is approached through the 3 distinct learning pathways

*This document links to the following documents:*

- *Jack Tizard School's Information Report SEND*
- *Secondary PMLD Curriculum*
- *Assessment Guidance Document (October 2017)*