



CURRICULUM STATEMENT

Person responsible for policy:	Emma Shaw and Katy Wadsworth
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Park Lane School's curriculum is multi-layered, ambitious, detailed, and specific to meet the needs of all students. Our curriculum:

- Develops communication, literacy, and numeracy skills.
- Prepares students at our school for the opportunities, responsibilities, and experiences of later life.
- Promotes the spiritual, moral, cultural, mental, and physical development of all students at our school.
- Prepares the students for life in modern Britain and promotes British values.
- Is relevant, purposeful, engaging, and exciting.

Our ambitious curriculum model builds systematically on prior learning from previous Key Stages. We offer a curriculum, which is broad and balanced, where entitlement is maintained for every pupil no matter what their disability may be.

At Park Lane School the curriculum comprises all the learning and other experiences that are planned for the pupils. The National Curriculum forms one part of the school curriculum. In planning for and providing exciting opportunities for all pupils to learn and to achieve our curriculum planning will include:

- The learning needs of all pupils, especially as they approach adulthood, aspects of PSHCE, functional skills and work-related learning.
- The needs of groups of pupils, for example, developing communication skills for pupils who require augmentative approaches to communication.
- The needs of individual pupils, for example, physiotherapy or a specific program in physical education.

In determining curriculum entitlements, and priorities for learning for pupils at Park Lane School, the following are represented in the various Key stages:

- Curriculum guidance for the Early Years Foundation Stage (EYFS) for pupils in the first years of their education.
- The general requirements in the National Curriculum.
- The full range of subjects of the National Curriculum, including Citizenship at key stages 3 and 4; religious education; sex and relationship education; other aspects of PSHE and work-related learning, according to the relevant key stage.
- Provision, which prepares pupils for adult life, with access to suitably, accredited courses and work experience in Key Stage 5.

Personalisation and Access

Staff have an in-depth knowledge of the pupils they support and a great understanding of development and progression. Staff use specialist teaching approaches as part of the repertoire of learning and teaching practices which aims to:

Be relevant to the needs of pupils who have SLD, PMLD, sensory impairment and ASC.
Promote high expectations of behaviour and social skills.
Provide opportunities for pupils to transfer skills to environments beyond the classroom.

Within this multi-sensory approach, we draw on the expertise of a multi-disciplinary team, which includes the Sensory Impairment Services, physiotherapists, speech & language therapists, occupational and music therapists.

Curriculum and rationale:

Whilst reflecting the main threads of the National Curriculum, planning starts with age appropriate, and interest appropriate, Key Stage Programs of Study. Where necessary we draw upon the content of earlier Programs of Study to reflect and emphasise prior and current learning.

Early Years Foundation Stage – Foundation Stage (Prime and Specific areas of learning)

Key Stage 1 – All statutory National Curriculum subjects and RE

Key Stage 2 – All statutory National Curriculum subjects and RE

Key Stage 3 – All statutory National Curriculum subjects, RE, Citizenship

Key Stage 4 – As above, with an increasing emphasis on Functional Skills, Social Independence, and external accreditation. (ASDAN)

6th Form – Post-16 Curriculum – a life skills curriculum accredited through ASDAN, Personal Progress and Personal and Social Development qualifications.

Curriculum Implementation

Schemes of work for English are currently written and delivered by individual class teachers. Schemes of work for maths are written by the maths Curriculum Leader. Termly schemes of work for the Foundation Subjects are written by Curriculum Leaders. A thematic program is in place which covers 2 years where learning intentions are drawn from the National Curriculum Programs of Study.

The Early Years Foundation Stage and Key Stage 1 Classes follow an adapted Early Years National Curriculum model.

Continuing from the Early Years curriculum, subject specific learners in Key Stage 2 and 3 Classes continue to follow the National Curriculum model in maths and English, personalised and adapted for individual learning through our own Schemes of Work. Non-subject specific learners throughout Key Stages follow personalised learning goals identified in their EHCP.

Key Stage 1 to Key Stage 3 teaching of foundation subjects are built around our four values. Individuality, community, creativity, and challenge. The value areas encompass all the National Curriculum subjects and are taught as thematic lessons. Each Value has a termly Scheme of Work outlining learning intentions, outcomes, and implementation. The impact of each scheme of work is evaluated at the end of each term.

Value	Subject
Creativity	Music Art
Challenge	Science Computing D&T
Community	History Geography RE Careers
Individuality	PSHCE PE MFL

Key Stage 4 follows a curriculum based on ASDAN Accreditation Transition Challenge and units of work from Towards Independence.

The 6th form schemes of work are planned around the ASDAN Personal Progress and Personal and Social Development modules.

Pupils in Key Stages 1-4 with PMLD, who are non-subject specific learners, are based in a class group to access a relevant sensory-based curriculum while accessing therapeutic input such as postural management.

Challenging and appropriate individual targets are set at annual reviews related to the pupil's Individual Learning Plans, based on assessment.

Physiotherapy programs are provided by therapists.

Speech and language therapy targets are set by Speech and Language therapists in consultation with class teams.

There is a whole school policy on Relationships Education, and this is taught from KS2.

6th Form pupils follow a more life skills-based curriculum including Vocational Studies, Travel Training and work experience to support pupils in preparing for adulthood.

Key Skills:

In essence, key skills are at the core of our work. They are delivered through the teaching of the curriculum.

All pupils are provided with opportunities to acquire, develop, practice, apply and extend their skills in a range of contexts across the curriculum. These skills will also be relevant to life and learning outside and beyond school. Such skills include:

The key skills of communication (including literacy), application of number, Computing, working with others, improving own learning and performance and problem solving.

The development of these skills is an important part of the curriculum. Opportunities for, and examples of, the development of these skills are embedded within our curriculum planning across the whole range of subjects.

Approaches to teaching and learning

Pupils are taught individually, in groups and in whole class sessions. Positioning is carefully considered; especially for our PMLD pupils, and therefore the curriculum could be delivered while pupils are in standing frames or lying on an Acheeva bed.

As part of our curriculum organisation and reflecting the need to personalise for pupils who have sensory and Autism Spectrum Condition, there is an acknowledgement and desire to demonstrate the following organisation/provision for such pupils:

- Minimising unnecessary auditory stimuli and increasing visual stimuli when the pupil is focusing on lessons/tasks.
- Limiting verbal instructions to simple words and phrases.
- Using the pupil's visual strengths in setting up activities, expectations and routines.
- Developing routines and timetables using pictures and/or symbols, which enable the pupil to understand a program of events for that day.
- To have clear strategies known and agreed amongst staff, as to when and how much to expect such pupils to be a part of the larger class group.
- Plan sensory breaks that pupils can access when they feel they need a break, ensuring suitable resources are available when required.
- Opportunities for sensory programs i.e., Intensive Interaction, TacPac, Brushing, Sensory circuits, massage.

Equal Opportunities

We endeavour to ensure that all pupils are valued equally highly, regardless of gender, background, ethnicity, religion, ability, or culture. Access to the curriculum is assured through a range of teaching and learning strategies and using individually tailored augmentative communication aids and approaches.

Examples of addressing equal opportunities include:

1. Literacy - a range of texts and sensory stories that reflect cultural diversity in both fiction and non-fiction.
2. Numeracy - resources for pupils with different abilities and learning needs e.g., Numicon.
3. ICT/Computing - resources for pupils with a range of disabilities requiring different input devices - identified through Multi-Disciplinary Communication Assessment Team process.

4. RSE - sex education for boys and girls as appropriate to age and levels of development.
5. RE – our curriculum includes studies of all the main religions and their festivals and celebrations. Whole school assemblies reflect the major religions of the world including Christianity, Judaism, Hinduism, Islam, and Sikhism. Shared Assembly times focus on developing British values within the context of celebration and achievement.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Opportunities for spiritual, moral, social, and cultural development are embedded and enrich the curriculum across the school. Opportunities and experiences are outlined in teachers' schemes of work and in lesson plans.

Enrichment beyond the classroom is provided through:

- Educational visits
- Inclusion – social and educational opportunities
- Music Therapy
- Lunchtime clubs
- Music lessons e.g., drumming and Samba band
- Whole school events- Christmas concert, Sports Day, Arts Week
- Work experience
- Residential opportunities

Monitoring and Assessment

We ensure that all staff are involved in reviewing the impact of the curriculum content, design, and approach for our students. We use a wide range of monitoring strategies throughout the year:

- Auditing planning/subjects
- Holding progress meetings regularly and analysing progress to inform next steps or address any areas for improvement (progress towards, EHCP outcomes, curriculum outcomes, accreditations.)
- Observations of lessons, including learning walks
- Work scrutiny
- Moderating assessment
- Curriculum development and planning (Sow intentions through to evaluations)
- Feedback from students (student voice questionnaires)
- Monitoring non-academic areas
- Identifying training

Assessment is ongoing and formative at every stage throughout Park Lane School. It is used to track our pupil's progress and inform next steps in personalised learning to enable all students to make the best possible progress. We use a variety of assessment tools within Evidence for Learning, to record and monitor individual progress to ensure that our pupils are challenged and that every point of success can be celebrated.

Non-academic curriculum areas are measured through our monitoring programs which identify the impact our holistic curriculum is having on pupils:

- Behaviour and emotional wellbeing
- Communication skills
- Social development
- Physical and sensory development
- Spiritual, moral, social, and cultural development

Through this monitoring we can ensure our curriculum is equipping the pupils with the skills to become successful learners, confident individuals & responsible citizens. Parent feedback through our questionnaires provides us with essential information about the impact our curriculum is having in developing pupils holistically and preparing them for adulthood. Pupil feedback through questionnaires gives us information about how the pupils feel about their learning and how well they think they are doing in school.

Review of this policy statement

This policy will be reviewed annually.

