**CONTENTS**

[1.0 cURRICULUM INTENT](#_Toc488837594)

**2.0 AIMS OF POLICY**

[3.0 OPTIONS BROOKTHORPE HALL school curriculum intent](#_Toc488837596)

4.0 IMPLEMENTATION OF THE CURRICULUM AT OPTIONS BROOKTHORPE HALL

[5.0 ACCREDITATION – IMPACT OF THE CURRICULUM](#_Toc488837598)

[6.0](#_Toc488837599) TRANSITION/NEXT STEPS

[7.0 MONITORING & REVIEW](#_Toc488837601)

8.0 PROTECTED CHARACTERISTICS WITHIN THE CURRICULUM

# CURRICULUM INTENT

At Brookthorpe Hall we provide an individualised learning approach which is catered to meet the individual needs of each student. Our ambitious curriculum aims to challenge our students by engaging them in learning that is centred around their interests and intended EHCP outcomes. Our intention is to ensure that our students gain the necessary academic and life skills to prepare them for their next steps towards independence, further education or employment. In doing so we aim to provide a curriculum that is designed to combine creative learning opportunities around the core areas of English, Maths, SMSC and PSHE. Enrichment is an extensive part of our curriculum and through this approach we hope to develop a broad level of practical skills, fulfilment, knowledge and improved personal wellbeing.

At Brookthorpe Hall we understand that many of our students have a varied history of challenging school experiences. For this reason, our focus is to help in overcoming the young person’s barriers to learning. Irrespective of the age and profile of student we spend a considerable amount of time getting to know them. Understanding their talents, interests, and aspirations as well as preparing them for positive social engagements with their peers. We hope that once these skills have been nurtured, they have a readiness to learn and are able to access and utilise the fundamental skills required in reading, writing and math.

As we help students begin to identify and overcome their barriers to learning, the intention of the curriculum will focus more on learning the required skills to embed skills in reading, writing and maths, our pathways have been designed to ensure that students’ gain experiences in the nine key pillars of learning including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic input. Underpinning each pillar is the spiritual, moral, social and cultural development (SMSC) and cultural capital, please refer to the school’s SMSC Policy for further detail in this area.

Our curriculum aims to.

* Provide all students the opportunity to learn and develop their skills to the best of their ability.
* Teach students how to develop into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential in the wider community.
* Foster a positive attitude towards learning, so that students enjoy coming to school, and acquire a basis for lifelong learning.
* Teach students the basic skills of speaking, listening, literacy, numeracy, and information communication technology (ICT).
* Promote an enriching environment that allows students to be creative and to develop their own thinking.
* Enable our pupils to become, where possible, independent learners.
* Help pupils understand Britain’s values through SMSC; to enable students to be positive citizens in society.
* Encourage students to have an awareness of their own spiritual development, and to understand right from wrong.
* Help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
* Prepare students for the opportunities, responsibilities, and experiences of adult life.
* Encourage students to have respect for themselves, high self-esteem, and to be able to live and work cooperatively with others.

# AIMS OF THE POLICY

**Options Brookthorpe Hall School Curriculum Intentions:**

The intentions of our curriculum are to:

1. To support the effective and coherent delivery of a bespoke curriculum to every pupil.
2. To support staff in making professional responses to the needs of their students through recognised approaches based upon best practice for learners who are autistic and/or Complex Needs.
3. To provide a framework which rationalises the roles and responsibilities of the education staff and how these interface and cohere with the wider Options Brookthorpe Hall School team.

When pupils arrive at Brookthopre Hall we carryout baseline assessments and give students time to settle in. For example, most students are on a reduced timetable during the first week and then this is reviewed following this period. We also use a therapist approach as part of our universal offer to all students informed by ADD and Therapy Informed Practice which is also supported by our clinical team.

**Primary Phase – EYFS/KS1 and KS2**

Following baseline, pupils are placed into small classes, maximum of 6, where they will follow a learning pathway.

1. **Adapted National Curriculum** – pupils will be taught maths, English, reading, science PHSE, IT Design and Technology (cooking) and PE.
2. **Adapted Early Years Approach** – Some of our pupils may be pre -national curriculum from their baseline assessments. These pupils have a themed curriculum based on improving CLL, Physical, understanding of the world, Maths, PHSE and creative arts.

**Transition from Early Years Foundation Stage to Key Stage 1 and 2**

|  |  |  |
| --- | --- | --- |
| **EYFS** | **Key Stage 1** | **Key Stage 2** |
| Communication & Language  Personal, Social, Emotional Development  Physical Development  Literacy  Mathematics  Understanding the World  Expressive Arts and Design  Learning through Play | English  Mathematics  Science  Creative Art and Design  Computing & Design and Technology  Humanities  PE  PSHE  Extended Curriculum | English  Mathematics  Science  Creative Art and Design  Computing & Design and Technology  Humanities  PE  PSHE  Extended Curriculum |

**Secondary Phase – KS3 and KS4**

In our secondary phase pupils will study:

**Adapted national curriculum subjects** – Maths, English, Science, PHSE, Our World (History, Geography and Cultures), Art and PE. However, some students will study the **KS4 targeted pathway** to support progression and next steps.

|  |  |  |
| --- | --- | --- |
| **Key Stage 3** | **Key Stage 4 KS4 Targeted Pathway** | |
| English/Reading and Writing  English Language  Mathematics  Science  Humanities (History, Geography, Cultures)  PSHE Extended Curriculum | ASDAN – Employability  English  English Language  Mathematics  Science (Biology, Physics and Chemistry)  PSHE Extended Curriculum | GCSE in English, Maths and Science  Humanities (Geography, History, Culture)  PSHE  Extended Curriculum |

\*this is for some students who will access a different pathway depending on assessments.

**KS4 –** From their baseline pupil in KS4 can study subjects towards recognised qualifications and their futures destinations which include a GCSE, Vocational and Employability qualifications.

# OPTIONS BROOKTHORPE HALL SCHOOL VALUES

The Options Brookthorpe Hall School curriculum encourages active engagement in learning within first hand, practical contexts in the classroom, in the community and in the great outdoors. The Curriculum is planned and delivered in order to arouse pupil interest and foster engagement and motivation.

Communication and working in partnership with parents and carers is essential to promote effective learning. Parents and Carers have access to Class Dojo. This app is used to communicate key information as well as sharing details about children’s progress. The app is also linked to the school’s behaviour policy.

Each pupil’s pathway is personalised to meet their needs and is underpinned by our core values which actively promote Fundamental British Values.

* Everyone Should be listened to (Democracy)
* Keep everyone safe by following the rules and making the right choices (Rule of Law)
* Be Proud of who you are (Individual Liberty)
* Value each other and your surroundings (Mutual Respect)
* Be Patient, Kind and Understanding to everyone (Tolerance)

**Thinking Skills**

Core thinking skills complement the six Key Skills that are embedded in each learner’s curriculum offer. For our learners, the development of thinking skills involves:

* Sensory awareness and perception.
* Early cognition skills such as memory retention, sequencing, anticipating, choosing and matching.

Our bespoke Curriculum Pathways embed the core keys skills required in literacy, mathematics and PSHE. We feel that all our learners are entitled to access the level of challenge and enrichment that is offered in mainstream education, our aim is to adapt the curriculum to the learner and their individual needs rather than adapting the learner to the curriculum. This allows us to ensure that no opportunity is missed, and they are able to leave Brookthorpe as happy and well-rounded young adults. Our bespoke curriculum is continually evolving to meet the unique needs of every student through continuous monitoring and evaluation of progress. We follow the four principles that are essential to developing a more inclusive curriculum:

Setting suitable learning challenges;  
Responding to learners’ diverse needs;  
Overcoming potential barriers to learning and assessment.

Setting students based on ability rather than chronological age.

Staff, as members of a multi-disciplinary team, make use of the whole school environment and the community to provide learners with a curriculum that is motivating, multi-sensory and experience based.

**IMPLEMENTATION OF THE CURRICULUM AT OPTIONS BROOKTHORPE HALL**

Our first and most important aim at Brookthorpe Hall School is to develop and nurture a positive relationship. To build a secure and trusting environment for our new students they are first placed on our transition pathway. A successful transition will pave the way for a successful school experience. When students are ready to make the step towards a more formal learning model they will be integrated into their class.

All pupils will receive adapted learning using these schemes:

Maths – White rose

English – Phonics, acerated reading and a themed approach

Science – Activate

PE – adaptations from the national curriculum

Art – Adaptations from the national curriculum

PSHE - PHSE association

My World – History, Geography and Culture adaptations from the national curriculum.

**Extended Curriculum**

All pupils have a whole day each week where we focus on personal development and life skills. Practical activities could include:

Cooking, creative arts, accessing wider community off-site, local activities such as dry slop skiing, horse riding.

**Therapy**

All pupils have access to our therapy team. We have experts on site to support:

* Wellbeing
* Speech and Language
* Occupational Therapy
* Psychotherapy

**Behaviour Support**

All pupils have an individual support plan and passport to help them access learning. Some pupils may need a more targeted approach to support their learning and access the curriculum offer. This support could include:

* 1:1 Support and intervention
* Individualised timetables
* Increased level of therapeutic input and support
* Greater personalised learning
* Enhanced resources to support learning. For example, IT packages and software.

We know a few pupils have come to our school with extreme trauma and/or history of educational breakdowns pupils will need a more bespoke approach with barriers that are very challenging for them to overcome. These pupils need a more bespoke approach to support their learning needs. Our nurturing environment, we offer a very unique and holistic approach to an individual education. Each child is considered on an individual basis.

**Classrooms**

Every classroom is autism friendly, and we provide a visual timetable and follow our organisations approach to AAD. Every pupil has access at least weekly to the following rooms to support and enrich their learning.

* Cookery Room
* IT Room
* Science Lab
* Immersion Room
* MUGA
* Sensory Garden
* Therapy Rooms

**Teaching**

We teach 45-minute lessons. Pupils have access to 6 hours per day of learning. Pupils spend much of their day with their Class Teacher and Teaching Assistant. We include personal development, reading, I CAN and reflection time during the day.

A typical day may look like this:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Longford** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:50-9:20** | Tutor | Tutor | Tutor | Tutor | Tutor |
| **9:20-10:05** | Maths | Maths | Maths | **Extended Curriculum** | Maths |
| **10:05-10:50** | English | English | English | **Extended Curriculum** | Art |
| **10:50-11:05** | Breaktime | Breaktime | Breaktime | **Extended Curriculum** | Breaktime |
| **11:05-11:50** | Our World | PE | Our World | **Extended Curriculum** | Our World |
| **11:50-12:35** | Science | Science | Science | **Extended Curriculum** | Science |
| **12:30-1:15** | Lunchtime | Lunchtime | Lunchtime | **Extended Curriculum** | Lunchtime |
| **1:15-1:30** | Tutor | Tutor | Tutor |  | Tutor |
| **1:30-2:15** | PSHE | PSHE | PSHE | **Extended Curriculum** | Personal Development - Reflection |
| **2:15-3:05** | Personal Development - EHCP | Personal Development - ICAN | Personal Development - Reading | **Extended Curriculum** |  |

Reading is prioritised at Brookthorpe Hall School. This starts in primary with a sharp focus on phonics and reading comprehension. Upon entry to Brookthorpe Hall School a baseline test provides teachers with a clear understanding of the gaps in reading skills. If appropriate, phonics are repeated throughout the key stages to help students to segment and blend words and match sounds to the texts they are reading. As professionals we have a strong understanding of how reading abilities and styles of reading are unique and our adaptive reading programmes reflect this. At Brookthorpe Hall we appreciate that some of our students arrive as reluctant readers. They may not have experienced reading for pleasure as routine and dislike reading aloud. In response to this Brookthorpe Hall uses two standardised schemes these include Accelerated Reader and Little Wandle. It is common classroom practice for students to be encouraged to read independently alongside guided reading as well as a book-based curriculum in English to promote reading and develop confidence and fluency.

We work closely with the Therapy Team through Therapy Across the Curriculum meetings to dive deeper into strategies and embed therapeutic interventions across the curriculum to support learning and student progress.

# OPTIONS BROOKTHORPE HALL SCHOOL PRACTICE (IMPLEMENTATION)

Our teachers promise to deliver a curriculum that is all together challenging, inspiring and adapted to meet the individual’s needs. To assure this our teachers are committed to:

* Reviewing and updating relevant subject policies and action plans annually.
* Writing, reviewing, and updating long and medium-term plans for their subject areas.
* Managing resources for their subject.
* Managing the assessment information for each individual within their subject area.

Core subjects are delivered by subject specialists in English, mathematics, and science.

Teachers have responsibility for their individual classes and the individual learners in them, which includes:

* Writing and disseminating pupils’ termly educational reports.
* Attending and leading parent/carer termly meetings
* Writing annual Action Plans for their group and contributing to the school SEF
* Designing the group’s curriculum maps.
* Planning for and resourcing differentiated learning spaces.
* Managing their group’s staff team, including TAs and any other support staff allocated to learners.
* Writing reports, such as LAC reports, PEPs, termly progress reports and annual end of year EHCP reports.
* Managing the pastoral needs of their class and sharing assessment information.
* Writing and assessing their group’s Pupil Passports.
* Contributing to their pupils’ behaviour support plans.
* Taking a lead for supporting the behaviour and emotional needs for students in their group.
* Maintaining regular communication with parents via Class Dojo.
* Using evidence for learning to capture the progress the students are making to meet EHCP outcomes and across the curriculum.
* Physical: P.E. and outdoor education
* Aesthetic and Creative (Art, Music)
* Therapeutic: sensory, play, Outdoor Education, Horticulture, Equine and Land Based

At Brookthorpe Hall we understand the demands that Learning places on a young person and a result our lessons are delivered in 45-minute intervals. To anticipate learning fatigue, we ensure our core lessons are delivered during the morning sessions and practical and vocational lessons take place during the afternoon. Students are taught in small groups with a minimum of two staff dependent upon learner needs.

# ACCREDITATION (IMPACT OF THE CURRICULUM)

Brookthorpe Hall Students in Key Stages 2 and 3 will have access to Maths, English, Science, History, Geography, Culture, Baseline data is collected, and attendance/engagement is measured in this to support student progression. Assessment is used to support student progression. We just Evidence for Learning to support and access students that is tracked against their EHCP targets. At KS4 pupils may study GCSE, ASDAN, Functional Skills and this could be at Entry Level.

# TRANSITION/NEXT STEPS

Transition is used to describe the period of time between the ages of 14 and 25 when young people are supported in making decisions about their future. As part of the EHCP process students and parents/carers will be consulted around next steps. The school is fully supported by local college providers who provide students with impartial careers guidance (through OFG Careers Advisor) that is presented in an impartial manner and enables students to make informed choices about a broad range of career options and helps them to fulfil their potential.

Each student has a Transition Plan in place following their 14+ Review, which is then monitored and updated on at least an annual basis as part of the Annual Education Review Process. Transition Targets are set as part of the learner’s ISP as appropriate. School provides learners with careers guidance through PHSE and CoPE suitable to their needs. We provide students with appropriate opportunities to engage in:

* Work-related experiences on site.
* Gradual supported external placements.
* Experiences at local colleges and alternative educational provisions.
* Community activities.

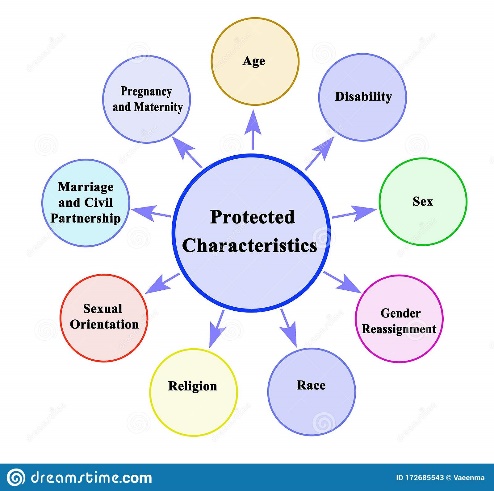
If for any reason, students are unable to access learning on the school site, remote careers support is made available through virtual careers meetings.

# MONITORING & REVIEW

The Head teacher together with all education staff carry out a systematic monitoring and evaluation of the school’s curriculum, including termly moderation of Medium term Planning (please see Planning, Assessment, Recording and Reporting Policy). This ensures clear priorities for development are identified and sufficient information is gathered for a curriculum review. Subject leaders support their areas across the school through feeding into shared curriculum planning and review meetings and supporting the implementation of programmes of study through sharing of ideas and ensuring appropriate resources are in place. Local quality assurance procedures factor in frequent curriculum audits.

The curriculum is reviewed as part of governance and through checklists completed at school level and ratified by the Regional Director.

# 8.0 PROTECTED CHARACTERISTICS WITHIN THE CURRICULUM



Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.

At Brookthorpe Hall School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

Within our curriculum we make sure that diversity is promoted and celebrated.

At Brookthorpe Hall School all students’ are valued as individuals and supported to achieve their potential across all areas of the curriculum. Students’ are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all students’ to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Brookthorpe Hall School we recognise, respect and celebrate differences. This is reflected in our core values:

- Everyone should be listened to (Democracy)

- Keep everyone safe by following the rules and making the right choices (Rule of Law)

- Be Proud of who you are (Individual Liberty)

- Value each other and your surroundings (Mutual Respect)

- Be Patient, Kind and Understanding to everyone (Tolerance)

Resources in use across all curriculum areas represent all ages, disabilities, races, genders, cultures and beliefs.

Our aim at Brookthorpe Hall School is to foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements.

In order to provide an outstanding educational offer, we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

At Brookthorpe Hall School we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged, and equal opportunities are available to all. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This includes celebrating individuality and difference, encouraging and inspiring young people to overcome barriers and inequalities by celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities, and genders who have achieved great successes.