



Curriculum Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date Approved by Governing Body:	March 2024
Review Period:	1 years
Next Review Date:	July 2025

Chair of Governors:	Teresa Cutler
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Curriculum Intent

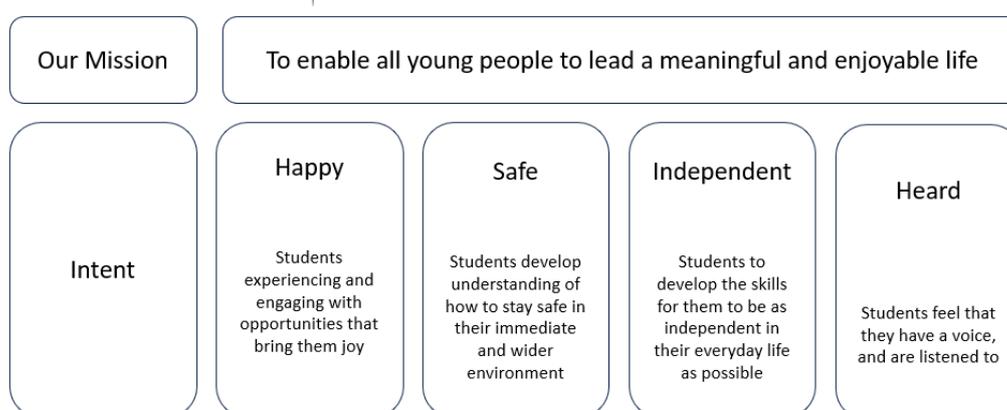


Uffculme School is an all age 3-19 school for young people who have Autistic Spectrum Condition (ASC). The purpose of the curriculum at Uffculme School is to fulfil the school’s mission to

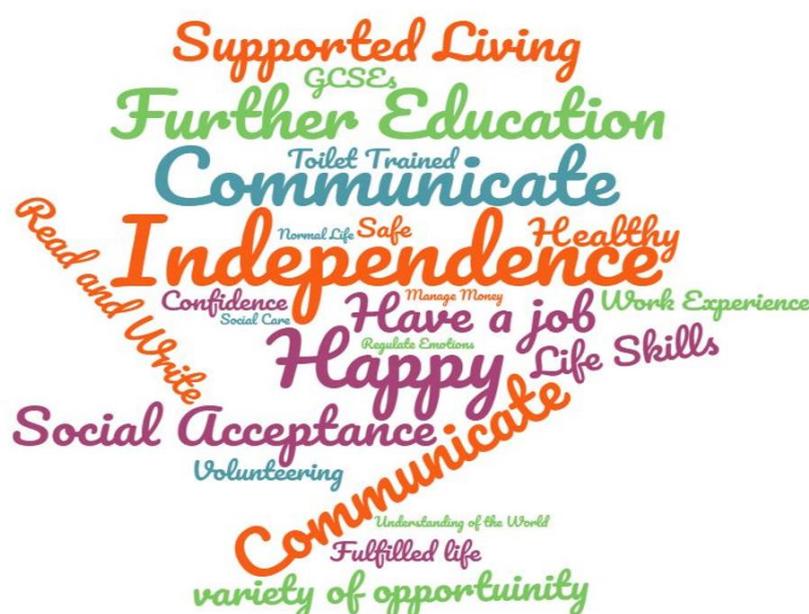
‘Enabling all young people to lead meaningful and enjoyable lives’.

Curriculum Pathways are designed to allow all pupils access to a broad, balanced, and relevant curriculum which provides an inclusive experience within the world around them. It addresses the individual needs of the pupils regardless of needs, ethnicity, gender, and ability.

4 Key principles connect the Whole School curriculum. We want our students to be, and feel:



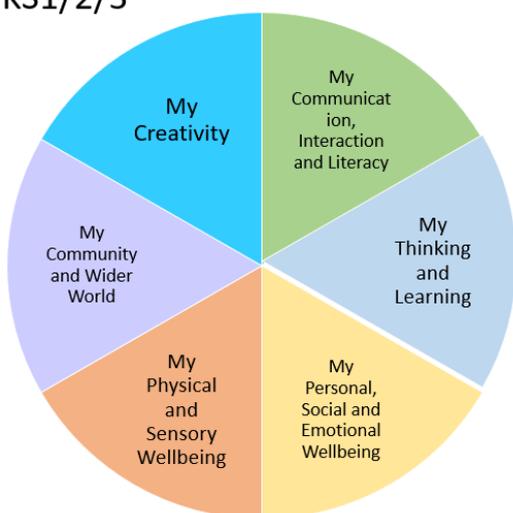
Parents have been consulted to ascertain what their aspirations were for their child/young person both for the short term and when they leave Uffculme school and move into adulthood. Below is the result of this scoping project. As a result, we have used these aspirations to formulate our overall Curriculum Intent.



Uffculme School has a consistent approach to the general Intent governing the focus of our curriculum. We have used the structure of the Education, Health, and Care Plan to identify areas of focus for the Curriculum, along with My Community and Wider World and My Creativity, which are areas of focus that Uffculme school feel fit within our Ethos and Values, as well as providing breadth and depth to the curriculum offer. The curriculum strives to be personalised to each learner in direct response to their individual strengths, interests, and needs.

The follow circles are the starting points of every student's educational offer at Uffculme School. These are called the Curriculum circles of Intent:

KS1/2/3



KS4/5



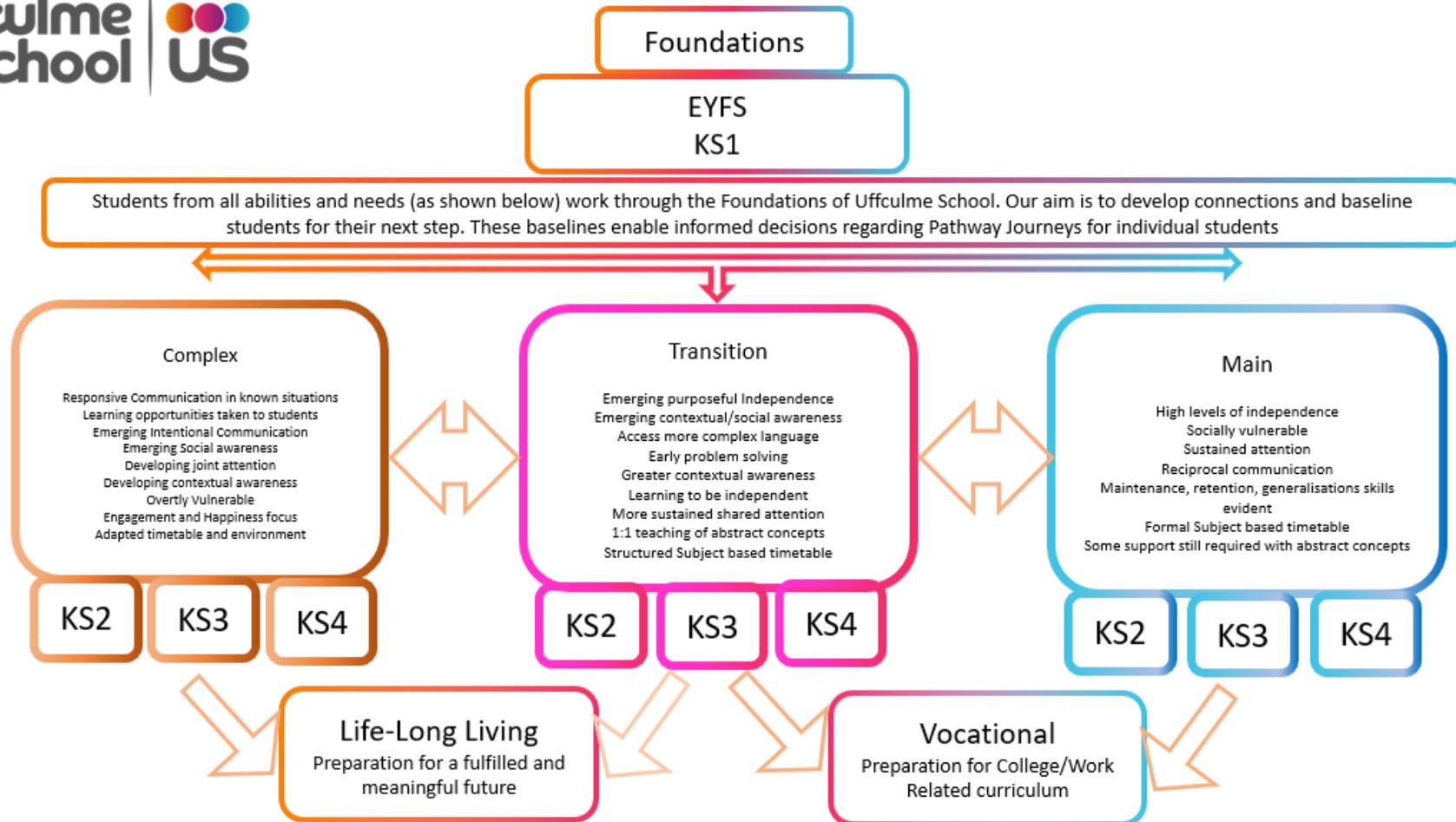
Provision Pathways



At Uffculme School we have three curriculum pathways, developed to allow cohesive grouping for different learner cohorts and profiles. Our approach is evidence based and informed by research gathered from all stakeholders that surround our learners. Our pathways are developed to meet the learning needs of students who are working at engagement to students who are applying skills and knowledge. We break this down into 5 pathways across the whole school:

- EYFS/KS1 – Foundations Curriculum
- Complex Curriculum
- Transition Curriculum
- Main Curriculum
- Post-16
 - Life-long Living and Vocational

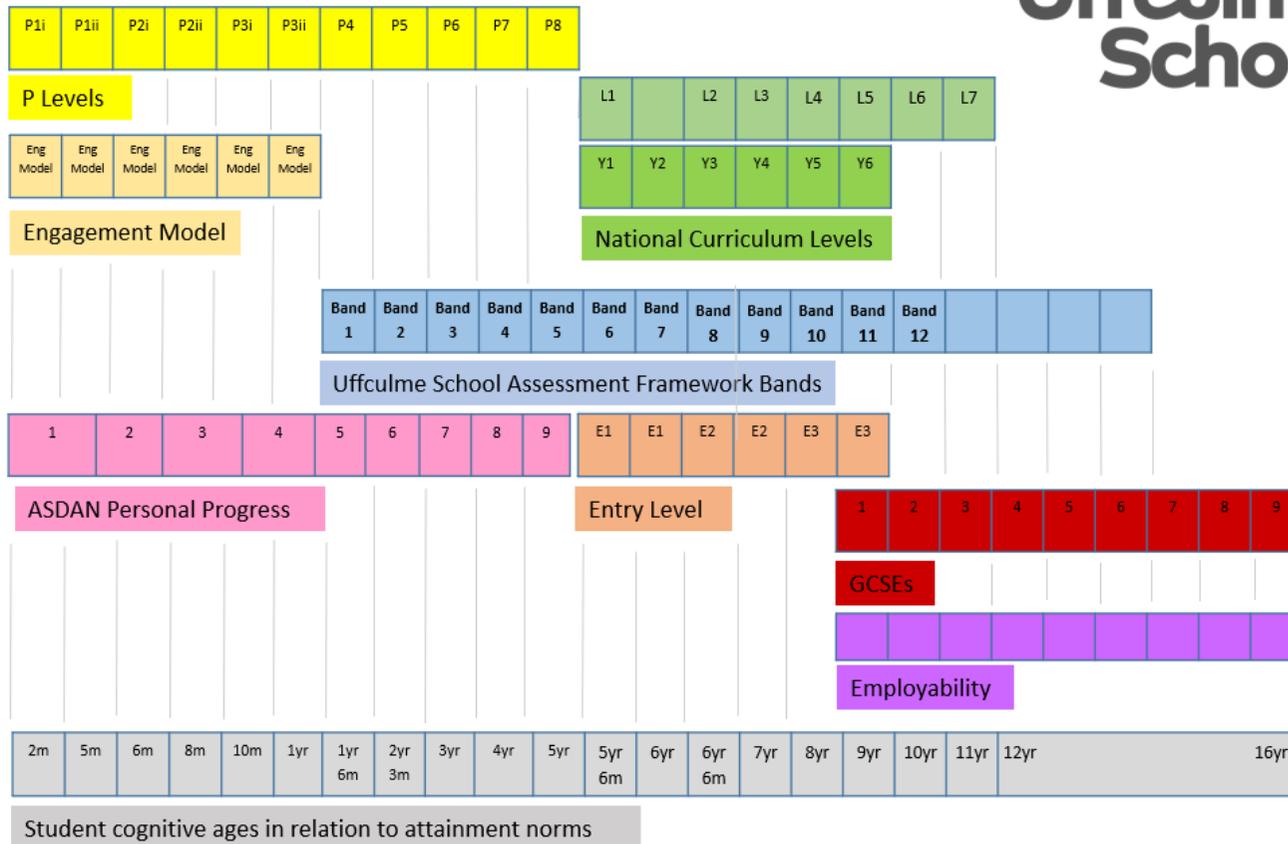
The Post-16 curriculum encompasses the range of pathways within the school and merges these within personalised pathways to provide real world opportunities to help our learners transition to life beyond Uffculme School.



Pathways are an organisational tool and therefore flexible. We place students into pathways based on what the school believe is right for that student in the future. However, due to the spikiness and uncertainty of the progression of each individual student, the decision is never final, and a student can move pathways if the move can support their future development.

By following the chart below, we are able to identify what appropriate qualifications/courses, and pathways each students should be working towards in order to achieve realistic and aspirational goals at the end of their time at Uffculme school

Assessment Framework Comparison Chart



EYFS and KS1 - Foundations



Curriculum Intent

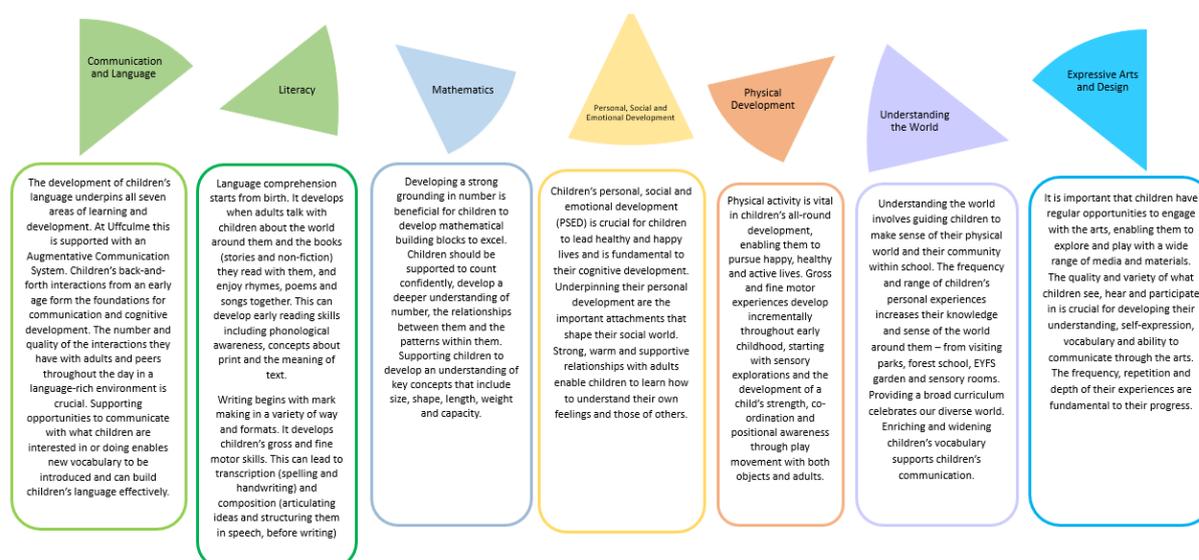
Intent

Our aim is to provide a happy, safe, and nurturing learning environment where children can be supported to achieve their full potential through access to quality first teaching and appropriately differentiated learning activities and approaches. We aim for the children to be able to communicate their needs using augmentative communication approaches and become more independent in their choices. We aim to provide a stimulating indoor and outdoor environment where children can safely explore and challenge their own learning, developing their early skills and knowledge. We aim to work closely and collaboratively with parents to ensure we value home experiences and develop a true reflection of the whole child.

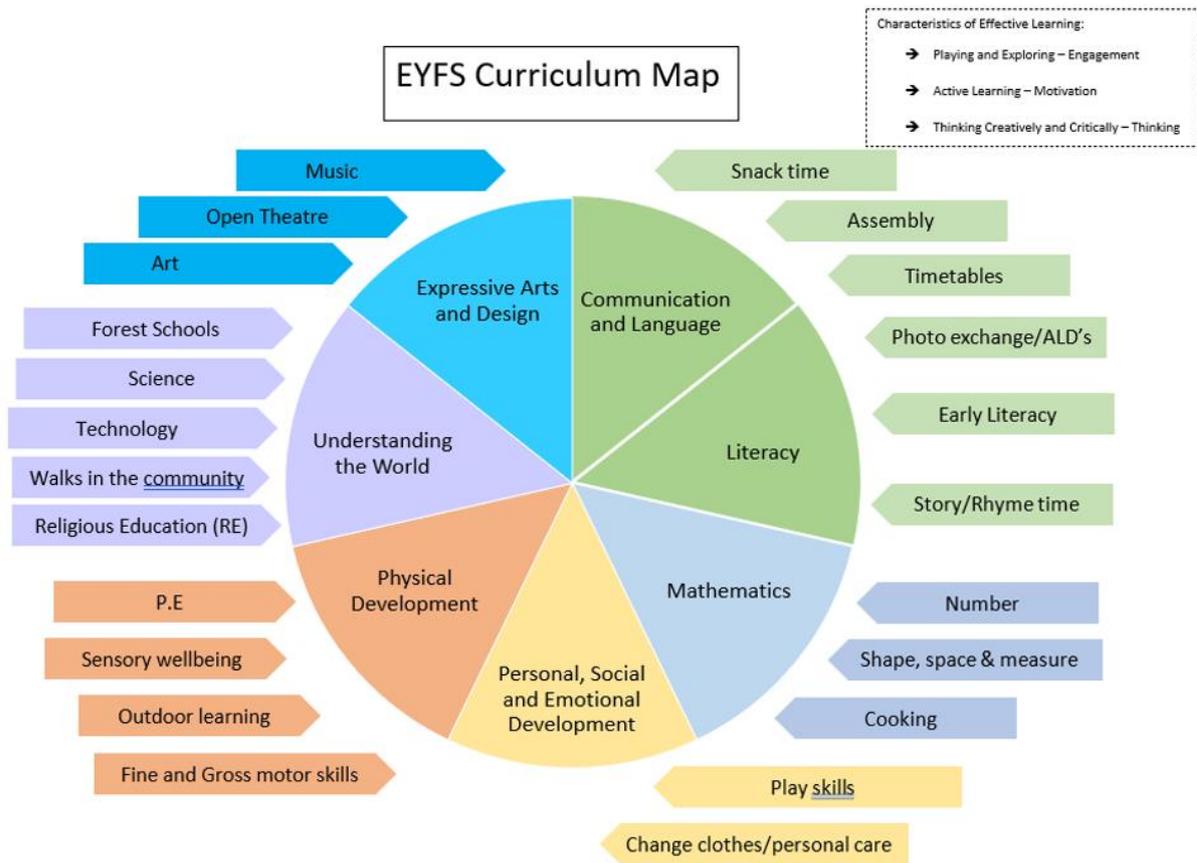
Our Foundations pathway follows the Early Years Foundation Stage Framework and have adapted Development Matters to create our own curriculum content that is relevant for the needs and abilities of the pupils, alongside consideration of individual EHCP outcomes. We concentrate on the three prime areas of communication and Language, Personal, Social and Emotional Development and Physical development, and as children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas, Literacy, Mathematics, Understanding the world and Expressive arts and design. Children learn through a balance of child-initiated and adult-directed activities, with a carefully structured timetable so that children have directed teaching during the day.

Assessment is ongoing and is used to plan weekly lessons and required intervention. Assessment is informed by quality written Education Health and Care Plans (EHCP's) and progress made against Development Matters. Video and photographic evidence is captured using Evidence for Learning to demonstrate progress and progress of each individual targets, as well as progress within Development Matters is assessed and moderated every term. This progress and the evidence recorded is shared with the parents via Evidence for Learning, and during termly meetings.

Teacher have worked together to identify the rationale of each segment of the EYFS Circle of Intent, meaning that there is cohesion across the teachers, and that they are working towards the same goal.



Timetabled lessons fall into different segments of the circle to establish a broad and balanced curriculum delivery.



Our overall aim in EYFS is to help the students reach their full potential through increasing their access to opportunities and key communication skills to equip them their future lives and education. Students will make progress in their overall independence in life and communicational skills, whilst also widening their interests, and experiences in the world around them. Students will have developed a functional communicational approach that works for them, and that can be transferred into the future. Families should feel supported and listened to with our communication book and parent workshops. EHCP's will be quality documents that reflects and supports the needs of the students, meaning that they get the right support at the right time as they move through their learning journey and further into adulthood. We want student to be happy, to thrive and to feel safe and supported in school.

Complex Pathway



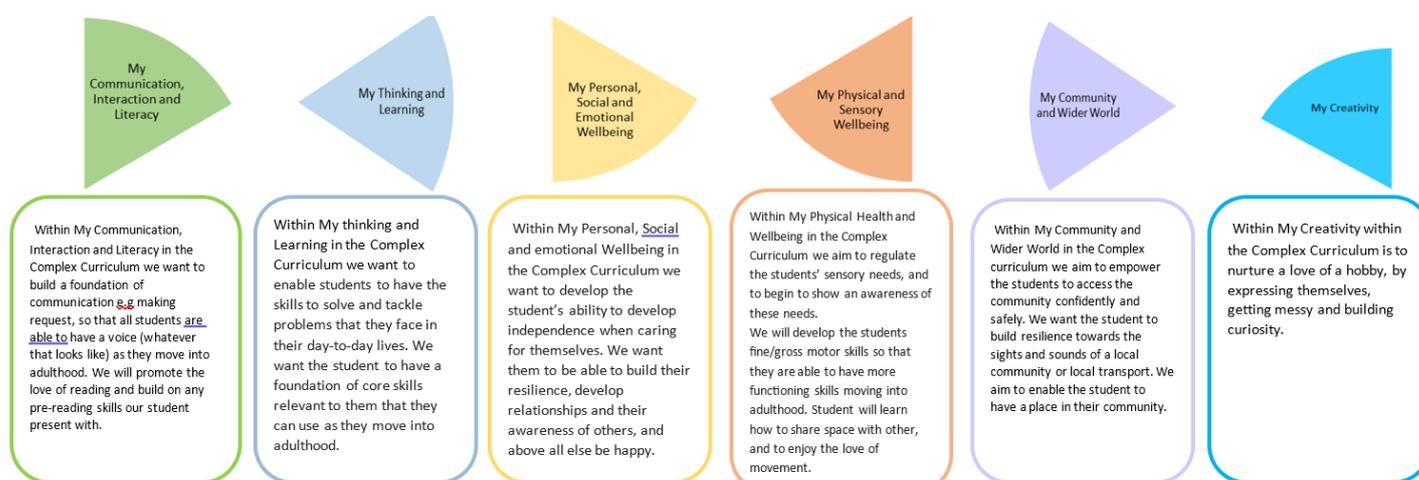
Curriculum Intent

We aim to provide a safe and engaging environment for our students so that they can thrive in ways that will have a positive impact on their future lives. We aspire to enable students to communicate their wants and needs at their level, and to value the things that bring these students joy to their lives. The curriculum is not subject-specific and is designed to enable and offer students experiences within the world around them, that supports social interaction and community access. Staff allow for the pupils to explore and are led by the students in their exploration and play. We intend for families to play a big role in their child's development through school, and hope that they feel their voice is heard, and that the school is supportive of the families and the journey that they are on.

'The Curriculum is Different and Not Differentiated'

Our curriculum is not subject-specific, although we do allow students opportunities to experience subject specific activities in context, that are real and relevant. We deliver a thematic curriculum approach. This allows for a broad and balanced curriculum to be delivered with a common theme threaded through the lessons. This commonality and structure are important for the students and allows us to demonstrate the small bits of progress made by individual students. Engagement is a focus of every session, and teaching staff use the engagement model to support reflective practices, which in turn improve the experiences the staff can provide for the students. Understanding the world around them is another focus of the pathway. Weekly lessons that involve the student going out in the community are made accessible to all. Assessment is informed by quality written Education Health and Care Plans (EHCP's). These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual target based on how Independent and Generalised the target is, and these are assessed and moderated every term. These outcomes and the evidence are shared with the parents via Evidence for Learning, and during termly meetings.

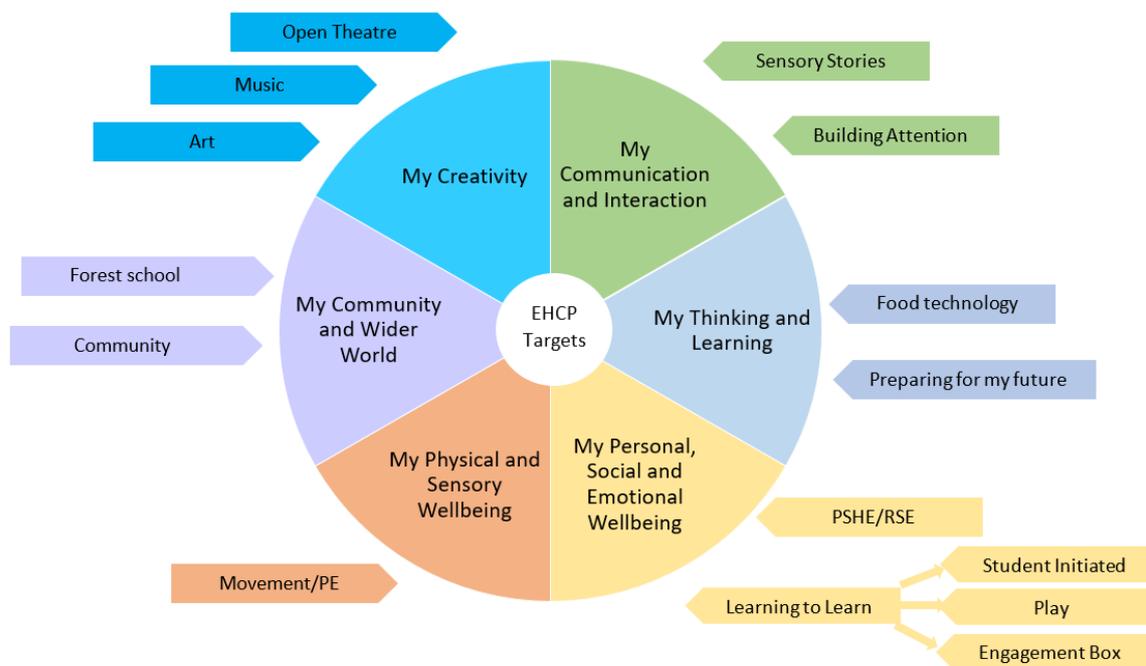
Teachers have worked collaboratively to identify and rationalise each segment of the Complex curriculum. These are the foundations of the learning that we are working towards within this pathway. From here learning is personalised for individuals.



The whole curriculum uses a Thematic approach as a hook for the learning (See Appendix 1). Themes last for a term as many lessons are repeated to consolidate learning, understanding and engagement.

Within the weekly timetable we focus our lessons on student engagement, and progress is personalised to the individual student. This is mapped through progress towards EHCP targets, that again are personalised to the individual needs of the students. We aim to give student experiences that will enhance their lives, provide them with an opportunity to use their voice, and to positively engage with the world around them. Lessons have been identified as having a purpose for the learners and are delivered to concentrate on process-based learning rather than solely skill-based learning. Please see Complex Curriculum Document for more reference. Each tag represents a lesson that can be observed in the weekly timetables. Each lesson links to a segment of the curriculum intent circle.

Complex Needs Curriculum Circle of Intent



Transition Pathway



Curriculum Intent

The intent for the Transition pathway curriculum is to provide a semi-formal, thematic curriculum, that provides both subject specific knowledge and skills, delivered in purposeful and motivating ways, as well as a personalised curriculum for each student as most learning is focussed around EHCP targets.

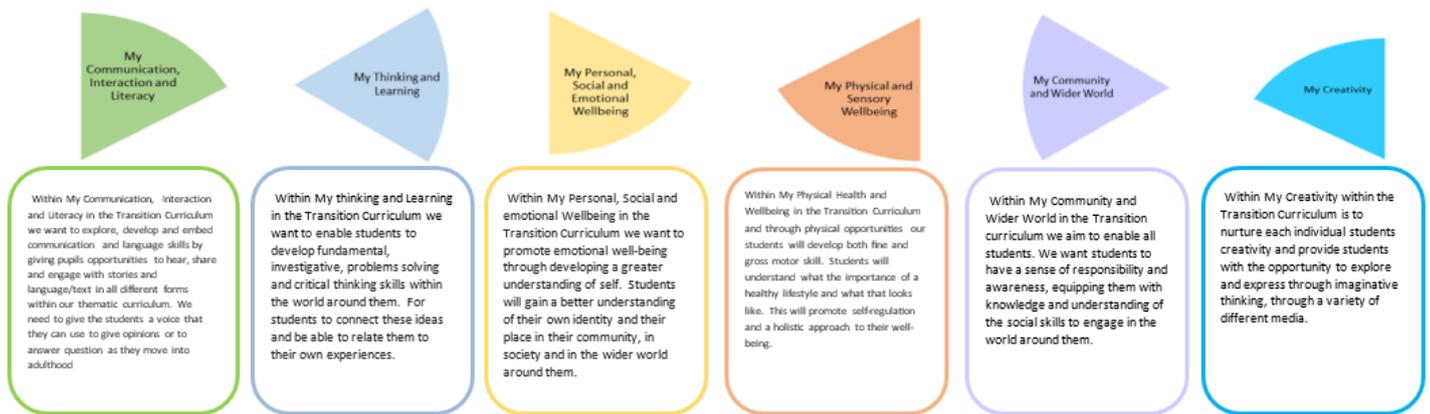
Teachers will provide a mixture of focussed work and practical learning opportunities to allow students to become confident communicators and learners, through a breadth of curriculum experiences, community access and opportunities that develop them academically, socially, and emotionally, as well as developing their life and self-help skills, preparing them for the next steps in their learning journey and their future lives.

The Transition pathway curriculum is based around six curriculum areas that includes National Curriculum subject coverage and EHCP outcomes. These areas allow students opportunities to develop their subject specific skills and knowledge, through a range of formal and practical activities. The thematic curriculum allows for a broad and balanced curriculum to be delivered with a common theme threaded through the lessons, with Communication, Interaction and Literacy and My Thinking and Learning areas embedding Literacy and Mathematically skills across the whole curriculum. Weekly lessons also include students going out in the community for a range of activities and experiences, these are made accessible to all. (See Appendix 2)

Assessment is informed by quality written Education Health and Care Plans (EHCP's) and progress made against the Uffculme Maths and English Frameworks. These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual EHCP target based on how Independent and Generalised the target is, and these are assessed and moderated every term. These outcomes and the evidence are shared with the parents via Evidence for Learning, and during termly meetings. As pupils progress through the school there is greater focus on development of independence and preparation for adulthood skills. Pupils within KS4 and KS5 work towards a range of qualifications. (See Appendix 3)

The transition curriculum spans across Key stage 2, Key stage 3, and Key Stage 4, and so uses both Curriculum circles for the foundations of learning. Teachers have worked collaboratively to identify and rationalise each segment of the Transition curriculum in KS2/3 and in Key Stage 4. These are the foundations of the learning that we are working towards within this pathway. From here learning is personalised for individuals

Key Stage 2 and 3 Segment Intent

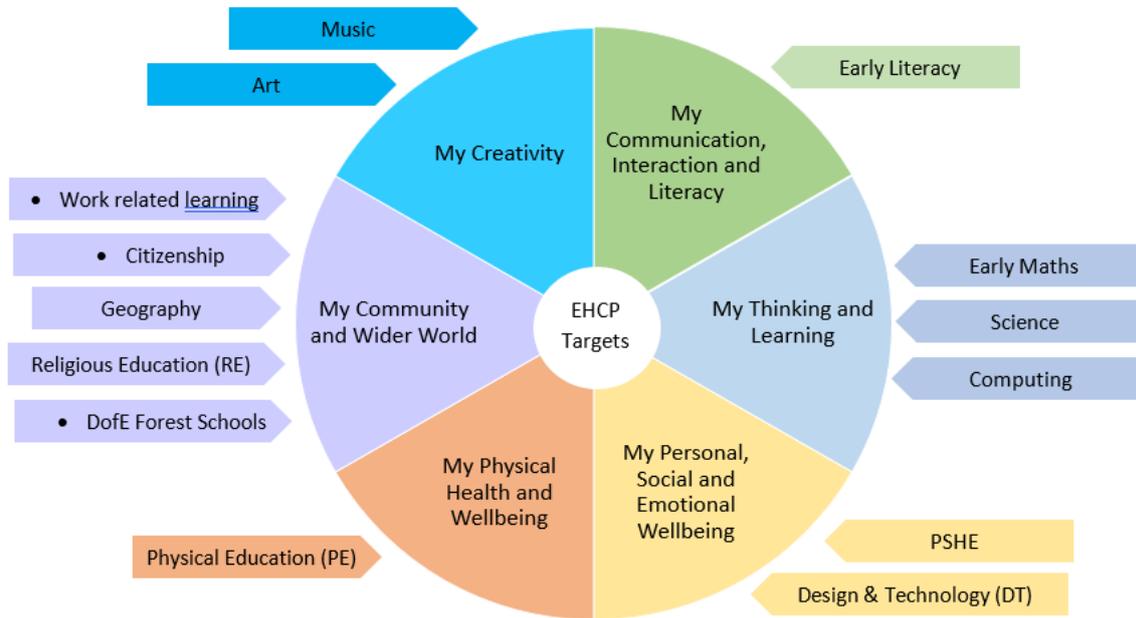


Key Stage 4 Segment Intent



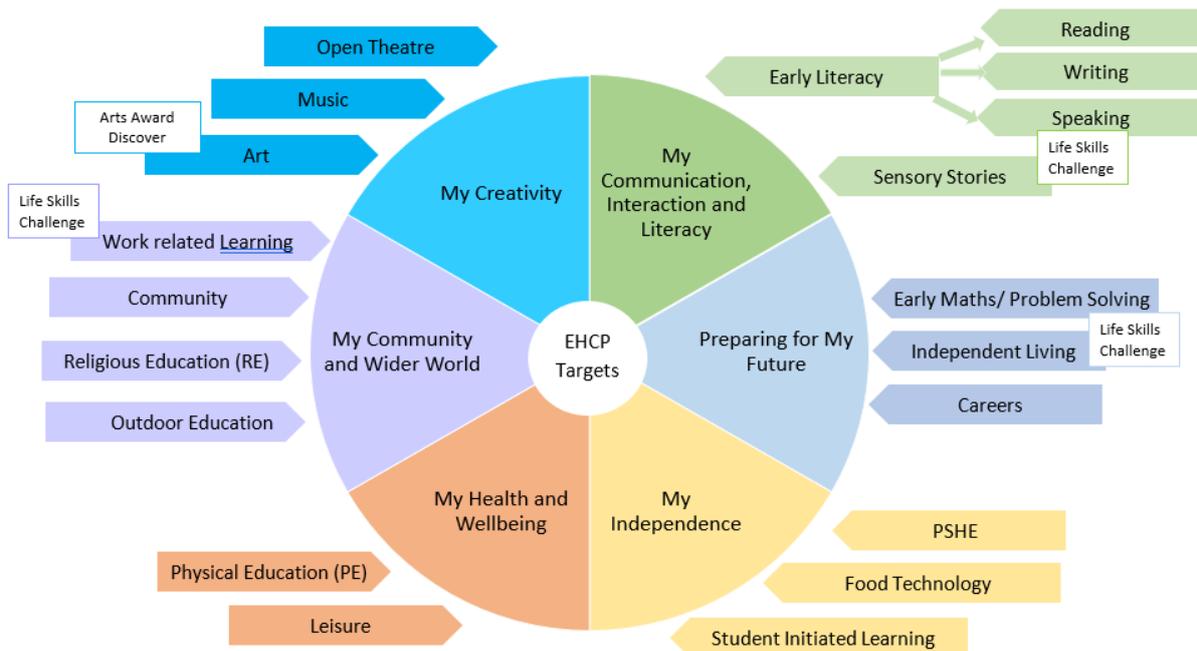
As students move into KS4 the focus of learning moves towards preparing the students for Adulthood. The curriculum circle of intent changes to reflect this, and teachers have identified learning opportunities and lessons that also focus on this priority. Key Stage 4 students work towards Life skills Challenge. These fit within the established priority areas of the curriculum. Are Curriculum is not defined by qualifications, we believe that qualification are the end result of a broad and balanced curriculum.

KS2/3 Transition Curriculum Intent



By identifying our curriculum areas and priorities for learning we are then able to identify the qualifications that work within these priorities. The following Circle of Intent outlines the lessons that are delivered in the Key Stage 4 classrooms, with the resulting Life skills challenge as a result of this.

KS4 Transition Curriculum Intent



Main Curriculum Pathway



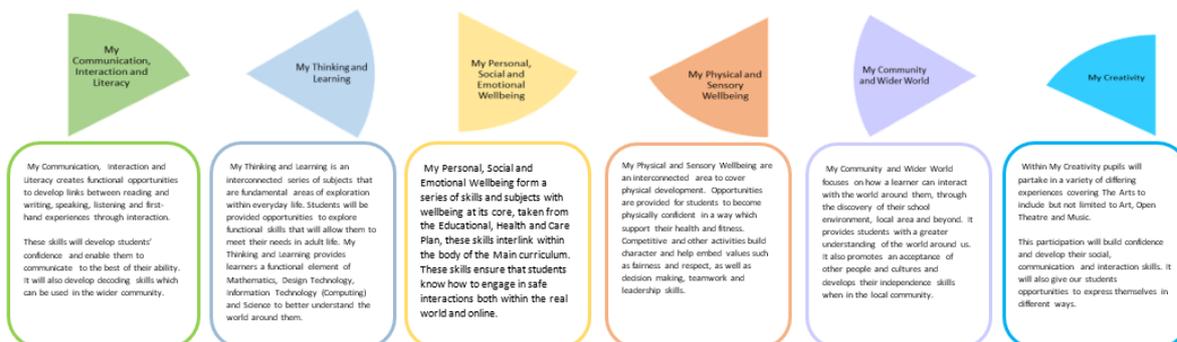
Curriculum Intent

The Main pathway curriculum aims to provide a more formal, subject-based curriculum including access to accredited courses as appropriate to the student. However, whilst the curriculum has a greater focus on academic subject specific knowledge and skills, it is also essential that students continue to develop their personal and social skills. Therefore, learning is also focused on meeting their personalised EHCP targets.

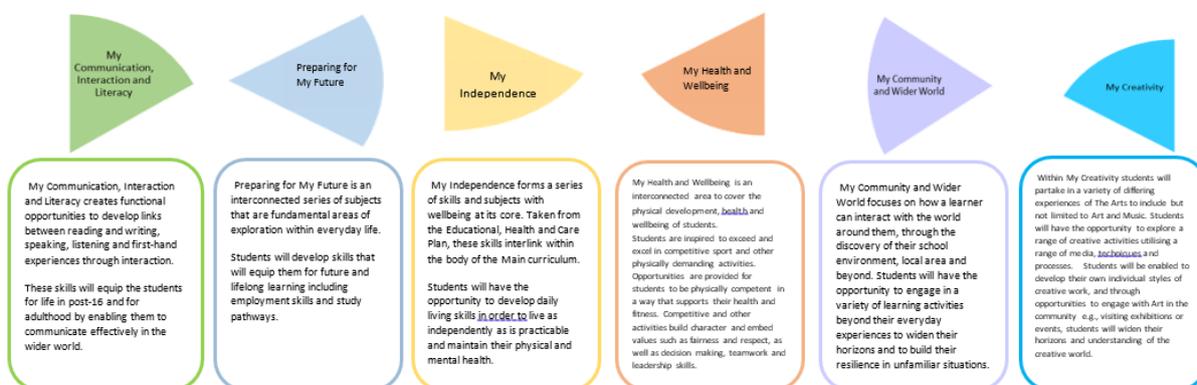
The curriculum will provide a mixture of learning opportunities and experiences that will develop our students' understanding across a range of subjects, and in particular their literacy and numeracy skills. It will also enable them to grow in self-awareness, confidence, and independence, and so increase their skills as communicators and self-advocates. This intent will be supported by increasing engagement in activities beyond the classroom and encounters with community venues, and work and college-related personnel. In this way, students will be better prepared to take the next step in their learning journey, contribute to the wider community and fulfil future aspirations.

The Main pathway curriculum is based around six curriculum areas which encompass National Curriculum subject coverage. These areas allow students opportunities to develop their subject specific skills and knowledge, through a range of formal and practical activities. Where possible students are taught by subject specialists e.g., science, food, art.

Key Stage 2 and Key Stage 3 Segment Intents



Key stage 4 Segment Intent



Whilst communication skills are a feature across the curriculum, specific attention is given in English lessons leading to accreditation in KS4 at the appropriate level. Numeracy and scientific skills are developed as part of our Thinking and Learning (KS3)/ Preparing for My Future (KS4) curriculum

areas. There is also a growing focus on careers and work-related learning in this area as students move up the school: this will involve encounters with employers and employees both in and outside of school.

Personal, social and independence skills are also developed across all subjects but specifically enhanced in PSHE and Food Technology, whilst our PE curriculum supports our students physical and health wellbeing. Students also experience personal, social and health benefits from their Outdoor Learning curriculum (John Muir KS3, Duke of Edinburgh KS4).

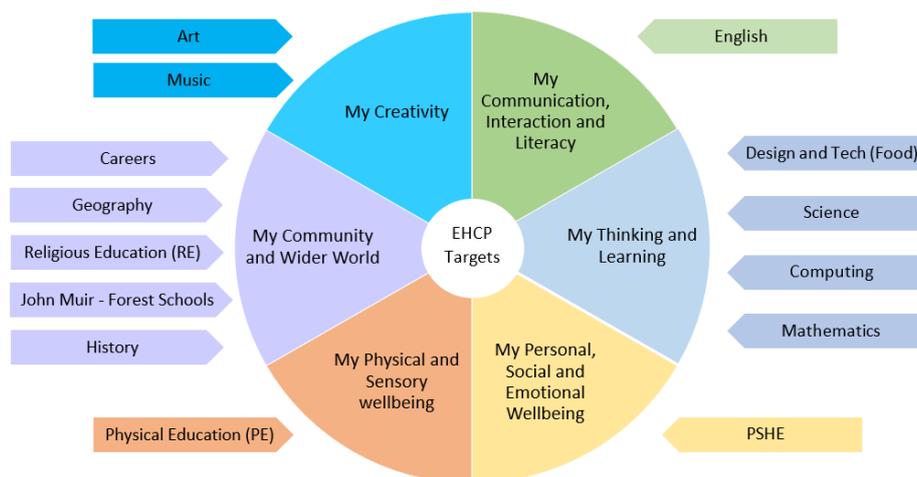
The Outdoor Learning opportunities are part of the Community and Wider World curriculum area. During Outdoor Learning, students participate in community activities e.g., volunteering. This participation increases as they move from KS3 to KS4. Students will also learn about the Wider World through the study of the humanities.

Creative experiences are primarily delivered through Art, Music and Open Theatre. In KS3, these three subjects are taught on a rota basis so that students experience two terms of each subject during the year. In KS4, students have Open Theatre and Music on a rota basis (half-a-year of each) and a weekly Art lesson. The Art curriculum leads to an Arts Award accreditation.

Assessment is informed by quality written Education Health and Care Plans (EHCPs), the corresponding personal targets. These outcomes are threaded into the curriculum, and video and photographic evidence is captured using Evidence for Learning. We measure progress of each individual target's based on how Independent and Generalised the target is.

At KS4, students also can gain accreditation as part of their assessment. In Mathematics and English, students may gain external accreditation at GCSE, Functional Skill or Entry level according to their ability. There is also accreditation, externally or internally assessed in Science, the Arts, RE, Food Technology, PE and Humanities.

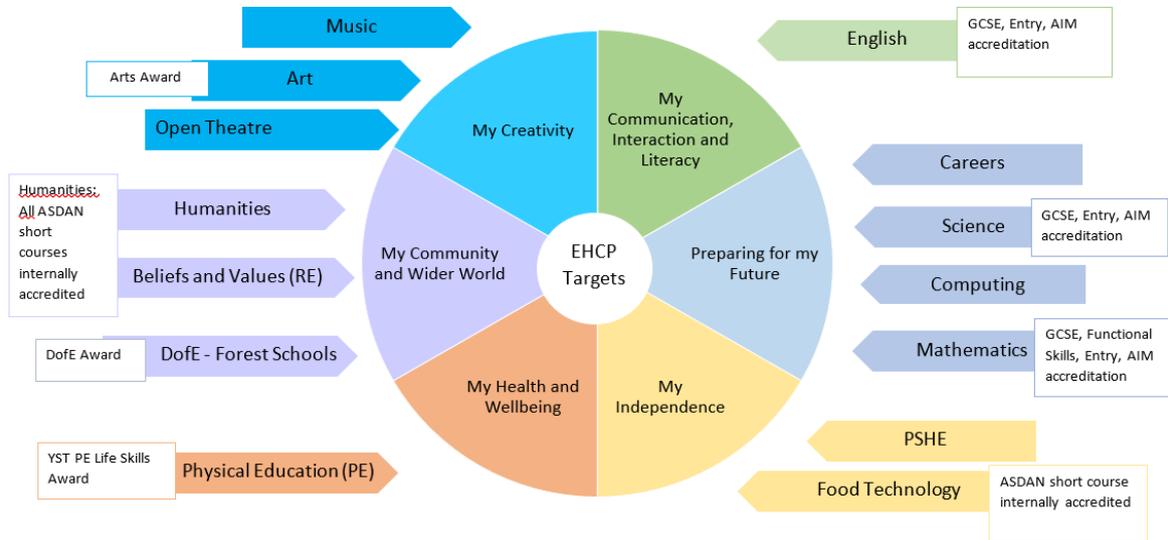
KS3 Main Curriculum Map



As students move into KS4 the focus of learning moves towards preparing the students for Adulthood. The Curriculum Circle of Intent changes to reflect this, and teachers have identified learning opportunities and lessons that also focus on this priority. Key Stage 4 students in the main curriculum work towards a range of different qualifications, including GCSE's, Entry level, AIM, and

Arts award. These fit within the established priority areas of the curriculum. Are Curriculum is not defined by qualifications, we believe that qualifications are the result of a broad and balanced curriculum.

KS4 Main Pathway Curriculum and Accreditation Courses



Post-16 Pathway



Curriculum Intent

The Post 16 Curriculum at Uffculme is designed to provide a challenging and purposeful next step in education for all learners. At the heart of the curriculum is pupil voice, advocacy, and meaningful choice. We seek to implement opportunities to enable learners to feel valued members of local communities both now and in the future.

The curriculum is ambitious, informed by EHCP outcomes, learning that has gone before and the learners' goals and ambitions. It aims to support students in the first stages of adult life by building upon, extending, and applying learnt skills in preparation for next steps and life in the adult world. The curriculum also aims to support learners to become as independent as possible and acquire the tools to manage their daily challenges of life beyond school.

Uffculme Post 16 provision provides high quality provision in education, training, volunteering, work experience, apprenticeship programmes and supports learners into engagement or employment and skills for independent living.

The Uffculme Post 16 curriculum is matched to pupil need and pupil interest. We also link with different provisions where appropriate.

There are two broad pathways available at post 16, The 'Lifelong Living' and 'Vocational' Pathway. Each of the two pathways are split into 6 segments which incorporate the 4 Preparation for Adulthood (PFA) outcomes outlined by the Department for Education: Employment, Health, Independent Living and Community Participation. Each learner follows a learning pathway which is built up of a range of differentiated learning opportunities qualifications, vocational learning, work experience opportunities and therapeutic/sensory menus.

We develop employability skills through vocational learning experiences within the local community, dedicated work experience and supported internships where appropriate.

Some of the Qualifications on Offer at Post 16 include:

ASDAN:

- Personal Progress
- Short Courses

AIM:

- Skills for Living and Working
- Maths
- English
- Science

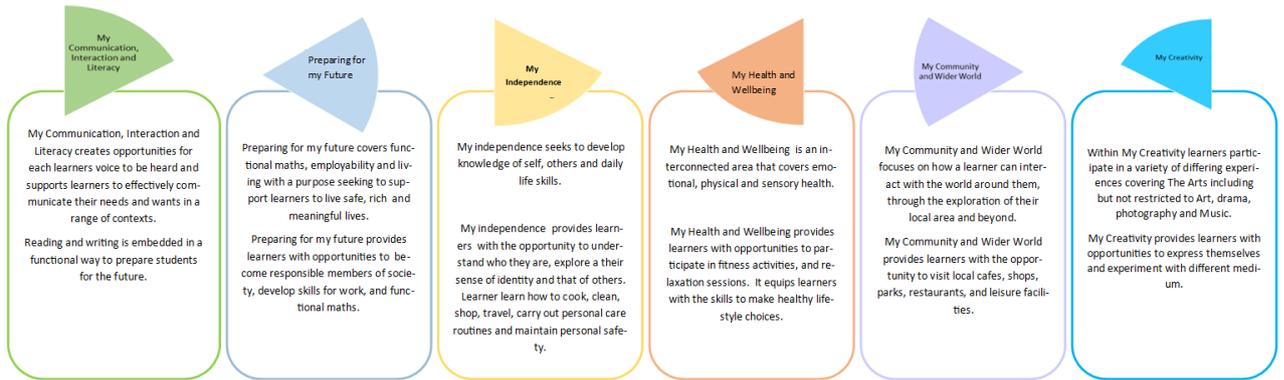
Duke of Edinburgh:

- Bronze/Silver

Arts Mark Awards:

- Bronze/Silver/Gold

Teachers have worked collaboratively to identify and rationalise each segment of the Post-16 curriculum. These are the foundations of the learning that we are working towards within this pathway. From here learning is personalised for individuals, with the intention of them leaving Uffculme school to live happy and meaningful lives.

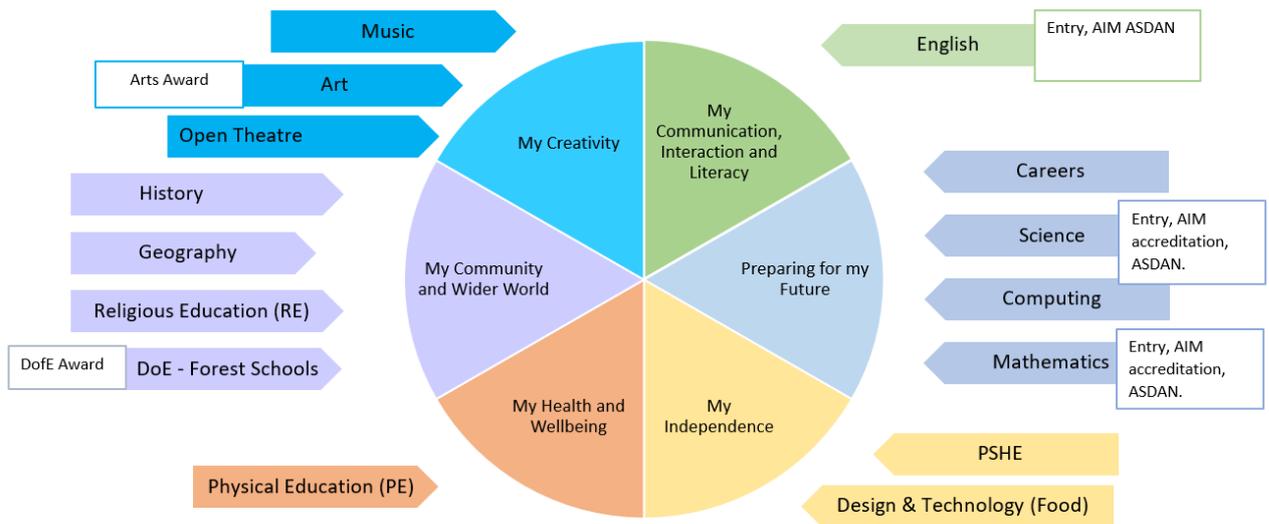


Our post 16 curriculum aims to:

- Provide equal life chances as each learner moves into adulthood.
- Provide a holistic learning experience.
- Be highly personalised, supportive, and ambitious.
- Build on prior learning and planned next steps.
- Deepen learning over time.

By identifying our curriculum areas and priorities for learning we are then able to identify the qualifications that work within these priorities. The following Circle of Intent outlines the lessons that can be seen at post-16.

KS5 Curriculum and Accreditation Courses 2023-24



Reading



Students at Uffculme School are at different points in their reading development. Most students are working below age-related expectations in their reading.

Pre phonics is taught through the 7 aspects (environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending) at a level appropriate to each child's development.

We introduce the phonics programme when the students reach an appropriate point in their development. We are currently transferring to Read Write Inc which is adapted for our limited speech students and those that need a sensory approach.

Students are assessed regularly to ensure next steps of learning are carefully planned for.

Students who are developing fluency have regular guided reading sessions and engage in 1:1 reading sessions.

All students engage in reading for pleasure, story time, 1:1 reading, guided reading and sensory stories for transition and complex classes.

Open Theatre



Open Theatre are a... *nonverbal physical theatre to collaborate with young people with learning disabilities, creating quality art which reflects and celebrates their unique creativity.*

*We wholeheartedly believe in the ability of young people with learning disabilities to contribute to the creative and cultural life of **the places where they live**, and work as advocates for their valued involvement as **artists and leaders**.*

Open Theatre practitioners work with students in school since 2019. This partnership has led to further opportunities, including a successful bid for the Paul Hamlyn Foundation in Summer 2023. This project, 'Doing Difference Differently', seeks to develop class practitioners in line with the Open Theatre principles. The aim is to enable staff to understand the benefits, opportunities and develop the strategies to move from a structured, adult led system to one where students are enabled to have their voice and are valued as individuals. Open Theatre and its teaching principles is something that is embedded within the curriculum.

Appendix



1. Complex Themes
2. Transition Themes
3. Qualification Overview