



ASPIRE: Lifeskills Learning Centre

CURRICULUM POLICY

Our Vision, Values & Aims

Vision

We aspire to develop confident, successful learners who become responsible citizens and effective contributors in their adult life

Values

Within the ASPIRE community we;

1. Value every member for their strengths, skills and uniqueness.
2. Respect others' values, thoughts and ideas
3. Believe that everyone has the right to opportunities that enable them to achieve success.
4. Understand that respect, cooperation and commitment underpin daily practice throughout our learning environment.
5. Encourage positive partnerships through effective communication.

Aims

1. To provide inspiration and leadership which drives the development of learning.
2. To have staff who have the skills, knowledge and training to ensure consistent high standards of learning are maintained.
3. To ensure a safe and enabling environment where individual needs are recognised, celebrated and supported effectively.
4. To identify students' strengths and interests to motivate and engage them in purposeful learning experiences.
5. To inspire positive attitudes towards learning that helps fulfil academic and personal potential.
6. To maintain a purposeful provision which values the views and knowledge of everyone involved in the student's learning journey.
7. To deliver bespoke programmes which are progressive, holistic and personal.
8. To provide relevant, stimulating and sequential lessons, which are intrinsically motivating.
9. To enable cross curricular and holistic opportunities that empower students to effectively communicate, problem-solve and engage with the wider world.
10. To develop skills and confidence to live as independently as possible with self-worth, self-esteem and sense of identity

POLICY SUMMARY

The Education Act 2002 requires all state schools in England to provide pupils with a curriculum that:

- Is balanced and broadly based
- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils/students for opportunities, responsibilities and experiences of later life
- Follows the national curriculum for England including religious education, and sex and relationships education for secondary-aged pupils.

To those ends, ASPIRE: Lifeskills Learning Centre curriculum is designed to be personalised to build the skills, knowledge and understanding that will enable all students to be:

- Successful learners: who enjoy learning, make progress and achieve;
- Confident individuals: who are able to lead safe, healthy and fulfilling lives with appropriate autonomy and independence and;
- Responsible citizens: who meaningfully participate in their communities
- Effective Contributors: who are able to communicate, work in partnership and be resilient

Our ultimate aim is that our students enjoy, learn from, and participate appropriately in the world around them whilst at the Learning Centre; and ultimately as an autonomous adult empowered through their education to lead a full and enjoyable life.

ASPIRE: Lifeskills Learning Centre has an independent status and thus the National Curriculum is not a legal requirement. ASPIRE: Lifeskills Learning Centre will, however, incorporate the National Curriculum and apply it as appropriate. Where appropriate, students will be able to access programmes which will lead to nationally recognised qualifications. It is recognised that the National Curriculum is only part of the curriculum required by pupils/students with Autism, with the emphasis on an inclusive curriculum that is broad, balanced, and relevantly developed to meet the needs of each individual student at the ASPIRE: Lifeskills Learning Centre.

Fundamental to our approach to curriculum at ASPIRE: Lifeskills Learning Centre is the ability and commitment to adapt teaching to the unique qualities and needs of each student. This is informed by knowledge of the strengths and difficulties associated with autism in general. ASPIRE: Lifeskills Learning Centre aims to fully engage all students in learning through:

- A person-centred approach
- teaching approaches and interventions supported by research evidence
- teaching approaches and interventions for each learner based on assessment
- learning strategies and a teaching environment that are enjoyable
- planned interventions to overcome potential barriers to learning
- opportunities for students to be involved in the decision making about their learning including choosing their vocational pathways in the sixth form
- the teaching and learning of functional skills, knowledge and understanding including access to vocational pathways, qualifications and accreditations in KS4 and the Post 16
- planned opportunities to generalise skills, understanding and knowledge to a range of situations and settings
- planned opportunities for local community involvement and participation, featuring inclusion in mainstream schools and inclusion projects run at ASPIRE
- planned and supported vocational placements/work experience or community leisure opportunities (where appropriate) to students aged 16-19 years
- planned and supported community sport and leisure opportunities for all students
- preparation for adulthood and a life that is as independent and fulfilled as possible.

Curriculums will focus on developing key skills, which improve learning and performance in education, work and life; and will include participation for all students in community-based

activities. These skills include communication (including literacy), working with others and developing social skills, improving the student's own learning and performance, and problem solving. For students with Autism and associated learning difficulties these skills are fundamental to participation and achievement in the curriculum and personal development including independence. Please see our curriculum overview displayed prominently at the Learning Centre and available on our website.

Staff at ASPIRE: Lifeskills Learning Centre will ensure that students have as much control as possible over their own personal care and daily living activities. They will develop, plan, monitor and regularly review curricula, to ensure they are inclusive, set suitable learning challenges, respond to students' diverse learning needs, include all students by overcoming potential barriers to learning and assessment, provide a stimulus to revisit and revise existing schemes of work, or provide a basis for the development of new ones.

Teaching methods will focus on individual and small group approaches with emphasis on learning for independence, with progress systematically recorded and reviewed. A full range of teaching strategies will be applied and will include systems to support communication and understanding, behaviour strategies and therapeutic approaches. Approaches will vary according to the needs of the individual and will be regularly reviewed, with new ideas considered and introduced where appropriate.

ASPIRE: Lifeskills Learning Centre's curriculum has the flexibility to address the individual and very specific needs of each student and is characterised by providing learning which is

- Personalised
- Specialised
- Intensive
- Goal-directed and outcomes focussed
- Guided by pupil performance

PLANNING AND EVALUATING THE CURRICULUM

All aspects and subjects within the curriculum are carefully planned and detailed. Each subject area has its own overview and scheme of work which gives details of long term planning, resources, suggested activities and assessment arrangements. All schemes demonstrate tests of breadth, balance, coherence, relevance, differentiation and progression. They will incorporate many different elements that collectively will contribute to assessment and comparison of students' achievements over time. These will provide:

- information which staff can use in deciding how a student's learning can be taken forward and in giving students themselves clear and achievable targets and feedback about their achievements
- staff and visiting professionals with the means of identifying the need for further diagnostic assessments for particular students, where appropriate, in order to help further their educational development
- overall evidence of the achievements of a student and of what he or she knows, understands and can do
- aggregated information about students' achievements which can be used as an indicator of where there needs to be further effort, resources or changes in the curriculum

- helpful communication with parents and carers about how their child is doing, and with local authorities and the wider community about the achievements of the school
- a basis for the professional development of staff, in that the process of carrying out systematic assessment, recording attainment, and moderating the outcomes in discussion with other teachers will be a valuable basis for teachers to evaluate their own work and gain access to new thinking.

Schemes of work take into account the continuous nature of education, having regard to the experiences the students will have had before entering the Learning Centre, and those that can be anticipated after they leave.

Close links are established with other agencies to help students plan for life after school. Where possible liaison with other previous schools and possible future educational placements will be used as additional factors in the design of the curriculum.

The curriculum is kept under regular review to ensure that it is up to date in line with national developments and continues to meet students' needs. The Head teacher of ASPIRE: Lifeskills Learning Centre will have responsibility to monitor and evaluate the teaching and students' outcomes across all subjects, and the contribution each subject makes to the whole school curriculum. In this role, they identify development priorities and contribute to wider school improvement.

Therapy links

- Where students have access to support from a variety of therapy services, all of these are offered to students as appropriate and according to objectives set out in their Education, Health and Care Plans, statements of special educational needs and included within the provisions of their placement plans.

Participation in these therapy sessions is carefully planned to ensure that students do not miss curricula opportunities available to all other students.

Personalised Learning Pathways

All ASPIRE: Lifeskills pathways are holistic by design and are carefully planned and delivered to support our students to develop the 'Cultural Capital' and lifeskills they will need to be successful in adult life.

At ASPIRE we recognise that 'Cultural Capital' for our students includes the need to focus on the Personal and Holistic aspects of learning. We achieve this by infusing Personal and Holistic Targets into all our pathways and teaching.

Personal & Holistic Targets

As part of both the Orange and Purple pathways students work towards focused personal and holistic targets in the areas of;

- Social Communication and Interaction

- Thinking Skills
- Self-Management
- Sensory Processing

These targets are linked to priorities highlighted in a young persons 'Education, Health Care Plans' and are set and monitored by the Senior Leadership Team, Speech and Language Therapist and Occupational Therapist. Information is also drawn from the Boxall Profile.

All sessions at the Learning Centre, both structured and unstructured includes the opportunity to teach or model an aspect of the ASPIRE's personal and holistic Curriculum.

Engagement

Many students who join ASPIRE have experienced significant difficulties accessing the curriculum in previous placements and have often resulted in extended periods out of education. At ASPIRE we recognise the importance of building relationship, confidence and enjoyment into the curriculum to ensure reengagement with the learning process. To facilitate this reengagement, students new to ASPIRE undertake a 3 months initial assessment period where their talents, skills and interests are used to help build an appropriate personalised curriculum.

Orange Pathway

The orange pathway has an academic focus and as such has a curriculum similar to that of a mainstream environment.

Students attend structured sessions focused around a core curriculum of GCSE, ASDAN courses, Functional Skills in Maths, English and ICT. Our broad range of national curriculum coverage can extends up to A Levels. Student also benefit from accessing the Princes Trust Award and Bushcraft and Survival Skills activities as part of social forestry classes.

We have also developed links with our local mainstream secondary provision 'Limehurst Academy' to enable supported inclusion for our students, where possible.

All students at Key Stage 4 have the opportunity to discuss careers options during the world of world topics studied and also meet with an independent careers advisor throughout year 10 and 11.

KS3 Students also follow a curriculum with an academic focus which is based on developing their skills and abilities towards them beginning GCSE

at an appropriate point. The KS3 curriculum is delivered through a thematic approach.

Purple Pathway

The Purple Pathway Curriculum is designed to support students to develop the necessary skills to live as independently as possible. The overall aim of the purple pathway is therefore to ensure that when students leave full time education and transition into adulthood, they will be able to make a valued contribution to society. For this reason, the curriculum is structured to include opportunity to develop independent life and living skills including the skills to enable them to navigate additional complex issues they may face due to their particular SEND.

To achieve these aims the Purple Pathway has an holistic focus and follows a thematic structure with functional lifeskills delivered practically through real life experiences. Learning resources are carefully selected to complement individual learning styles in order to achieve the greatest level of comprehension and success in transference of skills into real life.

Themes with a strong Personal/Social Development or Lifeskills focus are planned on a half termly basis to capture student imagination. Activities are carefully selected around the theme to allow students to engage with real life experiences that provide the opportunity to develop key functional life skills. Some of these key skills including; verbal and written communication, handling money and finances, maintaining a home, cooking own lunch, working with IT, personal safety, personal rights and responsibilities, preparing for work, being a good citizen and interacting with the wider community.

Themes are planned on a three-year cycle to keep learning fresh. Units of work are based on modules drawn from the CCEA curriculum.

CURRICULUM REVIEW AND POLICY REVIEW

In our determination to realise the aims and outcomes of this Curriculum Policy, we are committed to continuous review and improvement of teaching and learning. Each student's personalised curriculum will continue to evolve in alignment with their individual needs and learning priorities; in consultation and partnership with parents; and with close involvement from all professionals working for the best interests of each student - both now and in planning for the future. The Curriculum Policy is subject to annual review. Policies that support, influence and relate to the curriculum are: Assessment, Recording and Reporting Policy; ASDAN Policy, British Values Policy, Observation of Teaching Policy, Gifted and Talented Policy, Special Educational Needs Policy.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....6th June 2022

REVIEW DATE:...6th June 2023

FOR & ON BEHALF OF

ASPIRE: Lifeskills