



The Management Committee of

Herons Dale Primary  
School

have adopted the following policy:

## Curriculum statement

**Reviewed by:** Senior Leadership Team

**Date:** July 2018

**Ratified by Governors:**

**Review Date:** July 2019

## Curriculum Statement

At Herons Dale, we believe our pupils are entitled to a safe and accessible environment in which their physical, emotional, social, and moral wellbeing is the core focus of every aspect of school.

### **Social, Moral, Spiritual and Cultural including British Values**

- We believe children learn best when they are happy, respected, communicated effectively with and inspired. Where their own culture is celebrated and interwoven with the schools, wider community and reflect fundamental British values.
- At Herons Dale we commit to a Total Communication approach to support all areas of the school including behaviour management, curriculum access and delivery. This ensures the inclusion and participation of every pupil as an individual and as part of their wider community. Our aim is that all our pupils can communicate effectively and as independently as possible with each other and all staff.

### **Bespoke provision**

- We work with all stake holders, pupils, parents, governors, drivers and escorts, staff and the wider community to provide a safe, caring and inspiring environment where children are supported, challenged and encouraged to be the best they can be.
- We believe a child's education should be holistic. It should cater to the 'whole child' be meaningful, challenging and relevant to their needs.
- We work towards optimum levels of independence for our pupils.

### **Our curriculums**

- Herons Dale has 4 unique curriculums. All curriculums come under a whole school 4 year cycle of creative and thematic topics. These are based on relevant and inspiring themes built to capture the imagination and evoke a thirst for learning.
- Having this 'umbrella' allows us to ensure, no matter what your learning pathway you are always included in and contribute to our whole school community.
- All staff is highly trained in the assessment and teaching and learning of our pupils. They receive on going professional development to ensure their skills are up to date and allow them to aim for outstanding achievement for the individual.

### **Early Years Foundation Stage**

- On entering school at reception children will follow an adapted Early Years Foundation Stage (EYFS) curriculum.
- EYFS is a play based curriculum in which the core skills of the IMPACTS curriculum are included. Pupils are assessed against our own EYFS stepping stones throughout the year. On-going observations, recording and annotation of children's play and work along with termly assessments of personalised learning plans inform assessment levels and next steps for each learner.
- End of year assessment results will indicate the most effective curriculum for the next step in their learning path in order to ensure their continued education is relevant, appropriate, meets their needs and builds on their achievements.

### **ImPACTS curriculum**

- A child assessed at stages 1- will move onto our ImPACTS curriculum. A child joining us in a later year group with an assessed level of P1 – 4 will also follow the IMPACTS curriculum. Pupils undertaking the ImPACTS curriculum are not dis-applied from the National Curriculum. They are gaining knowledge, understanding and skills that support them to move from pre-intentional levels of cognition through developmental steps

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and stages to the formal level required to begin to take on the demands of adapted National Curriculum subjects.

- The ImPACTS programme offers a specialised curriculum in five Key Skill Areas: Communication, Cognitive Skills, Environmental Control Technology, Social and Emotional Well Being and Physical Skills (Gross and Fine Motor).
- The curriculum also recognises and values 'learning via on-going routines' such as eating and toileting.
- The development of each Key Skill includes multi-disciplinary working and the school using the expertise of relevant professionals to enhance the content and accuracy of the assessments and curriculum delivery.
- The detailed approach has allows the school to collate meaningful data that highlights progress and alerts the whole multi-disciplinary team to early signs of regression. The school is able to use the ImPACTS data to complete national returns using CASPA.

### **Semi Formal/ Equals Curriculum**

- The Semi-Formal Curriculum developed by Dr Penny Lacey and the Equals curriculum are curriculums that broadly correspond to the content of the national curriculum (P levels 4 to 8) but the teaching approach reflects the age and learning style of the pupils.
- Pupils following this curriculum learn best when learning is related to their own experience. Some may learn through structured play whilst others learn more effectively through functional activities or topic-based approach.

### **National Curriculum**

- Children assessed at EYFS stage 4 or above or teacher assessed level P 4 or above will move onto our creative curriculum based on the requirements of the primary National Curriculum.
- We acknowledge at all times, we must adapt curriculum provision to best meet the individual's needs. As such we support our provision with The Penny Lacy curriculum and Equals schemes of work.
- Our year 1 – 6 pupils are assessed against our own P levels. We work closely with our catchment schools to ensure our assessment levels correlate and transfer to our secondary feeder schools. Our assessments are formally recorded half termly on ONWARDS and UPWARDS, a bespoke assessment and tracking tool.

### **Enhancement and celebration**

- Herons Dale is a positive, creative and celebratory environment. We enhance our pupils' educational experiences with such things as trips, clubs, visitors, performance and productions. Each week closes with a whole school 'Star of the week' assembly where not just academic but personal, social and emotional achievements are celebrated. Throughout the week children's achievements are celebrated in appropriate and meaningful ways.

### **Home communication and home learning**

- Termly topic overviews ensure parents and carers know what is being taught in each class and give ideas to support learning at home. Topic overviews are displayed outside each class to allow all stakeholders to understand the teaching and learning taking place in each class. Personalised learning plans are sent home termly, with an assessed version of the previous plan to allow parents to track and engage in their child assessments and achievements.