



The Management Committee of

*Herons Dale Primary  
School*

have adopted the following policy:

**Curriculum statement**

**Reviewed by:**

**Meg Palmer**

**Date:**

**September 2020**

**Review Date:**

**September 2022**

## 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 main unique curriculums, ImPACTS, Semi-Formal, EQUALS and the National Curriculum. Herons Dale School has three cohorts of children based on learning styles, depending on what cohort the pupil is predominantly in, the correct curriculum/s will be used. These cohorts are; engaging, semi-formal and formal.
- 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 curriculums have been used to develop our assessment software that is bespoke and individualised for our pupils. The software is called One Stop Shop (OSS). OSS has been built with our federated partner school Palatine Primary School.
- All cohorts use the OSS assessment tool to monitor all progress of learning.
- 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 steppingstones 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.

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## **ImPACTS curriculum**

- Our engaging learners will be following 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 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.
- Enrichment days of topical learning are planned for twice termly, as well as stunning start, marvellous middle and fabulous finish. This allows the children accessing this curriculum to be given access to topic/themed learning opportunities.

## **Semi Formal/ Equals Curriculum**

- Our formal and semi-formal learners may access this 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 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.
- Enrichment days of topical learning are planned for twice termly, as well as stunning start, marvellous middle and fabulous finish. This allows the children accessing this curriculum to be given access to topic/themed learning opportunities.

## **National Curriculum**

- Our formal learners may access this 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.

## **Other Curriculums used**

- NCCA Ireland Curriculum
- Northern Ireland Prerequisite Skills
- White Rose
- Frank Wise Curriculum

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### 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's assessments and achievements. Parents may request home learning or homework for their child and this may then be arranged if school are in agreement that this is appropriate. Reading at home is encouraged and pupils are welcome to take books home to enjoy.

## Herons Dale Recovery Curriculum during Covid 19

From September 2020 we started implementing a 'recovery curriculum'.

We have acknowledged that there have been big losses for our children who have missed their friends and extended family. Families have experienced high levels of stress and routines have been difficult to maintain. These losses can impact pupil's mental health and may create feelings of anxiety and vulnerability which may impact on concentration and memory.

We are providing a safe and welcoming environment for children to return and to help us with this our recovery curriculum is focusing on the 3 Rs; **RESETTING RELATIONSHIPS, ROUTINES AND REGULATION**



### **Resetting relationships**

Children will have missed out on many opportunities being at home that they are naturally exposed to at school, for example peer play. Connecting times have been built into the day in the same way movement breaks are used. There are opportunities every day where the focus is on rebuilding relationships with peers and adults.

### **What this looks like;**

- Parallel and joint play
- Circle times

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- Turn taking games and activities
- Sharing games and activities
- Intensive interaction opportunities using call and response games and songs
- Time where adults can give sole attention to pupils re-building relationships
- Copying games
- Games and activities where pupils can work together
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community
- Safety work about how adults can help us
- Activities that link to children's interests to show we are interested in them
- Sherborne Developmental Movement

### **Resetting routines**

Children need routine and boundaries to help them feel safe and well.

There are clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Pupils learn new routines which supports them to keep safe and enable infection control. This includes hand washing and using one-way systems in school. Social stories, photos and picture are supporting this change.

We are providing familiar curriculum type sessions that pupils are used to that provide familiar school days.

### **What that may look like?**

- What's in the Box/ Attention Autism
- Hello times
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning
- Familiar songs
- Outdoor play
- Story time
- Health and hygiene sessions focusing on washing, being independent and looking after yourself
- Reduced transitioning

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## **Resetting regulation**

There will be regular sessions where we explore and express and model talking about feelings and being able to express feelings;

## **What that may look like?**

- Zones of regulation,
- Circle time
- Short bursts of physical activity
- Sunshine circles
- Breath work and yoga
- Drumming
- Self- massage
- Comic strip conversations
- Play breaks
- Sensory Circuits
- Free Art

Planning and looking forward together promotes resilience and we are celebrating our school community by providing activities that children will look forward to so that they will enjoy returning to school each day.

We are working as teams and allocating key adults to those children identified in need of extra support and working with families to ensure that any changes in needs are identified at the earliest point.

## **Curriculum Team and Subject Co-ordinators**

Hérons Dale Primary School have a curriculum team and all teachers are subject co-ordinators of a subject area. This allows us to monitor the effective use of our broad and balanced curriculums successfully and robustly.

## **EQUALITY AND DIVERSITY**

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

## **ACCESSIBILITY**

- We will ensure that all pupils have access to learning by making necessary changes to the physical environment e.g. height adjustable tables
- We will ensure that the curriculum is tailored to meet the needs of each individual learner
- Individual targets in computing will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children is delivered in a way which best suits the learner.

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### **PRIVACY NOTICE**

- All personal data/special category data herein are processed in accordance with UK data protection legislation. Further details are available from the Organisation.