



Curriculum Policy

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

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| Approved by: | Standards Committee | Date: 15/01/2025 |
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| Last reviewed on: | January 2025 (Full Governing Body ratified February 2025) |
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| Next review by: | January 2026 |
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Context

Silverwood School is a new maintained co-educational special school for pupils aged four to nineteen years. We have provision across three main sites. We have over 450 pupils across the age range. At Silverwood we support pupils with Complex needs including, Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

We are a happy, thriving and successful community where every child, pupil and young person is recognised as an individual. Our aim is for all children/pupils to reach their potential. Learning is at the centre of everything we do both in and out of the classroom and with so many opportunities at Silverwood School, we are exceptionally proud of the achievement of all our children/pupils.

Due to the complex nature of the pupils that attend Silverwood, it is our responsibility to provide them with the most appropriate curriculum focussing on academic learning, life skills and Preparing for Adulthood.

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. At Silverwood we believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

We have an ambitious vision to create a truly integrated and inclusive system of outstanding education for all children, pupils and young people with special educational needs and disabilities (SEND) in Wiltshire.

Silverwood School Vision

Building Community, Inspiring Learning

Mission Statement

We will enhance opportunities, enjoyment and outcomes for Silverwood pupils

Providing each pupil with a first-class education in a safe, supportive environment that promotes integrity, motivation and excellence in learning

Providing pupils with an inclusive, broad, balanced and appropriate curriculum to reach their full potential
Teaching every pupil as an individual, providing learning journeys that cater for their different needs and abilities

Welcoming and encouraging the interest and participation of parents/carers, Governors and other members of the community into Silverwood

Providing equality of opportunity for all pupils by promoting tolerance and respect for individual differences, abilities, needs and beliefs

Encouraging pupils to care for themselves, each other, their community, their environment, and to develop self-esteem and positive values

Providing a programme of first-rate professional development that enables staff to enhance their skills to meet the individual needs of all our pupils

Cooperation – Courage – Honesty – Perseverance - Respect - Kindness

Values

Cooperation – Courage - Honesty – Perseverance – Respect –Kindness

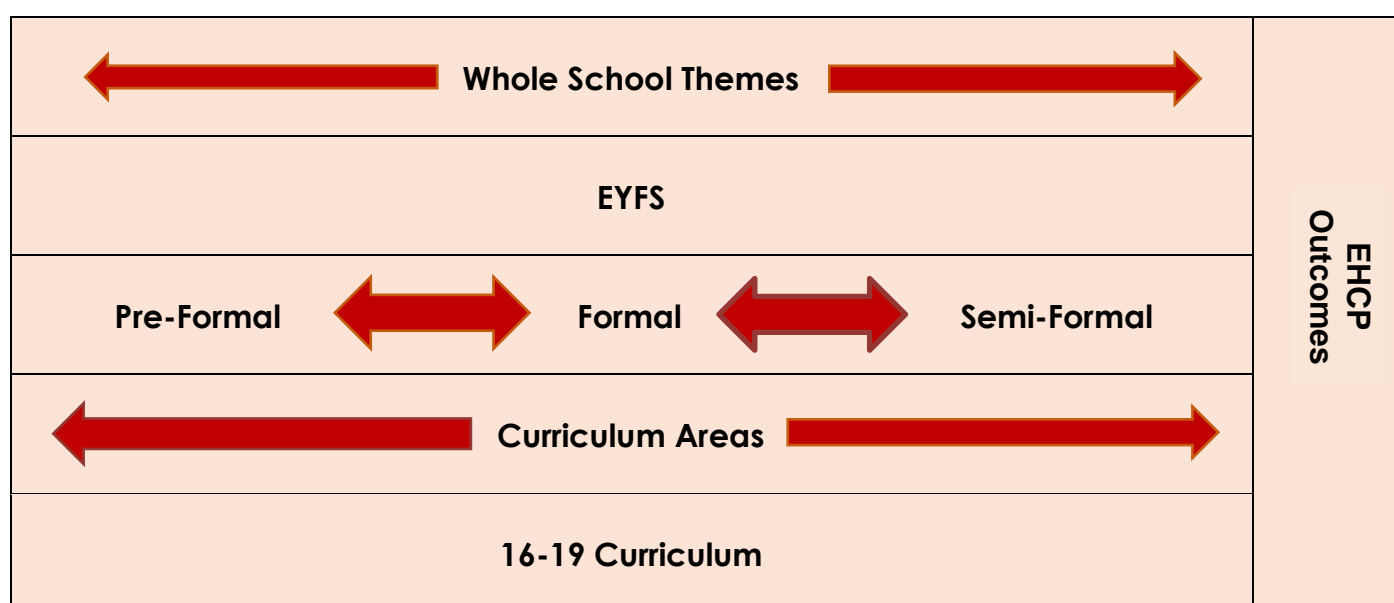
Intent

Silverwood School is passionate about delivering a creative and diverse curriculum that meets the needs of all pupils ensuring they are successful in their lives, both in the school community and beyond. The ambitious curriculum is under-pinned by a strong belief in our core values; it ensures that all pupils reach their full potential and develop into the most independent and successful young adults that they can be. Silverwood School is a strong, nurturing community, which creates a sense of belonging and celebrates individual success at every opportunity.

Provision, which is based on strong positive relationships, identifies the needs of each individual pupil to develop communication, independence and their own sense of self. The school believes that working within communities and fully utilising all aspects of Learning Outside the Classroom are central to supporting well-being and preparation for adulthood. Providing different pathways through a holistic approach allows pupils to progress on personalised learning journeys. The curriculum is reflective of pupil need, regardless of cognitive level, and seeks to build progress in a bespoke manner. It is not limited by an age-specific approach, but instead pathways are shaped by needs identified within EHCPs, including as appropriate, access to a range of qualifications and accreditations. The curriculum at Silverwood School is designed to develop transferable skills that equip children, pupils and young people for life beyond school.

Implementation Framework and design

The following diagram represents the structure of the curriculum across Silverwood School. The EYFS curriculum underpins the curriculum model. Beyond the EYFS curriculum offer, our curriculum is designed in areas within Pre-Formal, Semi-Formal and Formal pathways. This allows for dove tailing across the entire continuum of need, offering breadth and balance. The whole school themes develop opportunities for a more holistic approach to learning.



Curriculum Themes

Cooperation – Courage – Honesty – Perseverance - Respect - Kindness

The Silverwood curriculum is creative, diverse and designed to meet the needs of individual pupils, incorporating a holistic approach that has our school values embedded at the core. It is designed to support pupils to reach their full potential and make a meaningful contribution both within the school community and those communities within which they live. Strong positive relationships are the basis of our powerful curriculum as well as ensuring that all pupils have a voice and can communicate as independently as possible. Pupils are placed in pathways shaped by needs identified within their EHCPs, which help to prepare them for adulthood as well as access to an appropriate range of qualifications and accreditations.

Curriculum themes are an important part of the Silverwood School offer because they allow for a more holistic and thematic approach to learning. All Pre-Formal, Semi-Formal and Primary curricular are based on these themes. The formal secondary curriculum has a more subject based approach but these themes will also be incorporated where appropriate.

The themes are spread out over a four-year cycle to ensure that any pupils in mixed age, key stage classes have a curriculum diet that includes a variety of themes within each key stage

| Year | Autumn Term | Spring Term | Summer Term |
|----------|------------------------------|------------------|-----------------|
| A | OURSELVES | THE EARTH | FANTASY |
| B | ENTERTAINMENT | TRANSPORT | WATER |
| C | TIME | MATERIALS | SHOPPING |
| D | HOMES & COMMUNITY | COLOUR | ANIMALS |

Early Years Foundation Stage

At Silverwood School we believe that all children have the right to access an inclusive early year's curriculum where they are placed with their peers and learn in an active learning environment. Children are supported to develop characteristics of effective learning and become life-long learners.

We endeavour to ensure that all children leave our early years classes with a developing method of communication, a range of self-help skills, a variety of interests and the ability to self-occupy in a meaningful and productive way.

We value all the experiences and learning that have taken place prior to starting at Silverwood. We use a range of strategies to ensure we gather as much information as possible in order to fully understand each child's unique starting point.

At Silverwood we recognise the key areas of development that are linked and contribute to the sum of a child's/pupil's cultural capital. There is a high level of focus on the Prime Areas of Learning whilst ensuring our curriculum provides breadth and balance across all seven areas of learning identified in the Early Years Foundation Stage Profile. We ensure there is a suitable balance between adult directed activities and child led learning throughout the day. Children in year R and 1 are supported by Early Years specialists who are skilled in extending learning during daily free flow sessions. We offer children a range of motivating and stimulating activities to explore and engage with, which promote choice making and independent exploratory play skills. Each classroom has different areas of learning including a book area, art area, sensory play, home area, small world and outside space.

Our EYFS curriculum is based on a set of core quality texts that form the basis of our teaching. All children will be taught pre-phonics and phonics skills and we support children to develop a love for books. Each class participates in weekly book share. Attention Autism principles are used throughout the classes and children are supported to develop their attention and concentration skills.

At Silverwood, we adopt a holistic approach and work to support children and families in all areas of their learning. We follow toilet training plans for all children and work with families with areas such as widening

restricted diets. We work in partnership with families and invite parents in as often as possible for sessions such as Singing and Stay and Play.

Pre-formal Curriculum

The Pre-formal Curriculum is for pupils who have profound and complex needs. The curriculum is designed to meet the needs of pupils through a personalised approach, valuing the process as much as the achievement and offering flexibility in order to be responsive to the needs of the individual learner.

It focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of play in a child's/pupil's development and the need for sensory and multi-sensory approaches to learning. It acknowledges what learners can do by supporting and developing their strengths and abilities and it is designed to be delivered in an integrated way, incorporating learning, therapy and health needs.

Semi-formal Curriculum

The Semi-formal curriculum is delivered through a thematic based approach. It recognises that many of our pupils have a range of complex needs as well as learning difficulties. We meet each pupil's needs through a personalised approach delivered through a bespoke curriculum.

For some pupils a social communication, emotional regulation and transactional support focus provides pupils with the skills and tools to be able to manage their own feelings, anxieties and behaviour, as well as understand and utilise effective and appropriate methods of communication. This equips our learners with the ability to meaningfully interact with, and convey needs to, familiar people; as well as those who help to support us in the wider community.

The curriculum is designed to be fun, engaging, practical and meaningful and match to pupils learning and developmental needs. It aims to promote life skills, independence, communication and sensory integration activities to prepare children/pupils for learning. Regardless of physical, emotional and learning challenges, teaching through the Semi-formal curriculum captures the interest and imagination of our pupils.

Formal Curriculum

The formal curriculum consists of adapted National Curriculum subjects, along with life skills, Learning outside the Classroom and creative subjects. The Formal curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil's developmental level and additional needs. Pupils experience the formal curriculum in both a discrete and theme based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills. At Silverwood we have adapted subjects and topics to reflect the needs of our pupils, whilst ensuring they provide challenge and progress.

The formal curriculum, which includes a rich diet of both core subjects and more diverse subjects, works to ensure that the experience of learning is smooth, and that cyclical learning topics support learners in embedding skills and knowledge into long term memory through 'over learning' as well as contextualised opportunities for application. Subjects taught underpin the core values through explicit references; practical subjects are designed to support fine and gross motor skills as well as providing pupils with very real opportunities to develop skills for independent living and work beyond school. All subjects are designed to develop pupil's ability to communicate effectively, and also to learn about other communities, countries and cultures; an important part of British Values for Silverwood School.

We support pupils to consider different learning opportunities and apply them to real life situations. If pupils require a more bespoke curriculum, we adapt and tailor it to the needs of the individual. Where pupils show an aptitude in a particular area, they are encouraged to develop this to the highest level.

The formal curriculum at Silverwood goes beyond the academic, and focuses on developing skills for life. Pupils at Silverwood will have the opportunity to practice and rehearse these skills in different contexts. Everything we do is there to support every pupil towards an independent as possible adulthood. We recognise that for each pupil, this will present different challenges and opportunities, therefore thorough preparation and practice is essential in every subject area as well as ad hoc learning opportunities. We pride ourselves on the responsive and adaptive curriculum we offer every pupil at Silverwood.

Many pupils go on to gain nationally recognised accreditations during key stage 4 and 5.

Post 16

The Silverwood Post 16 curriculum is matched to need and pupil interest. It also ensures links with different provisions wherever possible.

Our Post 16 curriculum aims to;

- provide equal life chances as a pupil moves into adulthood
- provide a holistic learning experience
- Be highly personalised ,challenging learning
- Build upon prior learning and planned next steps
- Deepen learning over time

The curriculum is based on the four Preparing for Adulthood (PfA) outcomes outlined by the Department for Education; Employment, Health, Independent living and Community Participation.

Each young person follows a personalised learning programme, which is built up of a range of qualifications, vocational learning, work experience opportunities and therapeutic/sensory input.

Accreditations include:

- ASDAN Personal Progress
- ASDAN Personal and Social Development
- ASDAN Life Skills Challenges
- ASDAN Towards Independence
- Duke of Edinburgh – at Bronze or Silver
- Functional Skills English
- Functional Skills Maths

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

Roles, Responsibilities and Monitoring

The governing board

The governing board will monitor the effectiveness of this policy and hold the Executive Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- All courses provided for pupils that lead to qualifications, such as BTEC and Entry Level certificates, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Executive Head teacher

The Executive Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those areas which the school chooses to offer, have aims and objectives which reflect the vision/mission statement/values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs placed at Silverwood and the EHCP targets identified inform teaching and learning approaches

Other staff

Teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

The Director of Learning, Heads of Learning and Assistant Heads of Learning have specific oversight of Teaching and Learning and the Curriculum.

Monitoring arrangements

Governors monitor coverage of curriculum areas and compliance with other statutory requirements through:

- School visits
- Curriculum reports and presentations
- Executive Head Teacher reports

Curriculum leaders monitor the way their area is taught throughout the school by:

- Meetings with teachers, supporting planning, observing practice, pupil evidence checks and support

This policy will be reviewed at least

annually by Senior Leadership Team. At every review, the policy will be made available to the full governing board.

Links to other Policies

This policy links to the following policies and procedures:

- Feedback and Assessment policy
- LOtC Policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives