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# CURRICULUM INTENT

At Brookthorpe Hall we provide an individualised learning approach which is catered to meet the individual needs of each student. Our ambitious curriculum aims to challenge our students by engaging them in learning that is centred around their interests and intended EHCP outcomes. Our intention is to ensure that our students gain the necessary academic and life skills to prepare them for their next steps towards independence, further education or employment. In doing so we aim to provide a curriculum that is designed to combine creative learning opportunities around the core areas of English, Maths, SMSC and PSHE. Enrichment is an extensive part of our curriculum and through this approach we hope to develop a broad level of practical skills, fulfilment, knowledge and improved personal wellbeing.

At Brookthorpe Hall we understand that many of our students have a varied history of challenging school experiences. For this reason, our focus is to help in overcoming the young person’s barriers to learning. Irrespective of the age and profile of student we spend a considerable amount of time getting to know them. Understanding their talents, interests, and aspirations as well as preparing them for positive social engagements with their peers. We hope that once these skills have been nurtured, they have a readiness to learn and are able to access and utilise the fundamental skills required in reading, writing and math.

As we help students begin to identify and overcome their barriers to learning, the intention of the curriculum will focus more on learning the required skills to embed skills in reading, writing and maths, our pathways have been designed to ensure that students’ gain experiences in the nine key pillars of learning including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic input. Underpinning each pillar is the spiritual, moral, social and cultural development (SMSC) and cultural capital, please refer to the school’s SMSC Policy for further detail in this area.

**A detailed map of the full curriculum is available upon request.**

Our curriculum aims to.

* Provide all students the opportunity to learn and develop their skills to the best of their ability.
* Teach students how to develop into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential in the wider community.
* Foster a positive attitude towards learning, so that students enjoy coming to school, and acquire a basis for lifelong learning.
* Teach students the basic skills of speaking, listening, literacy, numeracy, and information communication technology (ICT).
* Promote an enriching environment that allows students to be creative and to develop their own thinking.
* Enable our pupils to become, where possible, independent learners.
* Help pupils understand Britain’s values through SMSC; to enable students to be positive citizens in society.
* Encourage students to have an awareness of their own spiritual development, and to understand right from wrong.
* Help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
* Prepare students for the opportunities, responsibilities, and experiences of adult life.
* Encourage students to have respect for themselves, high self-esteem, and to be able to live and work cooperatively with others.

**Implementation of this policy:** It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

# AIMS OF THE POLICY

1. To support the effective and coherent delivery of a bespoke curriculum to every pupil;
2. To support staff in making professional responses to the needs of their students through recognised approaches based upon best practice for learners having ASD and/or Complex Needs.
3. To provide a framework which rationalises the roles and responsibilities of the education staff and how these interface and cohere with the wider Options Brookthorpe Hall School team.

**Options Brookthorpe Hall School Curriculum Intentions:**

The intentions of our curriculum are to:

* Our curriculum aims to provide learning opportunities that broaden and deepen the minds of our young people, allowing students to feel enriched in the skills that prepare them for their next steps and wider community.
* Build on prior knowledge so that students experience mastery in the core subjects of Maths, English and PSHE.
* Drive individual progress within learning and wellbeing so that our students experience success.
* Provide a creative range of educational experiences and challenges, supporting learners’ ability to build self-esteem, confidence, and self-awareness.
* Develop and encourage skills that help to support their retention and long-term memory
* Develop independence and teamwork skills.
* Support the students in developing healthy choices, lifestyles, and relationships.
* Provide a curriculum which is broad, balanced and relevant in order for students to achieve their full potential.
* Meet the individual learning needs of each pupil as identified initially by the Education Health Care Plan (EHCP) and then the Individual Education Plan (for further detail, please refer to the School’s SEND Policy)
* Provide extensive opportunities for students to acquire and develop skills in Speaking, Listening, Literacy and Numeracy.
* Promote intellectual, social, moral, spiritual, cultural and physical skills development; (for further detail, please refer to the School’s SMSC Policy)
* Provide a safe, therapeutic, caring, and tolerant school community.
* Value and develop self-confidence and responsibility.
* Involve parents/ carers and the broader community in a partnership for education; thus, creating effective partnership working opportunities
* Recognise the importance of fun and positive enjoyment in learning.
* Involve students in decision making about their own learning, school life.
* Prepare young people to participate fully and successfully in further learning and adult life.

# OPTIONS BROOKTHORPE HALL SCHOOL VALUES

The Options Brookthorpe Hall School curriculum encourages active engagement in learning within first hand, practical contexts in the classroom, in the community and in the great outdoors. The Curriculum is planned and delivered in order to arouse pupil interest and foster engagement and motivation.

Communication and working in partnership with parents and carers is essential to promote effective learning. Parents and Carers have access to Class Dojo. This app is used to communicate key information as well as sharing details about children’s progress. The app is also linked to the school’s behaviour and rewards policy.

Each pupil’s pathway is personalised to meet their needs and is underpinned by our core values which actively promote Fundamental British Values.

* Everyone Should be listened to (Democracy)
* Keep everyone safe by following the rules and making the right choices (Rule of Law)
* Be Proud of who you are (Individual Liberty)
* Value each other and your surroundings (Mutual Respect)
* Be Patient, Kind and Understanding to everyone (Tolerance)

**Thinking Skills**

Core thinking skills complement the six Key Skills that are embedded in each learner’s curriculum offer. For our learners, the development of thinking skills involves:

* Sensory awareness and perception;
* Early cognition skills such as memory retention, sequencing, anticipating, choosing and matching.

Our bespoke Curriculum Pathways embed the core keys skills required in literacy, mathematics and PSHE. We feel that all our learners are entitled to access the level of challenge and enrichment that is offered in mainstream education, our aim is to adapt the curriculum to the learner and their individual needs rather than adapting the learner to the curriculum. This allows us to ensure that no opportunity is missed and they are able to leave Brookthorpe as happy and well-rounded young adults. Our bespoke curriculum is continually evolving to meet the unique needs of every student through continuous monitoring and evaluation of progress. We follow the four principles that are essential to developing a more inclusive curriculum:

Setting suitable learning challenges;  
Responding to learners’ diverse needs;  
Overcoming potential barriers to learning and assessment.

Setting students based on ability rather than chronological age.

Staff, as members of a multi-disciplinary team, make use of the whole school environment and the community to provide learners with a curriculum that is motivating, multi-sensory and experience based.

**IMPLEMENTATION OF THE CURRICULUM AT OPTIONS BROOKTHORPE HALL**

Our first and most important aim at Brookthorpe Hall School is to develop and nurture a positive relationship. To build a secure and trusting environment for our new students they are first placed on our transition pathway. A successful transition will pave the way for a successful school experience. When students are ready to make the step towards a more formal learning model they will be integrated into their class.

Students at Brookthorpe Hall are taught in small groups with a high staff ratio. Staff are experienced and suitably qualified. All teachers have a passion for supporting young people in inclusive education and strive to provide equal opportunities for all. Each group is supported by a familiar and consistent teaching assistant.

Teaching at Brookthorpe Hall is child centred. Teachers create an environment that adapts to the students and their needs. Our curriculum provides our young people with a level of learning challenge that stretches their cognitive ability, we recognise that every child has the right to an educational experience that promotes challenge, enrichment, and stimulation. Resources are carefully selected to support the needs of the child, promote high quality teaching, and this reflects in our ambitious curriculum.

To accommodate students’ personal preferences and individual needs, teachers work collaboratively and cohesively to adapt our modified curriculum. Student feedback is essential to enhance student participation and address misconceptions within the students learning. This ensures that teaching is responsive and adapted to the students’ needs. Teachers regularly check for understanding and make sure that the students are secure in their learning. Where further support is needed, they reshape tasks to aid understanding. They make sure that content is revised and revisited to help students commit learning to long term memory.

To promote a holistic love of learning and develop the breadth and depth required to be rounded young adults our curriculum is planned around a set of six key themes. These are embedded into our subjects and include themes such as growing and changing, celebration, all about me, how its made and food glorious food. A thematic approach allows us to teach the core skills that are required across the curriculum whilst introducing topical and current world events.

Within each theme there is a focus on the following aspects

* History-exploration of facts and research
* Our world- exploration of geographical theories.
* Culture-reference to our diverse global community
* Scientific enquiry

Reading is prioritised at Brookthorpe Hall School. This starts in primary with a sharp focus on phonics and reading comprehension. Upon entry to Brookthorpe Hall School a baseline test provides teachers with a clear understanding of the gaps in reading skills. If appropriate, phonics are repeated throughout the key stages to help students to segment and blend words and match sounds to the texts they are reading. As professionals we have a strong understanding of how reading abilities and styles of reading are unique and our adaptive reading programmes reflect this. At Brookthorpe Hall we appreciate that some of our students arrive as reluctant readers. They may not have experienced reading for pleasure as routine and dislike reading aloud. In response to this Brookthorpe Hall uses two standardised schemes these include Accelerated Reader and Little Wandle. It is common classroom practice for students to be encouraged to read independently alongside guided reading as well as a book-based curriculum in English to promote reading and develop confidence and fluency.

The school also operates Acorn Digital Learning as an online classroom offer for students who are unable to access the physical learning environment. Further details available upon request.

# ACCREDITATION (IMPACT OF THE CURRICULUM)

Brookthorpe Hall Students in Key Stages 2 and 3 will have access to Maths, English, Science, History, Geography, RE, Languages, Music, Art, Design and Technology, Physical Education, PSHE, Computing, Careers, Learning in the outdoors and other enrichment activities. Our curriculum content is planned to ensure that students in all age groups acquire speaking, listening, literacy and numeracy skills. At Brookthorpe Hall we recognise that education cannot be a ‘one size fits all’ and as such our adapted curriculum reflects this. If a student has experienced significant disruption to their education, it might be prudent to baseline them under our early years programme. Within our early years curriculum there is a big focus placed on personal identity, social skills and learning through play. It is at this stage that we are trying to encourage and promote a readiness to learn and that in order for our students to move forward we need to establish relationships and unpick previous learnt behaviours and educational experiences.

The KS4 pathway taken by our students will depend on their unique needs and preferences. At Brookthorpe Hall school we recognise the importance of gaining a recognised qualification in English and Maths. All students will be encouraged and informed about the importance of gaining qualifications in core subjects such as Maths and English. Students are encouraged to study Maths and English at GCSE/Functional Skills level wherever appropriate, however where studying Maths or English GCSEs would present a significant barrier to attendance, wellbeing or achievement, and where the student has identified post-16 provision which does not require Maths and English GCSE passes in its entry criteria we will enable students to develop their Maths and English skills in other ways rather than insisting on GCSE entry. A flexible curriculum will be provided in other subject areas and students will have access to a careers consultation where we will help them to build the skills required for their next steps either in education or employment.

**Transition from Early Years Foundation Stage to Key Stage 1 and 2**

|  |  |  |
| --- | --- | --- |
| EYFS | Key Stage 1 | Key Stage 2 |
| Communication & Language  Personal, Social, Emotional Development  Physical Development  Literacy  Mathematics  Understanding the World  Expressive Arts and Design  Learning through Play | English  Mathematics  Science  Creative Art and Design  Computing & Design and Technology  Humanities  PE  PSHE  Enrichment | English  Mathematics  Science  Creative Art and Design  Computing & Design and Technology  Humanities  PE  PSHE  Enrichment |

**Transition from KS3 to KS4**

At Key Stage 3 students will be provided with the full breadth and depth of subject opportunity to allow them to be prepared for Key Stage 4 subject selections. Our aim is to inspire personal interest and encourage enquiry-based learning in a wide range of subjects. Through assessment we are able to provide a tailored pathway that meets the individual needs of our students and provide them with the appropriate skills and knowledge to meet the challenges of key stage 4. At key stage 4, a unique tailored pathway will be discussed and developed with the student, their teachers as well as parents and carers.

|  |  |
| --- | --- |
| Key Stage 3 | Key Stage 4 |
| English Literacy  English Language  Mathematics  Science  ICT  Humanities  PSHE  Enrichment | English Literacy  English Language  Mathematics  Science (Biology, Physics and Chemistry)  ICT  Humanities (Geography, History)  PSHE  Enrichment |

# OPTIONS BROOKTHORPE HALL SCHOOL PRACTICE (IMPLEMENTATION)

Our teachers promise to deliver a curriculum that is all together challenging, inspiring and adapted to meet the individual’s needs. To assure this our teachers are committed to:

* Reviewing and updating relevant subject policies and action plans annually.
* Writing, reviewing and updating long and medium-term plans for their subject areas;
* Managing resources for their subject.
* Managing the assessment information for each individual within their subject area.

Core subjects are delivered by subject specialists in English, mathematics, and science.

Teachers have responsibility for their individual classes and the individual learners in them, which includes:

* Writing and disseminating pupils’ termly educational reports;
* Attending and leading parent/carer termly meetings
* Writing annual Action Plans for their group and contributing to the school SEF
* Designing the group’s curriculum maps.
* Planning for and resourcing differentiated learning spaces.
* Managing their group’s staff team, including TAs and any other support staff allocated to learners.
* Writing reports, such as LAC reports, PEPs, termly progress reports and annual end of year reports.
* Managing the pastoral needs of their class and sharing assessment information.
* Writing and assessing their group’s Pupil Passports.
* Contributing to their pupils’ behaviour support plans.
* Taking a lead for managing the behaviour and emotional needs for students in their group.
* Maintaining regular communication with parents via Class Dojo.

Our curriculum model is integrated and includes all routines of the school day, such as transition time, lunchtime, snack time, leisure time. These are an integral part of the curriculum for students with autism and complex needs. The curriculum at Brookthorpe Hall is holistic and all aspects of therapy including speech and language (SALT) and OT are woven into students’ individualised timetables.

At Brookthorpe Hall we appreciate that the nature of autism and complex needs is not exclusive and that there may be other additional needs that accompany a young person’s profile. Our curriculum offer encompasses the needs of those students with additional needs such a English as additional language, trauma related experiences as well as a number of associated profiles for example ADHD, PDA, Dyslexia, Dyspraxia and sensory processing needs.

**Learning experiences (IMPLEMENTATION)**

The delivery of the curriculum is personalised, considering previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. At Brookthorpe Hall we recognise the National Curriculum and modify it aims. Our curriculum includes the following learning experiences:

* Linguistic (English): with an emphasis on communication integrated throughout the curriculum.
* Mathematical: Numeracy, with an emphasis on functional and experiential learning.
* Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments.
* Technological: Digital Competence
* Human and Social: PSHE; Citizenship, Geography, History and RE
* Physical: P.E. and outdoor education
* Aesthetic and Creative (Art, Music)
* Therapeutic: sensory, play, Outdoor Education, Horticulture, Equine and Land Based

Alongside the taught curriculum, students in all key stages engage in a range of experiences to develop their social and emotional skills. Lessons are adapted to meet the sensory needs of our students.

At Brookthorpe Hall we understand the demands that Learning places on a young person and a result our lessons are delivered in 45 minute intervals. To anticipate learning fatigue we ensure our core lessons are delivered during the morning sessions and practical and vocational lessons take place during the afternoon. Students are taught in small groups with a minimum of two staff dependent upon learner needs.

**Allocation of teaching time**

All Key Stages have a 6-hour school day, with the amount of time spent on learning experiences determined for each learner according to their personalised curriculum map. Breaks and lunchtimes are allocated according to learners’ personal needs, with a PSHE focus. Each day also includes transition time during the day. It is accepted that, due to the nature of our students, an allocation of time will need to be made for transitions and will be flexibly responsive to their needs at any one time. It is also important to emphasise that the timetable sequence structures the day, not the time on the clock. If a need arises our teachers are flexible in their approach to teaching and timings are managed based around the needs of the individuals in the class. This can include the need for sensory breaks, sensory readjustments or pastoral intervention.

Personalised adaptations are made to all students’ timetables to meet their individual needs. Where appropriate, the following changes may be made:

* Sensory experiences
* Physical experiences
* Environmental changes
* Additional staffing
* Additional clinical input
* Specialist resources

To support learning for all students with autism, emphasis is placed on PSHE across the curriculum and within the ‘hidden curriculum’. Sex and Relationships targets are built into the PSHE and Science curriculum as a matter of course. Any additional Sex Education required, and education about alcohol and drug misuse, are addressed whenever appropriate within the respective pastoral groups.

Students’ can also access a range of personalised PSHE workshops on a one to one or small group basis. Please see PSHE policy for additional information.

# TRANSITION

Transition is used to describe the period of time between the ages of 14 and 25 when young people are supported in making decisions about their future. As part of the EHCP process students and parents/carers will be consulted around next steps. The school is fully supported by local college providers who provide students with impartial careers guidance that is presented in an impartial manner and enables students to make informed choices about a broad range of career options and helps them to fulfil their potential.

Each student has a Transition Plan in place following their 14+ Review, which is then monitored and updated on at least an annual basis as part of the Annual Education Review Process. Transition Targets are set as part of the learner’s ISP as appropriate. School provides learners with careers guidance through PHSE and CoPE suitable to their needs. We provide students with appropriate opportunities to engage in:

* Work-related experiences on site.
* Gradual supported external placements.
* Experiences at local colleges and alternative educational provisions.
* Community activities.

If for any reason, students are unable to access learning on the school site, remote careers support is made available through virtual careers meetings.

# MONITORING & REVIEW

The Head teacher together with all education staff carry out a systematic monitoring and evaluation of the school’s curriculum, including termly moderation of Medium term Planning (please see Planning, Assessment, Recording and Reporting Policy). This ensures clear priorities for development are identified and sufficient information is gathered for a curriculum review. Subject leaders support their areas across the school through feeding into shared curriculum planning and review meetings and supporting the implementation of programmes of study through sharing of ideas and ensuring appropriate resources are in place. Local quality assurance procedures factor in frequent curriculum audits.

The curriculum is reviewed as part of governance and through checklists completed at school level and ratified by the Regional Director.

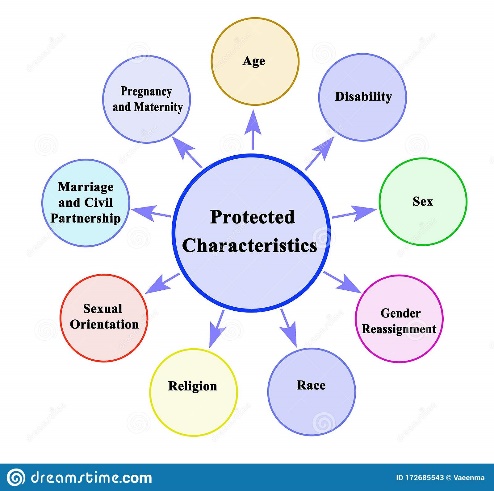
# RATIONALE OF CURRICULUM (INTENT)

At Brookthorpe Hall our aim is to provide a curriculum that aims to produce confident and successful learners. These are broken down into four key categories.

* Engaged Learners
* Healthy Learners
* Responsible Learners
* Successful Learners

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The curriculum at Brookthorpe Hall is designed to help pupils become good learners** | | | | | | | | | | | |
| **Engaged Learners**  Pupils who apply their knowledge, understanding and skills in functional ways and who are self-motivated. | | | **Healthy Learners**  Pupils who enjoy good standards of mental, emotional and physical wellbeing and lead fulfilled lives. | | | **Responsible Learners** Pupils who are self-determined and empowered to engage positively with society and become good citizens. | | | **Successful Learners**  Pupils who achieve well and make good progress across a broad curriculum from their individual starting points. | | |
| **These principles help our pupils to…** | | | | | | | | | | | |
| Be socially included, enjoy friendships and live as independently as possible | | Look after themselves and be healthy | | | Keep themselves safe and help others to keep safe from harm | | Be engaged in positive activity and play an active role in society | | | Have good self-esteem, ambition, and the means to influence decisions affecting their lives | |
| **Our curriculum promotes learning in the following areas…** | | | | | | | | | | | |
| Skills  Learning to minimise barriers to learning and wellbeing. Helping pupils to engage in the learning process and acquire the skills necessary to enhance their social experiences and participation in society. | | | | Knowledge & Understanding  Learning to provide pupils with a broad and balanced knowledge of the world so that they can better understand the processes around everyday living. They have the opportunity to gain qualifications to help them fulfil their potential. | | | | Attitude & Attributes  Developing a positive work ethic to enable pupils to grow personally, and enhance their sense of responsibility and accountability and value inter-personal relationships and cope with unpredictable life events. | | | |
| **The whole school provision supports effective learning through…** | | | | | | | | | | | |
| **Environment**  A nurture based, sensory aware, pupil centred ethos with an environment that is safe and enriching with many opportunities to promote therapeutic wellbeing. | **Staff Team**  A highly skilled and dedicated, multi-disciplinary team with a range of professional qualifications and experience across many sectors. | | | **Learning**  Learning is appropriately balanced and well planned to meet the individual needs of pupils. Learning is well linked to pupils individual interests and aspirations | | **Teaching**  Lessons are well planned and incorporate creative and personalised learning. Teachers implement individual pupil targets and pupils are actively involved in their learning | | **Assessment**  Assessment is continuous, formative, summative and evidence based across all areas of learning. | | | **Enrichment**  A weekly rolling programme of events and whole school activities to promote holistic development. Pupils enjoy visits, engage with external speakers and in workshops to learn about how to keep safe and healthy |

# 9.0 PROTECTED CHARACTERISTICS WITHIN THE CURRICULUM



Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.

At Brookthorpe Hall School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

Within our curriculum we make sure that diversity is promoted and celebrated.

At Brookthorpe Hall School all students’ are valued as individuals and supported to achieve their potential across all areas of the curriculum. Students’ are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all students’ to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Brookthorpe Hall School we recognise, respect and celebrate differences. This is reflected in our core values:

- Everyone should be listened to (Democracy)

- Keep everyone safe by following the rules and making the right choices (Rule of Law)

- Be Proud of who you are (Individual Liberty)

- Value each other and your surroundings (Mutual Respect)

- Be Patient, Kind and Understanding to everyone (Tolerance)

Resources in use across all curriculum areas represent all ages, disabilities, races, genders, cultures and beliefs.

Our aim at Brookthorpe Hall School is to foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements.

In order to provide an outstanding educational offer, we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

At Brookthorpe Hall School we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged, and equal opportunities are available to all. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This includes celebrating individuality and difference, encouraging and inspiring young people to overcome barriers and inequalities by celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities, and genders who have achieved great successes.