



**Holman Way**

**Nuneaton**

**CV11 4PN**

## **Curriculum Policy**

## **Introduction**

The majority of the learners accessing provision at ALP Nuneaton do so as a result of a placement breakdown often resulting in disaffection or, because of their high level complex needs and the difficulties of the local authority in securing a permanent SEND placement. Due to their diverse needs, the curriculum is carefully structured and personalised to individuals. All learners are taught in small groups, some with one to one support, this facilitates the possibility of developing more creative approaches to delivering the curriculum using local facilities and the immediate environment.

## **Intent**

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. The overarching aim for all learners is to teach them how to grow into positive, responsible people who can work and cooperate with others while developing the knowledge, skills and understanding to enable them to lead fulfilling lives.

Our curriculum drivers underpin the direction and development of all areas of school life and to ensure our curriculum is enriched and personalised in order to meet the needs, interests and ambitions of our children and families

## **Curriculum Drivers**

### **Key Skills**

Cross curricular Reading, Writing and Numeracy  
Encouraging positive behaviours  
Changing attitudes towards learning  
Learning to have a growth mindset  
ICT Competence and application  
Confident sitting an assessment  
Developing Life-Skills  
Preparation for employment and life after school

### **Language and Communication**

Discussion, debate, audience  
Language enriched environment  
Expand vocabulary  
Reasoning  
Presenting to an audience  
Understanding the difference between formal and informal communication

### **Broad Experiences**

Fun, memorable, purposeful

Connective/ practical learning (linked to the real world)  
Active PSD  
Cultural opportunities - new people places, experiences  
Local environment  
Outdoor learning  
Incorporating SMSC into enrichment activities

### **Challenges**

Challenging texts  
Challenging thinking  
Higher order questioning  
Developing challenging strategies  
Challenge for ALL

### **Happiness and Well-Being**

Celebrate achievement and diversity  
Life-Skills  
Physical development  
Lego therapy, Homunculi Approach, Animal Interventions, SALT  
Positive reinforcement in lessons  
Celebrating milestones  
Displaying work/achievements in classes

### **Working With Others**

Learner Voice (leadership and volunteer opportunities)  
Parent Engagement  
Sharing best practices  
School Partnerships  
Whole-school approach - training and courses

### **Implementation**

Curriculum at ALP follows the stage not age approach and is split into 2 pathways in order to best meet the needs of the individual learners and place them on the most appropriate journey to support achievement. These pathways are called Rainforest and Safari.

The first pathway is the Rainforest Pathway. This pathway is devised of 2 groups (Lemurs and Leopards). This pathway is non-formal/semi-formal. These two groups are split into Foundation and Breakthrough. In the Foundation group (Lemurs) learners have access to My Language, Literacy and Communication, My Mathematics, PSHE, Understanding the World, My Imagination, My Body, Music, Dance, Pre-Phonics, Reading and Holistic Therapies. Staff work towards supporting children with their development and understanding of themselves and the

world around them. Each half-term learning will be underpinned by a theme which is similar to the rest of the pathway. They focus mainly on building their communication skills through their preferred method of communication and sensory exploration, regulation and life skills such as self care and self understanding. Their learning is assessed half termly by a class teacher using engagement steps on our B-Squared platform.

Learners in the Leopards class experience a range of subjects including My communication, Language and Literacy, My mathematics, ASDAN, PSHE, Computing, Humanities, PE, Art, Music, Dance, Reading, Outdoor Learning and Holistic therapies. Learners focus on completing work that aids their independence and understanding of the world in order to equip them with as many skills as possible to be independent in their lives. Each half term learning is underpinned by a theme which will have trips attached to enrich their understanding of the world around them, develop background knowledge to support their learning and cultural capital. Their learning is assessed half termly using engagement and progression steps through our B-Squared platform. Learners have access to a wide range of communication methods including but not limited to makaton and symbol based language through Widgit.

The second pathway for learners who join ALP Nuneaton is our Safari Pathway. Learners who are placed in the safari pathway will have access to a semi-formal/formal curriculum. Our Safari pathway follows a 'Foundation', 'Developing' and 'Breakthrough' journey. This curriculum is tailored to the individual learner through holistic and individualised learning, incorporating a therapy based approach which supports the development of the whole child, including their academic progress. Learners will have access to Phonics and Reading, Literacy/English, Numeracy/Mathematics, PSHE, Humanities, RE, Life Skills, PSHE, Art, Careers, DT, Modern Languages, Music, PE, Computing, Geography and Outdoor Learning. Each half term class follows a theme and links learning and experiences through cross curricular links. Class teachers will also use experiences to support children's background knowledge and develop cultural capital through the curriculum. Students in Safari work towards achieving ASDAN, NCFE, Functional Skills and AQA Entry Level qualification. Learning is assessed through independent assessments for each subject carried out at the end of the unit to inform our B-Squared assessment platform which will provide information on progress made and children's working ability.

For learners who find a school environment challenging, or find it challenging to engage in small group work, bespoke timetables and curriculums are created to give these students a positive experience, incorporating a therapy based approach and utilising outdoor education. The school offers Animal Therapy, Lego Therapy, Speech and Language therapy, Occupational Therapy, Dance Therapy, Outdoor Learning and Emotional and Social skills Interventions. Either of these may take place offsite, and after an initial assessment.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores, educational visits (museums, theatre e.t.c.) or trips out to help generalise learning and promote their SMSC development.

### **Impact**

Learners are prepared for their next stage in education, training or employment (monitored by outcomes and evidenced by destination data).

Learners are able to read at an appropriate level with fluency in order to access the curriculum and not fall behind their peers.

Impact is being continually monitored through work lesson visits, termly assessments, previous attainment data, student voice.

As such, ALP Nuneaton ensures learners know more, remember more and are able to do more from bespoke curriculum offers.

### **Curriculum Monitoring and Review**

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The schools Executive Board are responsible for ratifying and monitoring the implementation of the curriculum policy.

Reviewed September 2023

Review date August 2024