



Curriculum Policy

(2020-2021)

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1. Rationale

We aim to provide a curriculum that meets the needs of individual pupils in order to further their development across multiple areas: academic, social, emotional and preparing them for life as an adult. The world is ever changing and our pupils may eventually have careers in areas of employment that don't even exist yet, therefore our curriculum has to be malleable in order to support our young people as best we can.

While independent school standards do not require National Curriculum coverage, our school is committed to covering the New National Curriculum (incorporating recent statutory changes) and its programmes of study wherever possible. This commitment must however be consistent with any Education Health Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

Our students face particular challenges:

1. Many of our students have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our students often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

2. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, with regards to:

Curriculum:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- (d) where a pupil has an Education, Health and Care Plan, education which fulfils its requirements;
- (e) personal, social, health and economic education which –
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (f) for pupils receiving secondary education, access to accurate, up-to-date careers guidance

that:

- i) is presented in an impartial manner;
 - ii) enables them to make informed choices about a broad range of career options;
 - iii) helps to encourage them to fulfil their potential;
- (g) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- (h) that all pupils learn and make progress at the rate expected of pupils nationally;
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Teaching:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupil self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- (e) lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

3. Our Curriculum Policy Statement

Reddish Hall School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued.

All pupils, without regard to age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is of value for its own sake and we seek to encourage all pupils to learn at school, outside school and beyond school age.

We are committed to delivering a personalised curriculum, the derivation of which is based on thorough assessment of a pupil's needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways.

We offer an environment where teachers can deliver an exciting and innovative curriculum, and ensure the application and use of emerging technologies is paramount; we have consistently high expectations of all pupils.

All pupils attending Reddish Hall School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools. Pupils enrolling at Reddish Hall School will typically have:

- Been excluded from one or more schools;
- Had a long period away from school at some time;
- Received 1-1 support either at home or in a unit, possibly on a part-time basis;
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their own behaviour;
- Low expectations of the opportunities that is likely to be available to them when they leave school.
- A barrier to learning such as FASC, ASC, Specific Learning Difficulties such as dyslexia, ADHD.

4. Curriculum aims

At Reddish Hall School, our aim is to develop a coherent curriculum that builds on young people's experiences and help them to become successful learners, confident individuals and responsible citizens. The curriculum is matched to a pupil's individual abilities and aptitudes; increasing self-esteem and personal development. The school therefore, aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the School supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

- satisfy the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum;
- Achieve high standards and make good/excellent progress;
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- Be challenged and stretched to achieve their potential;
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 14-19 year olds;
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways;
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives;
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;
- Help pupils understand the world in which they live;
- Show commitment to all pupils as we believe that each individual matters and should be provided for.
- value their learning outside of the curriculum.
- relate to the taught curriculum.

This focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and his/her desire to follow a course similar to those of their peers in mainstream school. Thus, whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the very differing needs of our pupils. Therefore, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognise the value and importance of education in their lives.

5. Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements .
- lead to qualifications that are useful for both employers and higher education.
- enable pupils to fulfil their potential.
- meet the needs of pupils of all abilities.
- provide equal access for all pupils to a full range of learning experiences beyond

statutory guidelines.

- prepare pupils to make informed and appropriate choices at points of transition.
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help pupils to use language and number effectively.
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils.
- incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society.

6. SMSC within the curriculum (see SMSC Policy)

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents

and teachers to work in an effective partnership to support the pupil.

- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation:

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the SLT
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work by the SLT
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the school SIP.

7. PSHE within the curriculum (see PSHE Policy)

PSHE is central to the development of the pupils in our school. Our planned programme is designed to help them deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports pupils in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our pupils. The PSHE programme is embedded within other efforts to ensure pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities:

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key principles that underpin our PSHEE provision:

We recognise that our pupils bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.

Our PSHE programme is taught within a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.

Pupils are encouraged to take responsibility for their own learning and to record their own progress. PSHE encourages pupils to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

The use of visitors to the classroom:

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Pupils with additional educational needs:

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as their peers. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Workers work with individual pupils, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Monitoring and evaluation:

The SLT will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality:

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting:

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils can undertake a formal qualification in this subject in addition to having the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact

on pupil self-awareness and self-esteem.

8. Roles and responsibilities

The Head Teacher will

ensure:

- the curriculum meets all legal and statutory requirements
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- the curriculum prepares pupils for their chosen career pathway.

Acorn Education and Care will ensure that:

- it considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

The Head Teacher will ensure that:

- they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Teachers will ensure that:

- long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning **encourage** progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- they keep the senior leadership team informed of proposed changes to curriculum delivery.
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

- they share best practice with other colleagues in terms of curriculum design and delivery.
- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support pupils in their progress through the curriculum.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

9. Monitoring, evaluation and review

Acorn Education and Care will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

10. Curriculum Offer

Primary

Primary classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, taking into account their baseline assessments and social and emotional needs.

Pupils experience Maths, English, Science, History, Geography and R.E. (Which may be delivered through a topic based approach), access to music, horticulture, PE including swimming, computing and art/design.

Primary One Group

This group caters for younger pupils (usually years 1 – 4) who have had limited classroom experience and require an approach that includes experiential learning, shorter tasks and a curriculum that is taken from EYFS and Year One. The classroom is designed to accommodate play-based learning, learning through topic, with an emphasis on developing social skills and developing behaviours that breakdown barriers to learning. Pupils in this group may still be at the early stages of phonics and numeracy, require shorter tasks and significant amounts of support. They may be working towards independence.

To meet the needs of these pupils, the curriculum may be modified so that content is relevant to their experience. Learning may be focused on the learning of new skills and the reinforcement of these, as well as being able to learn in a classroom environment which may be unfamiliar to some pupils.

Primary Two Group

This group caters for younger pupils (usually years 2-4) who require a more structured learning environment. These pupils will have had more classroom experience and will have fewer gaps in learning. They may have a diagnosis of ASC. Topic based learning will be key to help reinforce skills and to lessen the impact of curriculum overload.

Primary Three and Four

These groups cater for year 5 and 6 children and have no more than seven students in a class. The aim is for pupils in these classes to become accustomed to a learning environment that will enable them to be ready for the transition into Key Stage three. Subjects will be taught more traditionally, although topic based learning is still encouraged as well as specific scaffolding and differentiation to enable pupils to make outstanding progress for them based on their level of need and barriers to learning.

Primary Five

Primary Five is the nurture group which caters to pupils in Key Stage 2 who have significant need through attachment difficulties. The curriculum will be delivered through topic based approaches and methods of delivery will take into account the developmental needs of the child. Although the national curriculum will be used as a framework, it may be delivered through more holistic methods with time dedicated to specific elements of personal learning and thinking skills. The rationale behind this approach is that children have to have a certain level of resilience, trust in adults and

self-confidence to accept the challenge of academic learning. Due to their early life experiences, they may not be ready for formal learning and the classroom may be a place of fear. The aim is to create the classroom as a safe base where pupils can thrive and develop the social and emotional skills to access learning.

Key Stage Three

Key Stage 3 is based upon a mainstream secondary model with pupils moving to subjects specialists' classrooms. The National Curriculum is followed in accordance with the child's academic need and cognitive ability.

Subjects taught include:

- English
- Maths
- Science
- ICT
- PE
- RE
- PSHE
- History/Geography
- Art
- Outdoor Education
- Horticulture

In year 9, we may look for certain pupils to begin vocational study in an area which they are interested in, if they have a desire and aptitude for this. For some pupils, Functional Skills qualifications may be more attainable because of their aptitude or ability. We aim to enter those pupils who are ready in to Functional Skills Level 1 at the end of year 9.

Pupils with significant barriers to learning due to their cognitive ability may also access ASDAN and Entry Level qualifications. The work towards these may begin in year 9 depending on each individual pupil.

Key Stage 4

In keeping with the Government's 14-19 reforms, during Key Stage 4, all pupils have access to the National Curriculum and are offered the opportunity to take part in courses of study leading to examination entry at a range of levels. These courses include 'Foundation Learning' qualifications; a range of GCSEs including core subjects and a variety of vocational courses both on and offsite. Whilst all pupils have the opportunity to follow a personalised course including GCSEs, vocational pathways, access careers/work placements and work experience, the core GCSE courses/subjects are always provided or made available.

If not achieved during KS3, stand-alone accredited Functional Skills courses in Maths, English and ICT, can also be obtained. While all pupils have access to College courses if this suits their interests, there

is the option for some pupils to take part in more vocationally based courses offering a wider range of experiences. The extent to which individual pupils access this pathway depends upon their particular needs and is balanced against their own wishes to access a wider range of work, education and social experiences to better prepare them for the transition to life beyond school. These issues are discussed with pupils and their parents/carers during the annual review and transition from Year 9 to Year 10. Pupils are informed and engaged in the planning of their personalised curriculum. The school has a strong pastoral system to support pupils of every year group. We contract our own Educational Welfare Officer and our own 14-19 Coordinator to ensure that all our pupils can access a high quality of individual support when appropriate.

Pupils in Key Stage 4 are encouraged to undertake periods of work experience to help prepare them for post-16 and to help them decide which career paths are of interest to them. Successful work experience placements may lead to one day a week placements if it is going to be beneficial to their career development.

From June 2019 we offer qualifications in the following subjects:

- English
- Maths
- Science
- Art
- Horticulture
- ICT
- PE
- ASDAN
- History
- PSHE
- Food Tech
- Travel and Tourism (off site)
- Animal Care (off site)

There is a particular emphasis, within both Key Stages, on ensuring the development/acquisition of skills in speaking and listening, literacy and numeracy. This is supported by the SENCo and subject teachers who develop core vocabulary for each module/subject within their scheme of work. Functional Skills in Literacy and Numeracy is considered an entitlement; taught in conjunction with GCSE Maths and English during years 9, 10 and 11. For pupils identified with numeracy and literacy difficulties, specialist teaching is available in addition to the support provided in the classroom. Where pupils require additional support in learning an Individual Education Plan (IEP) is developed. These IEPs provide classroom strategies and curricular targets, which may range from identifying ways in which a pupil can be helped within lessons to the provision of a 1:1 support programme, completed by the Literacy Team, during timetabled periods throughout the week. Such provisions will focus on specific areas of difficulty, identifying appropriate strategies for intervention, and describe assessment methods and time scales for evaluation (see SEN policy). The SENCo team withdraw pupils from class to work 1:1 on literacy targets, I.E.P targets, phonic programmes, spelling practice and reading programmes.

Revised by Sarah Makin February 2020

To assist pupils for whom English is an additional language teachers should plan teaching opportunities to help them develop their English and should aim to provide the support pupils need to take part in all subjects across the curriculum.