



**Harbour
School**
Dorset

Curriculum Policy

Approved by: [Name]

Date: [Date]

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The Harbour School curriculum supports our overarching aim that our students leave us with the skills, knowledge and confidence to participate in society and function independently, economically and socially:

- Self-confidence
- Aspiration
- Lifelong learning skills
- Social and emotional skills
- Independent living skills
- Employability skills

We are totally focused on achieving the best possible long-term outcomes for young people who have experienced anxiety, fear, frustration and anger as a result of unmet need. We are clear that all young people have a unique set of abilities and skills which if harnessed and celebrated can lead to increased resilience and positive futures. We aim to create a climate of aspiration with a blended curriculum offer that includes a comprehensive range of therapies and interventions that enable access for all to opportunities for learning. We are committed to providing a broad and balanced curriculum, based on the National Curriculum but with personalized and flexible pathways that allow progression for every pupil to further education, training and employment. Our curriculum promotes the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

1. Curriculum Aims

- That pupils make outstanding progress against challenging targets
- That pupils develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- That through recognising their achievements pupils develop self-confidence and resilience
- That pupils have the opportunity to participate in a range of activities within the core, extended and enrichment curriculum
- That pupils develop communication, social and employability skills and a greater awareness of their community
- That pupils develop independent living skills
- That all pupils have equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- To provide curriculum pathways and subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow where appropriate to the needs of individuals.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Local Governing Body (LGB)

The LGB will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the LGB
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The LGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGB is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs

4. Organisation and planning

Pupils in the lower school will follow an innovative, theme-based curriculum that allows for individual needs to be met in a creative learning environment and prepares them for the demands of the next stage. There is a strong emphasis on shared outdoor learning opportunities that enable pupils to develop self-confidence and an understanding of different environments and social situations.

Our 14-19 curriculum has flexible academic and vocational pathways that include functional skills, employability skills and independent living skills. We work closely with partner schools and colleges to ensure that those pupils aiming for post 16 academic or vocational qualifications have full support and

the opportunity to succeed. Our micro businesses will provide high quality work experience opportunities that open pathways to internships with local businesses.

Our pupils have complex needs including autistic spectrum disorders (ASC) and Social, Emotional and Mental Health (SEMH) conditions. We have designed a flexible and blended curriculum that allows pupils to build on their individual skills and talents and make progress in a way that best meets their needs. Our therapeutic curriculum includes sessions with Speech and Language Therapists, Occupational, Music and Art therapists alongside support from Education Psychologists and CAMHS practitioners. All pupils benefit from a communication friendly environment and a solution focused and restorative approach.

Partnership working with families underpins our curriculum and a key feature is our inclusion of families in both learning opportunities and therapy sessions.

Literacy (including SLCN) and numeracy are taught both discretely and through the curriculum and form part of the pupils' daily routine. (*see Literacy and Numeracy policies*)

Sex and Relationships Education (see *SRE Policy*)

This is delivered through the thematic curriculum and PSD at a level appropriate to individuals and groups. We work closely with a range of agencies, including health colleagues, who provide specialist input and support.

SMSC and British Values

As a Trust, we are committed to welcoming pupils and families of all faiths and beliefs and encouraging them to respect fundamental British values. Through our *Admissions Policy* and in line with the SEND Code of Practice, we make it clear that we will admit pupils on the basis that the academy is able to meet the needs as stated in our funding agreement. Religious Education themes and topics are included within both the thematic curriculum and the upper school PSD curriculum. Pupils of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Assembly times focus on celebration, reflection, appreciation and the worthiness of all members of the community.

Through a broad curriculum, we actively promote fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) by way of cross-curricular themes in the lower school and through Personal and Social Development (PSD) in the upper school. We actively challenge pupils, staff or parents expressing opinions contrary to British values and seek to promote a positive approach to pupils' spiritual, moral, social and cultural education. We carry out an annual curriculum audit to ensure that it consistently prepares pupils for life in modern Britain.

The Prevent Duty (see *Prevent Policy*)

We are fully aware of our duty to protect our pupils from the risk of radicalization and from being drawn into terrorism. Through our commitment to the active promotion of fundamental British values we aim to build resilience to radicalization and foster awareness of individual rights and responsibilities including the right and self-confidence to challenge views and be listened to.

Information, Advice and Guidance

This forms an integral part of our curriculum in KS 3,4 and 5. Pupils will have an Individual Learning Plan (ILP) a 'live document' with key milestones developed with our IAG Advisor. This details pupils' developing interests, aspirations and goals, identifies curriculum choices and destination-focused planning for the next stage of education or training, community opportunities and independent living. IAG continues through work experience, interviews and beyond school when graduates face the challenges of the next stage.

The Wellbeing Curriculum

A multi-disciplinary team will work collaboratively to provide each pupil with a personalized curriculum that addresses their social, emotional, educational and health needs. Enrichment and family activities are integrated with the aim of equipping pupils with skills and strategies for independent living in modern Britain. Initial and ongoing assessment (see Assessment Policy), regular reviews (SEND Policy) and partnership working with parents inform personalization.

Mentoring

All pupils have a link mentor who acts as advocate, meets with them weekly to celebrate success and discuss problems and is the first point of contact for families and other professionals.

Enrichment

This provides a broad menu of opportunities for pupils to experience the wider world, take risks and develop creativity, curiosity, new interests and aspirations to become confident, independent learners. Qualified staff from the Trust's Aweigh School will use the natural world to stimulate imagination through a range of outdoor activities. Pupils are free to sample the full menu or pursue a particular interest.

Period 6

Period 6 is an optional after school activity available at the end of the school day – the menu will be driven by pupils' interests.

Family Fridays

An opportunity for family members to spend half a day in school and benefit from support, training, therapy and a shared understanding of their child's needs

Accreditation

All learning outcomes, including enrichment, are accredited through GCSE / BTEC / City & Guilds / ABC/ ASDAN

Planning

Teachers are responsible for:

- Medium and short term planning
- Differentiation to match need
- Summative and formative assessment
- Using a range of appropriate teaching strategies to match need
- Attending training to maintain subject knowledge
- Directing the work of classroom support staff

The **SENDCo** is responsible for:

- Ensuring needs as identified in EHCPs, IEPs are met within the therapeutic and wellbeing curriculum
- Directs the work of therapists
- Directs the work of Mentors
- Assessing and reviewing the effectiveness of strategies, interventions and therapies
- Arranging reviews

Continuing Professional Development (CPD)

All staff are provided with a broad range of CPD opportunities in line with the Academy Development Plan, training needs analysis and the Trust's Appraisal Policy.

5. Inclusion

As a Special Free School, all pupils will have Special Educational Needs and/or Disabilities and the majority will have an Education and Health Care Plan (EHCP). Teachers set high expectations for all pupils. They will use appropriate assessments contextualised with IEPs to set ambitious targets and plan challenging work matched to need for all individuals and groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with a specific learning disability
- Pupils from disadvantaged backgrounds
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils have the opportunity to study every National Curriculum subject, wherever appropriate, and ensure that effective support / interventions are in place in order that barriers to achievement are removed / reduced

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Equal Opportunities

The academy supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The academy promotes an ethos of respect for everyone.

6. Monitoring arrangements

The LGB monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Learning walks with Senior and Curriculum Area Leaders
- Meetings with Senior and Curriculum Leaders
- Presentations
- Meetings with School Council

Curriculum Area Leaders (CALs) monitor the way their subject is taught throughout the school by:

- Learning walks
- Planning audits
- Scrutiny of work
- Analysis of progress data

CALs also have responsibility for monitoring the way in which resources are stored and managed.

The SENDCo monitors the effectiveness of the therapeutic and wellbeing curriculum by:

- Learning Walks
- Analysis of progress data
- 6 weekly reviews

Senior Leaders assist the Headteacher in monitoring the whole school curriculum through:

- Accountability meetings with CALs

- Lesson Observations
- Analysis and moderation of assessment and progress data
- Accompanying CALs during Learning Walks / Work Scrutiny
- Curriculum development and planning
- With CALs, identifying and facilitating training needs

This policy will be reviewed annually by Headteacher / Deputy Headteacher and Local Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- Admissions Statement
- Behaviour Policy
- Teaching and Learning Policy
- Assessment policy
- Sex & Relationships
- Non-examination assessment policy
- SEN policy and information report
- Equality & Diversity Policy and Academy Equality Objectives
- Careers
- Exam Contingency Plan
- Prevent Policy
- *Pupil Premium Statement*