



Curriculum -
Making the difference

CURRICULUM POLICY



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Pupils at Vbranch House

All the pupils at Vbranch House have a physical or movement difficulty and many have communication difficulties, visual perceptual difficulties and other related difficulties. The majority of the pupils have learning difficulties associated with their physical difficulties and need modifications to the curriculum. Many of the pupils are working below the standard required to pass the national curriculum tests. As well as modifying the curriculum many different learning strategies are used to enable the pupils to access the curriculum. At Vbranch House we call this 'access learning'. Strategies include the use of communication books, boards and voice output communication aids; Makaton signing; powered mobility; adapted computer access using switches, touchscreens and eye gaze, roller/tracker balls; multisensory presentation of materials and adult facilitation through trained teaching assistants.

Audience

This document relates to all pupils. This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and LA/other Advisory Body Advisers/Inspectors.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors. Copies of policy documents are kept in the Boardroom and electronic copies are on the intranet in the Hub. Such distribution ensures the accessibility of the document to visiting teachers and to parents. Extra copies are available from the Head Teacher.

Philosophy

The curriculum comprises all the learning opportunities offered by our school community. Learning happens formally and informally, inside and outside school and is affected by relationships with family and friends, the demands of society and local conditions.

It is the aim of Vbranch House School that the curriculum for all pupils should:

- promote spiritual, moral, social, cultural, emotional, intellectual and physical development;
- prepare pupils for the responsibilities, demands and opportunities of modern life;
- be appropriate to the needs, attainments and aptitudes of all individuals;
- develop knowledge, skills, concepts and attitudes in ways which are relevant to the needs of individuals and the communities in which they live;
- ensure equality of access and quality of outcome;
- raise awareness of wider cultural and ethnic differences;
- combat all forms of discrimination.
- Be responsive to new technologies and approaches to aid interaction and learning



All Vbranch House pupils are entitled to a curriculum that will develop their ability to:

- become active and independent to the best of their abilities;
- maximise their progress and pursue lifelong learning;
- develop an intellectual curiosity about the physical, social and artistic world in which we live;
- apply their knowledge and skills to the process of solving problems;
- promote their own physical and mental well-being and pursue a healthy lifestyle (with support if necessary);
- develop confidence in and reliance on their own abilities;
- develop the ability to make choices, take decisions and undertake initiatives.

In their relationships they should learn to:

- respect others and be effective in establishing personal and social relationships and in working with other people in a team;
- appreciate the variety and value of cultures in the community and use them positively in the support of others;
- respect and promote the rights of others, including those who may not be in a position to advocate and promote their own rights;
- demonstrate an awareness of the environment and our responsibility for its conservation;
- reflect on how members of society receive, share and pass on principles and values for themselves and future generations.

Our pupils should develop skills to:

- to read and communicate effectively in the English language to the best of their abilities using ICT and augmentative communication aids as appropriate;
- apply the concepts of number, space, shape and measure and handling data;
- engage both actively and reflectively in activities that are creative and aesthetic across a broad range of media;
- become familiar with the roles and applications of a wide range of technologies, including information and communication technology.

In order to achieve this wide spectrum of aims and aspirations for our pupils at Vbranch House we are continually developing the 'Vbranch Individual Education and Wellbeing (VIEW)' Curriculum. It is important to note that the staff at Vbranch House work collaboratively to avoid 'Education versus Therapy' and subject-driven methods of teaching. We have reviewed at length the needs profile of our pupil cohorts and the curriculum models used by other leading schools and have defined three key 'domains' and seven areas development that replace traditional 'subjects'.

To enable smooth transitions for pupils joining or moving on from Vbranch House, the areas of learning as outlined in the Early Years Foundation Stage (EYFS) curriculum and subjects the National Curriculum are complemented by the VIEW Curriculum as outlined on the following pages.

Vranch Individual Education and Wellbeing (VIEW) Curriculum

Domain	Communication & Cognition		Physical Development		Experience and Expression		
Areas of development	Pre-intentional Communication Receptive (understanding) - Gestures - Understanding of nouns+verbs - Attention to adults/peers and environment Expressive (using) - Split attention	Intentional Communication Receptive (understanding) - Working memory - Attention to an environment - Joint attention - Concept of size - Concept of time - Language of position Expressive (using) - Maintaining a dialogue with peers/adults	Emotional and Social advocacy (PSHE inc RSE) - Expresses likes and dislike (preferences) - Impulse control - Emotional control, identifies and names: - o Emotions of others - o Own emotions - o Reason for emotion - Indicates preferences in people/events/	Physical wellbeing (PSHE inc RSE) - Body schema/ map - Weight bearing - Changing position - Physiotherapy and OT plans - Core strength - Recognising and expressing pain/discomfort - Fine motor dexterity - Physical changes and menstruation	Working towards independence - Orientation and mobility - Developing modes of movement - Engaging with safe and unfamiliar places - Concept of money - Overcoming obstacles	Integrating the senses - Proprioception - Cause & effect - Residual Vision - Residual hearing - MSI - Tactile and Haptic - Smell & Taste - Sensory Integration - De-sensitising	Exploration and creativity - Cooking - Movement to music - Making music - Exploring art media and methods - Craftwork - Horticulture

School Policies

Curriculum - 2024

	- Turn taking, eye contact - Split attention - Initiating 'conversation' with peers	- Accept/agree, reject/refuse - Gain attention, request and respond - Share information	- objects - Flexible thinking - Self-monitoring/regulation - Planning and prioritising - Task initiation - Organisation	PLAY - Awareness of other - Peer Interaction - Switch play - Simple/complex pretend play			
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EYFS	VIEW	National Curriculum
Communication & Language →	Communication & Cognition Language & Social communication Understanding and using language Self-Advocacy + PLAY →	Modern Foreign Languages (KS2)
Physical Development →	Physical Development Physical wellbeing Working towards Independence → Communication & Cognition Self-Advocacy → Experience and Expression Exploration and creativity	Physical Education
Personal, Social and Emotional Development →	Communication & Cognition Language & Social communication Understanding and using language Self-Advocacy → Physical Development Physical wellbeing + PLAY	PSED
Literacy →	Communication & Cognition Language & Social communication → Understanding and using language Self-Advocacy	English (Core)
Mathematics →		Mathematics (Core)
Understanding the World →	Physical Development Working towards independence → Experience and Expression Exploration and creativity	Science (Core) Computing Geography History Religious Education

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EYFS	VIEW	National Curriculum
Expressive Arts and Design	Communication & Cognition Self-Advocacy Experience and Expression Integrating the senses Exploration and creativity	Art and Design Design and Technology Music

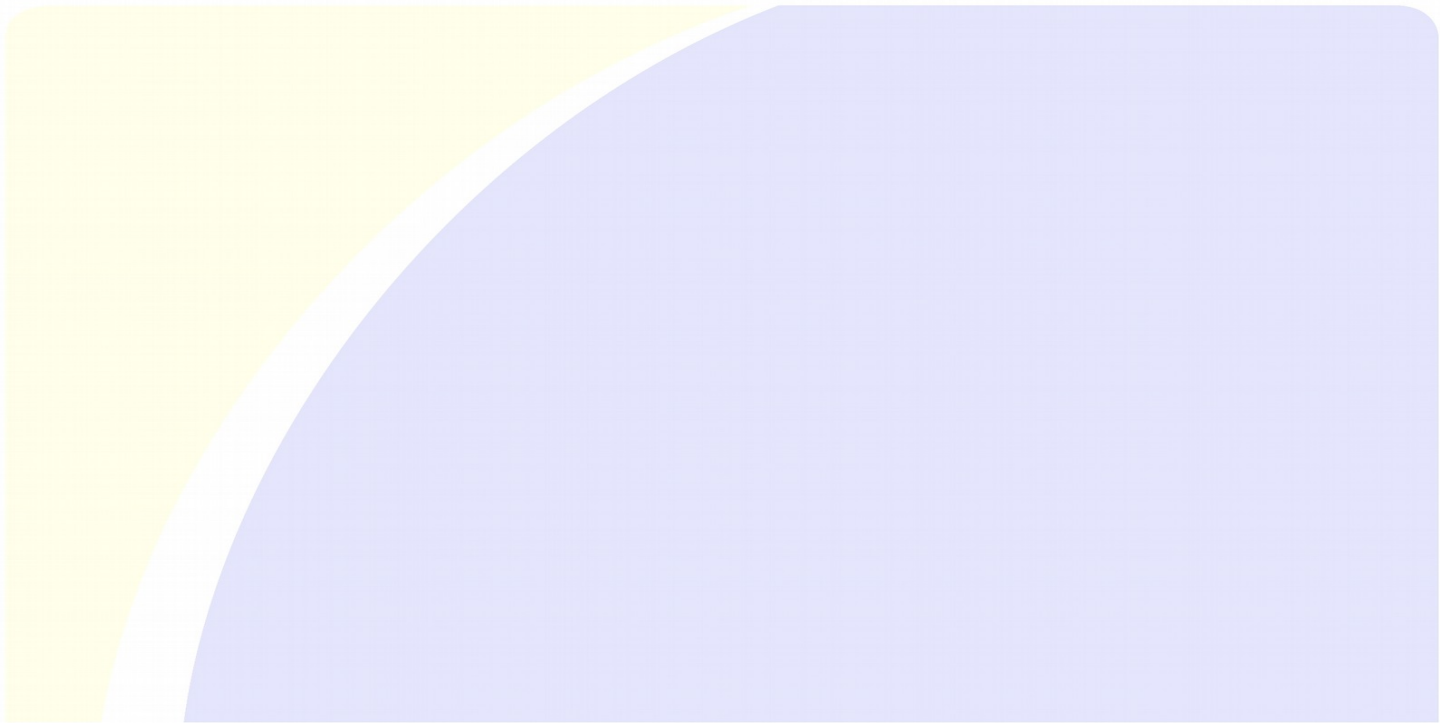
In 2016, the Standards & Testing Agency recommended the discontinuation of the P-Levels for assessment of progress for pupils who are working below the standard of the national curriculum tests (Rochford 2016). The Rochford seven 'Aspects of Cognition and Learning' for assessment for pupils with severe or profound and multiple learning difficulties (SLD/PMLD) were then further revised in the Standards & Testing Agency guidance '*The engagement model*' (2020).

Due to the individualised assessment and delivery of our needs-led VIEW Curriculum, these shifting lenses of focus have been accommodated without disruption to the teaching and learning at Vbranch House, as detailed in the matrices below:

Rochford Review (2016)		VIEW Curriculum							
		Language & Social communication	Understanding and using language	Self-Advocacy	Physical wellbeing	PLAY	Working towards independence	Integrating the senses	Exploration and creativity
& Learning Aspects of Cognition	Responsiveness	X	X	X	X	X		X	X
	Curiosity	X	X	X	X	X	X	X	X
	Discovery	X	X	X	X	X	X	X	X
	Anticipation	X	X	X	X	X	X	X	X
	Persistence	X	X	X	X	X	X		
	Initiation	X	X	X		X	X	X	X
	Investigation	X	X	X	X	X	X	X	X

The engagement model (2020)		VIEW Curriculum							
		Language & Social communication	Understanding and using language	Self-Advocacy	Physical wellbeing	PLAY	Working towards independence	Integrating the senses	Exploration and creativity
Areas of	Exploration	X		X	X	X		X	X
	Realisation	X	X	X	X	X	X	X	X
	Anticipation	X	X	X	X	X		X	X
	Persistence	X	X	X	X	X	X		X
	Initiation	X	X	X		X	X	X	X

engagement									
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The VIEW Curriculum also enables all of our teachers to adapt a whole school curriculum according to their class' age group and the pupils' individual needs and goals. This way the whole school can work on joint topic projects, share resources and books, attend visitors' talks and demonstrations and take part in external visits based on the termly topic.

Two years of rolling curriculum are planned with four years of rolling topic cycle. This ensures that all areas of the curriculum are taught and repeated regularly using a different topic as an interesting 'vehicle'. The nature of the topic determines the area of the curriculum enhanced during that period of time – e.g. Play & Toys, Field to Fork and Trees, Wood & Our Local Environment.

Vranch House is committed to raising achievement for all pupils and:

- has set realistic targets and associated improvement strategies, especially in communication and physical skills;
- is monitoring quality and performance;
- looks for advice and support to make the school a more effective centre of learning;
- seeks co-operation with other educationalists and other agencies working with children.

Further Information

Useful Documents and Resources

Standards & Testing Agency

The engagement model – Guidance for maintained schools, academies (including free schools) and local authorities (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

Rochford Review: final report (2016)
<https://www.gov.uk/government/publications/rochford-review-final-report>