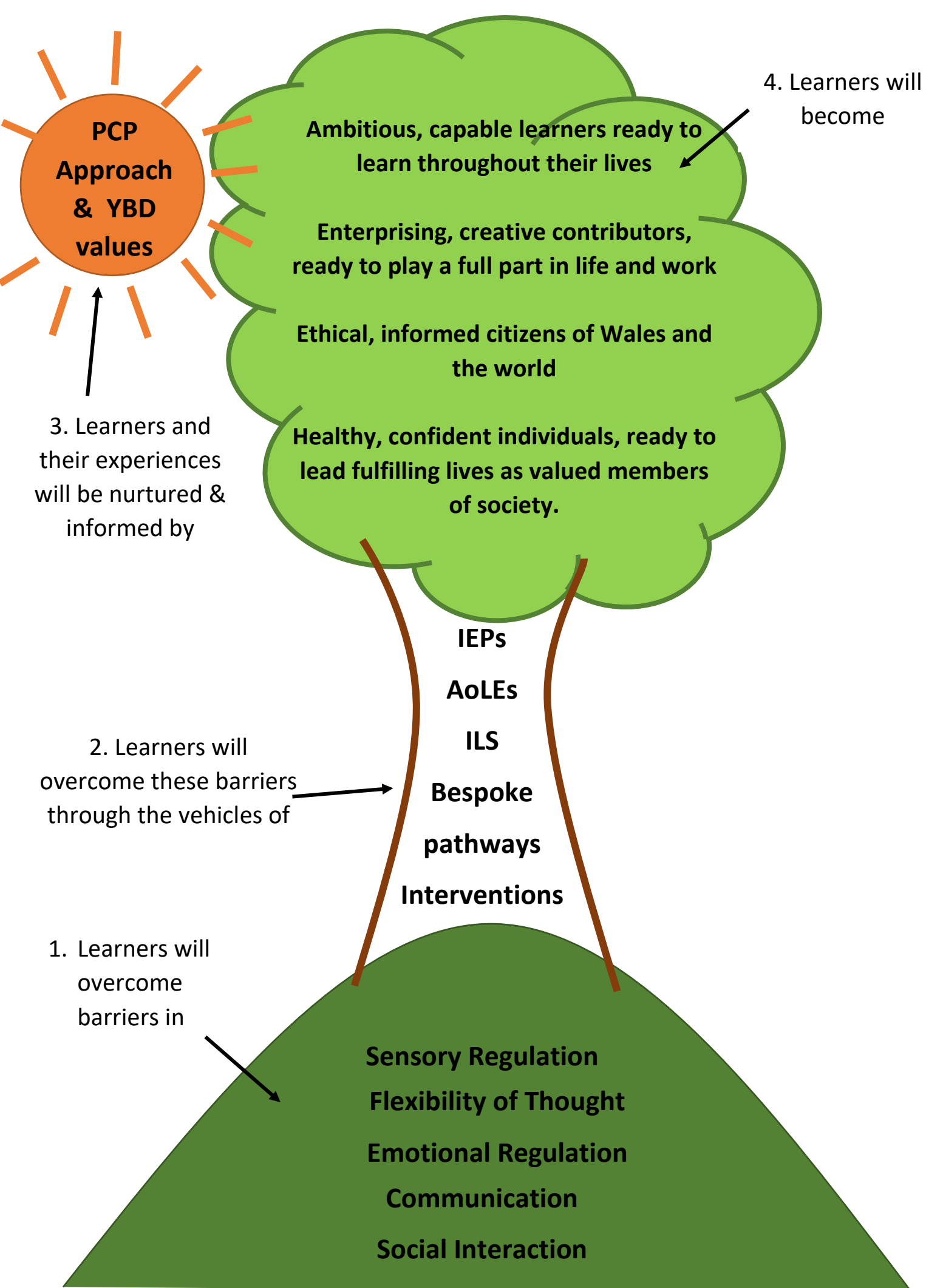




CURRICULUM POLICY

Chair of Governors:
Date: July 2022

Paula Halsall



PCP Approach & YBD values

4. Learners will become

Ambitious, capable learners ready to learn throughout their lives

Enterprising, creative contributors, ready to play a full part in life and work

Ethical, informed citizens of Wales and the world

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

IEPs

AoLEs

ILS

Bespoke pathways

Interventions

3. Learners and their experiences will be nurtured & informed by

2. Learners will overcome these barriers through the vehicles of

1. Learners will overcome barriers in

Sensory Regulation
Flexibility of Thought
Emotional Regulation
Communication
Social Interaction

Each learner enters Ysgol Bryn Derw with unique and significant challenges and obstacles to learning. Each learner will leave Ysgol Bryn Derw equipped with the necessary skills to maximise their life chances in their individualised future plan, by developing in the 4 Purposes of the Curriculum for Wales in their own individual way. Our motto, which aligns with this focus, is “Learning and growing together for our future”.

They will be nurtured and developed through our core values and a highly person-centred approach, and their individual development to overcome their obstacles and to flourish will be delivered through the vehicles of the 6 Areas of Learning and Experience, combined with personalised IEP targets and interventions that target their challenges and provide them with relevant Independent Living Skills through bespoke pathways.

The National Mission for Wales sets out the expectation that every school will create a curriculum that gives all learners equal opportunity to reach the highest standards. ‘Equity and excellence go hand in hand and we cannot have one at the expense of the other’- A key principle of the Curriculum for Wales is that it should be appropriate to every learner in every classroom. Schools have been given the responsibility and flexibility to design a curriculum which is appropriate, meaningful and engages their own learners.

Ysgol Bryn Derw is committed to the principles of the UN convention on The Rights of the Child (CRC) and recognise how a rights based approach can unify the schools ethos.

Four Purposes

The Curriculum for Wales includes the four purposes which are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

The aim of a school’s curriculum is to support its learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

All our children and young people will be supported to develop as appropriate to their stage and individual circumstance.

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate, as appropriate, effectively in different forms and settings, using both Welsh and English
- can explain, within their own context, the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and **are ready to learn throughout their lives.**

At Ysgol Bryn Derw this may look like learners who:

- have learnt to tolerate a level of challenge from familiar adults.
- can transfer learnt skills into other contexts, for example using PECS in the local community.
- can use number in real life contexts, e.g: money to purchase items at the local shop, read a bus timetable, tell the time.

- can show recognition or identify themselves and familiar experiences from looking at their pupil folders.

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and **are ready to play a full part in life and work**

At Ysgol Bryn Derw this may look like learners who:

- create ideas and products and contribute to Enterprise
- show increasing confidence to try new or unfamiliar things with adult support
- show increasing tolerance when working with peers
- contribute to the local community and wider world. E.g. Through work experience opportunities, community visits and fundraising.

Ethical, Informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and **are ready to be citizens of Wales and the world**

At Ysgol Bryn Derw this may look like learners who:

- are able to listen to other people's viewpoints, perhaps during School Council.
- are aware of their rights eg: Rights Respecting Schools activities.
- are aware of how to look after their world, by growing food in the allotment and using it during cooking, planting trees, Eco Council etc.
- show increasing understanding of their own and others cultures, beliefs and community. For example- taking part in celebrations from around the world.

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and **are ready to lead fulfilling lives as valued members of society.**

At Ysgol Bryn Derw this may look like learners who:

- are building confidence to seek emotional support from familiar adults through a TIS and THRIVE curriculum
- tolerate exploring new foods including texture, smell and taste
- learn to look after their personal care needs with increasing independence
- build trusting, respectful relationships with a variety of trusted adults.

The planning process

The following structure of the school's curriculum planning process derives from Welsh Government guidance. Compulsory aspects of the curriculum are: Welsh, English, Relationships and Sexuality Education (RSE), Religion Values and Ethics (RVE) and the cross-curricular skills (literacy, numeracy and digital competence)

Overall curriculum policy

Policies are developed by relevant AoLE leaders in consultation with the staff team 6 Programmes of Study / Schemes of Work – these demonstrate long, medium and short term planning based on key skills and AoLE skills as appropriate. They document the knowledge and skills concepts to be promoted through specific activities/lessons or half term blocks. Teachers will further develop medium term planning from the Schemes of Work appropriate to the particular needs of the class.

IEPs and Annual Reviews

At Ysgol Bryn Derw we provide a Person-Centred Curriculum where pupils and their individual needs are at the heart of the curriculum. This includes bespoke Individual Educational Plan (IEP) targets as well as Literacy and Numeracy targets at pupils' individual levels informed by a range of age and level appropriate assessment systems.

Individual development priorities are agreed with families and professionals and are wide ranging – including communication, social interaction, flexibility of thought, emotional regulation, behaviour, independent living skills, extending engagement, successful transitions or key skills specific.

These targets are set for the year in a pupil's annual review meeting. They are then broken down into three teaching and learning step and actions. These are regularly reviewed, evaluated and evidenced.

Assessment

Assessment, recording and reporting Assessment, recording and reporting are considered to be an integral part of the curriculum. At Ysgol Bryn Derw we use assessment as the means of providing information about each individual pupil's experiences and attainment, which identifies their achievements and guides the direction of their learning. Assessment is about making valid judgements on achievement and recognising pupils' progress and development from a given starting point, relative to the context in which they learn. In so doing each pupil can be aided to reach their best, personal highest standard. Assessment complements and supports teaching and learning. All aspects of this work are regularly monitored by members of the Senior Leadership Team. Assessment informs the teaching and learning process so that learning approaches and activities can match individuals' needs and abilities.

The nature of assessment at Ysgol Bryn Derw Assessment can be divided into three main categories:

- Formative
- Summative
- Evaluative

Formative (Assessment For Learning - AfL).

On-going assessment and recording to inform appropriate next teaching and learning stages. It focuses on learners' achievement and on the details of ways in which they can move forward.

Summative (Assessment Of Learning - AoL).

To record, evaluate and report achievement in a systematic way over a period of time i.e. termly, annually. This approach results in a shared understanding and is integral to providing information about a pupil's performance. In turn, helping teachers to be more consistent and confident in making judgements.

Evaluative

To examine aspects of school's work (e.g. class, departments, AoLEs) and draw conclusions / recommendations.

Where relevant pupils are encouraged to review their own achievements and discuss with their teacher appropriate future learning objectives.

Reporting and Recording takes many forms at YBD including, but not limited to the following.

- Annual School Report
- Annual Reviews
- IEPs
- Pupil Folders, work and photographs
- Teacher Planning and Observations
- B2 Assessment tool

Curriculum access

Due to the diverse and complex needs of our pupils we need to employ methods of modification and differentiation in order for the whole curriculum to be accessible to all pupils through:

- The provision of appropriate information technology resources – computers, relevant software, switches
- Appropriate use of resources to support learner's sensory challenges, in line with their individualised sensory profile which enables them to be 'ready to learn.'
- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS) etc
- Consistent and sensitive use of programmes to moderate challenging behaviours
- Our commitment to essential therapeutic approaches – Speech and Language Therapy, Occupational Therapy, Music Therapy, Rebound Therapy etc
 - The use of strategies to minimise or alleviate sensory impairments, such as access to the sensory areas, specialist equipment such as sound enhancement systems and the use of sensory integration strategies
- A commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.

Long term plans and Schemes of Work have been developed in detail to allow for continuity and progression as well as to provide age appropriate experiences for pupils working at the earliest levels of development. Some pupils will need to revisit fresh interpretations of the same programmes of study, in addition to having regular opportunities to consolidate skills, which have been already acquired over time – a spiral curriculum.

Curriculum plans present a carefully considered view of the relevance, breadth and depth of study appropriate to the current pupil profile, with all teachers providing individually targeted programmes for all pupils in their class.

For some of our pupils the challenge to achieve will be difficult. It may be that in some cases certain aspects of work will remain 'light touch' rather than 'in depth' and in these cases pupils' individual statements and annual reviews will need to reflect the situation. In these instances the priority for learners is to be supported to 'regulate' and be 'ready to learn' through managing their sensory, social and behavioural barriers. Identification and referral to the Pupil Success Group ensures learners are signposted to effective therapies and interventions to support their individual needs, which may extend to beyond the classroom offer.

From time to time there may be other pupils whose achievements will go beyond the general level of the activities in our programmes of study. These pupils will be offered a range of individual extension opportunities. Where possible arrangements will be made for pupils to access local mainstream schools or community based learning establishments for particular aspects of their curriculum development.

This policy should be read in conjunction with the following:

- Teaching and Learning Policy
- Assessment Policy

Cross Curricular Skills

Literacy, Numeracy and Digital competency skills are carefully embedded into the Ysgol Bryn Derw curriculum following the statutory National Literacy, Numeracy and Digital Competency Framework; they enable learners to access the breadth of the school's curriculum and the wealth of opportunities it offers, equipping them with the skills to realise the four purposes.

The school curriculum enables learners to develop experience, skills and knowledge in these skills and, where there are opportunities, to extend and apply them across all areas. Developing these skills is therefore a consideration for all practitioners.

Learners will be given opportunities across the curriculum to:

- develop listening, reading, communication and writing skills
- develop the four strands of numeracy, enabling them to solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

Readiness to learn

Learners on the autism spectrum often experience sensory processing difficulties that may vary in range of intensity and can have a significant impact on their readiness to learn.

They can have unusual responses to sensory experiences and may be hypo-sensitive (sensory seeking) in certain areas whilst being hyper-sensitive (sensory avoiding) in others. There are strategies that classes put in place to assist the learner's readiness for learning. Each learner has a unique sensory profile which can fluctuate from day to day.

Whilst valuing neuro-diverse ways of being and engaging with the world, we prioritise creating environments and experiences and support learning and engagement.

Sensory Pathway

Learners are predominantly based in age-related class groups. However, it is acknowledged that some children require a specialist setting offering predominantly sensory and therapeutic approaches to be able to access the curriculum. A sensory approach to the curriculum aims to engage learner's exploratory skills and increase engagement levels through a variety of stimulating, appropriate activities. Fundamental to this are three 'enablers', described as **Enabling Adults, Enabling Experiences and Enabling Environments**.

Learners in this pathway are part of a community where their development, contribution and participation matter. They will participate in promoting and developing knowledge of their rights, and have experience of exerting them within their immediate, local, environment and the context of Wales and the wider world. As learning is a social and cognitive endeavour, learners cooperate and collaborate with their peers and teachers/practitioners in an appropriate way, sometimes through specific roles allocated in play and learning, according to their stage of development.

A pivotal expectation for learners is to experience rich learning in an environment and culture that centres on authentic opportunities; in turn these drive the Four Purposes and open up endless possibilities linked to the Areas of Learning and Experience.

Exciting learning takes place within and beyond the school, including the built and natural world, and engages with visitors from the local communities, from various cultures, and from areas of particular interest to the class. Expectations for learning promote a growth mind-set; giving the clear message that exploration, realisation, anticipation, persistence and initiation are key to becoming a successful learner.

Academic Pathway

All Learners have access to a relevant curriculum that meets their needs whilst also providing breadth of experience and a balance of Areas of Learning and Experience to achieve individual aims.

The academic pathway recognises that a few of our Learners are working at levels that can be related to progression step performance expectations, however have a range of complex obstacles to learning that need to be addressed in order to support their engagement and progress. Social interaction, emotional regulation, communication and flexibility of thought barriers feature within the **academic pathway** learner profile. We meet each of these pupils needs through a personalised approach delivered through a bespoke curriculum offer.

School develops each learners potential by having a rich multiagency, holistic picture of their ability and then setting next steps that realistically challenge each individual. In some cases that will mean moving along Progression Steps while for some learners it will mean remaining within steps but developing skills across contexts.

Class sizes may also vary across the school. A number of opportunities will be available for those pupils in the academic pathway who may benefit from spending time in mainstream classes in neighbouring schools.

Pupil voice

The need to involve pupils in planning, assessment, recording and reporting is acknowledged. Staff provide opportunities for pupils to be involved in planning their learning to be made aware of why they are doing an activity, what they are expected to achieve and in the evaluation of their work.

Pupil experience over time

Whilst our curriculum is focused on the individual and their stage of development/learning, rather than their age, it is also important for our curriculum to recognise that pupil experiences change as they become older. A 6 year old and a 17 year old working at the same level of development will of course have different curricula. In their earlier years at YBD pupils' curriculum will place a high priority on readiness to learn and upon overcoming their key barriers to learning, largely within their classroom environment and local community. Over time the curriculum will maximise the impact of their growing readiness to learn, and their self-regulation skills that help them overcome their barriers to learning. This will see the curriculum focus shift towards more formal learning in their middle years and then towards learning that focuses upon real life applications of the skills their learning has embedded. This will be evident in increased and more varied community learning, further development of a broad range of independent living skills, the development of their crucial RSE curriculum and in accreditation of their achievements.

Relationships and Sexuality Education (RSE)

Ysgol Bryn Derw delivers a rights and equity based RSE curriculum, helping to ensure that all learners can experience how faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. Therefore, school will focus on RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Children. RSE at Ysgol

Bryn Derw will support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners should be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others.

Religion, Values and Ethics (RVE)

Learners at Ysgol Bryn Derw will have opportunities to experience and explore RVE concepts through a variety of lenses and will experience the importance of RVE's relationship with other aspects of life, society and the world. Learners will be encouraged to participate and respond, whether through active involvement in the presentation of RVE concepts through listening to and joining in; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes. RVE in the curriculum is not about making learners religious or non-religious; its teaching therefore must promote openness, impartiality and respect for others through an objective, critical and pluralistic approach. At Ysgol Bryn Derw there are clear links and interdependencies between RVE and the other areas of learning and experience as part of a holistic curriculum.

Accreditation

Teaching and learning 14 -19 PATHWAYS

The 14-19 provision is designed as a stepping stone between a Learners school career and adult life. It builds on their ability to become active and valuable members of their communities, whilst gaining independence along the way. Each Learner is encouraged to achieve and is given the opportunity to develop skills that will enable them to make more informed choices about their next steps after school and the opportunities available to them.

At 14-19 the national curriculum will be provided via a broad and balanced programme of study and opportunities for external accreditation through the delivery of a range of programmes.

We aim to provide a holistic programme of study for young people with challenging, relevant and fun learning experiences which support individual progression and preparation for adulthood. This is underpinned by the principle that in order for learning to take place, Social interaction, emotional regulation, communication and flexibility of thought barriers are developed within a fully inclusive community provision.

The aims for the school are to:

- Prepare learners for adulthood with high aspirations for a fulfilling adult life **as valued members of society.**
- Provide individual pathways suited to the needs of each young person, based on their education, care and IEP allowing them
 - Promote learner and family choice encouraging them to be **an active citizen of Wales and the world.**
 - Provide opportunities to gain nationally recognised qualifications where appropriate, **with the aim that they are ready to learn through their lives.**
 - Support learners and their families through the transition years
 - Encourage learners to have life experiences, preparing them to **play a full part in life and work.**

We will work closely with partner schools and colleges to provide access to courses that are not available via school staff. Accreditation will include: AQA key skills, accredited programmes of study and levels of attainment. Pupils can also receive accreditation through examination bodies, e.g. WJEC. Decisions regarding other examinations are based upon a pupil's individual needs or capabilities.

All 14-19 pupils will annually be accredited with certification in a range of core skills, key skills and living skills. Accreditation will be achieved by internal and external moderation.

Programmes of study and accredited courses will be continuously monitored, evaluated and developed during time allocated for planning and evaluation of schemes of work. Staff involved in delivering the programmes of study will network with colleagues in other schools and colleges by attending moderation meetings and courses arranged by the appropriate Awarding Bodies. Internal standardisation meetings take place on a termly basis

Interventions and Therapies

At Ysgol Bryn Derw there are a range of Interventions and Therapies which are specifically targeted to individuals as an enhanced offer in addition to the Special School classroom offer.

All Intervention and Therapy referrals are made by class teachers into the school's Pupil Success Group (PSG.) The PSG is made up of Senior leaders, Therapists, Intervention Leads and Family Liaison Officer. If Parents/Carers would like to discuss therapy or intervention access please speak to the class teacher.

Family Liaison Officer (FLO)

The FLO works closely with the Pupil Success Group to identify Parents/Carers that would benefit from support and advice to manage behaviour, communication, routine, sleep and other elements that effect day-to-day family life. Our experienced FLO uses a variety of approaches including group training sessions, individual phone calls and meetings, home visits and observations all whilst devising and evaluating an agreed action plan to follow over the duration of the work.

Music Therapy

Music Therapy at YBD takes many forms including individual, partner or group sessions. It draws upon the innate qualities of music to support our pupils using a wide range of musical styles and instruments, including the voice with the music often being improvised. Music Therapy supports our learners to develop and sustain engagement, confidence, communication and enjoyment by exploring and connecting with the world around them and expressing themselves.

Occupational Therapy & Sensory Lead

At YBD our sensory lead works closely with Senior leaders and the OT service at ABUHB. The holistic aim is for pupils to develop and maintain skills that promote participation in all learning experiences so that they can reach their full potential. The leads provide a range of interventions, which can be individual, group sessions or programs implemented by school staff. These sessions target the following-

- Developing independent living skills in dressing, toileting, bathing and eating/drinking.
- Assessing and monitoring of sensory breaks and regulation.
- Environmental assessments and modification
- Sensory processing assessments
- Staff training

Rebound Therapy

There are numerous Rebound Coaches at Ysgol Bryn Derw who deliver Rebound Therapy throughout the week. Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills on a purpose built, floor level therapy trampoline.

School Based Counselling Service

Talking Zone provides a peripatetic service to all schools in the local authority. At YBD we have access to a trained school-based counsellor for two sessions per week. The counsellor works closely with children who may need emotional support over a period of time using a variety of stage appropriate practices.

Speech and Language Therapy & Communication Support

A Speech and Language Therapist and a Communication Leader work with a specific caseload of children and young people with complex communication difficulties who have been referred into the service via the PSG. Then an assessment of the child / young person's communication level is completed in collaboration with parents, carers and the class team, and decide if further support is needed. SALTs work with Communication Champions to help develop the child's communication skills in class and these strategies are shared with home for a holistic approach to developing communication.

THRIVE & TIS

Trained practitioners in both THRIVE and TIS approaches use their knowledge of attachment theory and child development to provide support for learners social and emotional development. Staff create targeted class action plans and individual action plans to build the engagement, resilience and positive relationships pupils need to develop and sustain healthy social and emotional wellbeing. This targeted approach is delivered by highly trained staff practitioners and may take the form of individual sessions or smaller group sessions at different times throughout the week.

Partnerships

At Ysgol Bryn Derw the curriculum is founded on a principle of partnership involving all staff/pupils within the school as well as parents, the Governing Body, other professionals and agencies, as well as other schools and universities. All work together for the benefit of the pupils. For example, teachers plan co-operatively and advise each other according to their expertise.

When appropriate, advice is sought from outside agencies and the LA advisers who visit the school on a regular basis. The Governing Body exercises overall responsibility for the curriculum and an open invitation exists for governors to make arrangements to visit the school at their convenience to observe the curriculum in action.

Parental Engagement

Communication

We understand the importance of regular, professional communication in regards to your child's school life. We have several forms of communication with parents/carers.

- Home School book
- Seesaw
- Telephone calls via the school number
- Prearranged meetings
- Parents Evening

Events

We welcome parents/carers and families into school wherever possible. Events include some of the following;

- Assemblies & Celebrations
- Sports Day
- Christmas Concerts
- Showcase of learning
- Enterprise events
- Parent/Carer coffee Mornings

Training

We have a host of training sessions and workshops available for parents/carers including

- Understanding ASD
- Roots to Shoots
- Communication strategies
- Behaviour Support

- Routine Support
- Toileting
- Food Tolerance
- Sensory Regulation
- Social and Emotional Support

Transitions

Transitioning into Ysgol Bryn Derw

Once you receive confirmation of your child's placement from the Local Authority there are several steps which will take place to initiate the transition.

Our strong transitional work is incredibly robust and very successful when transitioning vulnerable learners from placements all over Newport to Ysgol Bryn Derw. We are aware that transitional changes can be a difficult time for pupils and their Parents/Carers however our individualised and highly planned approach provides a smooth and successful transition for learners and their families. The following is an example of a transitional journey.

- A link member of staff will meet your child in their current education setting to meet them, observe and find out all about their likes, dislikes and needs. We ensure that regular dialogues and supporting paperwork from professionals currently working with your child will hand over to the staff at Ysgol Bryn Derw to ensure consistency. If there isn't a current provision, we will aim to do a home visit if agreed with parents/ carers.
- A meeting with parents/carers will also be arranged to undertake a comprehensive discussion about all aspects of your child's life. You will be given a template with prompts to make notes prior to the session as we are aware it can be quite overwhelming trying to remember all of the details you would like to share.
- We will use your child's IDP and the above parental meeting to inform initial goal setting before their scheduled annual review at Ysgol Bryn Derw.
- There will be a starter pack which includes all of the necessary admission paperwork. This enables us to find out as much as possible about your child to ensure we have all the information we need to settle them into school. We ask that this paperwork is completed and returned to the school office as soon as possible.
- We will be delighted to invite your child to school for some 'stay and play' sessions to see their new classroom and meet their new friends and teachers. This is often following a phased approach, building up from one hour to all day, differentiated to meet the needs of the child.
- To help your child prepare for their new school we will provide a photo book or social story to allow them to learn about their new school.

Transitioning out of Ysgol Bryn Derw

- When students are in Year 9 they will automatically come under the Transitional Planning Officer who works closely with the Disabled Children's Team. This will begin the conversation of what happens when the pupil leaves us. This is a multi-agency discussion with parents/carers playing a full role and learners contributing their views at a level that is appropriate to them.
- Visits to other provisions are planned for and school staff can, at times, support these visits if they take place during school time.
- The transition may take place over a number of months with the planning often taking several years prior.

Curriculum management and organisation.

The Governing Body exercises the responsibility for the curriculum. The Headteacher has responsibility for the planning process and the day-to-day implementation of the curriculum. Ysgol Bryn Derw is committed to working with the EAS, Welsh Government, schools, experts and stakeholders to co-construct our curriculum offer to ensure equity for learners within the local area and across Wales. The pedagogical approaches developed support learners to realise the four purposes and have developed a strong vision of teaching and

learning. The school is committed to the Wales 2022 implementation. Most teachers have 'Area of Learning and Experience' responsibilities; this includes policy development and review, advising at the planning stage, assessing resources and monitoring the learning, teaching and standards in the AoLE, which is supported by the Senior Leadership Team.

All staff are allocated an 'Area of Learning and Experience' which match their qualifications and expertise, although this is not always practicable. Each AOLE Team, led by the teacher devises an action plan to ensure targeted support for areas to improve the day-to-day implementation and enhanced areas of the curriculum in their AOLE.

Review and evaluation

Our planning process is subject to continuous scrutiny. The following questions are asked by team leaders regularly via planning and pupil book scrutiny

- Are individual pupils' needs being met?
- Does planning ensure continuity for individual pupils and groups of pupils over the time and across the whole curriculum?
- Are the curriculum requirements being met?
- Is there progression across the years?
- How do the curricular areas relate to each other – making connections between AoLEs?
- Is there balanced coverage of all areas of the curriculum?
- Are there adequate opportunities for practical work, functional application and problem solving?

Time allocation

Planning will take account of the teaching time available during the week and the term overall. The basic tasks of personal needs and daily life (e.g. moving from place to place, transport, effects of medication, management of seizures, time it takes for a child to complete a meal, concentration span, time it may take for a child to respond etc.) are viewed as learning opportunities within the whole curriculum. Any such activities and routines are recognised as teaching opportunities will be valued as such and not be rushed.

Pupil grouping

Pupils are predominantly based in age-related class groups. However, it is acknowledged that some children require a specialist setting offering predominantly sensory and therapeutic approaches to access the curriculum. Class sizes may vary. The school adopts a policy of inclusion for pupils who may benefit from spending time in mainstream classes.

Environment

Teachers planning will ensure our pupils experience a wide range of environments in order to motivate their interest and encourage generalisation of skills. Indoor and outdoor settings are included along with community based learning.

Role and responsibilities

Planning is a collective responsibility taking into account staff expertise, 'Area of Learning and Experience' knowledge. The Governors and Senior Leadership Team assume overall responsibility for leading planning and ensuring links with school development planning, professional review and staff development. Members of the school's teaching staff act as 'Area of Learning and Experience' leaders for the whole school. In consultation with the whole staff they are responsible for:-

- Providing advice, support and training opportunities for staff relating to up to date curriculum entitlement

- Supporting curriculum working parties
- Providing guidance and advice to for curricular implementation with specific reference to the AoLE
- Ordering and maintaining resources and equipment for the AoLE
- Monitoring of the delivery of the curriculum throughout the school
- Keeping up to date with developments in the AoLE and passing on relevant information to colleagues.

Resourcing the curriculum

It is the responsibility of each curriculum leader to ensure that the resources of the 'Area of Learning and Experience' are adequate and up to date. Resource requirements are passed to the senior leadership team and a budget allocated accordingly. A general audit of resources is undertaken regularly. This process informs the school development planning process.

Monitoring and evaluating the curriculum

All aspects of the school's work including that which is related to; the curriculum, teaching and learning, continuing professional development, finance, buildings etc. are monitored and evaluated regularly. Evidence from this process is incorporated into the school's self-evaluation report and into the school improvement plan.

Role of individual teachers

Through monitoring and evaluating their own teaching plans on a regular basis and reflecting on the range of feedback they have received from the senior leadership team on learning walks, book scrutiny and observations of learning and teaching.

The role of the Senior Leadership Team

- Observing lessons •

Examining samples of IEPs, mid-term, short term planning, schemes of work

- Discussing continuity and progression during staff meetings • Analysing data with co-ordinators to agree strengths and areas for development
- Evaluation of standards in 'Areas of Learning and Experience' Governors Through discussion with the Headteacher and through presentation by the Headteacher and curriculum co-ordinators for specific 'Area of Learning and Experience'

Policy Review

This Policy will be reviewed by the Governing Body within a 3-year period, or sooner to take account of any local and national initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school