

## **Curriculum Summary**

*We strive to provide an inclusive, creative, flexible approach that is trauma informed, forward thinking and child centred. Our motto is Keep Calm – Keep Learning*

We endeavour to help our learners:

Become ambitious learners, by **maintaining high expectations**,

Become ethically informed citizens, by **respecting each other's' differences**,

Become creative contributors, by being **flexible and staying positive**,

Be healthy and confident, thus ensuring **everyone is safe**.

Our school vision was created as a result of twilight and INSET days over a period of approximately 3 years. The school facilitated INSET days with all staff and then consulted with governors, parents and members of the community to develop a draft vision. After several reviews and consultation with the school council, a final draft was established. The curriculum lead shared the vision with the wider school community and the local authority. It eventually formed part of a consultation document that was presented and considered by cabinet in the Senedd. Our vision was launched in the Autumn term of 2021 and considers all aspects of school life.

As part of the design process, we combined our core values and the four purposes to design a curriculum that provides learning opportunities for all pupils at different stages of their development, on an individual basis.

We recognise that many of our pupils have:

→ **Difficulties with communication (including social communication)**. Expressive and receptive difficulties that might require symbols or computer technology.

→ **Short concentration spans**. Some of our pupils are easily distracted and struggle to concentrate for extended periods of time.

→ **Poor fine motor skills**. Needing alternative methods for recording their work e.g. ICT.

→ **Difficulties with regulating their behaviour**. This is often linked to poor educational experiences in the past, ACEs, trauma and, in some cases, medical diagnoses.

Our curriculum enables us to realise our vision and offer opportunities to our learners that enable them to break down the barriers that previously affected their ability to learn. As part of curriculum design:

- Our school leaders and teachers took part in several INSET sessions, undertook research and reading to enable them to understand the concept and direction where we were heading as a school, e.g. we now have 4 TIS practitioners who work in the school.
- Our whole staff team were involved in an audit of our existing curriculum, discussions on what a 'successful future' might look like for a Court School learner to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.
- Through surveys, all staff, parents/carers and pupils were asked to consider what all pupils need, should know and experience during their time at the school.
- All staff worked together to identify what was working and what needed to change to adapt our current curriculum to a modern, purpose designed curriculum that suits the learners' needs.
- The SLMT have worked with staff from a wide range of ALN provisions to support one another in planning our curriculum, ensuring progression along the 3-18 continuum, e.g. Greenhill secondary BESD provision in Cardiff.
- The school regularly shares information with parents/careers on the curriculum during person centered annual reviews and parent/carer sessions about ways they can support their child within and outside of the school environment.
- The school will work closely with a range of providers from the local and wider community on providing learners with distinct and enriching experiences. These providers include community police, local businesses and members of the community related to religion, relationships, sexuality education (RSE) values and ethics (RVE) and careers and work-related experiences (CWRE).

**We want each student to be the best they can be!**

During their time at The Court, learners should achieve across all curriculum areas, particularly literacy, numeracy, and ICT. Life skills are also a focus for us, and important in preparing students for life outside school. Specific life skills include accessing the local community, having an awareness of a healthy lifestyle and diet, being responsible for personal hygiene, having a good understanding of how to manage money and finances, and being aware of household chores (cooking, cleaning, making the bed). Practical skills such as use of tools, ICT, electronics are also valued.

We want our learners to develop a positive work ethic and become responsible adults. We expect our older learners to be role models for younger peers. It is important to build resilience, so that pupils can cope with disappointment, rejection and excitement. We hope to help pupils develop an understanding of their own emotions, and those of others in order to thrive in the outside world. Self-regulation, appropriate decision making, control and coping mechanisms should be developed and personalised for all our learners.

We want our learners to nurture positive and appropriate relationships with others, and have good, functional social skills. Part of this will be to accept that rules and boundaries are part of life, and an understanding of the law and legal system will help to consolidate these values.

The curriculum will continue to be highly personalised and designed to give our pupils the individual skills they will need to have successful futures. There will be a termly focus but the curriculum will need look very different depending on the learners in the different classes.

The whole curriculum will be delivered, and experiences facilitated with approaches that work for each learner with a focus on positive engagement and FUN. We will introduce and develop basic academic and life skills, offering opportunities within and across all of the Areas of Learning and Experience. The curriculum encompasses the concepts in all of the statements of What Matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence will be embedded throughout the curriculum.

Each AoLE will have equal importance but the focus will be on positive engagement and wellbeing. Most of our learners' struggle with expressing and understanding their emotions so there will be a strong emphasis on co-regulation and self-regulation and teaching strategies to help them understand basic neuroscience/sensory systems, e.g. Dan Siegal's hand model of the brain.

We will be offering hands on, practical, experiential learning that is relevant to the individuals and the local area.

Outdoor learning and experiences are an extremely important for our learners as often, the pressure and confinement of a classroom environment can heighten anxiety levels and cause unnecessary stress so we will be making the most of the outdoors and bringing the outdoors in.

Our curriculum is and will continue to be very flexible, fun but also challenging. It will continue to be adapted to meet the individual needs of the learners/classes and the emphasis will always be on what **each particular child** needs to help them develop and succeed.

**Curriculum aims:**

- To provide a curriculum that is broad, balanced and relevant,
- To ensure the curriculum is flexible, dynamic and purposeful,
- To build on learners' prior experiences, skills and knowledge,
- To ensure planning is personalised to maximise the potential of learners,
- To help our learners stay calm and develop key self-regulatory strategies,
- To highlight the importance of equal opportunities and positive approaches to diversity,

We believe assessment and progression are fundamental to ensuring we are providing our pupils with a rich and balanced curriculum that suits their individual needs. Progression will be measured against academic achievement and other factors important in our sector. This information will be captured in 'learner profiles' /Taith 360. These include:

- Attitude to learning
- Attendance
- Positive handling
- Serious incidents
- Wellbeing

Our school curriculum is underpinned by the mandatory principles of progression, which describe what it means for learners to progress and we have systems in place to inform progress in different areas. Vehicles such as Cornerstones and Big Maths that supplement our curriculum have progressive skills that ensure all learners have the opportunities to make progress. We use a variety of evidence-informed assessment strategies to enable each individual learner to make progress, both academically, socially and emotionally at an appropriate pace. We ensure our processes identify learners who require further support, alternative provision or intervention.