



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Curriculum Policy	
Section: C	Policy No: C.14
Version Date: October 2019	Review Date: October 2020
Name of Originator: JM/JB	Designation: Head of Ed/Asst. Head

Our INTENT

1. To shape the curriculum to the primary need of our intake which is SLC, other individual learning difficulties and individual EHCP's.
2. To provide a curriculum which embeds the four Pathways to Adulthood, namely Employment, Good health, Independent living and community inclusion.
3. To develop the appropriate subject specific knowledge, skills and understanding based on the National Curriculum and wider skills, so that children can flourish, reach and exceed their potential academically, physically and socially and emotionally.
4. To develop the behaviours and attitudes pupils need to succeed in the world such as resilience, problem solving, co-operation, creativity and independence.
5. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morals based on Fundamental British Values, and to engage in the culture they live in and understand the cultures of others.
6. To develop the skills such as those needed for employability, relationships, independence and self-advocacy.

Implementation relating to INTENT [best fit]

1. There is a multidisciplinary approach to the delivery of our curriculum that focuses on individual needs and aspirations and guarantees every pupil makes progress.
1. Long term and medium outcomes as seen on individual EHCP are used to fashion the learning and interventions in classrooms, SLT and OT sessions.
1. We keenly focus on developing pupils' speech, language and communication skills to support and accelerate individual progress.
1. We carefully construct a CPD programme that ensures our curriculum intentions are met
2. Staff receive training so the importance of literacy and numeracy skills are understood and embedded throughout the day showing their relevance and application across the whole curriculum.
2. We offer a wide range of lunchtime activities, extra-curricular activities, visits and trips to compliment and broaden the curriculum.

2. Literacy and numeracy are specifically taught in literacy sessions and at the start of every maths lesson.
2. Rolling programme of standardised testing which guides literacy interventions.
3. We have a broad and balanced curriculum that shows that foundation subjects and activities are as important as core subjects.
3. We have entry to exit curriculum where learning is progressively built upon at each stage, revisited and embedded in long term memory.
3. We utilise staff expertise by constructing a timetable which sees staff teaching their subject specialism We appoint suitably qualified SLT/OT
3. Virtual reality head sets are used to support learning
3. The curriculum and interventions supports the development of social, emotional and independence skills
4. A whole school approach to positive behaviour means pupils have the ability to self-regulate and manage their own behaviour.
5. PSHEe curriculum [including assembly etc] covers the following:
 - Pupil's awareness of and ability to look after their own and others health and wellbeing.
 - Supports the development of pupils spiritual and moral compass.
 - Fundamental British Values
 - Careers education programme
6. Keys skills such as literacy and numeracy, cultural capital and the skills for pathways to adulthood and employment are embedded and taught across the curriculum.
6. Pupils confidence, self-esteem and self-advocacy are monitored using Strength and Difficulties questionnaire and appropriate interventions developed, implemented and monitored and revised.

IMPACT on the Quality of Teaching and Learning.

Evidence relative to each individual pupils starting point

- Progress towards achieving EHCP outcomes.
- Improved attendance and punctuality.
- Greater independence both in and outside of lessons in the community local to the school and where they live.
- Number of pupils achieving TITAN awards.
- Improved academic progress.
- Improved reading proficiency scores.
- Exit data and follow up for 3 years.
- Records of encounters with employers/number of Work experience/placements
- Improvement in formal SLT/OT scores

- Improvements in Chimes progress measures
- Behaviour/bullying logs/ Type of incident forms show a reduction for individual pupils.
- exclusion data
- HWB progress towards priority level 1
- Engagement scales towards 3 and above [Chimes /enhanced pupils]
- For enhanced support pupils; a reduction in the need and movement towards standard support.
- Compass tool % improvements[Gatsby]