

# Curriculum Policy

**Our vision** is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

To be read in conjunction with:

- Accessibility Plan
- Equal Opportunities Policy
- E-Safety Policy
- Special Educational Needs and Inclusion
- SMSC and British Values
- Assessment
- Teaching and Learning

<b>Document Type</b>	Policy	<b>Version Number</b>	2
<b>Policy Owner</b>	Headteacher/Quality of Education Lead	<b>Last Review Date</b>	December 2024
<b>Date First Issued</b>	November 2024	<b>Next Review Date</b>	At least annually

## Document History

Version	Comments/amendments	Name	Date
1.0	First Version	Ciaran Walsh	September 2024
2.0	Edited	Sarah Chalmers-Thorpe	December 2024

## **1. The Curriculum**

At Copper Fields School, our curriculum is built on the belief that all learners deserve an education that is adaptable, inclusive, and empowering. Designed around three interwoven pathways—Explorers (Pre-Formal), Discovers (Semi-Formal), and Adventures (Formal)—it celebrates individuality by addressing each pupil's strengths and challenges while offering meaningful opportunities for personal growth. These pathways provide a flexible, progressive, and interconnected framework that nurtures every child's ability to thrive academically, socially, and emotionally, preparing them for a fulfilling future.

Our curriculum is informed by research, best practices, and collaboration with stakeholders. Drawing on frameworks such as the Rochford Review and EQUALS, it aligns with the aspirations and outcomes outlined in each pupil's Education, Health, and Care Plan (EHCP). At Copper Fields we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). At its core, our curriculum is designed to ensure every child thrives, growing as a confident, capable, and independent individuals.

## **2. Curriculum Intent Overview**

At Copper Fields, we recognize the need for a curriculum that is flexible, adaptable, and robust enough to prepare our learners for an ever-evolving world. As a specialist SEN school, our curriculum is carefully designed to meet the diverse and individual needs of our pupils, ensuring that every learner has access to an education that supports them in becoming confident, happy, and capable individuals.

Our vision is to empower every learner to prepare for adulthood, achieve their potential, and uncover strengths they may not yet know they possess. Whether exploring sensory integration, advancing communication skills, or engaging in vocational experiences, our curriculum enables learners to grow, succeed, and flourish at every step of their journey. By embracing individuality, fostering resilience, and promoting holistic development, we aim to provide a dynamic curriculum that adapts to the evolving needs and aspirations of each pupil. Through carefully interwoven pathways, our approach empowers learners to explore, develop, and venture across multiple areas, equipping them with the skills to lead fulfilling lives and confidently navigate a complex and changing world.

## Curriculum Aims and Principles

- Support the **holistic development** of every learner, fostering cognitive, social, emotional, and physical growth while celebrating their individuality.
- Provide a **personalised and inclusive learning experience**, tailored to EHCP outcomes and each child's unique needs, interests, and strengths.
- Use strategies such as **scaffolding, sensory integration, and differentiation** to reduce barriers to learning and ensure accessibility for all.
- Emphasise **adaptable progression**, recognising that skill development is non-linear and focusing on meaningful, achievable outcomes.
- Equip pupils with **skills for independence and real-world readiness**, preparing them for successful transitions into adulthood including further education, employment, or independent living.
- Promote **effective communication** to ensure every child has a voice and can thrive in different environments through collaboration and self-regulation.
- Foster **resilience, curiosity, and moral awareness**, encouraging children to explore their own spiritual development, understand right from wrong, and appreciate diversity and British Values.

Our six pillars outlined in our Intent of Provision Policy serves as the foundation for ensuring consistency, personalisation, and measurable progress across all pathways.



## Core Focus Areas

- **Early Years and Sensory Development:** Creating nurturing environments that foster early communication, social connections, and sensory engagement to build a foundation for lifelong learning.
- **Skill-Based Focus:** Targeted interventions support the development of functional literacy, numeracy, and life skills, enabling learners to apply these skills confidently in practical contexts.
- **Preparing for life and adulthood:** Activities and opportunities are tailored to promote independence, future aspirations, and smooth transitions into adult life.

By meeting each learner at their unique starting point and adapting to their growth, the Copper Fields curriculum ensures every child can reach their maximum potential, empowered to navigate life with confidence and resilience.

### 3. Curriculum Implementation Overview

It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs. Our pupils will be assessed as described below when they get referred to us and using a multi-disciplinary approach.

- All children are visited in their previous setting, or at home where there is no previous setting, to gain an accurate picture of their individual learning needs. Where possible previous assessment data will be transferred to Copper Fields School to support smooth transition.
- Children spend at least half a term settling into their new environment during this time, the child will be assessed by a range of specialists at the school, which will further inform how the child learns, as well as identifying interventions that may need to be in place for them to extend their learning. These professionals include Educational Psychologists, Occupational Therapists and Speech and Language Therapists.
- All children will be baselined using Evidence for Learning Assessment tool to produce the next steps and appropriate learning for the child.
- Personalised Learning Goals (PLGs) are developed for each child linked to their EHCP targets which informs curriculum planning.
- Each learning intention is assessed and progressed upon using the RAG approach of development- Emerging, Developing, Secure through Evidence for Learning.

- Assessment recognises and tracks lateral progression - the development of the same skill or set of skills over time rather than the acquisition of new skills. Progression of independence is a core assessment element, and ensures learning is for lifelong skills. It shows progress as children work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved. It recognises and tracks learning of skills (e.g., sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a BSL sign). Learning intentions are sequential in that they take aim to close the gaps in skill and knowledge and follow a review and re-plan structure.
- Evidence of progress and achievement as described above is collected through the Evidence for Learning platform which is moderated at least half termly with formal reports produced annually in line with the EHCP annual review process.

The **Six Pillars in our Provision of our Intent** form the foundation of curriculum implementation, ensuring consistency, focus, and purpose across all pathways. These pillars are embedded into day-to-day teaching and learning, adapting to meet the unique goals and needs of each pathway. For Explorers, the Engagement Model supports sensory engagement and relational learning. In the Discovery Pathway, Copper Concepts provide a structured framework using Equals Curriculum, Pre-Key Stage Standards (PKSS) and the National Curriculum. For learners pursuing formal qualifications, the pillars create a rigorous yet supportive structure to achieve their aspirations and prepare for future pathways. By integrating the Six Pillars into every aspect of implementation, we ensure a cohesive, responsive curriculum that supports every learner to reach their full potential.

## 4. Curriculum Structure

### **Curriculum Policy**

*Describes the curriculum vision and intent.  
Outlines the framework, structure and delivery which defines entitlement for all pupils.*

### **Curriculum Framework Map**

*Summarises curriculum journey, sequence and progression from early years to post 16 linked to preparation for adulthood.*

### **Curriculum Subject Policies and Developmental Progressions**

*Each policy includes aims and details of the specific curriculum area. They are structured through "Fiveways Phases" which are structured as developmental progressions working towards National Curriculum Year 1.  
These run alongside pupil Personal Learning Goal milestones.*

### **Curriculum Progression of Opportunities**

*Illustrates broad, balanced curriculum coverage and thematic experiences for Lower School, Upper School and 6<sup>th</sup> Form.*

### **Medium Term Planning**

*This show lesson sequences, opportunity for repetition, overlearning and progression. They are working documents that provide structure and guidance for curriculum delivery. Developmental Phases are identified for individual pupils for teaching sessions.*

### **Weekly & Daily Timetables**

*Overarching department and class timetables provide structure for pupils and staff. Individual timetabling is flexible in response to pupils needs e.g. engagement, alertness, medical, physical, sensory and emotional.*

### **Personal Learning Goals (PLGs)**

*PLGs & milestones are set for each pupil annually based on strengths and needs analysis. These are the learning priorities for the year and are reviewed regularly. Curriculum is the vehicle for delivery of experiences to work on PLG milestones.*

### **Assessment, Recording & Reporting**

*Medium term planning reviews, Developmental Phases tracker and PLG assessment / recording systems provide evidence of learning including as part of EHCP cycle. This enables adaptation in the moment, planning next steps, robust review in pupil progress meetings and reporting at Annual Review.*

## 5. Curriculum Topics / Themes at Copper Fields

Themed lessons occur weekly and may be integrated into other areas of learning, providing a cohesive structure and sequence across the school. Themes are selected to enhance learning through **global, ecological, and community-focused topics**, building rich cross-curricular links and providing opportunities to revisit and embed prior learning.

### Aims of Themed Lessons:

- Enhance holistic learning by making cross-curricular links.
- Enable collaborative planning and shared experiences across pathways.
- Provide opportunities for pupils to work on Personal Learning Goals (PLGs) in varied contexts.
- Promote sequence, progression, and depth by revisiting and building on similar themes.
- Inspire learning through special themed events and enrichment days.

### Theme Structure:

- **Global Focus:** Exploring cultures, diversity, and connections across the world.
- **Ecology Focus:** Investigating the environment, sustainability, and nature.
- **Community Focus:** Building understanding of local communities and social connections.

### Three-Year Rolling Curriculum Cycle

Term	Focus	Year 1	Year 2	Year 3
Autumn 1 & 2	Global	Razzle Dazzle Wildwood	Wonders of the World Superheroes	Our World, Our Rights Festivals & Celebrations
Spring 1 & 2	Ecology	New Beginnings Back in Time	Habitats Rivers, Lakes & Ponds	Sustainability Plants & Gardening
Summer 1 & 2	Community	Discovering the Southwest Leisure, Play & Free Time	People Who Help Us In the Town	Land & Sea Helping Others

## 6. Curriculum Delivery

The delivery of our curriculum is guided by the **Curriculum Framework Map** and the **Curriculum Subject Progressions of Opportunities**. These rolling programmes ensure breadth, balance, and progression while meeting the individual needs of all pupils.

Our curriculum is delivered through a balanced structure of:

- **Individualised Planning:** Tailored to **Personal Learning Goals (PLGs)**, EHCP targets, and developmental stages to ensure every learner's unique needs are met.
- **Flexible Timetabling:** Responsive to sensory, physical, emotional, and alertness needs, ensuring that pupils are supported when they are most ready to learn.
- **Cross-Curricular Integration:** Thematic topics woven across all areas create coherence and engagement, promoting meaningful connections between subjects.
- **Ongoing Assessment and Review:** Progress is closely tracked, barriers to learning are identified and addressed, and teaching methods are adapted to maximize outcomes.

To meet the complex and varied needs of pupils with severe, profound, and multiple learning disabilities, our curriculum delivery prioritizes the following approaches:

Approach	Description
Structure and Routine	Familiar and repeated activities provide stability and help embed learning.
Sequence and Progression	Lessons are carefully sequenced to build on prior knowledge and skills.
Repetition and Overlearning	Frequent revisiting of concepts supports retention and mastery.
Multi-Sensory Experiences	A wide range of sensory inputs ensures breadth and balance in the curriculum.
Flexibility and Responsiveness	Lessons are adapted in the moment to meet pupils' changing needs and circumstances.
Pacing	Adequate time is provided for pupils to process and respond, ensuring deeper engagement.
Specialist Resources	Tools and strategies reduce barriers to learning and enhance access.



Approach	Description
Intrinsic Motivation	Activities are linked to what pupils find fun and engaging to encourage motivation and enjoyment.
Practical Learning Experiences	Meaningful, first-hand experiences bring learning to life and foster deeper understanding.
Independence and Choice	Opportunities to make decisions and practice independence skills are embedded throughout the curriculum.
Generalisation	Skills are practiced in multiple contexts to support real-world application and broader understanding.

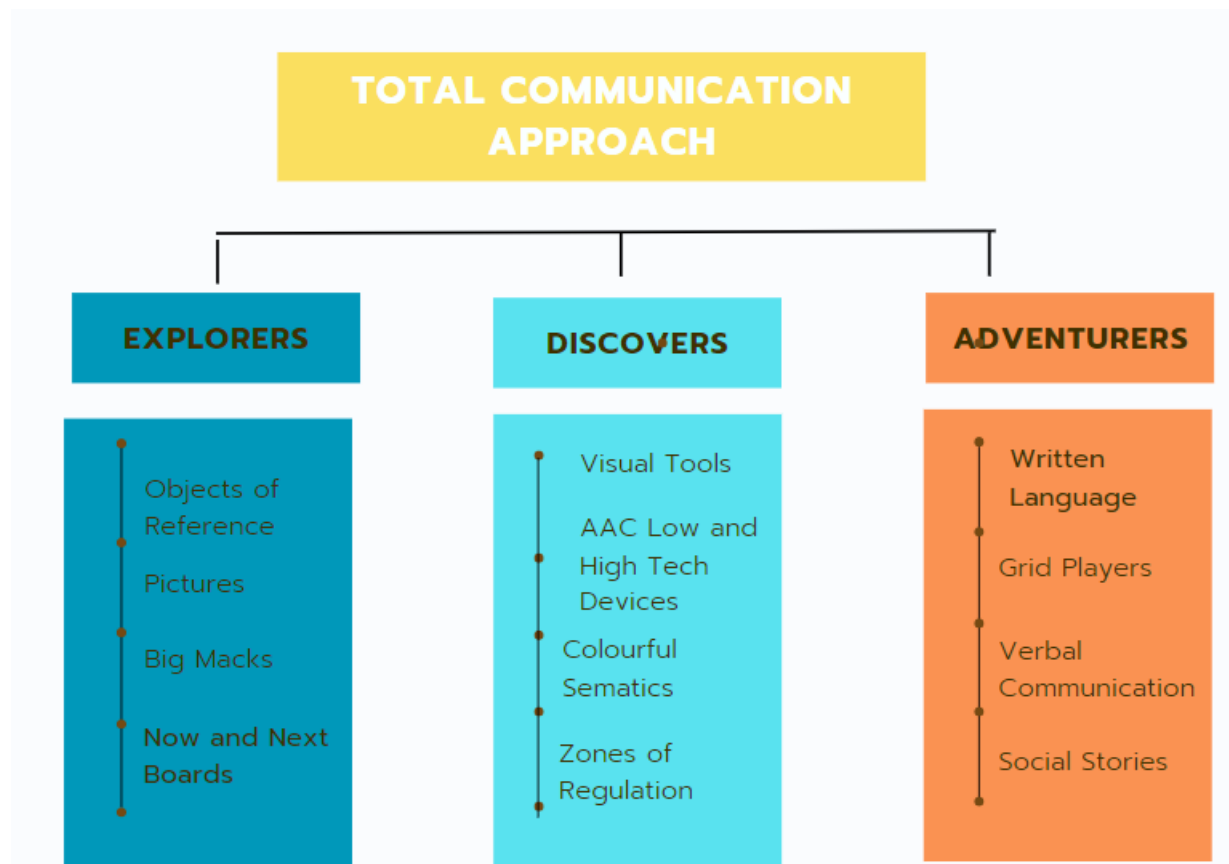
### Focus on Collaboration and Reflection

Through shared vision and understanding of curriculum principles, all staff collectively and individually deliver a high-quality curriculum that meets pupils' needs. This is supported by:

- **High-Quality CPD:** A frequent and cyclical programme ensures secure subject knowledge and reflective practices.
- **Self-Evaluation Processes:** Learning walks, staff meetings, and observations enable continuous improvement and alignment with pupil progress goals.

## 7. Communication

At Copper Fields, we adopt a Total Communication Approach to meet the diverse needs of our learners. This approach ensures that communication methods are individualised and tailored, regardless of curriculum pathway. While some learners may use verbal communication, others may rely on tools like AAC devices, Grid Players, or PODD Books to express themselves effectively. The focus is always on enabling confidence, understanding, and independence. We collaborate with our Speech and Language Therapist (SALT) to integrate bespoke communication programmes into daily routines. These programmes are responsive to the learner's needs and allow for progression within the Explorers, Discovers and Adventures Pathways. The communication methods we use are flexible and not restricted by academic ability. Instead, they are chosen based on individual strengths and needs.



### Key Features of Our Communication Approach

- 1. Individualised Strategies:**  
Communication tools are tailored to each learner's profile, ensuring that even those following the Formal Curriculum can use AAC or sensory cues if needed.
- 2. Flexible Across Pathways:**  
Learners use the methods that work best for them, irrespective of their academic pathway.
- 3. Collaboration with SALT:**  
SALT programmes ensure a bespoke approach to supporting communication goals.
- 4. Emphasis on Accessibility:**  
All tools and strategies prioritise inclusivity, from **Big Macks** for pre-verbal communication to **advanced AAC devices** for formal learners.

## 8. Therapies and Interventions

At Copper Fields School, therapies and interventions are integral to supporting our learners' diverse needs. A multidisciplinary team collaborates with class teams, parents, and external professionals to address needs identified in EHCPs.

Key therapies and interventions include:

- **Sensory Interventions:** Includes Sensory Circuits to optimize readiness for learning and tailored Sensory Diets to support attention and regulation.
- **Zones of Regulation:** A curriculum, teaching learner to identify emotions, develop strategies for self-regulation, and recognise the impact of their actions.
- **Specialist Support:** Includes Speech and Language and Occupational Therapy alongside visual impairment support where needed.

This holistic approach ensures that therapies are integrated into learners' daily experiences, helping them achieve their fullest potential.

## 9. Learning Beyond the Classroom

Experiential learning is central to our curriculum. Through **Education Outside the Classroom** and **Extra-Curricular Activities**, learners develop practical skills, independence, and cultural awareness.

- **Educational Visits:** Linked to curriculum themes or as standalone opportunities. Examples include museum trips, theatre visits, community services, and local facilities like libraries and shops.
- **Work Experience and Life Skills:** Opportunities such as farm placements or café visits provide real-world learning experiences.
- **Extra-Curricular Activities:** Learners can engage in after-school or lunchtime clubs to explore talents and build confidence. Examples include:
  - Dance, Gardening Club, and Animal Care.
  - Signing Choir, Forest School, and Lego Club.

By combining educational visits with extra-curricular activities, learners benefit from a well-rounded program that fosters independence, creativity, and life-long skills.

## 10. SMSC and British Values

Social, Moral, Spiritual, and Cultural Education (SMSC), including British values, is interwoven across our curriculum. Through activities like cultural days, ecological projects, and community engagement, learners explore themes of diversity, respect, and responsibility. Aligning with aspects of our **Copper Culture**.

- **Wider World Passport:** Tracks and rewards learners' achievements and contributions, encouraging active engagement in school and society.
- **Community Integration:** Regular involvement with community facilities and services enhances cultural capital and personal growth.

This approach ensures our learners develop into well-rounded individuals, equipped to contribute positively to their communities.

## 11. Awards and Accreditations

At Copper Fields School, learners' achievements are celebrated through a range of **internal and external recognitions** that reflect their progress, skills, and readiness for adulthood.

- **Internal Awards:**
  - **Copper Culture Awards:** Recognising achievements in areas such as creativity, perseverance, and respect, aligned with our core values.
  - **Wider World Passport:** Celebrating engagement with community and cultural experiences.
- **External Accreditations: (Year 8 and Above):**
  - **ASDAN Courses:** Focusing on life skills, employability, and personal development.
  - **AQA Unit Awards:** Providing flexible, personalised learning opportunities across a variety of subjects and skills.
  - **Entry Level Certificates:** Supporting foundational skills in English, Maths, and Science.
  - **Functional Skills Qualifications:** Practical application of core skills.
  - **Vocational Courses:** Including catering, animal care, and gardening, tailored to individual interests and abilities.

These awards and accreditations ensure all learners leave with meaningful achievements, reflecting their progress and preparing them for the future.

## 12. Expected Rates of Progress for Pupils at Copper Fields School

At Copper Fields School, we recognise that the diverse needs of our pupils require individualised assessment methods and expectations for progress. Each learner follows a tailored learning programme informed by assessments and target setting, with progress expectations based on their unique skills and previous achievements. Expectations are defined using a range of information, including cognitive assessments, social and emotional factors, language skills, and learning profiles. These expectations are agreed upon through collaboration between teachers, the Educational Psychologist, and the management team, ensuring high aspirations and appropriate academic challenges. Teaching methods are regularly reassessed to address any barriers to progress, ensuring that all pupils are supported to achieve their potential.

### 13. Assessment

Assessment is an integral part of the daily implementation of the curriculum, ensuring that teaching staff continuously monitor, assess, celebrate, and respond to learning and achievement, no matter how small. Recording is carried out daily using consistent, school-wide systems, including the interactive tool **Evidence for Learning (EFL)**, which captures a range of evidence such as observations, photographs, videos, and learners' work. This systematic approach helps identify progress, address areas of challenge, and inform next steps for building on learning. The curriculum's subject-specific "Developmental Progressions" are supported by **Copper Concepts**, our development phase trackers, which draw on **Equals Curriculum Assessment, Pre-Key Stage Standards (PKSS)** and the **National Curriculum (NC)** to provide a structured framework for tracking progress. For learners following the Explorers pathway, the **Engagement Model** is used to evaluate and celebrate progress through sensory and interactive experiences. Progress towards EHCP outcomes are assessed through **EHCP outcome reviews and annual reviews**, supported by specialist assessment through **Rainbow Review** days held as a multi-disciplinary meeting between SENCO and specialist therapy/clinical staff. For further details, refer to the Assessment, Recording, and Reporting Policy.

### 14. Curriculum Impact Overview

The impact of every child's PLG is assessed formally at the end of each term through Evidence for Learning against their wider EHCP targets and learning goals. Progress is measured through ongoing formative assessments which are used to inform the next steps and further development points for each child.

A judgement is made on overall progress based on the information provided by the summary of progress for each child's PLG targets, as well as feeding back and providing constructive advice for next steps within the Evidence for Learning. This is to ensure we are making accurate and useful assessment of our pupils, and ensuring we are flagging up gaps or concerns, so we can provide tailored support. A separate Multi-Disciplinary Team (MDT) meeting is held to identify and put in place appropriate early interventions for any child who is not progressing as expected. Rooted in the **Six Pillars of Provision Intent**, the curriculum ensures that learners develop holistically, achieving greater independence, fluency, and the ability to apply skills over time. This progress is both meaningful and transferable, equipping learners with the confidence and skills needed to transition successfully to the next stage of their education or life.

Pupils make progress laterally by enhancing their skills and abilities to a greater level of independence and fluency. Maintaining a skill over time is a core element of assessment and aims to ensure that learning is deep and meaningful, showing that they are able to transfer the skill. Case studies, Evidence for Learning and SEND Profiles demonstrate that learners achieve their short- and long-term personalised outcomes, and that they access our rich and ambitious curriculum and fulfil their potential. Learners are well prepared to transition at each phase of their education, showing that the curriculum supports them to move on appropriately at each step. Learners successfully achieve a range of accreditations and qualifications which support them in their college and community placements when the leave us.