



Intent of the provision

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’.

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1.0	First Version	Chris Clements	November 2024

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1. Aims of the policy

This policy outlines the rationale and background behind the development and implementation of the whole school provision at Copper Fields School. It aims to show how our curriculum is underpinned by services and systems which are pivotal in meeting the needs of the whole child and young person in our school, around our 6 pillars of our provision.

2. Background

Copper Fields School is planned to be registered with the Department of Education and Employment to support the educational needs of 4-16 year olds who have or are on the pathway for Autism diagnosis or similar behaviours and may have varying additional complex needs. Creating a learning environment goes beyond the broad and balanced, personalised curriculum



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we offer. Our provision must consider, adapt and personalise with our children and young people (our ‘learners’ from here on).

The breadth of needs of our children and young people, ‘our learners’ requires our curriculum to be progressive and culminates in striving for our school vision.

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Our learners vary in their starting points, which could be due to gaps in prior learning, disjointed prior learning, development stage delays, different individual needs, different individual learning styles, age differences, external factors including safeguarding and even absence from prior learning. Therefore, our curriculum requires flexibility and a highly personalised approach where, through the implementation by our skilled and experienced staff team, learning is adapted to individuals. Through personalizing and adapting learning by for example interests, learner engagement is prioritized to narrow and aim to removed the barriers and gaps in learning, striving to reach age related expectations for our learners.

Copper Fields School firmly believes and sets no limits for our learners. The SEN Code of Practice (2015) states “all children and young people are entitled to an appropriate education... this enables them to; achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training” [SEND Code of Practice January 2015.pdf](#). Our school vision is clear and reflects this in achieving outcomes with our learners.

Regardless of starting points, we strive for our learners to achieve their best outcomes with no cap or ceiling to what they can achieve. Our curriculum therefore needs to be reactive and responsive to these changes and future plan for the learning journeys and society around our learners.



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We consider our provision to be made of 6 pillars. The 6 pillars are; EHCP, Copper Culture, Personal Development; Behaviour and Attitudes, Assessment and Feedback; and Support and Community. All pillars work side by side and very much link to one another. Around them are a provision specific offer and form the main initiatives used to inform and drive our provision.



Some other policies linked to this include:

- Curriculum policy
- Safeguarding policy
- Assessment and Feedback policy
- SMSC policy
- Cultures policy (covering British Values and Cultural Capital)
- Behaviour policy
- SEND Policy



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- Accessibility policy
- Personal Social Health Economic Education (PSHEE) Policy
- Relationships Sex and Health Education (RSHE) Policy

This multi-faceted approach empowers safeguarding at Copper Fields School and considers the whole learner, working with professionals, families and the learner, in creating a safe environment conducive to learning and one where our learners develop unearthed potential.

3. Policy

Our curriculum is set out in three pathways; informal; semi-formal; and formal. The most appropriate pathway for our learners is informed by assessments including baseline assessment at the school, ongoing formative and summative assessment and progress through the Education Health Care Plan (EHCP). It is usual for our learners to fluctuate between these pathways as they progress, accounting for changes in a range of ways including developmental needs, age, engagement and social factors.

Implementation across three Pathways





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The EHCP is instrumental in influencing the provision the school provides. Opportunities for the development of EHCP outcomes for individuals are ongoing, monitored by staff team working with learners with oversight by the school SENCO, schools' Therapies/Clinical team and the Senior Leadership Team (SLT). Provision is informed and influenced by Rainbow Days led by clinical/therapies team and the SEND team.

It is our expectation in the school that our team are clear on and integrate outcomes from the EHCP for our learners into their practice. This is evidenced through Evidence for Learning (EfL) and through monitoring by the SENCO and Quality Assurance (QA) by the school senior leadership team.

4. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for the school. Outcomes First Group will then actively respond to the enquiry.