

Cribden House School Curriculum Policy

Our school curriculum

Cribden House School prides itself on having developed a curriculum that meets the extremely individual needs of all of our pupils. As the needs of our pupils is ever changing, so too is our curriculum, ensuring that we continue to strive towards our whole school community achieving the very best we can in everything we do.

Curriculum aims

- To meet the individual needs of all pupils through a personalised curriculum which enables pupils to acquire new skills, make as much progress as possible and achieve the very best they can.
- To recognise and value each pupil as an individual and develop each pupil's level of personal independence and achievement. To provide equality of opportunity irrespective of gender, race need or religion.
- To promote the moral, spiritual, social, cultural, intellectual and physical development of pupils and of society.
- To work in partnership with parents, involving them in their child's education and welcoming their involvement in the daily life of the school.
- To promote opportunities for inclusion within and outside of school.
- To continue to develop and evolve our curriculum to ensure that the changing needs of our children are fully met.

Early Years Curriculum

Our Early Years class follows the Early Years Foundation Stage Curriculum. Teaching and learning focuses on the Prime Areas of Learning and Characteristics of Learning initially with a gradual shift to include the Specific areas of learning as children become ready. Learning is centred around child initiated and child led play with planned opportunities for focused, adult directed learning. The Early Years team plan weekly to take into account the interests and achievements of children.

Key Stages 1 and 2

Within our school, teachers plan and deliver a creative curriculum. The creative curriculum theme is changed half termly/termly and teachers plan and incorporate core and foundation

subjects into this theme. A half termly planning meeting with teachers and TA3s ensures that there is a progression of activities between classes and opportunities for outdoor learning are identified. During this planning process, lesson activities are differentiated and personalised learning opportunities identified to ensure that the curriculum meets the individual needs of all learners.

The Wider Curriculum

Throughout school, the emphasis is placed firmly upon maximising opportunities for every pupil so that each child accesses the National Curriculum at an appropriate level and that they have access to a much wider curriculum that meets their very individual needs.

Our wider curriculum reflects the diversity of needs of our pupils and is flexible so as to adapt to any changing needs of individuals. As a forward thinking school, we are always looking for ways to improve and extend our wider curriculum to ensure we meet the needs of our pupils. Our wider curriculum at present comprises of:

- Sensory learning
- Swimming
- Music through LCC
- Inclusion with local mainstream primary schools and secondary schools.
- Inclusion links with other special schools
- Theme weeks/days
- Learning for leisure e.g. outward bound courses, bowling, cinema, restaurant visits
- Aesthetic and creative experiences e.g. performers, artists, shows, musicians
- School trips
- Play skills
- Therapeutic provision: Scrummy Crew (food therapy), Wild Crew (Forest Therapy), SmArty Crew (Art Therapy), Rhythm Crew (Music therapy), Wild Things (Younger child Forest therapy), Messy Crew (Sensory therapy)

September 2016

To be reviewed July 2017