



CCS Curriculum Policy

January 2025

To be reviewed
January 2027

Our Vision

- ▶ **Belong** – We aim to provide a safe, positive learning environment where everyone feels they belong, building kind and respectful relationships.
- ▶ **Believe** – We support all of our learners to believe in themselves, developing their confidence and resilience. To empower our learners to make healthy lifestyle choices.
- ▶ **Achieve** – Together we support every learner to ensure they reach their unique potential. This includes supporting pupils to achieve the accreditations for the next steps they have chosen on their journey to adulthood. We aim to support pupils to identify what makes them happy and equipping them with the knowledge and skills to lead an independent life in the future.

Our Values



CURRICULUM INTENT

At Cardrew Court School we aim to provide a safe, positive learning environment where our learners feel they belong, can believe in themselves, developing confidence and resilience as learners. We support them to achieve the desired outcomes to be successful in their next steps on the path to the world of work and independence, well-prepared for life and adulthood, who are keen to make a difference to the world they live in.

Cardrew Court School curriculum prepares pupils to become confident learners who can access further education, join the world of work and/or actively participate in society and their community.

Cardrew Court School delivers the curriculum in a safe, nurturing, and warm environment to ensure pupils with high anxiety and communication and interaction needs can confidently engage in their learning.

CURRICULUM IMPLEMENTATION

The Curriculum at Cardrew Court School is implemented through defined accreditation pathways delivered within an enhanced resource provision to pupils with Education Health Care Plans. Personalised accreditation planning ensures pupils can access the appropriate level and number of accredited qualifications.

Cognition & Learning: The Core Curriculum

Cardrew Court School follows the National Curriculum and adapts it to give learners all the knowledge and cultural capital they need to succeed in life. We promote a curriculum that promotes reading, communication, independence, resilience and self-help skills including ways to support their own positive wellbeing.

The curriculum is organised thematically where appropriate until Key Stage 4 where accreditation pathways are followed which often does not allow flexibility in the same way as in previous years to follow the thematic teaching.

We provide an accreditation pathway for all of our learners. We offer a core curriculum of 5 GCSE's: English Language, Maths, Biology, Chemistry and Physics. This is supplemented where appropriate in relation to learners' future aspirations. This may include art, ICT, history and geography. We also offer alternative accreditations including Functional Skills, Entry-Level and BTEC's. Learners may follow a combination of the accreditations to suit their strengths and future aspirations. We also offer a range of ASDAN qualifications. All learners follow BTEC level 1 and 2 Home Cooking.

We recognise that every child is unique and has been on a personalised learning journey and our curriculum is tailored to match needs, aspirations and goals for the future.

All our learners have an EHCP with a range of learning needs predominantly anxiety, communication and interaction needs, sensory needs and Autism.

Communication & Interaction

Communication is at the heart of our curriculum, this relates to the teaching and learning of reading, writing, speaking and listening. We ensure each learner has the

appropriate skills, resources and support to enable them to access the whole curriculum and communicate expressively and receptively.

Many of our learners start at school and are not yet fluent readers and so are taught to read using RWInc and Fresh Start (DfE approved programmes). Pupils are also taught skills to support and enhance their development in understanding of all forms of communication including spoken, gestural, signing, body language, facial expressions and the social conventions related to conversational turn taking. The prior acquisition of expressive and receptive language with a focus on listening skills are fundamental to enable children to learn how to read and communicate effectively in the wider world.

Interaction skills are developed during specific timetabled sessions where social situations, conversation and interpersonal skills are developed.

We have communication and interaction sessions each week to develop these skills. They are supported by our Speech and Language therapist who focuses on universal provision.

Social, Emotional & Wellbeing

This is taught through PSHE, RSHE and Beliefs and Values. This is based on the National Curriculum and the local RE syllabus. Within this we have discrete Online Safety lessons to reflect the increasing amount our learners spend their leisure time online.

The Therapeutic Curriculum & Therapy Informed Practice

The curriculum offer is supported by therapeutic interventions, therapy informed practice, trauma informed practice – delivered as part of quality first teaching and specific group and individual interventions. This supports learners social, emotional and wellbeing. The learners study aspects such as ‘Just Right’, ‘Interoception’ and the Ball Programme. This is supported by our Occupational Therapist who focuses on universal provision.

Personal Development

We value learners’ personal development, and this is a core aspect of our curriculum, all learners focus on personal development and in KS3 begin to work towards ASDAN Personal Development where they can achieve bronze, silver and gold awards. Learners undertake projects that develop communication, community inclusion, number handling in real-life contexts, environment, independence and the wider world. We have a comprehensive careers programme as well as work experience opportunities.

Physical & Sensory Learning

Learners develop these skills in PE sessions which provide all aspects of the National Curriculum strands including swimming. We actively seek to be part of the wider community and take part in festivals and competitions in sports such as football and Boccia. We also invite external sports people to support our young people in developing their skills, such as Exeter City football club.

The Role of Outdoor Education

All of our learners access a comprehensive outdoor education curriculum which supports learner's wellbeing now and in the future. This includes forest school, walking, wild water swimming and a variety of water sports. Learners also have the opportunity to work towards their Duke of Edinburgh Awards and similar appropriate accreditations.

Teaching and Learning

Our curriculum is based on evidence from cognitive science, with specific reference to Rosenshein's principles.

- Lessons begin with a short review of previous learning
- New learning is presented in small steps, with practice after each step
- Learners are given clear and detailed instructions and explanations.
- Learner's understanding is checked utilising questioning.
- Learners actively practice learning and are asked to explain their learning.
- Learning is modelled including the articulation of thinking during the modelling of steps.
- Learner's responses are checked, and feedback is systematic.

CURRICULUM IMPACT

Cardrew Court School prepares confident learners who are ready and equipped to apply their learning in range of settings beyond school life.

They have the relevant qualifications and personal skills to support them in the next steps in preparing for adulthood.

