



---

## New Barn School

---

### Curriculum Policy

---

ACADEMIC YEAR 2021-2022

---

---

<b>CONTENTS</b>	<b>Page</b>
<b>1.0 CURRICULEM INTENT .....</b>	<b>2</b>
<b>2.0 CURRICULUM IMPLEMENTATION.....</b>	<b>3</b>
<b>3.0 CURRICULUM IMPACT .....</b>	<b>3</b>
<b>4.0 TEACHING &amp; LEARNING .....</b>	<b>4</b>
<b>5.0 CURRICULUM PLANNING .....</b>	<b>4</b>
<b>6.0 EDUCATION – KEY STAGES .....</b>	<b>6</b>
<b>7.0 THERAPEUTIC SUPPORT AND INTERVENTION.....</b>	<b>9</b>
<b>8.0 GENERAL .....</b>	<b>9</b>

## **1.0 CURRICULEM INTENT**

---

At New Barn School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. The curriculum is enhanced by our commitment to Values-based Education (including British Values) and, through this, we provide learning experiences which promote confident and self-motivated pupils.

It is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We place priority on ensuring children’s physical and mental well-being are met. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places equal importance on core and foundation subjects. We understand that children will not be successful learners unless they are emotionally secure, therefore we designed our curriculum to be holistic and individualised for pupils’ needs and interests.

We believe learning outside the classroom is as essential to students’ development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities such as; horse riding, forest school, outdoor academy and clubs.

The curriculum must help pupils to:

- reengage with learning through a flexible curriculum approach
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and meet chronological age expectations and/or personalised targets
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to the age of 19 and beyond
- value their learning outside of the curriculum
- relate to the taught curriculum

---

In line with the National Curriculum aims, we support all students who attend New Barn School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

**Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 CURRICULUM IMPLEMENTATION

---

Pupils and students will receive and develop:

- To ensure effective and consistent planning and delivery of a personally engaging curriculum that maximises the ability of our students with SEMH and complex needs to enjoy learning and achieve their individual potential
- To support staff in making personalised, professional and therapeutic responses to meet the profile of learning need of each student through personalising recognised approaches based upon best practice in Complex Learning Needs
- To set out the roles and responsibilities of different staff within the school, promoting curriculum access and achievement
- A firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school and in preparation for life in a diverse society
- A curriculum that promotes and supports development and understanding of fundamental British Values
- The confidence that comes when achievement is recognised
- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education, which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education, which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to teaching and learning
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child.

## 3.0 CURRICULUM IMPACT

---

New Barn School's Curriculum will:

- ensure that supportive and therapeutic intervention supports engagement and improved outcomes
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- meet the needs of pupils of all abilities including social, emotional and behavioural needs
- prepare students to make informed and appropriate choices at the end of points of transition
- ensure continuity and progression within the school and between phases of education, increasing students' choices during their school career
- provide opportunities for work experience

- 
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
  - help pupils to use language and number effectively
  - help pupils understand the world in which they live
  - Use learning outside the classroom to help engage study of cross curriculum themes
  - help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
  - Teach students how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
  - lead to qualifications that hold currency for employers and for entry to higher education
  - Develop self-help skills and be aware of the rewards and dangers of society in preparation for adult life

#### 4.0 TEACHING & LEARNING

---

Teaching at New Barn School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centred and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all students to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis and learning difficulties. This design makes meaningful connections for students, which maximises their potential for success, access and independence.

#### 5.0 CURRICULUM PLANNING

---

New Barn School provides a broad and balanced curriculum over time, with learning broken into small steps and frequent opportunities to repeat and practice skills before becoming independent. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a cross-curricular focus on developing functional skills, knowledge and understanding
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible.

The delivery of the curriculum is personalised. It has an emphasis on experiential and sensory learning across the curriculum, while providing access to a highly differentiated National Curriculum. Each student's personalised curriculum places an emphasis on addressing the core characteristics and challenges associated with autism and SEMH by offering a comprehensive educational programme via their timetable,

---

designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

Teachers develop the curriculum through the implementation of the following working documents:

- EHCP
- Provision Map
- Personal Development Files
- National Curriculum
- Rising Stars Progression Framework using puma/pira assessment tools
- BKSB
- Exam board subject specifications (GCSE, ELC, Functional Skills, BTEC)

### **Learning Prompts**

Where appropriate, classes use a 'learning board/wall' in order to support the students to identify the sequence, focus and intended learning intents within each lesson. This enables the students to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

### **Planning**

Teachers start their planning by looking at established route planners, schemes of work and exam specifications depending on their phase. They adapt these planning documents into half-termly medium term planners. To ensure continuity of approach planning needs to be regularly monitored by the Primary Deputy, Secondary Deputy and Head Teacher.

### **Learning Intention Templates – progression maps**

These are significant aspects of a pupil's development based on the individual needs. The learning intentions are written in line with the students EHCPs for the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory, physical and motor skills
- Community and independence

At the end of the academic year, consultation between the outgoing and incoming teachers undertaken is to ensure workable targets for the new year are made. Parents and carers are regularly informed of their child's targets (learning intentions) and progress is discussed at school meetings and at a pupil's Annual Review of their EHCP.

A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. At New Barn School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan. Clinical assessments outline recommendations which are fed into Individual Behaviour Support Plans and inform curriculum planning. Group and individual therapy sessions are available for children.

---

I CAN files collate continual evidence that we are meeting the needs of the EHCP outcomes. Our children are not always academic and these folders evidence the children's own personal achievements.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

## Resources

The school recognises that quality education needs quality resources and there is a commitment to provide a breadth of exciting, suitable and up to date resources in all subjects.

Across the different key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences, which will improve progression and achievement for all children. Subject teaching and cross-curricular studies are considered to be complementary and act together to benefit pupils' learning. Some of the most effective learning occurs when connections are made between subjects. While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All students work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the National Curriculum.

## 6.0 EDUCATION – KEY STAGES

---

### Willow Farm

#### Primary - Key Stage 1 and 2

New Barn School – Primary offers access to the National Curriculum for all pupils aged from six to eleven years old. Access to the National Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.

#### CORE CURRICULUM

- **English/Literacy**, with an emphasis on social, communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills
- **Science**

#### WIDER CURRICULUM

- Design Technology and Food Technology
- STEM
- Art
- Music, Dance and Drama
- Physical Education
- Geography

- 
- History
  - Foreign language
  - Religious Education
  - PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills.

### **LOC- Learning outside the classroom**

Forest School/ Horse riding /Farm experiences

### **Howard Wing** (on Willow Farm Site)

#### **Key stage 2 and 3**

#### **CORE CURRICULUM**

- **English/Literacy**, with an emphasis on social, communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills
- **Science**

#### **WIDER CURRICULUM**

- Design Technology and Food Technology
- STEM
- Art
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Foreign language
- Religious Education
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills.

### **LOC- Learning outside the classroom**

Forest School/ Horse riding/Farm experiences

### **Home Farm**

#### **Secondary - Key Stage 3**

#### **CORE CURRICULUM**

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills
- **Science**

#### **WIDER CURRICULUM**

- Design Technology
- Art

- 
- Music, Dance and Drama
  - Physical Education
  - Geography
  - History
  - Foreign language
  - Religious Education
  - Careers
  - PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

**Home Farm**  
**Key Stage 4**

**CORE CURRICULUM**

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Science**
- **Computing** including functional skills

**WIDER CURRICULUM**

- Design Technology
- Media Studies
- Art
- Design and Technology
- Business Studies
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Modern Foreign Language
- Religious Education
- Careers
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

**Home Farm**  
**Key Stage 5**

**CORE CURRICULUM**

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills

**WIDER CURRICULUM**



- 
- Business Studies
  - Biology
  - English Literature
  - Art
  - Music
  - ICT/Computing
  - Home cooking
  - Spanish
  - French
  - History
  - PE
  - Media Studies
  - PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills, careers and work-related learning, play and leisure skills
  - ASDAN: Expressing Arts and Design, Animal Care and Peer Mentoring

### **FUNCTIONAL SKILLS**

Pupils who are not selected for GCSE in core subjects will be offered vocational topic based English, Maths and ICT through a functional skills approach. This programme supports functional skills development and prepares pupils for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2.

---

## **7.0 THERAPEUTIC SUPPORT AND INTERVENTION**

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Psychotherapy and Psychology. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at New Barn School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. At New Barn School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan. Personal Development files track the learners' achievements.

---

## **8.0 GENERAL**

### **Equal Opportunities**

We actively promote through our teaching, both discretely and in direct ways, the rights of all individuals to receive the optimum opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our pupils.

### **Social, Moral, Spiritual and Cultural Values**

Spiritual Development:

The specific spiritual needs of young people with Autism are as diverse as their academic profiles. At New Barn School, spiritual development enables our young people to look within themselves, at their human

---

relationships and at the wider world. The spiritual development of all our children is addressed through the ethos of the school and explicitly through the curriculum.

We are committed to:

- Celebrate the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Foster common human values and build spiritual capacities to promote self-worth
- Help our pupils to come to an understanding of themselves as unique individuals and encourage them to reflect on ultimate questions
- Develop our pupils' curiosity, imagination, and creativity and promote a sense of awe and wonder.

### **Moral Development**

Moral development is the ability to know what is right and wrong and to act on it accordingly. We are committed to encourage pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from their own
- Help others
- Solve differences of opinion in non-violent ways
- Reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

### **Social Development**

Social development is at the very core of our educational ethos in that social communication is a core deficit that accompanies a diagnosis of autism. We are committed to:

- Develop a social skills curriculum that is tailored to the individual needs of pupils in order for them to be able to access the wider world outside of school
- Provide an environment where pupils can take responsibility for themselves and others in school and the wider society
- Develop the life skills required to socialise appropriately and independently

### **Cultural development**

We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole.

We aim for our pupils to become aware of differing cultures, be tolerant of other viewpoints and heritages, and be able to join and share the delights of our diverse population from an informed position.

### **Citizenship**

We believe that New Barn School has a role to play in developing responsible attitudes by our pupils towards society. We actively promote the common tenets of good citizenship through assemblies, PSHE and whenever the opportunity arises throughout our daily activities. The ethos and practices of the school combine to establish this as a feature of daily interaction between pupils, staff and friends of the school. We aim for our pupils to be motivated to join in with positive citizenship practices.

---

## Careers Education / Environmental and Economic Understanding

The approach to these strands is essentially cross-curricular in the primary phase, they can be taught discreetly or explicitly, in a classroom setting. The aim of these themes is to give our pupils a rounded sense of life's opportunities and expectations at this early stage. Life skills and Careers become a discreetly taught subject when pupils start Key Stage 3.

### Role of Parents & Wider Community

Parents, Carers and the wider community are welcome into the school. Parents and carers are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents and carers may have their own expertise, which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.

### Monitoring

Leadership and management of the school monitor the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to students.

Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including enrichment options and peer mentoring opportunities. This is combined with regular opportunities for the KS3/4/5 pupils to work with younger pupils at New Barn School and also in PE lessons and other planned sporting events.

### Themed days and weeks

Anti-bullying week, science week, book week and activity week are all regular features of the curriculum. The emphasis of this is the teaching of transferable life skills, e.g. reflective learners, emotional managers, team workers, enhancing our community links and exploring new activities and opportunities. We also use this opportunity to develop and assess speaking and listening skills for all pupil through group activities and all forms of presentations.

### Physical Education (PE)

At New Barn School, we follow the National Curriculum programme for PE. Physical education, sport and regular physical activity is part of a deep, rich, broad and exciting curriculum. It provides children and young people with the opportunity to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which helps de-stress and lowers anxiety levels. Research is very clear about the benefits of physical activity. We are privileged to have use of outdoors grounds. The school also participates in inter-school events and fixtures.