

Curriculum Policy



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Next Review date:	November 2028

Signed

Date

Chairperson schools governing body, on behalf of the Governing Body

Signed

Date

Headteacher

Distribution: Staff, governors, pupils, parents/carers and interested parties.

Ysgol Ty Coch School is a Rights Respecting School.

As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights treaty ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Article 16 of the UNCRC.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 29: Aims of education.

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 30: Minority culture, language and religion.

Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.

Curriculum Policy



Rationale

The curriculum at Ysgol Ty Coch reflects the holistic needs of all of the children. Its priorities are the learning outcomes for our children who experience

complex, severe and profound learning disabilities. It has therefore been designed by staff and parents who have an acute knowledge of the learning needs of the children.

When designing the curriculum, staff have incorporated statutory and non-statutory guidance and adopted a broad range of principles. The curriculum has been designed to meet the statutory requirements for the new Curriculum for Wales. This ensures we have a curriculum which is flexible, reflective, takes into account stakeholder views and which will evolve to reflect the needs of the pupils.

Communication

is central to the curriculum ensuring all learners can understand and respond in a way accessible to them.

Total Communication approach is used.

PECS

Picture Exchange Communication System- used to support pupils communication through visuals and staged approach

EYE GAZE/ E TRANS

This allows users to communicate with others using assistive technologies, demonstrating Pupil Voice and choice

OBJECTS OF REFERENCE

Real objects used to aid communication , to help pupils understanding of concepts

Signalong

This is a key word sign - supported communication system based on British sign Language

INTENSIVE INTERACTION

Teaches and develops the basics of communication such as eye contact, facial expression, vocalisations

We recognise that to gain the necessary balance, breadth and relevance for our pupils, as part of the curriculum, we provide a range of other experiences which include access to multi-sensory environments, access to therapeutic input and regular educational visits. This helps our pupils connect with the world around them.

We aim to ensure that the teaching of all curriculum areas is fully inclusive and all pupils irrespective of race, gender, ethnicity or additional need have equal access and opportunity.

Skills Wheels (Learning Wheel)

The Ysgol Ty Coch Skills wheel is a defining feature of our school. It is used in each lesson by teacher and pupils and is an effective tool to promote key skills acquisition and ownership of learning. It has been updated to incorporate the Six Areas of Learning and Thinking Skills in addition to highlighting the four key purposes.



Principles

Each pupil is entitled to:

- A broad, balanced, relevant and differentiated curriculum with a focus on the 4 Purposes and the six areas of learning (AOLE's) of Language, Literacy

Design of the Curriculum

The curriculum in Ysgol Ty Coch has been designed with the pupils at the centre of their learning, being fully involved and sharing what is important for them to learn. It has been the product of a collaboration between pupils, staff, parents and multi-agency partners to achieve an evolving curriculum which is bespoke to the changing needs of our learners. Parents have been involved since the beginning, being canvassed for their opinions, alongside the opinions of the pupils through Pupil Voice and the School Council as to what was important in the school curriculum and what our pupils needed to know by the time they completed school, designing the curriculum by backward design and choosing what is important for our pupils to know and experience when they leave Ysgol Ty Coch, with the holistic curriculum, an emphasis on emotional health and well being and growing independence skills in addition to academic progress.

and Communication, Numeracy, Science and Technology, Expressive Arts, Health and Wellbeing and Humanities, providing for progression as well as the 'non-maintained nursery curriculum in the Explorers Department.

- Cross cutting themes interwoven through the curriculum focusing on RSE, Human Rights, Diversity, Careers and Work-Related Experiences, and Local, national and International Contexts
- A full curriculum irrespective of gender, race or complexity of need
- Highly trained and qualified staff who deliver quality learning and teaching recognising different learning styles of pupils
- Opportunities for inclusion, whether in the main body of the school or with outside partnerships
- Planning which reflects inclusion, equality for all and exciting learning opportunities
- Close partnerships with parents and professionals which is used to provide detailed assessment which is then used to plan and provide for enhanced learning outcomes for each child
- What Matters statements planned for to ensure coverage of the full curriculum and opportunities of experiences, skills and knowledge developed
- Exciting learning opportunities in a happy, sensitive, safe, secure and stimulating school environment which enables them to enjoy learning
- Celebrations of achievements whether academic, sporting, life skills or success in another area e.g. behaviour
- A promotion of the culture and language of Wales throughout the curriculum
- Opportunity to "have their voice heard" and influence school decisions regarding learning and planning for the curriculum
- Total commitment from all staff at Ty Coch to the principles of enhancing achievement and quality
- Opportunities for blended learning through Seesaw and it to be used to depict the Learning Journey

Curriculum Policy Statement

In accordance with the Curriculum for Wales (2022) we cater for the individualised needs of all our pupils. We provide a broad and balanced curriculum for all learners and where appropriate, may use content from earlier phases e.g. Foundation phase or key stages within the curriculum to reinforce learning.

We recognise that relevance for our pupils is paramount to ensure improved learning outcomes. In order to achieve this, there is flexibility in terms of balance within the curriculum. Assessment is used well to ensure that pupils have a curriculum which is relevant and responsive to their needs. Pupils with profound and multiple learning disabilities will benefit from sensory activities and extended periods devoted to various forms of therapy. Pupils who have more social and emotional needs may need to access the Quality Of Life Pathway this is an approach which is rooted in trauma informed approaches and includes bespoke provision focusing on social emotional needs.

Pupils aged 3-16 have full access to the Curriculum for Wales, including Religious, Values and Ethics which is then modified according to their needs.

Safeguarding

Safeguarding of pupils is given the highest possible regard. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well-planned lessons are taught in e-safety and Relationship and Sexuality Education to ensure our pupils are given the very best advice on how to keep themselves safe.

Rights Respecting Schools

As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

Therapeutic Curriculum

The holistic needs of our pupils are met through planned use of therapies, technology for communication, working alongside multi agency partners such as Speech and Language, physiotherapy, occupational therapy and counsellors.

Person Centered Planning

Pupil's individual learning needs are addressed through the provision of the new ALN reform through Individual Development Plans (IDP).

Welsh Language Development

Cynefin is embedded in Ty Coch's curriculum and reflects the rich culture and heritage of Wales. This involves many aspects of Welsh culture; the music/songs, the greetings, folk stories, history and geography of Wales, food and famous Welsh people. Local and National Contexts as part of the cross-cutting themes are woven throughout the context booklets. Pupils are taught Welsh as a second language as part of bilingualism, it is fully embedded into the Language, Literacy Context booklets.

Criw Cymreig has been developed to raise the profile of Welsh language throughout the school.

Aims and Values

- To provide a curriculum which is broad, balanced, purposeful and relevant
- To expand upon our pupils prior learning experience, skills, knowledge and understanding, enabling pupils to make progress according to the Progression Steps and Pre Progression Steps
- To uphold the 4 purposes at the heart of all lessons and experiences
- To enable pupils to become ambitious capable learners, enterprising creative contributor, ethically informed citizens and healthy confident individuals.
- To make explicit what is to be taught and how the intended teaching and learning outcomes take place, through the six Areas of Learning which are exemplified in the What Matters Statements.
- To make provision for the learning needs of each of our pupils as identified in the the Statement of Educational Needs and through the Annual Review and more recently the new IDP process.

- To equip pupils with life skills and knowledge to keep themselves safe when they leave school e.g online safety, RSE, health and safety, travel training
- To ensure that all learners leave school with accreditation and recognised qualifications which reflects their level of learning
- Provide excellent transition links with colleges/day centres.

Acquisition of Experiences, Knowledge and Skills

The curriculum builds on experiences, skills and knowledge to pursue the four purposes. Pupils are assessed and tracked according to their skill acquisition and progression steps/ pre progression steps of the Areas Of Learning. Progress is measured as part of the checking against individual targets and more formally through B squared Connecting Steps throughout the year. This information is used to inform teaching, learning and next steps. The Progression Steps are broken down into smaller parts of Pre Progression Steps which also incorporate Routes for Learning so all pupils are able to be assessed as part of their progress within the What Matters Statement and as part of the learning continuum. Progression and assessment are central to the curriculum with teaching and learning being planned for to enable each child to make progress. Progression will need to have reinforcement, reflection, building on previous skills and applying this knowledge to purposeful situations. Pupils will revisit concepts of statements of What Matters, growing in their understanding and sophistication, connecting learning. The pupils's individual learning needs are recognised and knowledge and understanding of the background of each learner encourages a holistic view of each learner's development, supported with partner agencies to ensure each learner achieves their full potential.

The Principles of Progression are used alongside the four purposes to support learning, teaching and assessment.

Five Principles of Progression

- Increasing Effectiveness- learners become more effective at learning, seeking support, and increasing awareness in self-evaluation

- Increasing breadth and depth of knowledge - further understanding of What Matters statements and concepts, making connections between them
- Deepening understanding of the Ideas and Disciplines within the Areas- holistic approaches as part of early learning and then developing this learning to understand the What Matters statements within each AOLE
- Refinement and Growing Sophistication in the Use and Application of Skills- develop a range of skills focussing on early skills of gross and fine motor, communicative and social skills, evaluating and organising information to apply their learning. As pupils progress they will apply their earlier understanding to different contexts and build on their existing their skills.
- Making Connections and Transferring Learning Into New Contexts- make connections within the Areas of Learning and across different AOLEs and different experiences inside and outside of school and apply and use their experiences, knowledge and skills in different situations.

“Literacy and Numeracy and Digital Competency”

Literacy numeracy and digital competence are taught both discretely and across the entire curriculum as part of the mandatory cross curricular skills within the Curriculum for Wales.

Progression is planned for and taught within the curriculum. Supporting guidance from the Literacy and Numeracy Framework (LNF and the Digital Competence Framework (DCF) is used to enhance teaching and learning. The curriculum is devised to provide Literacy, Numeracy and digital opportunities at the correct level. This is then used to inform planning and delivery through the curriculum. Improving outcomes according to the Literacy, Numeracy and Digital skills is promoted through all areas of learning.

Cross Curricular Skills According to Curriculum for Wales:

Learners must be given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

To this end, the curriculum at the school has been devised to build on these skills across all areas, developing learners capabilities, skills which can be used for life and as they progress through school and into Post 16 learning.

Teachers use the DCF framework, Hwb, South Wales Grid for Learning and additional learning resources to plan provision for digital competence. Online safety is a significant aspect to the curriculum and is taught discretely, through many of the AOLEs as well as holistically when the need arises. The resources are enhanced by the school's context booklets, which are ever evolving, adapting to meet the needs of learners. Teachers use the DCF to plan engaging lessons, using new technologies such as the use of drones, technological equipment to enhance Science and Technology such as solar kits and wind turbines.

Cross Cutting Themes

The Curriculum for Wales encompasses six Areas of Learning Experience, but also cross cutting themes. These should allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

Religion, Values and Ethics is a mandatory aspect for learners aged 3-16 in Ysgol Ty Coch. RVE is interwoven through all areas of learning.

Local, national and international contexts

The local, national and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences and events they may be more familiar with. They also introduce learners to less familiar contexts, broadening their horizons, engaging with perspectives different from their own and appreciating wider challenges and issues. These contexts also help them make sense of their relationship with their communities, their national identity and the wider world. This supports learners to develop a citizenship which is multifaceted, reflecting on their roles and responsibilities within each context and recognising the diversity within each. While local, national and international contexts provide distinct contributions to learning, they are profoundly interconnected. In Ysgol Ty Coch, local, national and international contexts are interwoven throughout the curriculum, both thematically and contextually, and are enriched through authentic learning contexts through school visits, international links and celebrations of national and international festivals and events.

Relationships and Sexuality Education

At Ysgol Ty Coch we aim to teach our pupils how to make and manage a range of positive relationships with family, friends and members of their community. Importantly, we also make it a priority for pupils to know their own self-worth and have respect for themselves and each other.

Positive relationships are the basis of strong emotional and mental health and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

Compulsory, comprehensive and inclusive Relationships and Sexuality Education were introduced in Wales in September 2022.

Importantly, as guided by the new curriculum, RSE will not be taught as a standalone subject, it will be embedded throughout the six AOEs.

RSE has a high profile at YTC and is planned and delivered by class teachers, incorporated into all aspects of the curriculum, supported by specialists. It is a

statutory requirement and is a whole school approach, woven throughout the 4 purposes, enabling the development of emotional well-being, empathy and resilience, understanding their own rights and therefore helping them to understand themselves. It promotes pupils to take responsibility for their choices and form relationships, promoting respect and tolerance through understanding diversity. RSE is taught in the context of a rights-based approach to the curriculum (UNCRC). It is inclusive, developmentally appropriate and is communicated effectively with parents, offering them the opportunity to discuss and respond to the teaching and learning of RSE within the school. It is taught within a safe, supporting environment. RSE in the curriculum focusses on the RSE Code of:

- Relationships and Identity (the range of relationships humans have throughout their lives, identity can be shaped by our relationships, importance of human rights)
- Sexual health and wellbeing (learning how living things grow, reproduce and have a life cycle, understanding of the human body, health issues and wellbeing)
- Empowerment safety and respect (rights to safety and protection, freedom from harm, where to seek help and support, how to support and advocate for rights)

Human Rights Education and Diversity.

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely ratified international human rights treaty in history. This policy relates to Articles 23, 29 and 31 of the UNCRC.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their own and other cultures.

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

The school operates a policy of equality for all pupils regardless of gender, ethnicity, sexuality, identity religious beliefs or culture,

All staff at Ysgol Ty Coch take account of each pupil's learning styles/needs and their development and wellbeing; and how these are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences.

Pupils identified as Children who are Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

Careers and Work related Experiences

Learning about Careers and Work-Related Education (CWRE) is fundamental to developing skills for work and life. This helps learners to understand the relationship between their learning and the world of work. At Ysgol Ty Coch, CWRE is interwoven throughout the curriculum through specific themes and topics and authentic learning experiences. CWRE provides learners with opportunities to:

- Develop an understanding of the purpose of work in life for themselves and society
- Become increasingly aware of the opportunities available to them

- Develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- Explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- Develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life.

In Ysgol Ty Coch, staff work closely with Careers Wales to develop work experience opportunities, life skills, independent living skills and opportunities to be a part of the enterprise projects run within the school.

Religion, Values and Ethics

RVE is a key component of curriculum delivery. RVE is taught practically and experientially across the curriculum in all key stages. RVE is taught best when linking to specific religious celebrations and festivals. This enables pupils to connect meaningfully with the very abstract nature of RVE. The school calendar and associated 'mini-contexts for learning' identify religious and non-religious festivals and provide effective stimuli for teaching.

Areas of Learning and Experiences are supported throughout the year by exciting Enrichment Days. There is one enrichment day per half term, this is a day when curriculum themes are collapsed and exciting themes are introduced for the day, days focus on activities which are exciting and fun and in the past have been inspired by Doctor Who, Harry Potter and partnerships to promote AOLEs with the Welsh Rugby Union. Currently the school is using Community Focussed days and Heritage days to enrich learning, enhance community focus and increase the pupils understanding of countries and heritage.

The Curriculum for All Learners Document states:

To enable all learners access to relevant skills, knowledge and understanding at an appropriate level, Schools may select content from the foundation phase or

any key stage within the curriculum and use it flexibly together with the Skills framework for 3- 19 year olds in Wales (WG 2008) in order to:

- Provide a meaningful, relevant and motivating curriculum to their learners
- Meet the specific needs of their learners and further their all-round development.

Overall the curriculum for every learner should aim to provide real understanding and relevant life skills not just “coverage “of subject content.

Pupils aged three to seven follow the non-maintained nursery curriculum. The pupils learn through experiential, investigative and directed play activities. It is important to achieve a balance between self-exploration and teacher led activities in order to appropriately challenge the pupils, enabling them to reach their full potential and to give opportunities for independent learning. We believe in a child centered approach to teaching and learning, motivating children to learn and celebrating progress made.

Parent involvement and support is seen as a valuable contribution in order to ensure a consistent approach to pupils learning. Home school tasks are devised to enable families to learn together. Successful Values assemblies support the celebration of this on a termly basis.

Through the Curriculum for Wales the four purposes of the curriculum which young people and children develop as: -

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society (Successful Futures: Donaldson 2015)

Developing the pedagogy to strengthen practice according to these four purposes and providing opportunities across the curriculum for the four purposes to be embedded is essential to moving the curriculum forward. The school has developed and named characters for each of the 4 purposes and they are taught throughout the curriculum with reference to the four purposes.

Pupils were involved in the creating and naming of the characters, bringing meaning to the concepts.

The Four Purposes in Ysgol Ty Coch

Capable Learners

- High standards, expectation for all learners
- Challenging SMART targets bespoke to the individual
- Individuals involved with choosing own targets and “ownership”, being involved in own learning
- Total communication approach using Signalong, PECs, Objects of reference, Etran and Eye Gaze alongside specialist support from speech and Language and individual programmes
- Problem solving, enquiry, questioning
- Digital technology to support learning
- Next steps, pupils involved with self assessment
- Developing independence skills
- Literacy, numeracy and Digital competence through all AOLE’s, linked learning

Creative Contributor

- Opportunities for creativity throughout each day
- Celebration of all creativity and creativity for all e.g Eye gaze exhibition
- Pupils encouraged to think creatively and link this to problem solving
- Opportunities for creativity throughout the curriculum e.g Eisteddfod, Christmas concerts, Welsh Heritage project, special days
- Using creativity to express emotion and feelings through music, art, drama, dance and film.
- Incorporate digital technology to develop creativity further
- Links with outside agencies to extend creative skills e.g theatre productions, competitions

Ethical, informed

- Topical subjects and discussions about things which are important to them and to our world e.g climate change, world news
- Access to credit worthy sources and discussion about bias.
- Values underpin the vision of the school , respect, communicate and enjoyment being through everything we do.
- Listening to different viewpoints and discussion of tolerance and respect , learning from the past and making informed choices for the future
- Using good role models and social influences when making decisions
- Knowledge of the community and world in which they live, and an understanding of sustainability and looking after our environment
- Celebrating differences, strengths and achievements of all our learners
- Pupil Voice

Healthy, confident

- Functional skills to promote independence and regulation
- Positive relationships with pupils, staff, parents and partner agencies
- Close professional relationship with health, physiotherapy, Occupational Health to ensure all pupils
- Trauma Informed school and Trauma informed approaches influence teaching ,WINE and PACE
- Person centred approach
- Safety, relationships, wellbeing as central to the curriculum
- Developing confidence, resilience, empathy
- Forest schools and love of the outdoor environment
- Physical literacy and the MOVE programme

The health and wellbeing AOLE and importance of the personal, social and emotional education underpins the curriculum at Ysgol Ty Coch. Emotional literacy and wellbeing is central to the the learning of the pupils and it is considered a valuable use of time to enable pupils to talk about their feelings.

The school holds the Healthy Schools Award, the Platinum Green Flag Eco school Award and the International Schools Award. The school has maintained good links with our partner school in Uganda for many years and currently has an additional partner school in Uganda.

Health itself is taught continuously, planned for formally and informally when the need arises. Health teaching is supported by the Quality of Life Pathway, the Restorative Approach and weekly Eye to Eye counselling, in addition to visits from the Dental Service.

All staff have had training in Trauma Informed Schools and staff in each area have achieved the Trauma Informed Diploma.

Thinking Skills

All staff at Ysgol Ty Coch are encouraged to be thinkers. Pupils are encouraged to do likewise. A key part of the curriculum in Ysgol Ty Coch is to develop excellent thinking skills relative to ability.

The Curriculum

In the Explorers Department pupils learn through accessing the Non-maintained nursery curriculum (DAISY) as well as linking these areas to the AOLEs. The non-maintained nursery curriculum focuses on the areas of, Belonging, Communication, Exploration, Physical Development and Well-being. This is enhanced by pupils having access to opportunities to learn outdoors and alongside their peers. Pupils learn through a range of play, continuous and enhanced provision as well as more structured 1:1 and small group activities. Pupils also access learning through Attention Autism sessions which encourage pupils to engage with activities and encourage communication through exciting and engaging activities. Pupils are also encouraged to engage in play activities where they learn to play alongside pupils with adults supporting them. In the Explorers Department, learners develop an array of skills through their opportunities to play. Staff work with learners to identify the different types of play as learners develop their skills. The Explorers department strives to devise play opportunities that can engage learners in the schemas of play that most naturally interest them which will enable professionals and observers to extend their learning.

A four-year rolling programme with a thematic approach has been devised for Adventurers and a three-year rolling programme is in place in Navigators. Upper Navigators are following a two-year rolling programme with a thematic approach. This has been designed as a spiral curriculum based on the learners' needs.

Themes are similar although not the same and are progressive. This ensures that learners can access the curriculum at a relevant point for them with activities/skills from a higher or lower phase being employed as is necessary. It is essential that individual needs are put first and it may be necessary for our learners to experience and develop the skills associated with earlier phases e.g. Foundation Phase or sensory curriculum rather than those related to their relevant chronological key stage. In doing this, the curriculum is child centered and gives pupils the opportunity to build upon the foundational skills. The What Matters Statements are planned and taught in each phase, ensuring coverage and increased experiences, skills and knowledge.

Progression steps are mapped to the context books also, to provide opportunities to develop the skills needed according to the AOLE.

Continuous and Enhanced Provision

Continuous and Enhanced provision is embedded into the context booklets and the curriculum through the Explorers Department, alongside the themes of the non-maintained nursery curriculum. It is planned according to the themes and gives the opportunity for each pupil to learn in a curious, enquiring way, using play as a tool to further enhance learning. CEP is planned and delivered in Pathfinders department for pupils to support their learning experiences and progression.

Sharing the Curriculum and Pupil Voice

Parents, pupils and other stakeholders are involved in developing the curriculum. Each topic theme has an accompanying Topic Capture which is shared with parents at the beginning of the term, pupils are involved in what they would like to learn. At the end of the term pupils are given the opportunity to evaluate the topic through Pupil Voice, this is then used to improve the Context booklets.

Themes 11-14 (Lower Navigators/ Pathfinders)

Year 1	<u>Autumn Term</u> KS3 – Essential Engineering	<u>Spring Term</u> KS3 –Dungeons and Dragons	<u>Summer Term</u> KS3 – Home and Away
Year 2	<u>Autumn Term</u> KS3 – Cosmic Connections	<u>Spring Term</u> KS3 – Dig for Victory	<u>Summer Term</u> KS3 – Into the Wild
Year 3	<u>Autumn Term</u> KS3 – Woodland Wonders	<u>Spring Term</u> KS3 – Wales at Work	<u>Summer Term</u> KS3 – All Around the World

Underpinning this curriculum is the requirement that Literacy, Numeracy and Digital skills will be cross curricular. The importance of this has been raised and opportunities for cross curricular learning of these skills is embedded into all Areas of Learning and Experience. Cross cutting themes are integral across the Areas of Learning, with planned for opportunities to develop experiences, understanding, skills and knowledge.

The themes have been developed into context booklets. These context booklets provide the long-term planning for the Areas of Learning. Enhancement of skills and activities have been planned using inspiration from various sources including Equals and other publications. The context books were written by highly qualified staff from Ysgol Ty Coch. In addition, ideas were incorporated from all stakeholders. Pupils, parents and staff were invited to offer ideas to be incorporated into the curriculum. They have been part of a curricula review, to ensure they are current and have been updated to reflect new information from Curriculum for Wales. They have been mapped against the What Matters statements for coverage and planned for progression. The context booklets provide a reflective and evaluative curriculum, continually evolving as each theme is evaluated and improvements added. Pupil voice is central to this process and it is expected that pupils will contribute to their learning.

The context booklets are then used to produce medium term planning (Appendix 1) for Foundation and Primary, (Appendix 2 for KS3 and KS4). This enables all pupils to achieve individual learning outcomes linked to the curriculum. The context booklets work particularly well in developing lateral achievement for our more complex children.

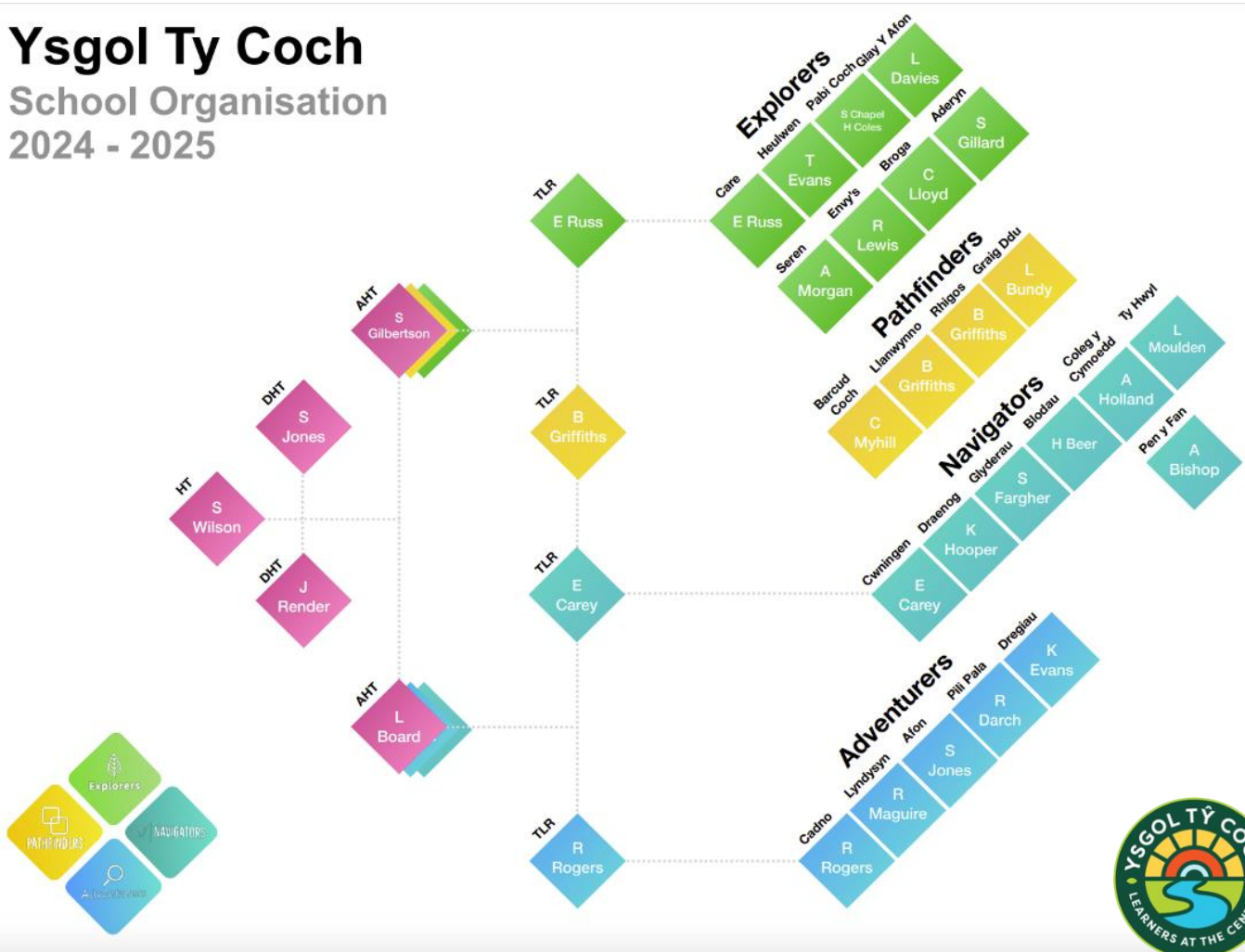
Pupils are mostly grouped according to age and progression group. However, this can change with pupils with the most complex needs. In the main, classes are grouped into Explorers, Adventurers, Navigators and Pathfinders. Class sizes allow us to increase support for learning activities and achieve a clearer focus for a learner group where appropriate.

As pupils move through the progression groups, the curriculum planning allows them to make progress in knowledge and understanding of key skills. The learning outcomes are linked very closely to assessment and One Page Profiles which produce a cycle of assessment for and of learning. This assists staff in planning accurately for next steps and ensuring progression- vertically or laterally.

Ysgol Ty Coch

School Organisation

2024 - 2025



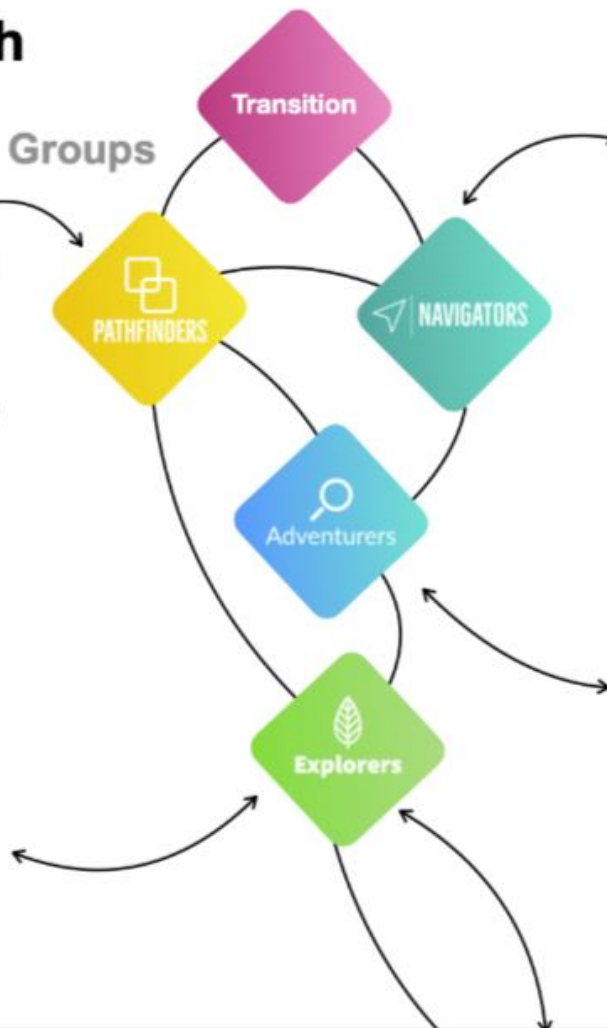
Ysgol Ty Coch

2023 - 2024

Draft Progression Groups

Our **Pathfinders** are preparing to transition to a range of service and further education placements. They access a range of pre-formal, semi-formal and formal curricular in school and in the community and work to complete a range of relevant qualifications. Some classes will work closely with the Navigators and access aspects of their curriculum.

Explorers are developing their pre-formal and semi formal skills. Some pupils are exploring the environment, whilst some are exploring their senses and others are focused on developing functionally equivalent skills. Pupils are focused on developing their sensory integration skills, physical development skills and their early knowledge and understanding. A small number of pupils will remain in Explorers for their school career and complete appropriate qualifications leading on to appropriate placements.



Our **Navigators** are preparing to access formal education at college or the world of work. At school almost all of the pupils are working to enhance their skills for life and develop the skills to achieve a range of semi formal and formal qualifications both in school and at college. They take part in appropriate work experience activities and work towards managing their personal affairs.

Our **Adventurers** are developing many skills across the curriculum to prepare themselves for a semi and formal curriculum. They develop core physical, literacy, numeracy and digital skills to generalise these in future years to support their achievement of qualifications and access the workplace.



Themes 14-16 (Upper Navigators/Pathfinders)

Learning is planned for through the context booklets which are designed to be age appropriate and engaging and are based on a two year thematic rolling programme.

	Autumn	Spring	Summer
Year 1	Natural world	Heroes	Challenge
Year 2	Journeys	Mysteries	Man Made World

Pupils learn through the Curriculum for Wales and access 6 Areas of Learning, the cross curricular skills of Literacy, Numeracy and Digital and also the cross-cutting themes.

From the Curriculum for Wales: For each learner in years 10 and 11 the curriculum must be implemented in a way that secures learning and teaching. Not everything in the statements of what matters for each Area needs to be included, but all Areas need to form part of the curriculum.

- for RSE, is suitable for the learner's stage of development
- for RVE accords with curriculum design requirements
- develops the mandatory cross-curricular skills

Context booklets have been written to incorporate the needs of the curriculum and have evolved and are continuously being adapted. Pupils assessment is through Connecting Steps, which assesses Literacy, Numeracy and Health and Wellbeing from Pre Progression Steps through to Progression Steps.

This assessment informs planning and pupils are matched to the correct levels of accreditation. All pupils in Year 11 achieved accreditation and qualifications through OCR Life and Living Skills, in Communication, Numeracy and Digital skills.

Accreditation ranges from Entry 1 with high levels of support to a decreasing continuum, where pupils have very little support at Entry 1, through to more able pupils achieving Entry 2. Entry 3 is available as required if pupils were at a very high ability.

The modules chosen for accreditation have been specifically chosen to complement the curriculum and accredit learning which has already taken place. (For further details see the accreditation policy.)

Work related activities are further extend in Key stage 4 with opportunities for real, purposeful work.

Upper Navigators -The Post 16 Curriculum

Our philosophy for the Post 16 Curriculum is based on the “ Learning Pathways” document produced by WG in 2006 with school leaders closely observing further information regarding the Post 16 curriculum. It is key that our learners are considered as individuals, promoting their interests and skills, achieving well matched accreditation and qualifications, as we guide them towards the future; equipping them with the skills needed for life beyond school and into Post 19 education.

We have combined the Learning Pathways agenda with detailed knowledge of our learners development, to create a curriculum which meets their extremely complex needs whilst tying into the broader WG agenda.

Our Post 16 learners curriculum builds on the excellent learning which has already taken place in the lower school and ensures functional numeracy and literacy skills are developed through vocational pathways.

Navigators and Pathfinders Pathways include a “Mix and Match approach” where they focus on a horticulture pathway but may practise their life and living skills through Chillies Cafe or through Food Skills. Pupils also access Digital competency through Film Making and Sports and Leisure pathways. horticulture, salon and hospitality. Pupils also take part in Duke of Edinburgh scheme to promote independence, resilience, community and opportunities for challenge. Where possible, learning takes place outside of the classroom, within the local community and works in partnership with outside providers such as YEPS, Careers Wales, Elite, Vale of Glamorgan, College y Cymoedd.

All students leave with qualifications. These have been accumulated from OCR Life and Living Skills accreditation which build on previous learning in Year 11 so that students leave with an award, certificate or diploma at Entry 1, Entry 2 or Entry 3, providing for suitable progression. Some pupils who are more able, achieve Essential Skills Wales Entry 1 or Entry 2 in Communication or Application of Number. They will have been identified and follow the WEST programme, to follow a more formal approach to functional literacy and numeracy.

Steps4Life assessment builds on previous assessment in Connecting steps, pulling through assessment information on functional literacy, numeracy. The assessment informs planning, and pupils are matched to the correct level of accreditation. Pupils are assessed on functional literacy, numeracy, personal and social, independence skills.

The focus of the curriculum is through a social enterprise approach as learners develop skills through working on projects where functional literacy and numeracy is practised daily and opportunities for digital skills is incorporated into this.

Ty Crefft, hospitality, food skills, cafe coch, horticulture and enterprise are incorporated within the social enterprise approach, with the social enterprise model enabling purposeful learning, planning, designing, creating and selling to customers.

Work placements are considered to be crucial to extending their knowledge of Work-Related Education and links are made with Elite and approved LA establishments to facilitate this.

In addition, skills such as form filling, travel training enhance the curriculum. The core elements of our Post 16 curriculum are communication, independence and the promotion of social skills. There is still a strong emphasis on PSE, including RSE and online safety and this forms part of the curriculum. The curriculum in Post 16 consists of formal, informal and non-formal dimensions with the emphasis on choice.

The school has access to a room in College Y Cymoedd Nantgarw, which pupils in Post 16 access on varying basis - between one and three days a week. This promotes independence, ensures learners are used to larger "college style" surroundings and can navigate their way around the public areas and eat at the refectory. This is central to a successful transition and more learners have successfully accessed local college provision when they leave school.

Our pupils are central to the Post 16 curriculum and we make every effort to ensure we provide them with as flexible and meaningful an experience as possible, ensuring that their life skills are developed so when they leave us they will be equipped for the next stage of their journey, whether through college, employment or a day centre.

All students leave with qualifications according to their ability. Arrangements for transition to a college, day centre or place of employment are well developed.

Students access college in Nantgarw which prepares them for transition and leaving school.

Teaching and Learning

Effective teaching will be dependent on:

- Teachers having high expectations
- Teachers providing challenging and motivating activities and experiences
- Providing the pupils with a variety of experiences to allow them to discover their abilities
- Planning and using time and resources effectively
- Effective CPD and knowledge of current legislation/ statutory requirements
- Setting specific tasks, each pupil having his/her own target, which can be adapted and simplified so that success can be achieved, with each pupil working at their own differentiated level
- Giving the opportunity to learn new skills by breaking them down into small achievable steps, through observation and constant practice
- Giving the opportunity to experience activities through each of the 4 Purposes
- Continuously assessing pupils 'skills, performance, knowledge and understanding
- Activities and lessons that allow for differentiation for age and ability level, either by varying resources, activities, groups or teaching approaches
- Activities provided through and achievements recorded on Seesaw.

Access Statement

In all our work, we strive to enable our pupils to fulfill their potential through: -

- Provision of appropriate information technology
- An effective communication environment featuring signs, symbols and high tech augmentative communication aids
- Access to communication aids to remove barriers to learning e.g. Eye gaze
- Programmes based on communication, physiotherapy, occupational therapy or medical needs

- Implementation of strategies devised by sensory staff to alleviate learning barriers caused by sensory impairments
- Positive and consistent strategies designed to promote positive challenging behaviour
- A commitment to multi agency collaboration and partnership with parents and carers, professionals, pupils and wider community
- Inclusion in other special or mainstream schools or colleges as appropriate for individual children

Assessment and Recording

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Increase the consistency of assessments within the school
- Guide future planning, teaching and curriculum development
- Highlight focus using the Learning Wheel during lessons, give feedback through the lesson and assess progress made during the plenary
- Recognise and celebrate the achievements of pupils
- Inform parents and the wider community of pupil achievement, often through Seesaw.
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

All aspects of the curriculum are planned and recorded using agreed proforma. Some of these are "in house" and have been adapted to suit the needs of the pupils, whilst others are standardised e.g. Connecting Steps, Steps4Life, Motional

Records are kept in many ways.

These include:

- Teachers' plans identifying skills
- Children's work/ Individual pupil planning files
- Seesaw pages
- Teachers' notes
- Reading and comprehension tests e.g. Salford,
- Motional
- Progression Logs and End of year pupil reports
- IDPS
- Positive Handling Plans
- Risk Assessments
- One page profiles
- Manual Handling Plans
- IDPs (Individual Development Programmes)/ One Page Profiles
- Bsquared Connecting Steps formative/summative outcomes 3-16
- P Level assessment
- AET Framework
- Routes for Learning records
- WEST and Essential Skills Wales for identified Post 16 pupils
- Steps4Life 16-19 students

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the Areas of Learning. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class or moves with them to the next phase of education.

An increasing amount of learning, in particular within the Explorers department, takes place in practical lessons.

At 16-19, students follow individual pathways which enables all students to achieve accreditation according to their needs and at KS4, students follow OCR Life and Living Skills in communication, numeracy and digital skills. In Post 16, students may follow a vocational pathway and have bespoke accreditation based on OCR Life and Living Skills units which develop into a qualification. Further details are in the accreditation policy.

Learning and planning is evaluated through curriculum reflections at the end of each term to consider the outcomes achieved and skills learned, indicating the next steps in learning for the following term.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues from other schools - including being part cross school quality assurance networks.

Time Allocation

Planning will take account of the teaching time available during the week. The basic child management tasks of daily life are viewed as learning opportunities within the whole curriculum and must be given time to enable learning to take place and be embedded.

Any routine such as toileting and mealtime is recognised as a teaching opportunity and in the context of high-quality interaction, should be considered as a valuable part of teaching/ learning.

Roles and responsibilities

Planning is a collective responsibility taking into account staff expertise, subject knowledge and experience. The governors and SLT assume overall responsibility for leading planning and ensuring links with school improvement planning, professional review and staff development. All members of the WLT lead the AOLE groups within the school.

- Leading the development of an AOLE policy statement which is reviewed regularly and amended as necessary
- Liaising closely with other staff in the school for that group, including enrichment days and supporting AOLE in departments.
- Providing advice, support and training opportunities for staff
- Providing guidelines for curricular implementation with specific reference to the range and skills of the curriculum and the development of the Area of Learning
- Attend network meetings and be involved in monitoring processes across their area of learning
- Supporting curriculum working parties and PLCs

Broadly Speaking, High Quality Teaching and Learning in Ysgol Ty Coch is Supported Through:

- One Page Profiles OPPS/Individual Development plans (IDPs)
- Pupil Centred Planning (team around the child approach)
- Pupil target setting
- Sensory development
- Values education
- Metacognition – learning how to learn
- Nurturing emotional needs of pupils prior to demands
- Effective and imaginative use of ICT
- Seesaw online learning and recording
- Positive behaviour management
- Implementation of the outdoor curriculum and forest schools
- Effective communication using a range of approaches e.g. objects of reference, PECS, Signalong, communication aids, AAC & speech
- Emphasis on developing positive outlook on life
- Close relationships with parents/carers to support the 24hr curriculum
- Provide a broad, appropriate and stimulating curriculum, which includes the Curriculum of Wales, Sensory Curriculum, and Trauma Informed Curriculum, challenging each child and enabling them to succeed
- Helping each child achieve their full potential
- To ensure staff have access to highly effective CPD, support and guidance to maintain the very highest standards of teaching across the school.

Department teams are managed by the TLR holder for that group of pupils. They are responsible for ensuring high quality teaching and learning across the AOLES in that phase. They are responsible for :

- Prioritising and managing a delegated budget within their area in consultation with other staff
- Managing their department action plan in the school development plan
- Monitoring of the delivery of the curriculum throughout their key stage

Pupil Involvement

Pupils in the school are involved in all aspects of their school life, They are involved in the planning and evaluation of the curriculum and their voice impacts on the next phase of planning and learning. They are involved in the assessment of their targets. Assistive technology and developments such as Eye gaze and the E-tran enables more pupils to be engaged and make choices in their learning.

School Improvement Planning

Self evaluation is a process that gives us a comprehensive view of the quality of teaching and learning. Pupil voice is considered very highly in this process and all departments have a simplified SDP, of which pupils are encouraged to have ownership. Areas in need of further development are identified and prioritised within the school development plan. This policy will be reviewed annually.