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## Bower Grove School Curriculum Policy

### Intent – Implementation – Impact

Bower Grove School is a special school for pupils aged 4 years to 16years who have social, emotional and mental health (SEMH) needs, Autism Spectrum Conditions (ASC), social communication difficulties and associated learning difficulties.

### Curriculum Intent

At Bower Grove school all pupils access a curriculum that is engaging, meaningful and appropriate to their individual needs. Lessons at Bower Grove motivate, engage and excite our pupils.

With the complex learning and behaviour needs of our pupils we acknowledge that the needs of each individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their school career. Clear routes of progression and development within curriculum planning ensure coherence and continuity throughout the school. The curriculum is carefully sequenced to ensure that pupils can build on their prior knowledge and skills as they progress through the school.

Our school works in partnership with parents/carers in achieving the appropriate balance between pupils' rights to curriculum access and the need for some to access other experiences to enhance or consolidate their core skills and talents. This could be; mainstream inclusion, curriculum catch-up programmes, pastoral or therapeutic interventions or alternative curriculums involving offsite tuition.

Our curriculum aims to:

- Ensure pupils have the necessary behaviours for learning to enable them to access the curriculum.
- Maximise pupil's engagement by providing motivating and relevant learning opportunities.
- Support outstanding progress across all areas of learning.
- Ensure that all pupils have access to a broad, balanced, challenging curriculum based on the National Curriculum.
- Adopt a personalised approach that allows staff to plan in response to a pupil's individual needs and interests and consider any barriers to learning.
- Promote pupils spiritual, moral, social, cultural and physical development in order to become responsible and respectful citizens.
- Equip our pupils with an understanding of respect for Fundamental British Values.
- Clearly identify progression pathways for children in Year 9 and above, including access to Further Education, vocational courses and work-related learning.
- Provide pupils with access to accredited courses at Key Stage 4.
- Develop independence and life skills through experience and activities such as cooking, travel training, residentials, work experience and the Aspire programme.
- Prepare pupils for the opportunities, responsibilities and experience of adult life to ensure they are well-placed to make a positive contribution to life beyond school.
- Monitor and assess pupils progress for the purpose of ensuring outstanding outcomes for all.

- Engage pupils in understanding how they make improved progress through Assessment for Learning.

Research demonstrates that pupils learn best when learning is connected, practical, cross curricular and linked to reality. At each stage of our curriculum our intent is to equip our pupils with skills for their next stage of education and for life beyond Bower Grove School.

## Curriculum Implementation

Pupils join Bower Grove School with their own individual learning needs. Our curriculum implementation ensures that each pupil is able to access a curriculum pathway that enables them to make the very best progress that they can. The school has taken account of recommendations of the Rochford Review (October 2016) in developing parallel but interconnecting curriculum pathways across the school. Pupils can move between each curriculum model as they develop and move through the school. The emphasis is always to provide an accessible curriculum that enables pupils of all ages to develop behaviours for learning and skills for independence.

### Main Pathway

The main curriculum pathway at Bower Grove School follows the National Curriculum and accreditation specifications. Each pupil in the school has EHCP provision plans with outcomes and targets which are addressed and embedded into teacher planning.

### Curriculum Implementation in the Primary Phase

The curriculum models in the primary phase are; main (core offer), IMPACTS and the ASC Satellite provision.

Reception and Year 1 pupils follow the Early Years Foundation Stage areas of learning.

Subject led learning at Bower Grove from Year 2 to Year 6 focuses on the National Curriculum programmes of study with overarching termly themes

### Early Years Foundation Stage and Key Stage 1

Pupils in Year R and Year 1 follow the EYFS Framework and make use of guidance from the Development Matters document. In line with the three characteristics of effective teaching and learning in early years, the timetable is structured around learning through play and exploration, active learning, direct teaching, individually or in groups, and opportunities for pupils to develop their own ideas and make links between their learning. The curriculum planning addresses the seven Prime and Specific areas of learning and as stated in the Statutory Framework for the Early Years Foundation Stage the key intent is to '[ignite] children's curiosity and enthusiasm for learning, forming relationships and thriving'.

In Year 2, opportunities for timetabled guided learning increases in line with the development and engagement of the pupils, whilst still timetabling opportunities for high quality play and pupil led learning. The National Curriculum is taught through a thematic, cross curricular approach, giving multiple opportunities for pupils to develop their own ideas, make links between ideas, and develop their own strategies for completing tasks.

There is a weekly Explorer Club outing for Year R-2 that consolidates curriculum learning objectives as well as developing pupils physical, social, emotional and regulation skills. This activity offers experiences outside of the school environment where pupils can build confidence, skills and strategies to safely and successfully access their local community.

At Bower Grove school Year 3 is considered to be an extension of Key Stage 1 and continues to focus on a thematic approach to learning, however, pupils experience more adult guided learning and direct teaching. Teaching and learning will include opportunities for practical activities, group and independent working. The EHCP outcomes form an integral part of the timetable to support behaviour for learning, emotional regulation, and social communication skills.

### **Key Stage 2**

The National Curriculum programmes of study are covered in English, Maths, Science and Personal Development (PD), with aspects of Humanities, Art and Design Technology being taught experientially through other areas of learning (such as non-fiction texts). RE is delivered through World Beliefs. PE and Computing are taught by specialist teachers in all year groups. The study of Modern Foreign Languages focuses on French, however, there is a holistic approach to discovering the language, culture and heritage of other countries during an annual 'focus day'.

Whole class sessions are timetabled weekly to focus on key EHCP areas to support pupil outcomes as well as embedding communication, interaction, and social opportunities throughout each day to support the development of behaviours for learning and social skills.

The Little Wandle phonic scheme is used throughout the primary phase to support progress in reading and spelling.

### **ASC Satellite at West Borough Primary School**

The Satellite Provision is located at West Borough Primary School, which is a short walk from Bower Grove School. Pupils are based in 2 classrooms where their learning, pastoral and social communication needs are well supported by a team of Satellite staff. With appropriate support pupils integrate into mainstream lessons with access and exposure to the mainstream curriculum increasing over time, personalised to the abilities of each child. Although on roll at Bower Grove School, pupils wear West Borough School uniform and follow the established systems of this mainstream school.

### **Curriculum Implementation in the Secondary Phase**

The secondary curriculum is organised on a subject based model with pupils moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability occurs from year 9 in English, Maths and Science enabling all pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, Computing, PE, Design and Technology, and Music, Art and Cooking. All pupils participate in World Beliefs. In these lessons pupils study a range of religious spiritual themes which enhance their cultural development.

Pupils from Year 7 to Year 11 are given a variety of experiences and opportunities that support the development of life and vocational skills including residential trips, off site PE activities, ASPIRE programme, work experience and visiting college weekly in Year 11 as well as travel training.

**Accreditation**

Subject	Entry Level	Functional Skills	GCSE
English	Step up Award		√
Maths	√		√
Science	√		√
Technology		City & Guilds	
PE	√		
Arts Award	Arts Award Bronze Year 10 Arts Award Silver Year 11		
Food Hygiene Certificate			
Creative Media Performance Arts (WJEC)			
Computing/Digital Employability – Range equivalent Entry GCSE			

All Key Stage 4 pupils take mock exams as a way of preparing pupils for their GCSE exams. Should a situation arise where pupils are unable to take exams onsite, school will use Government guidance, teacher assessment and mock exam results to assess pupils.

**IMPACTS Pathway**

The IMPACTS pathway is designed to meet the needs of selected pupils from Key Stage 2 to Key Stage 4 who are significantly less cognitively able than their peers. Pupils are provided with a purposeful and engaging learning environment and are encouraged to develop their independence and collaborative skills. This bespoke curriculum pathway prepares pupils for adulthood through the teaching of key knowledge, skills and understanding as well as a focus on social, emotional and mental health needs.

Pupils in all Key Stages are based in a dedicated classroom, taught by a consistent class teacher and support staff team. Pupils are taught core subjects and key life skills as well as accessing some subject specialist lessons such as PE and Computing. Through a focus on differentiated outcomes linked to EHCP outcomes pupils are working towards an ability to contribute to and become active members of their community.

**Enrichment Pathway**

The Enrichment Pathway is designed for pupils whose SEMH needs require a much smaller setting with a higher ration of staff. It offers a flexible approach that can deliver a highly differentiated and bespoke curriculum to those pupils whose social emotional and mental health needs are impeding their access to the main pathway. All activities that are planned and implemented by Enrichment staff will aim to directly and indirectly make an impact towards EHCP targets. Offsite visits form an integral part of the curriculum supporting learning, development of social skills and the promotion of physical and emotional wellbeing.

The Enrichment Pathway provides four waves of support, with the level of integration to the main pathway and amount of individual support given by the Enrichment team differing with each wave (see Appendix).

**Bower Grove Connected**

Bower Grove Connected is a pathway implemented to support pupils who have found the demands of our school setting challenging. Bower Grove Connected aims to create a learning offer that recognises individual differences and provides a supportive atmosphere that encourages personal, social and emotional growth alongside learning. It provides a bespoke learning and well-being programme that has an emphasis on growing self-esteem and self-confidence.

## CURRICULUM IMPACT

At Bower Grove School there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

- Progress measures using formative and summative assessment, these are recorded formally using Pupil Asset and discussed with senior leaders at pupil progress meetings.
- Monitoring of pupil well-being and engagement through staff and pupil self-assessment.
- Deep Dives triangulating curriculum intent, implementation and impact.
- Reviewing Sleuth behaviour data.
- Monitoring of EHCP provision plan targets across all four areas of need.
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing attendance data.
- Pupil surveys.
- Parent surveys.
- Observation of pupil engagement and learning during formal and informal lesson observations and learning walks.
- Transition arrangements for Year 6 pupils attending ASC Satellite at West Borough Primary School.
- Destination data and follow up calls to pupils, parents/carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as social services, Early Help, College, Employers.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

School Governors monitor the effectiveness of our school curriculum. The Governors Learning and Development team are responsible for curriculum monitoring and take responsibility for different subjects and areas of the curriculum holding subject leaders and school leadership team to account.

### Related Documents

Bower Grove School Curriculum Plan  
Individual Subject Policies  
Assessment, Recording, Reporting and Marking Policy  
Educational Visits Policy  
Exams Policy

Appendix 1.**Curriculum Pathways for Learning****IMPACTS Pathway**

IMPACTS stands for: Individual, Meaningful, Profile, Assessment, Curriculum, Target Setting.

**Key Stage 2 Impact class: Squirrels**

**Key Stage 3 Impact class: Badgers**

**Key Stage 4 Impact class: Oaks**

A pathway of learning focused on communication, cognition, technology, physical and personal, social, emotional and well-being skills.

The core subjects, as well as pupil outcomes and provision plans, are central to curriculum delivery to ensure that pupils have the necessary skills and knowledge to develop independence and life skills.

**Main Pathway****Primary Classes**

Primary aged pupils from year R – 6 are allocated a class according to their age and learn with a consistent staff team of teacher and Learning Support Assistants (LSA's).

Falcons & Eagles – Year 6  
Penguins – Year 5  
Foxes – Year 4  
Hedgehogs – Year 3  
Honeybees – Year 2  
Frogs – Year R & 1

**Secondary Classes**

Secondary aged pupils from Year 7 – 11 follow a differentiated mainstream curriculum. Pupils are assigned to a form group based on their chronological age. Each form has two teachers and LSA'S. LSA'S support pupils learning, behavioural and emotional needs in lessons taught by specialist subject teachers. In Key Stage 4 pupils will study accredited courses matched to their ability.

**Enrichment SEMH Pathway**

A provision for pupils whose SEMH needs are a significant barrier to their learning.

The provision offers four waves:

- Wave 4 – Access to the Main pathway with Enrichment support.
- Wave 3 – Pupils attend both the Main pathway and Enrichment pathway provisions for parts of the day.
- Wave 2 – Pupils attend the Enrichment provision exclusively.
- Wave 1 – Pupils receive home tutoring provided by the Enrichment team.

**Satellite Provision based at West Borough Primary School**

A Satellite provision for pupils in Key Stage 2 who have a primary need of Autism Spectrum conditions and are cognitively able to follow a mainstream curriculum with specialist support. Pupils who attend the Satellite will transition to a mainstream secondary school or a mainstream secondary school with a specialist resource provision.

**Bower Grove Connected Pathway**

The Bower Grove Connected (BGC) pathway supports pupils who have found the demand of our school setting challenging. It provides a bespoke learning and well-being programme that has an emphasis on growing self-esteem, self-confidence, and emotional growth.

Pupils will receive a bespoke tutoring package at the home of the pupil, local centres such as cafés or libraries, online or by attending a specialist intervention.