



Crowdys Hill
School

Secondary Curriculum – 2024

Consists of – English, Maths, Science, Project, Art, PSHE, PE, THRIVE, Music, Farm, Phonics, Cooking, options in KS4, Swimming for KS3

Intent

We provide a broad range of national curriculum subjects. The school offers a wide range of opportunities, outside of the national curriculum, to develop self-esteem, engagement, and independent learning.

The school ethos is learning for life and through lessons we want students to have experiences that they may be faced with in the 'real world' and to have coping strategies to be able to face all situations. We want to develop open minded, independent citizens. Strong parental links allow the school to work with families to work together in creating a space environment for all students to thrive.

We expect teachers working at the school to be committed to working with pupils with SEN needs. As individuals they need to have excellent communication and interpersonal skills and have the ability to build good relationships based on trust with pupils and their families. They will need to have behaviour management skills, with the ability to manage and adapt to challenging behaviour.

We expect them to be continuously learning and always be open to new approaches and ideas.

Implementation

- We give pupils opportunities to achieve the 'Learning for life' aims, which we feel will set our pupils up for a good life. This is done through lessons that are engaging and linked to students interests and likes. Teachers plan lessons that are adapted to suit all abilities and needs and reasonable adjustments are made to create an exciting curriculum.
- As well as taking part in curriculum-based lessons, students will also have weekly PSHE, Careers and THRIVE lessons, this allows teachers to teach to the student's individual needs and interests.
- All lessons are adapted so that students EHCP's are planned and catered for, this allows the curriculum to be adapted and personalised to suit each student.
- Students are assessed through teacher judgements and the use of B-Squared. This data allows us to see gaps in learning quickly and then put support /interventions in place, so that the gap is shortened rather than widened.

- The school works closely with the schools SALT team and OT, this allows students to have access to interventions that are developed to individual needs.
- School provides a physical environment that is accessible and inclusive for all students to learn. This includes appropriate room adaptations, assistive technologies, and visual resources that support individual learning needs.
- A wide range of CPD is offered to all staff on a weekly basis, and all new staff are placed through the school's own mentor programme.

Expectations

When attending Crowdys we have high expectations for all students to ensure they achieve their academic, social and personal best during their time at Crowdys. We hope that they will be given the skills needed to be able to communicate openly and effectively. We hope that all students leave school being resilient and confident to take on their next steps in their individual journeys.

Throughout all the phases at Crowdys the curriculum supports students in making smooth transitions, both within the school and to their next phase of education

Strategic plan going forward-

To work towards developing options for Key stage 4 in line with the changing cohort.

To continue to work with the SALT team to train staff on how we can communicate with all students and also train staff on how our students communicate.

Develop the THRIVE approach, so that it is embedded into the school ethos.

To continuously develop teachers/teaching assistant's knowledge of SEN.

To always be thinking about the ever-changing cohort, are we offering them the best curriculum, do we need to adapt and change?