



Curriculum Policy and Pupil Assessment Procedures

Introduction

At The Anchor SENDfriendly Centre, we believe in providing an inclusive and engaging education for all our pupils. Our curriculum policy is based on the Engagement Model, the Early Years Foundation Stage (EYFS) framework, and the Key Stage 1 (KS1) curriculum. This policy outlines our approach to teaching and learning, assessment, and curriculum delivery. Here at TAS we firmly believe that all children, no matter what their need, has the right to an education.

The Engagement Model

The Engagement Model is designed to support pupils who have significant learning difficulties and disabilities. It is based on three areas of engagement:

1. **The Engagement Profile** - We assess our pupils' levels of engagement in six areas: exploration, anticipation, persistence, initiation, investigation, and realisation. These areas help us to understand the pupils' abilities and plan their learning accordingly.
2. **The P-levels** - We use the P-levels to assess pupils' progress in the areas of engagement. These levels range from P1 to P8 and help us to track the pupils' progress over time.
3. **Curriculum Outcomes** - We use the Engagement Model to set individualised curriculum outcomes for each pupil. These outcomes are based on the pupils' levels of engagement and help us to plan their learning and assess their progress.

Early Years Foundation Stage (EYFS)

The EYFS framework is used for pupils in the Reception year. It is based on seven areas of learning and development:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

We use the EYFS framework to plan our pupils' learning and assess their progress. We ensure that the curriculum is adapted and modified to meet the individual needs of each child, and that appropriate support is provided to enable all children to make progress.

Key Stage 1 (KS1) Curriculum

The KS1 curriculum is used for pupils working at Year 1 and Year 2 level. It covers the following subjects:

- English
- Mathematics
- Science
- Design and Technology
- History
- Geography
- Art and Design
- Music
- Physical Education.

We use the KS1 curriculum to plan our pupils' learning and assess their progress. The school will ensure that the curriculum is adapted to meet the individual needs of each child, and that appropriate support is provided to enable all children to make progress. As all the children at TAS have very specific individual needs, not all of them will access the KS1 Curriculum, and those that do, may not be able to access all areas. Therefore, at TAS, each child has their own individual timetable and learning plan that is assessed and reviewed frequently. Where possible, we will incorporate the Foundation Subjects as cross curricular links with the Core Subjects.

Principles:

The curriculum at TAS will be designed and implemented according to the following principles:

1. The curriculum will be child-centred and will focus on the individual needs and abilities of each child.
2. The curriculum will be adapted to ensure that it is accessible and inclusive for all children, regardless of their level of ability.
3. The curriculum will be designed to promote engagement, interaction, and communication.
4. The curriculum will be designed to develop the whole child, especially their personal, social, emotional, and physical development.
- 5.** The curriculum will be designed to promote independence and enable children to participate in the wider community.

Procedures:

The following procedures will be followed in designing and implementing the curriculum at TAS:

1. The school will assess each child's needs and abilities using a baseline assessment.
2. The school will use the EYFS Curriculum for children aged 0-5, and the KS1 Curriculum for children aged 5-7, where applicable.
3. The curriculum will be adapted to meet the individual needs of each child, including the provision of appropriate support.
4. The curriculum will be delivered through a range of teaching strategies, including play-based activities, group work, and one-to-one support.

5. TAS will provide regular assessments to track each child's progress and use this information to adapt the curriculum as necessary.
6. TAS will provide regular feedback to parents and carers on their child's progress.

Responsibilities:

The following responsibilities will be assigned in designing and implementing the curriculum at TAS:

1. The Post 16 Curriculum Coordinator will be responsible for overall curriculum planning and development, and for ensuring that the curriculum is implemented effectively.
2. The Special Educational Needs Coordinator (SENCO) will be responsible for coordinating the provision of support for children with special educational needs, and for liaising with external agencies who deal with the child's provision.
3. The Coordinator will be responsible for liaising with outside agencies to organise trips and activities for all children to be included in.
4. Learning Support Workers will be responsible for delivering the curriculum, adapting it to meet the individual needs of the children.

Curriculum Delivery

We believe that all pupils should have access to a broad and balanced curriculum. We use a range of teaching strategies, including visual aids, hands-on activities, and technology, to support our pupils' learning. We also understand that due to the specific needs of our pupils' there will be a considerable amount of repetition to ensure that children are benefitting from our provision and have the best possible chance in the wider community when they leave us.

Conclusion

Our curriculum policy is based on the Engagement Model, the EYFS framework, and the KS1 curriculum. We believe that this approach provides our pupils with an inclusive and engaging education that meets their individual needs. We regularly review our curriculum policy to ensure that it remains effective and relevant to our pupils' needs. We understand that our children will not be able to access all areas of the curriculum they are working within and there may also be a cross over between two.

Assessment, Baseline, and Tracking Policy at TAS

Introduction:

TAS recognises that every student is unique and has their individual learning needs. We believe that an effective assessment, baseline, and tracking policy is essential to monitor student progress, identify areas of strength and development, and ensure that every student reaches their potential. This policy outlines our approach to assessment, baseline, and tracking at TAS.

Assessment:

TAS uses a variety of assessment methods to identify the strengths and needs of our students. We recognise that traditional methods of assessment may not always be suitable for our students, and we therefore use a range of alternative assessment methods, including observation and portfolios of work. We ensure that our assessment methods are accessible and relevant to our students and are regularly reviewed to ensure that they are fit for purpose.

Baseline:

We use a baseline assessment to establish a starting point for each student and to identify their individual strengths and areas for development. Our baseline assessment includes assessments of Literacy, Numeracy, Communication, and Social Skills. We use the results of our baseline assessment and the child's EHCP targets to create an individual learning plan (PLP) for each student, which sets out their learning goals and targets.

Tracking:

We believe that tracking student progress is essential to ensure that every student is making progress towards their individual learning goals. We use a range of tracking methods to monitor student progress, including regular review meetings, progress reports, and PLP reviews. We involve parents and carers in the tracking process wherever possible and ensure that they are kept informed of their child's progress.

Reporting:

We provide regular reports to parents and carers on their child's progress, using a range of reporting methods, including written reports, parent-teacher meetings, and progress reviews. We use clear and concise language and ensure that our reports are accessible and relevant to parents and carers. We also provide regular updates on student progress to the school's governing body and senior leadership team.

Conclusion:

Our assessment, baseline, and tracking policy is designed to ensure that every student receives an education that is tailored to their individual learning needs. We believe that by using a range of assessment methods, establishing a clear baseline, tracking student progress, and reporting regularly to parents and carers, we can ensure that every student reaches their potential and achieves their individual learning goals.