



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, the National Curriculum and the EQUALS 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.

EQUALS - Formal Curriculum

Target Audience

The EQUALS Formal Curriculum is designed for learners with moderate to severe learning difficulties and disabilities. It is typically suited for students who can engage in more structured and formal educational settings.

Structured Learning

This curriculum follows a more structured and traditional approach to education compared to the semi-formal curriculum. It typically includes a set of formal subjects such as mathematics, language arts, science, and social studies.

Curriculum Framework

The curriculum provides a clear framework for each subject, outlining the topics, learning objectives, and expected outcomes. It aligns with educational standards and is often used in special education settings.

Teaching Strategies

EQUALS Formal Curriculum provides guidelines and teaching strategies for educators to adapt instruction to the specific needs of learners with learning difficulties. It may include differentiated instruction techniques and specialised teaching materials.

Assessment

Assessment in the EQUALS Formal Curriculum is more aligned with traditional grading and assessment methods. It often includes standardised assessments and formal grading systems. However, accommodations and modifications may be made to ensure fair assessment for learners with disabilities.

Individualisation

While the formal curriculum is more structured, it still recognises the importance of individualisation to meet the diverse needs of learners with disabilities. Educators are encouraged to adapt teaching methods and materials to support each student's learning style and pace.

Inclusion

EQUALS emphasises the importance of inclusion whenever possible. In inclusive educational settings, learners with disabilities are educated alongside their typically developing peers. The formal curriculum provides guidance on how to facilitate inclusive practices.

Transition Planning

Like the semi-formal curriculum, the formal curriculum recognises the importance of transition planning for learners with disabilities. It offers support and resources for preparing students for life beyond school, including vocational training and employment opportunities.

Parent and Caregiver Involvement

EQUALS encourages active involvement of parents and caregivers in the education of learners with disabilities. The formal curriculum may provide resources and strategies for fostering collaboration between schools and families.

Professional Development

EQUALS often provides professional development opportunities for educators to ensure they have the necessary knowledge and skills to effectively implement the formal curriculum and support learners with learning difficulties.

EQUALS Informal Curriculum

The EQUALS informal curriculum is designed to support individuals with severe and profound learning disabilities. It focuses on providing a structured and inclusive approach to education that addresses the unique needs of these learners.

Target Audience

The EQUALS informal curriculum is primarily intended for individuals with severe and profound learning disabilities, including those with complex needs and limited communication abilities.

Philosophy

EQUALS emphasises a person-centred and holistic approach to education, focusing on each student's unique abilities, needs, and potential.

Curriculum Framework

The EQUALS informal curriculum is structured into a series of stages or steps, each building upon the previous one. It covers various domains, including communication, cognition, physical development, personal and social skills, and independence.

Curriculum Content

The curriculum content is highly individualised, recognising that learners with severe and profound disabilities have diverse learning needs.

It places a strong emphasis on functional skills that are relevant to the students' daily lives, such as self-care, communication, and basic numeracy and literacy.

Activities and resources are often practical, sensory-based, and multisensory to cater to different learning styles and abilities.

Assessment and Progress Monitoring

The EQUALS curriculum encourages ongoing assessment and progress monitoring to adapt teaching strategies and content to the individual student's progress.

Assessment tools and approaches are designed to be flexible and tailored to each learner's needs.

Communication and Interaction

EQUALS recognises the importance of communication for individuals with severe and profound disabilities. It promotes various communication methods, including augmentative and alternative communication (AAC) systems, to support students in expressing their needs and preferences.

Differentiation and Personalisation

The curriculum allows for a high degree of differentiation, ensuring that each student's unique abilities and needs are addressed.

Teachers and support staff are encouraged to adapt activities and materials to suit the individual student's level of functioning and engagement.

Inclusivity

EQUALS promotes an inclusive learning environment where students with severe and profound disabilities are fully integrated into the school community.

It encourages collaboration between educators, therapists, and caregivers to provide holistic support.

Transition Planning

The curriculum considers transitions at various stages, whether from one curriculum stage to another or from school to adult life.

Transition planning is crucial to ensure that students can continue to develop their skills and independence as they grow older.

Ongoing Professional Development

Teachers and support staff are encouraged to engage in continuous professional development to enhance their knowledge and skills in implementing the EQUALS informal curriculum effectively.

EQUALS Moving On Curriculum

The EQUALS Moving On Curriculum for learners aged 14+ is a specialised educational framework designed to support the transition of students with learning difficulties and disabilities into adulthood and post-school life. It places a strong emphasis on preparing students for independence, employment, and community engagement.

Target Audience

The EQUALS 14+ Moving On Curriculum is designed for learners with moderate to severe learning difficulties and disabilities who are approaching the transition from school to adulthood.

Transition Focus

The primary focus of this curriculum is on transition planning. It aims to equip learners with the skills, knowledge, and confidence needed to make a successful transition to adulthood, including post-school education, employment, and community life.

Holistic Development

The curriculum addresses holistic development, encompassing not only academic skills but also social, emotional, and practical life skills. It recognises that students with learning difficulties require a well-rounded education.

Vocational Skills

A key component of the Moving On Curriculum is the development of vocational skills. It includes training and support in areas such as job readiness, workplace behaviour, and vocational training opportunities.

Functional Life Skills

The curriculum emphasizes the teaching of functional life skills, including money management, self-care, household skills, and community navigation. These skills are crucial for promoting independence.

Individualised Planning

EQUALS recognises the diverse needs of learners and the importance of individualised planning. The curriculum supports educators in tailoring instruction and transition planning to meet the unique needs and aspirations of each student.

Assessment and Goal Setting

Assessment in the Moving On Curriculum involves setting meaningful and achievable goals for students. Progress is tracked, and adjustments are made to the transition plan as needed.

Inclusion and Community Engagement

EQUALS encourages the inclusion of learners in community activities and engagement. It promotes the development of social skills and community connections.

Employability Skills

Preparing students for employment is a central component of the curriculum. It includes teaching job-seeking skills, workplace behaviour, and providing exposure to work experiences when possible.

Family and Caregiver Involvement

The curriculum recognises the critical role of families and caregivers in the transition process. It provides resources and strategies for involving parents and caregivers in planning and support.

Post-School Pathways

EQUALS helps students explore and prepare for various post-school pathways, including further education, vocational training, supported employment, and independent living.

Professional Development

The curriculum often includes professional development opportunities for educators and transition coordinators to ensure they are well-equipped to support students in their transition to adulthood.

EQUALS Pre – Formal Curriculum

EQUALS pre-formal curriculum is designed to be flexible and adaptable to the unique needs of individual learners. They provide a valuable framework for educators to create meaningful and engaging learning experiences for students with complex learning difficulties.

The EQUALS pre-formal curriculum overview refers to a specific educational framework designed to support individuals with profound and multiple learning difficulties (PMLD) or severe learning difficulties (SLD). The EQUALS pre-formal curriculum overview is designed to provide a structured and adaptable framework for educators working with these learners.

Philosophical Foundation:

An explanation of the underlying philosophy and principles guiding the curriculum, which emphasises inclusivity, individualisation, and the recognition of each learner's unique needs and abilities.

Curriculum Aims:

Clear and concise statements outlining the primary goals and objectives of the curriculum for learners with PMLD or SLD.

Developmental Stages:

Identification of different developmental stages or levels that learners may progress through, recognising that learners with PMLD or SLD often have highly individualised developmental pathways.

Curriculum Strands:

The curriculum is organised into different strands or areas of focus, such as communication, cognition, sensory development, social development, and physical development.

Learning Outcomes:

Specific, measurable learning outcomes or goals for each developmental stage or strand. These outcomes are tailored to the individual needs and abilities of the learners.

Assessment and Progress Tracking:

Information on how progress will be assessed and monitored, often using a combination of qualitative and observational assessment methods rather than traditional standardised testing.

Teaching and Learning Approaches:

Guidance on instructional strategies and approaches that are effective for learners with PMLD or SLD, including multisensory techniques, communication strategies, and individualised instruction.

Adaptive Resources:

Suggestions for adaptive resources and materials that can be used to support learning, such as specialised tools, assistive technology, and communication aids.

Inclusion and Participation:

Strategies for promoting the inclusion of learners with PMLD or SLD in various educational and social contexts, including ways to encourage participation and engagement.

Personalisation:

Emphasis on tailoring instruction and support to meet the unique needs, strengths, and interests of each learner.

Transition Planning:

Considerations for transition planning as learners progress through different educational stages or move to other educational settings or post-school environments.

EQUALS Semi – Formal Curriculum

The EQUALS Semi-Formal Curriculum is a specific curriculum framework designed to meet the educational needs of learners with learning difficulties and disabilities, particularly those with severe or profound learning disabilities. It emphasises a semi-formal approach, combining elements of both formal and informal learning to provide a tailored educational experience. EQUALS stands for 'Education, Quality, and Understanding for All,' and it aims to ensure that all learners, regardless of their abilities, can access meaningful and relevant education.

Target Audience

The EQUALS Semi-Formal Curriculum is primarily designed for learners with severe or profound learning disabilities. These learners often require specialised instruction and a curriculum that can be adapted to their unique needs.

Holistic Development

The curriculum focuses on promoting holistic development, including cognitive, social, emotional, and physical growth. It recognises that learners with disabilities may have diverse learning profiles and adapts accordingly.

Individualisation

One of the key features of EQUALS is its emphasis on individualization. The curriculum recognises that every learner is unique, and it provides tools and strategies for educators to tailor instruction to meet each learner's specific needs and abilities.

Functional Skills

EQUALS places a strong emphasis on teaching functional skills that are relevant to daily life. This includes skills related to communication, self-care, social interaction, and community integration. The goal is to empower learners to become as independent as possible.

Assessment

Assessment in the EQUALS Semi-Formal Curriculum is often qualitative and observational. It focuses on tracking progress in functional skills and developmental milestones rather than traditional grading methods. The emphasis is on ongoing assessment to inform instruction and support.

Curriculum Framework

The curriculum provides a structured framework that covers a wide range of topics, including communication, numeracy, literacy, and personal and social development. It offers guidelines and resources to help educators plan and deliver instruction.

Practical Resources

EQUALS provides a variety of practical resources, including teaching materials, assessment tools, and training resources for educators. These resources are designed to support teachers in implementing the curriculum effectively.

Inclusive Approach

The curriculum promotes an inclusive approach to education, encouraging the participation of learners with disabilities in mainstream educational settings whenever possible. It also emphasises collaboration between educators, parents, and support professionals.

Transition Planning

EQUALS recognises the importance of transition planning for learners with disabilities. It provides guidance on preparing learners for life beyond school, including vocational training and community involvement.

The EQUALS Subject-Specific Curriculum is designed to provide a structured and adaptable framework for teaching specific subjects to learners with learning difficulties and disabilities. EQUALS is an organisation that specialises in creating curriculum materials and resources tailored to the unique needs of these students.

Target Audience

The EQUALS Subject-Specific Curriculum is intended for learners with a wide range of learning difficulties and disabilities. It can be used at various educational levels, from early years to post-16 education.

Subject Areas

The curriculum covers a variety of subject areas, including mathematics, language arts (English), science, social studies (geography and history), and other specialised subjects as needed.

Adaptability

One of the key features of the EQUALS Subject-Specific Curriculum is its adaptability. It recognises that students with learning difficulties have diverse needs and abilities. Educators can tailor the curriculum to meet the specific requirements of individual students or small groups.

Sensory Learning

The curriculum often incorporates sensory learning techniques, recognising that some learners with disabilities benefit from tactile, auditory, or visual experiences to reinforce their understanding of concepts.

Differentiation

The curriculum provides guidance on differentiated instruction, offering strategies for modifying teaching methods, materials, and assessments to accommodate a wide range of learning styles and abilities.

Assessment

Assessment methods in the EQUALS Subject-Specific Curriculum are typically adapted to align with the unique needs of learners with disabilities. They may include observational assessments, portfolios, and other non-traditional assessment tools.

Functional Skills

While covering traditional subject areas, the curriculum also emphasises the teaching of functional skills. These are practical skills that are relevant to everyday life and can help students with disabilities become more independent.

Practical Resources

EQUALS provides practical resources and materials to support educators in implementing the curriculum effectively. These resources may include lesson plans, worksheets, and teaching aids tailored to the specific subject being taught.

Inclusion and Accessibility

The curriculum promotes an inclusive approach to education, encouraging the participation of learners with disabilities in mainstream educational settings whenever possible. It also emphasizes the importance of creating accessible learning environments.

Collaboration

EQUALS encourages collaboration between educators, support professionals, and families to ensure that students receive the necessary support and resources to succeed in their subject-specific learning.

Progress Monitoring

The curriculum includes tools for monitoring students' progress in specific subjects. This helps educators track their development and adjust instruction as needed.

Professional Development

EQUALS often offers professional development opportunities for educators to enhance their skills and knowledge in implementing the Subject-Specific Curriculum effectively.

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.

National Curriculum

The National Curriculum covers Key Stages 1 -4 and is used for pupils working at all levels. It covers the following subjects:

- English
- Mathematics
- Science
- Citizenship
- Computing
- History
- Geography
- Art and Design
- Music
- Religious Education
- PSHE
- Physical Education.

We use the National 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 National 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.

Qualifications :

The Formal pathway consists of two strands – both are delivered using a formal approach and lead to accredited qualification suited to pupils’ individual needs. One strand includes personalised aspects of the National Curriculum whilst developing pupil’s independence. It prepares them for their next steps by working towards and gaining accredited certificates and qualifications for Asdan, AQA unit Awards, Functional Skills and Open Award qualifications.

The other strand is similar in the aspect that follows a bespoke plan with elements of the National Curriculum relevant to each pupils learning journey and pupils prepare for their next steps by working towards and gaining accredited certificates and qualifications for Asdan, AQA unit Awards, Functional Skills, Open Award qualifications as well as GCSE.

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.

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