



# Heritage Park School

## Curriculum Policy

**2024-2025**

Written by Katie Cardwell: January 2024

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## Purpose

The purpose of this policy is to provide information to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates our aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Heritage Park.

The Heritage Park Curriculum Policy also aims to describe the context behind the tailored approach to our curriculum and the reasons why such a bespoke approach is required.

The Curriculum Policy does not contain the detail and content of our curriculum, this can be found in individual subject curriculums and on our website.

At Heritage Park we believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum, alongside specialist pastoral support and approaches to teaching, provides a safe, consistent and supportive environment for pupils who struggle to maintain effective relationships and regulate themselves throughout the school day. We also recognise and adapt our provision to consider the developmental and age-related aspects to learning.

The development of the curriculum at Heritage Park is the result of considered collaboration between Heritage Park staff, outside agencies and professionals who support pupils in our school. Expert SEMH knowledge, effective planning and a passion for learning has resulted in a curriculum which both engages and is accessible to pupils that attend Heritage Park.

The policy document starts with describing the context, vision, values and intent of our curriculum. This underpins the fundamental need for a bespoke curriculum to meet the needs of the pupils at Heritage Park.

## Context

Heritage Park school is a SEMH specialist school for pupils aged from 7 to 16. We have one main site and have 3 phase groups;

- Rivelin – Y3 to Y7
- Loxley – Y7 to Y9
- Sheaf – Y9 to Y11

The differences in the curriculum within each department are clear throughout this policy.

We have 100 funded pupils across the school. At Heritage Park we predominantly support pupils with a primary need of Social Emotional and Mental Health (SEMH) which can sometimes present as extreme challenging behaviours. Pupils who attend may also have other identified or related needs such as Autism, Speech Language and Communication Needs and Moderate Learning Needs (MLD) and ADHD.

Pupils come from inner city Sheffield and the surrounding areas. Pupils are mainly from white British backgrounds. There are a significant number of pupils that come from disadvantaged backgrounds.

Due to the complex nature of the pupils who attend Heritage Park, it is our responsibility to provide them with the most appropriate curriculum, a tailored approach to both academic learning, Life Skills and Personal, Social, Health and Citizenship Education.

## Vision and Values

### *Respect, Acceptance, Kindness, Tolerance, Learn, Achieve*

At Heritage Park we strive to create a nurturing environment built on positive and effective relationships which will instil in our students the belief that they are deserving of care, **respect** and love.

This will empower them to demonstrate **acceptance** of themselves so that they can show **kindness, tolerance** and understanding.

Students will learn and grow so they can **achieve** their aspirations and make a positive contribution to society.

## Curriculum aims

The aim of our curriculum is to help students develop a greater understanding and acceptance of themselves as positive individuals with a value that goes beyond school. With a nurturing environment and positive relational practice at our core we will create a safe space where children feel part of the 'family', a space where they feel cared for and can be accepted for who they are. We will be relentless in our pursuit of ensuring our children achieve their maximum potential and appropriate qualifications leading to progression to further education and employment.

Aims:

- For all pupils to have Maths and English skills to allow them to develop life chances and access further education, training and employment.
- For all pupils to develop their reading and phonics skills.
- To encourage pupils to recognise the value of reading.
- Provide a broad and balanced curriculum that is sequenced towards knowledge progression which is challenging, engaging and enjoyable.
- Provide pupils with the knowledge and skills they will use both in their next steps of school and into employment and training.
- Ensure all pupils meet the outcomes set out in their Education Health Care Plans.
- Teach pupils to develop strong relationships and know how to make positive choices that help keep them safe.
- Have careers imbedded throughout curriculum subjects which stimulate the aspirations and abilities of all students.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Provide positive cultural capital opportunities to support their understanding of the wider world.

These curriculum aims are underpinned by our values:

- Our school values the **acceptance** of others, so our curriculum promotes diversity and inclusion.
- **Respect, tolerance** and **kindness** is promoted through a rich personal development curriculum and relational practice.
- Our school values allow pupils to **learn** and **achieve** through an accessible and aspirational curriculum, which provides quality outcomes both academically and emotionally from starting points.

## Implementation

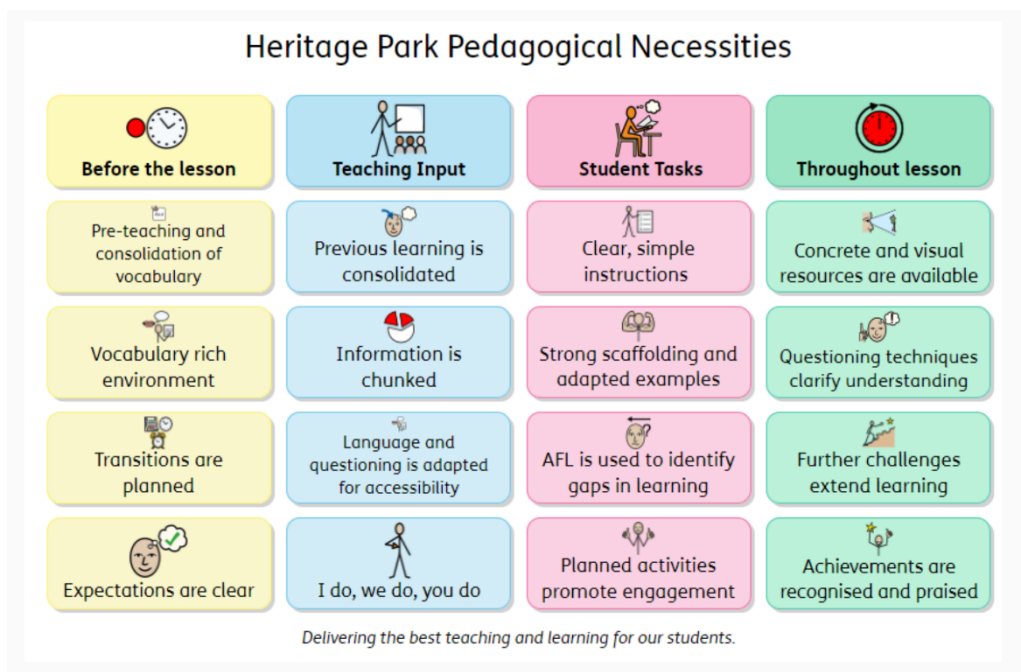
The aims of the curriculum are achieved through:

- Ensuring core skills remain a focus of the curriculum for all ages and abilities, across all subject areas, providing practical application of knowledge and skills, which link learning to outcomes and opportunities.
- Promote a love of reading in all pupils by planning engaging reading lessons which are delivered at a stage appropriate to the pupils needs, encourage pupils to read across all areas of the curriculum.
- Give pupils access to necessary skills to enable them to develop their reading to help overcome their fear of reading.
- Develop staff's ability to recognise the gaps in pupils' reading and plan activities which are tailored to their individual needs.
- A sequence of learning steps that increases pupils' knowledge and skills in line with their developmental stage, including regular opportunities for retrieval practice, progression is mapped to allow teachers to use the planning and resources to continually develop pupils from their starting points.
- Actively engage pupils in EHCP process, ensure that pupils are able to verbalise their own outcomes.
- Removing barriers to learning by quality first teaching and planned interventions to support pupil' needs.
- Delivering activities that support the development of social skills and communication.
- Explicitly teach and implicitly model strategies that support self-regulation.
- Providing opportunities for students to develop emotional resilience.
- Providing a range of careers focused opportunities for students throughout the school linked to the Gatsby Benchmarks.
- Small class ratios of 1 staff to 4 pupils.

Our curriculum is supported by strategies used by both instructional and trauma aware approaches. These are identified as:

- Micro structures used to provide routine and provide a safe environment for learning.
- Visual timetables to aid in daily transitions.
- Common language to support students in recognising their own regulation.
- Review progress at the start of each lesson.
- Use accessible reflective tasks at the start of lessons to engage pupils.
- Use small steps in learning new content.
- Scaffold tasks to support the progression of skills linked to ability.
- Use questioning to all pupils to regularly check understanding.
- Model new activities leading to greater independence.
- Build in opportunities to develop independence of all students and ability levels.

All interactions are underpinned by the pedagogical approaches which are used to reinforce school expectation:



The curriculum is organised via key stage and phase groups; Rivelin, Loxley and Sheaf. Due to pupils having such varied starting points upon entry to the school each curriculum subject is broken down into progression grids, which details the skills and knowledge pupils should know. Progression grids allow staff to identify gaps in learning and the ability range a pupil is working at. Curriculum content is then targeted to close the gaps in missed knowledge whilst the learning is adapted to meet individual pupil need. Subjects are sequenced in accordance to the National Curriculum through long term plans, subject roadmaps, and progression grids.

**Rivelin phase** follows a primary model. Pupil cohort is predominately primary aged pupils with the addition of some Y7 pupils who are not yet ready to transition into KS3 phase. All curriculum subjects are delivered by the pupil's class teacher with the exemption of PE which is delivered by a subject specialist. The curriculum follows the National Curriculum and every effort is made for pupils to access an age appropriate curriculum however, this is subject to starting points and individual ability.

**Loxley phase** follows a transitional model which aims to prepare pupils for KS4. Pupil cohort is predominately KS3. This curriculum follows the National Curriculum and every effort is made for pupils to access an age appropriate curriculum, however this is subject to starting points and individual ability. In order to minimise the number of transitions for pupils throughout the day, all pupils have a main classroom which serves as a safe space with regular class staff. Pupils stay in this classroom unless they are being taught foundation subjects. These subjects are designed and delivered by subject specialists in specialist environments. Pupils in Y9 who demonstrate they are able to transition into their next phase in education will access the Sheaf KS4 model.

**Sheaf phase** follows a KS4 model where pupils are working towards their next life stage. Where possible pupils are grouped according to their academic ability, however due to the level of need and support there maybe exceptions to this. The focus of the curriculum is for pupils to achieve a wide range of qualifications and effective careers guidance prepares pupils for their next life stage. All subjects taught in the Sheaf phase follow the National Curriculum and are delivered by subject specialists. Pupils are supported by a regular teaching assistant throughout the day.

Qualification offer:

Subject	Qualification
English	GCSE, Functional Skills
Maths	GCSE, Functional Skills
Science	GCSE, Functional Skills
PSHE	NCFE
Art	Arts Award
Physical Education	Entry Level
Design and Technology	Home cooking skills (to be added to)
Humanities	Entry Level
Computing	E-Safety, ECDL (to be added to)
Careers	Work skills

## Personal development in the curriculum

Whilst personal development is promoted through the school's curriculum, weekly PSHE lessons are delivered to support the learning of RSE, British Values and SMSC. See PHSE curriculum, British values and SMSC statement, RSE policy for more information. Targeted PSHE lessons are provided if the requirement arises to support with local issues and concerns.

Careers guidance is delivered in line with national expectations, see careers statement for more information.

School curriculum planning expectations are set out in the teaching and learning policy. All subjects within the schools curriculum will have subject on a page, long term plan and medium-term plans.

## Inclusion

All pupils who attend Heritage Park Special School require an EHCP upon admission. Our school has developed its inclusive practices to ensure all recommendations within a pupils EHCP are considered. Please see below the list of inclusive practices modelled at the school:

- Unconditional Positive Regard
- Relationship approach and the use of PACE
- Restorative approach
- Trauma aware approach
- Attachment aware
- Nurture approach
- Team Teach

- Working within the social discipline window
- Lessons are accessible to all learners to overcome barriers to learning by scaffolding and adapting learning, visual support and resources
- Small teaching groups
- Consistent member of staff attached to a particular group
- Emotionally available adult
- Self-regulation opportunities e.g. timetable and structure of the day
- Building self-esteem through the use of specific praise, rewards, achievements
- Meet and greet
- Collection of pupils from homes if transport is an issue
- Pastoral support
- Providing opportunities for pupils to engage in a wealth of enrichment activities
- Staff awareness of barriers to education for a particular subject
- Boxall profiling
- Annual review process including extended support plan
- Alternative curriculum for pupils who are not able to access full day classroom education
- Local authority outside agency support
- Curriculum offer
- Individual pupil pathways
- Unravel emotional behavioural psychology
- Technology
- Regular parental contact

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all pupils.

Teachers will plan lessons so that all pupils can access all subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The curriculum is resourced to support the needs of the subject content and pupil need to access the learning.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## Roles and responsibilities

### The Governing body

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets.

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the secretary of state.

The school implements the relevant statutory assessment arrangements.

It participates actively in decision-making about the breadth and balance of the curriculum.

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.

They manage requests to withdraw children from curriculum subjects, where appropriate.

The school's procedures for assessment meet all legal requirements.

The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### Assistant Principal

The Assistant Principal responsible for teaching and learning ensures that subjects are planned and delivered in line with the school's curriculum policy and expectations.

The school's Teaching and Learning Lead will support the Assistant Principal to quality assure the planning and delivery of curriculum subjects.

### Subject Leads

Ensure the intent and implementation of the subject is in line with the National Curriculum or regulating body.

Ensure planning is sequenced in a way which embeds learning and deepens pupil knowledge and understanding.

Quality assure the subject via learning walks, book scrutiny and pupil progress.

Support the delivery of non-specialist staff and provide training when required.

### Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Curriculum review through governing body meetings

Reviewing pupil progress data

Learning walk with Assistant Principal / Principal

Teaching and Learning Lead with subject leaders monitor the way their subject is taught throughout the school by:

Lesson observations

Planning reviews

Learning walks

Book reviews

Curriculum review meetings

Teaching and Learning Lead, subject leaders and teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Principal, Assistant Principal, and the chair of the IEB. At every review, the policy will be shared with the full governing body.

## Links with other policies

This policy links to the following policies and procedures:

Assessment policy

Non-examination assessment policy

SEN policy and information report  
Equality information and objectives  
RSE Policy  
Careers Statement