

RATIONALE

The whole curriculum as approved by the Governing Body is concerned with the holistic needs of all the pupils. The school is committed to providing the valuable opportunities of the National Curriculum but with emphasis on the development of the positive attitudes toward learning and the necessary skills involved. The National Curriculum is seen as stimulating, challenging and enriching but is often limited in its immediate relevancy to meeting pupils' needs. We seek to provide a 'Curriculum of Opportunity' that addresses both individual needs and the entitlement to the whole school curriculum utilising National, Equals, Developmental and Life Skills Curricula.

AIMS AND VALUES

- To provide a curriculum which is broad, balanced, relevant and purposeful
- To ensure that every learner, parent/carer and member of staff can make a positive contribution in an environment in which they are kept and feel safe and valued through the promotion of health, achievement and enjoyment.
- To build on pupils prior experiences, skills knowledge and understanding
- To strive for our pupils to experience and demonstrate continuous progress and achievement with opportunities for assessment to inform the learning needs
- To provide a curriculum which is dynamic and flexible to changing needs
- To make explicit what is taught and how the intended teaching and learning takes place, planning will show clear objectives and strategies to inform everyone
- To ensure provision for equal opportunities, cultural diversity and Religious Education
- To make provision for the individual learning needs of each pupil as identified initially by the Statement of Educational Need and then the Individual Education Plan
- To provide a stimulating learning environments
- To create effective partnerships with carers, parents and other professionals
- To provide opportunities for pupils to celebrate success and achievement.

In addition there is a need to involve pupils in planning, assessment and recording. The staff will provide opportunities for pupils to be made aware of why they are doing an activity, what they are expected to achieve and to evaluate their own work. Individual targets give meaning to this process and appropriate challenge.

GUIDELINES

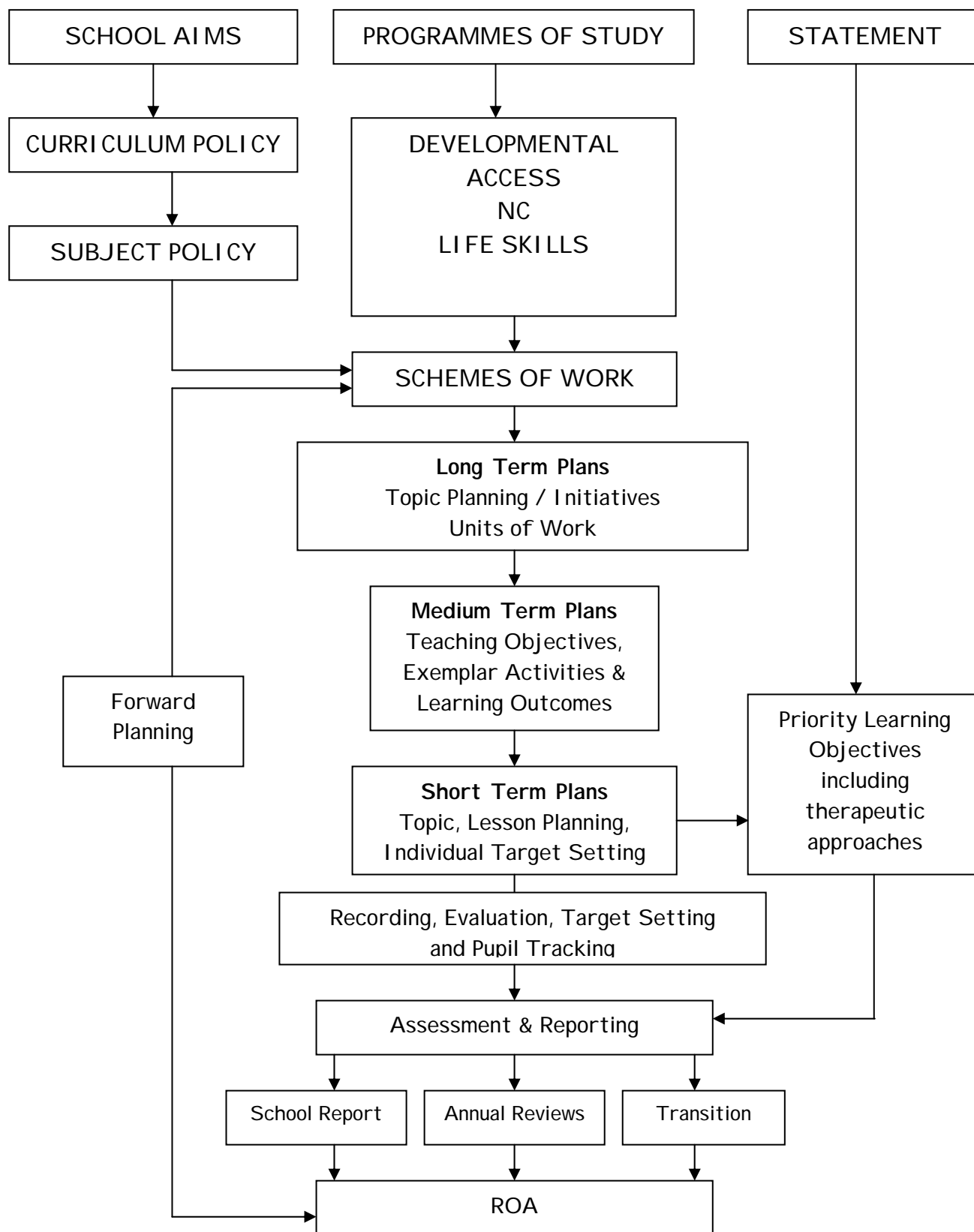
Access

For all aspects of the curriculum staff will seek to maintain the conditions most likely to facilitate learning for our pupils through:

- Provision of appropriate information and communication technology
- Appropriate use of positioning and mobility aids
- A total communication environment featuring signs, symbol and sensory systems
- Therapeutic programmes whether based on Speech and Language, Physiotherapy, Occupational Therapy or Behaviour Therapy
- Implementation of strategies to alleviate sensory impairments
- Consistent and sensitive application of programmes designed to moderate challenging behaviours
- A commitment to interdisciplinary collaboration and partnerships with parents and carers, fellow professionals, pupils and our local community
- Appropriate learning environments such as TEACCH and MAC

Many of our pupils will need to revisit fresh interpretations of themes throughout their school life and will be involved in a spiral curriculum to build on and maximise learning.

MEDINA HOUSE CURRICULUM MODEL FRAMEWORK



Time Allocation

Planning will take account of the teaching time available during the week and the basic pupil management tasks of daily life e.g. moving from place to place, transport, effects of medication, management of seizures, feeding difficulties, concentration span, positioning and slow response time etc. These routines that address personal needs are viewed as learning opportunities within the whole curriculum. Any routines such as toileting and meal times are recognised as a teaching opportunity where high quality interaction can take place.

Settings

Planning will ensure that our pupils experience a wide range of settings in order to stimulate interest and encourage generalisation of skills. Indoor and outdoor settings are included as well as, quiet areas, white room, dark room, swimming pool and alternative learning environments and approaches such as TEACCH, MAC, Core, PMLN and Life Skills.

Roles and Responsibilities

Planning is a collective responsibility taking into account staff expertise, subject knowledge and experience. Each member of the school's teaching staff, the School Nurse and one Senior TA act as subject coordinators. In consultation with the whole staff they are responsible for:

- Leading the subject policy statement which is regularly reviewed and amended as necessary
- Providing advice, support and training for staff
- Supporting curricular implementation with specific reference to the areas of learning, programmes of study and the development of schemes of work
- Prioritise and manage a curriculum budget
- Developing and implementing a subject action plan linked to the School Improvement Plan
- Monitoring the quality of teaching and learning of their subject area throughout the school and reporting outcome to the phase leaders

Assessment, Recording and Reporting

The staff at Medina House will:

- Provide a 'Baseline' assessment of pupils strengths and weaknesses as a starting point in planning for individual target setting
- Develop individual education plans showing clear measurable objectives with strategies and success criteria
- Maintain a record of achievement and experience, showing the learning opportunities with which pupils have been presented
- Note significant new responses, wherever they occur so that progress and achievement can be assessed
- Generate information to staff, team and other staff directly involved with pupils to ensure a consistent approach to pupils' learning and a generalisation of skills
- Update learning objectives as needed and report achievement

Review and Evaluation

Our planning process will be subject to ongoing scrutiny. The following questions will help to focus our review and evaluation:

1. Are individual pupils needs being met?
2. Does planning ensure continuity for individual pupils over time and across the whole curriculum?
3. Are the curricular requirements being met?
4. Is there progression across the key stages?
5. How do the curricular areas relate to each other?
6. Is there a balanced coverage of all areas of the curriculum?
7. Are there adequate opportunities for practical work and problem solving?

A subject focus schedule provides a whole school approach to curriculum review and development. Each subject will be the focus for special attention by all staff, pupils, parents and governors and will culminate in a celebration of activities. Leading up to these events there will have been a period of audit and evaluation to inform further improvement.

Reviewed April '08