



## **Bennerley Fields School Curriculum Policy**

### **Introduction**


Bennerley Fields School is a special school providing high quality education for pupils from 2-16. The pupils who attend school have varying levels of learning difficulties and a range of needs including medical and physical, and all have communication needs.

All the pupils have an Education and Health Care Plan which outlines individual needs, outcomes and provision to enable pupils to develop, learn and make progress towards long term outcomes.

At Bennerley Fields we ensure that our curriculum, how we teach, and our assessment meets the needs of our pupils and reflects all pupils in our school community.

### **Intent**

The intent of our curriculum is to provide all pupils with the knowledge, skills, understanding and breadth of experience to allow them to develop independence to be valued, respected and to be the best that they can be. The curriculum is designed with pupils at the centre, to prepare them for life beyond Bennerley Fields and to reflect the school value and vision.



**School Vision**

Bennerley Fields is a vibrant, nurturing school community where everyone is welcomed, valued and respected. With great support and hard work we aspire to be the very best we can be.

*Together we achieve amazing things.*

Underpinning our curriculum and linked to our vision and values are three curriculum drivers. These are threaded through all curriculum areas to support and develop communication, aspiration and nurture.

Communication at all levels is fundamental as,

*'The ability to communicate is fundamental to human experience and learning and to participation and achievement in all curriculum areas.'* (DFES 2005)



**Our Curriculum Drivers**

Behind every lesson, every activity, every interaction at Bennerley Fields, we focus on:

- Communication 
- Aspiration 
- Nurture 

Together we **CAN!**

Adopting a centrist pedagogical approach, blending the traditional and progressive approaches, ensures pupils move beyond memorisation. This is a balance of knowledge and skills which can be seen throughout our curriculum outcomes. The knowledge, defined as substantive knowledge, is built on over time and sequenced to ensure learning leads to understanding. Skills, defined as the application of disciplinary knowledge, allows the pupils to build functionality and give the knowledge a sense of purpose. Knowledge and skills are intertwined, sequenced and are mutually beneficial and supports pupils being able to not just recall but connect knowledge.

Progressing through EYFS, Primary and Key Stage 3 there are 3 different curriculum stages following a three-four year cycle. These curriculum stages implement bespoke cross curricular projects so topics are exciting, varied, relevant and meaningful. Each curriculum stage builds on substantive and disciplinary knowledge from the previous one. The centrist pedagogy leads to the projects knowledge-engaged approach where,

*'Knowledge is seen as underpinning and enabling the application of skills.'*

*OFSTED 2019*

The projects in Curriculum Stage 1 'Nurture' incorporate learning for English, Communication, Language and Engagement, How My World Works, My Physical Development, My Creativity, My Community, in addition to Maths, PSHE/ RSE and RE. This also incorporates learning towards the Early Learning Goals for EYFS pupils.

For Curriculum Stage 2 'Support' and Stage 3 'Aspire', projects incorporate English, Science, Creative, Humanities, Technologies and in addition to Maths, PE, PSHE, RSE and RE.

During Stage 4 'Achieve' for Key Stage 4 pupils the curriculum offer is broad and balanced whilst providing opportunities for pupils to achieve and improve their skills, knowledge, understanding, social and emotional development, wellbeing and physical development. We support our pupils to attain the highest level of recognised qualification relevant to themselves. They are encouraged to be proactive learners through planned tasks, independent learning and problem solving.

In Stage 4, the core offer comprises of accredited courses in English and Maths, Science, as well as bespoke Careers, PSHE, RSE, RE and PE schemes of learning. In conjunction with Culture Studies and Pathway to Adulthood this prepares pupils for further study, training and employment. Accreditation consists of Entry Level qualifications and AQA Unit Awards Scheme certificates at Entry and Pre Entry Level depending on a pupil's ability.

Our bespoke curriculum builds on individual strengths and needs whilst supporting pupils to achieve, and in their aspirations to succeed. The curriculum allows pupils to be fully prepared and best equipped for life beyond Bennerley Fields in order to help our students, become independent and successful young adults.

Pupils are supported with transition to their next destination and are prepared for the next stage of their education.

Curriculum Stage 1 'Nurture'	Curriculum Stage 2 'Support'	Curriculum Stage 3 'Aspire'
<p>A topic based, holistic, sensory curriculum. Pupils learn through carefully planned teacher led tasks whilst allowing opportunities for learning through pupil led activities. Learning also takes place through participation and experience.</p>	<p>A topic-based curriculum building on the foundations laid in Stage 1 Nurture. Learning builds on real life experiences extending knowledge and skills through balance of practical and paper-based activities. Sensory regulation is integrated into the curriculum.</p>	<p>A more challenging topic-based curriculum which has a more subject based approach to learning. Pupils are able to learn more abstract knowledge concepts and access more formal learning methods alongside practical skills activities.</p>
	<p><b>Stage 4 'Achieve' Willows (KS4)</b></p>	<p><b>Stage 4 'Achieve' (KS4)</b></p>
	<p>English and Maths follow accreditation through the AQA Unit Award Scheme. The curriculum offers pupils opportunities to gain accreditation whilst developing valuable life skills and building independence.</p>	<p>The curriculum follows Functional Skills syllabus for Maths and Entry Level Certificate for English. Pupils also follow AQA Unit awards at Entry Level for Science and the wider curriculum offer, including units that prepare them for adulthood.</p>

## Four Areas of Need

For our pupils the four areas of need are central to our curriculum, with 'Beyond Bennerley' providing opportunities to enrich their experiences developing and enhancing cultural capital.

The skills required for preparing our pupils for life 'Beyond Bennerley' are incorporated into our curriculum through each of the areas of need. We aim for our pupils to be able to make informed choices, create opportunities and be responsive to change.

<b>Communication and Interaction</b>	<b>Cognition and Learning</b>
Speech & Language Therapy programs PECS Makaton Social stories Circle time Visual supports ELKAN  Beyond Bennerley Off site visits e.g. shopping Wider community Travel training Transition from and to new settings Drama	Bespoke Curriculum White Rose Maths Learning Interventions Little Wandle Phonics Personal Learning Goals- EFL (across all strands) Accredited Courses KS4 Pathway to Adulthood  Beyond Bennerley Work related skills Work experience Life skills Shopping Library Topic related off site visits
<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory Development</b>
PSHE curriculum RSE curriculum THRIVE Forest school Yoga Mediation Relaxation Outdoor play Peer massage  Beyond Bennerley Hobbies Cultural experiences Residential Trips	Occupational Therapy programmes Physiotherapy programmes Sport leaders (when relevant) PE opportunities Sensory diets Sensory room activities Messy and sensory play TAC PAC Sensory garden  Beyond Bennerley Swimming Sports Outdoor activities Orienteering Dance

## **Implementation**

Based on the components of the curriculum, leading to composite outcomes, we deliver learning opportunities using strategies that are accessible and engaging at each stage of the curriculum. Approaches to learning are based on clear pedagogical and research based methods.

Through the implementation of a wide range of specialist strategies teachers deliver each of the curriculum stages. They plan and deliver creative lessons to ensure high expectations and high standards for all pupils, enabling them to apply knowledge through focused skills. Sequential lessons have focused learning outcomes built on substantive and disciplinary knowledge.

Teachers are provided with continuous professional development to implement research based or established good practice methods as strategies to deliver our curriculum content and ensure engagement and progress for all pupils. These maybe used for whole class groups, small groups or to support the learning and progress of individual pupils. These include but are not limited to the table below.

Strategy	Area of Learning			
	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and/ or Physical
Attention Autism	•	•		
Break (time out)			•	•
Classroom environment-structured, orderly and calm, seating plan	•	•	•	
Classroom ownership		•	•	
Concrete, pictorial, abstract approach		•		
Differentiation	•	•	•	
Forest Schools	•	•	•	•
ICT to support learning	•	•		
Intensive interaction	•			
Lego Therapy	•		•	
Makaton	•	•		
Making Choices	•	•	•	
Movement breaks		•	•	•
Numicon		•		
Objects of reference	•	•		
PECS	•			
Peer Massage	•		•	•
Practical learning experiences		•		
Rebound Therapy				•
Sensory Diet		•	•	•
Sensory Stories		•		
Social Stories	•	•	•	
Symbols	•	•	•	
TEACCH	•	•		
THRIVE	•	•	•	
Visual supports for learning		•		
Visual Timetables	•	•	•	
Zones of Regulation	•		•	

## **Impact**

We recognise the impact of the curriculum by celebrating the achievement of all pupils. The impact of the curriculum can be seen in the quality of pupils' work and the progress towards their EHCP outcomes. This is further demonstrated through the achievement of external accreditation at Key Stage 4. They will be prepared to take the next steps in their education for life beyond Bennerley Fields with the ability to apply their knowledge and skills in a meaningful way.

Assessment is an integral part of ensuring best outcomes for all pupils and we implement a robust 'assess, plan, do, review' cycle to support reflective improvement. This cycle involves both summative and formative assessment to ensure we capture the whole pupil.

Please see the Assessment and Data Policy for detail about the range of assessments systems in school.



## Curriculum Policy

Version	Reviewed in School	Approved by GB/SLT/HT/IG
1-Date Approved	28.11.2022	28.11.2022

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Approved on GVO on
2	26.4.24	GB	13.06.24
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