



Curriculum Policy

September 2020

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Linton School

Curriculum Policy

Adopted by: Rebekah Dennett

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Designated Safeguard Lead: Rebekah Dennett

Date: 1st January 2020

Deputy Designated Safeguard Lead: Sean Di Sora & Paul Barton

Date: 1st January 2020

Head Teacher: Rebekah Dennett

Date: 1st January 2020

Head of Education Service: Declan Tuer

Date: 1st September 2019

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Useful links:

Linton School

<https://lintonschool.lancs.sch.uk/>

OfSTED Report: <https://reports.ofsted.gov.uk/provider/27/145242>

Class Dojo

<https://www.classdojo.com/en-gb/?redirect=true>

Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Curriculum aims

Our curriculum aims to:

1. Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
2. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
3. Support pupils' spiritual, moral, social and cultural development
4. Support pupils' physical development and responsibility for their own health, and enable them to be active
5. Promote a positive attitude towards learning
6. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
7. Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
8. Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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](#).

3. Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with additional learning needs (ALN)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from key stage 2 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

The Head Teacher

The Head Teacher 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 board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board 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 ALN

Other staff

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

Overall curriculum responsibility: Rebekah Dennett

English & Humanities: Andy Cavill

Math, PHSE & Employability: Steph White

Science, ICT & Arts: Sean Di Sora

Forest schools & Outdoor Education: Paul Barton

Physical Education: Ramzi Dabbar

Equestrian and Outdoor Learning: Freddi Porter-Shaw

4. Organisation and planning

At Linton School we have a creative and bespoke way of delivering and organizing our curriculum which takes into account the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the spiritual, social, moral and cultural development of the pupils as well as giving pupils experience in English, mathematics, science, technology, human and social, physical and aesthetic and creative education.

We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum and subject specific targets to close the gaps in their learning and provide them with a basis on which they can make progression.

Teachers at Linton School teach their specialist subjects and staff are provided training to help support the teaching of these. Teaching assistant support the young people and they are the consistent figures within the classroom. As the lessons change throughout the day, the teachers will visit classrooms meaning that the students remain in a space that is familiar to them.

Linton School offers a range of outdoor learning such as; equestrian, horticulture, outdoor education, animal husbandry and animal care. These lessons provide opportunities for the children and young people to experience, develop and master life skills and all pupils have can gain qualifications and work experience. Our extensive outdoor curriculum can also be used to support a child's therapeutic needs.

Teachers plan yearly overviews which identify topics that the young people will find engaging, as well as topics that are needed to promote social, moral, cultural development and prepare the young people for a successful transition to further education and/or employment. From that teachers use medium term planning to break the topics down into weekly sessions including specific learning objectives, outcomes and detailing teaching activities with a focus on individual pupils. Teachers also create individual lesson plans using the 5 minute lesson plans from the Teacher Toolkit.

Classes at Linton School are organized in a variety of ways. Taking into account the social, emotional and mental health needs of our young people all pupils are placed into a class group by focusing on their individual needs. Children may not be with peers in the same

year group and maybe with children both older and younger than themselves however, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavor to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

English, Mathematics, ICT and Science

English, Mathematics, ICT and Science are taught discreetly and consciously reinforced through all aspects of the curriculum and the school environment.

English and Mathematics are taught four times a week and form part of the pupils' routine.

Pupils reading schemes are developed by the use of a variety of methods, for example phonics and sight reading schemes, which provide a structured age appropriate and engaging scheme to support reading and comprehension skills.

14-18 curriculum

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a living independently and employability focus in the timetable which gives pupils the opportunity to prepare for adult life. In addition, skills such as basic cooking are taught and, where appropriate.

PSHE and SMSC

PSHE is a timetabled session enabling all pupils to develop their self-knowledge, self-esteem and self-confidence.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days. Through PSHE we aim to ensure pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

The PSHE and SMSC curriculum strongly encourages respect for other people, and promotes the fundamental British values— democracy, the rule of law, individual liberty and mutual respect and tolerance, particularly for those people with protected characteristics, for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

The development of social and communication skills is also a key part of the PSHE and SMSC curriculum.

Religious Education and Collective Worship

Religious Education themes and topics are covered through assemblies, PSHE and designated enrichment days throughout the year.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally.

Shared assembly times focus on celebration and the worth-ship of all those within Linton School's community and aims:

- To show interest in and concern for members of Linton School's community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and the wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon the dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful

Sex and Relationships Education

Sex and Relationships Education is taught in the PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations and the School Nurse for specialist individual input and support.

Parents may request that their child is excused from Sex Education.

Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new activities.

Accreditations

Learning outcomes are accredited by AQA unit awards and where appropriate entry level qualifications e.g. Functional Skills, ASDAN, and GCSEs.

Career guidance

We ensure that all career guidance that pupils receive:

- a) Is presented in an impartial manner;
- b) Enables them to make informed choices about a broad range of career options; and
- c) Helps to encourage them to fulfil their potential

Resources

Resources are allocated in line with the School Development Plan.

CPD

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with additional learning needs
- Pupils with English as an additional language (EAL)
- Pupils who have a social worker
- Pupils who have been or previously been looked-after

Teachers will plan lessons so that ALL pupils can study every subject, 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.

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

6. Monitoring arrangements

This policy will be reviewed on an annual basis by the Head Teacher and Head of Education Services. It will be due for review in **September 2021**.

7. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Safeguarding Policy
- Additional Learning Needs policy
- Equality statement