



FARNEY CLOSE SCHOOL

Curriculum Policy and Statement of Intent

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Curriculum Intent

Farney Close School follows the National Curriculum to ensure that our young people are not disadvantaged when they leave school for college or employment. This means that our young people experience an educational provision as near to the educational provision within mainstream schools and a sense of inclusion.

Our intent is to offer a curriculum that meets both the needs and aspirations of our young people. We do this within the current statutory framework and do not disapply the expectations of the national curriculum. However, how we deliver our curriculum may look very different to other schools. Nonetheless, we have shaped our curriculum design to centre around the young person, focusing on the following:

1. Enable all young people to have the opportunity to receive an education that supports each of them to become the best version of themselves.
2. To develop and plan a program of careers-based education, advice and guidance that enables our young people to have the tools, resources and resilience to flourish beyond Farney Close School.
3. Value the uniqueness of every young person, with that young person being central to the quality of education and training they receive.

Our curriculum provides full-time education through a range of fully qualified teachers and specialist Instructors for young people of compulsory school age. We use subject matter that is appropriate to the individual ages and aptitude of the young people, meeting their special educational needs.

Curriculum Implementation Key Features:

- A broad and balanced curriculum, encompassing both academic and vocational pathways, with an expansive enrichment program which develops the skills, knowledge and attributes of our young people, in our case those with, Social, Emotional and Mental Health difficulties (SEMH).
- Teaching of linguistic skills, knowledge and understanding primarily through English. The aim is to develop young people's communication skills and increase their command of language through listening, speaking, and reading and writing; helping young people of lower ability to understand the written and spoken word effectively as they move into employment or college.
- Providing a complete environment for young people to flourish in order to become responsible members of their communities while being supported academically, socially and spiritually at Farney Close school.
- The explicit teaching of Soundwrite phonics in Key stage 2 in order to develop reading skills prior to entry into Key stage 3.

- A two-year structured Key Stage 2 curriculum is in place in our Primary provision, there is a strong focus on developing skills in both English and Maths as well as a sharp focus on PSHE. All Key Stage 2 students also benefit from a curriculum enriched by foundation subjects and enrichment activities, following the outline of the national curriculum.
- A three-year coherently planned Key Stage 3 curriculum is in place for the majority of subjects with the exception of Science and English which are two year, which builds, from their individual starting points, a strong and broad foundation of skills and knowledge for young people to succeed at Key Stage 4 and beyond.
- A two-year Key Stage 4 where young people are given time to study and prepare for the Core GCSE subjects, alongside foundation and vocational subjects. Giving a breadth of studying a wide range of subjects that are centred around the young person and their needs. Due to breadth and depth of content covered, Science and English programmes of study in Key Stage 4 are three years.
- Key Stage 5 (Post-16 independent living and learning): There is a clear intent to ensure young people achieve the highest level of accreditation within their capabilities based on the educational pathways they have chosen and supported by careers advice at Farney Close.
- First-class careers advice which supports young people to be ambitious for their futures.

Planned Curriculum Impact:

- The impact of our curriculum is to enable all young people to 'have the opportunity to receive an education that supports each of them to become the best version of themselves'. Specifically:
- All young people have a thirst for learning and are consistently praised and recognised for their achievements.
- All young people have the knowledge, skills and attributes they need to flourish in all aspects of life.
- Young people have developed interests and talents through the enrichment that runs through the curriculum.
- All young people value relationships, British values, diversity and contribute responsibly to their communities.

The Context of our Curriculum Provision

At Farney Close School we cater for a number of young people who face a significant range of challenges in accessing learning. Some of this may be as a result of young people who have not been in school for a number of years prior to them joining us and therefore time must be spent building their resilience for learning. Most young people

who attend Farney Close School have complex needs that include SEMH, ASD and associated behaviours such as persistent demand avoidance

What educational regulations and legislation affect the school?

Farney Close follow the National Curriculum in order to ensure that our young people are not disadvantaged when they leave school for college or employment. This means that our young people experience a similar educational provision to those young people in mainstream schools and a sense of inclusion.

The implementation of our curriculum

What does the school's curriculum include?

The school provides full-time education through fully qualified teachers for young people of compulsory school age. We use subject matter that is appropriate to the ages and aptitude of the young people, including those with additional special educational needs. What follows is an outline of how each subject is interwoven into the curriculum.

Linguistic:

We teach linguistic skills, knowledge and understanding primarily through English. The aim is to develop young people's communication skills and increase their command of language through listening, speaking, and reading and writing. Further, we aim to extend English into GCSE and other externally accredited examinations, and to help young people of a lower prior attainment to understand the written and spoken word effectively as they move into employment or college.

Naturally, English skills are employed across the curriculum in a wide variety of other subjects, but to help young people understand how language is used socially and address elements within some young people's EHCP, where for example young people might have a Speech and Language diagnosis, or a social communication difficulty, those young people have access to individual Speech and Language Therapy. The school also has a Dyslexia specialist who helps young people who have dyslexia or difficulties with literacy in general.

Young people with English as an Additional Language (EAL):

English as an additional language (EAL) refers to young people whose first language is not English. The young person may already be fluent in several other languages or dialects, which is why the term English as a second language. Young people who come to Farney Close with EAL will be properly supported to access the curriculum and to expand their understanding and use of English. In addition, we will look to further develop their use and understanding of their own language and to help them access examination courses in that language in Key Stage 4.

Mathematical:

Lessons in Mathematics are designed to help young people make calculations; understand and appreciate relationships and patterns in number and space; and to develop their capacity to think logically and express themselves clearly with number and abstract calculations. Young people's knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, problem solving, exploration, and discussion. Mathematical skills are also reinforced, extended and developed in more concrete, practical ways through other areas of the curriculum in subject such as PE, Design Technology and Food Technology. This area is taught with the aim of successfully attaining a GCSE in Mathematics.

Scientific:

Science lessons focus on increasing young people's knowledge and understanding of nature, materials and forces. We also develop the skills associated with investigating science as a process of enquiry, for example, observing, forming hypotheses, conducting experiments and recording findings. Areas of science in other subjects are also reinforced in PSHE, Relationship & Sex Education, PE, Food Technology and Design Technology. This area is taught with the aim of successfully attaining a GCSE in both Physics and Biology.

Technological:

Design Technology and Food is an important part of the curriculum, helping young people learn how to develop, plan and communicate ideas. The process of working with tools, equipment and materials to produce good quality products through a process of evaluation also forms a vital part of Technology.

Young people learn about Information and Communication Technology (ICT) as both a discrete subject and an integrated subject within the curriculum. To support the subject, we have a modern, purpose-built IT room and all classrooms have an interactive whiteboard. There are also several additional laptops in each classroom which stand alongside a range of PC's also available.

The school has a comprehensive range of software available for young people, including specialist programmes to support literacy and numeracy, and other subject specific software to support teaching and learning throughout the curriculum up to and including GCSE.

Human and Social (incorporating PSHE):

This area of the curriculum focuses on people and their environment, and how human action has influenced events and conditions. In our school, these issues are covered throughout our curriculum.

Areas of human and social interaction, including intra and inter-personal interaction, are dealt with in PSHE, Citizenship and Relationship and Sex Education, and Tutor time. This

element in particular is supported through the 24-hour social curriculum: defined by the day-to-day experience of living in a small community. This plays a key role in developing young people's understanding of the social impact they have on themselves and other people. Additionally, the PSHE curriculum builds on local issues and events that is relevant to our young people and their society, as well as discussing issues that affect our young people both locally and nationally, so that they can become active responsible citizens, capable of making informed choices and decisions.

Religious Education also forms part of the weekly curriculum, and focuses on types of faiths, tolerance and understanding, in addition to looking at the world and its different faiths globally.

Farney Close School recognises the importance of equality. As such, we promote equality both through the formal school day curriculum, and the 24-hour curriculum. This supports and reinforces learning and helps young people connect information and experiences through a 360-degree approach.

The nature of the special needs of our young people means that they can make themselves vulnerable to many of the issues identified in the "Keeping Children Safe in Education 2020" (updated 2022). This means that we need to make young people aware of a range of safeguarding matters, for example around the matters such as Sexual Exploitation and Radicalisation, in order to help them better protect themselves now and in the future. To achieve this, we focus on these matters through PSHE, visiting speakers, and educational theatre productions, and at all opportunities within the 24hour experience of being at school.

Similarly, we look to promote British values with all of our young people, focusing on:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs

Again, this work is achieved through special assemblies, visiting speakers, special whole school awareness days, visiting theatre groups and, more formally, through PSHE lessons and our SMSC programme which underpins much of what we do all of the time.

Physical:

Through Physical Education, we aim to develop young people's physical control and coordination, as well as their tactical skills and imaginative responses. As with all

curriculum areas, the process of evaluating presentation and performance is key to teaching and learning. Young people are also expected to learn about the basic principles of fitness and health, meaning that young people develop and understand the importance of maintaining a healthy lifestyle by finding a sport/s they can pursue either as a leisure activity or at a competitive level. To support this further, the school's evening activities often feature sports and outdoor pursuits, such as cycling and swimming, in support of this endeavour. We have also expanded our curriculum offer to include Performing Arts with a focus on dance. This enables our pupils to explore physical creativity and enhances the work on coordination and control undertaken in PE lessons.

Aesthetic:

The aesthetic and creative learning element of the school's curriculum is found through subjects that promote making, composing and inventing. Although these aspects can be found within many subjects in the school's curriculum, they will be found mainly in subjects such as Music, Art, Food, DT and Drama (within English).

Are there any non-statutory additions to the curriculum?

In addition to the curriculum, the school has an active enrichment programme based on outdoor education. The aim of this is to provide young people with an opportunity to learn outside of the classroom, and to promote teamwork, physical fitness, emotional well-being, build resilience, confidence and self-esteem.

For many young people, the programme will provide them with opportunities that bring new life experiences and develop new skills. In turn this will allow them to build positive relationships with their peers and staff alike. An important factor of the programme is that everyone can achieve something in the outdoor education setting and this will be evident as the young people's self-esteem begins to develop.

How do we meet young people's individual special educational needs?

Young people are baselined within their first half term with us at Farney Close in all subject areas. They are also assessed for their level of ability in reading and writing by our SEND team. This information is then used to inform curriculum planning and to plan interventions where they might be needed to close the gap in attainment for certain young people. As we have some young people who join us who have been out of education for quite some time, this also involves taking time to build their resilience and self-esteem so that they can access more of the curriculum. In addition to our academic curriculum, we offer bespoke therapeutic plans where needed to ensure that other barriers to learning, resilience and self-regulation are broken down over time.

The work undertaken by the SEND team enables Literacy strategies to be embedded into the daily curriculum. The Educational Passports (*Pupil Passports*) are created by the SEND department, with the young person, from outcomes identified in their EHCP, identifies personal goals to help them achieve both academically and socially. This

information is disseminated as efficiently as possible to ensure that young people's individual needs and views are kept at the heart of class and subject teaching.

Teachers are then able to plan and discuss teaching strategies, that will be effective in lesson, helping young people to overcome their areas of difficulty. All tasks are differentiated to provide for the individual young person's need and learning style. Through assessment young people's progress is monitored and evaluated. This then allows us to review the EHCP, generating new objectives as the young person develops. Every young person also has a Behaviour Support Plan and Risk Assessment, which supports planning, and teaching and learning, helping young people to achieve and manage well throughout the school day.

Young people with identified literacy or speech, language and communication difficulties work to an Individual Education Plan and Educational Passport, receiving 1:1 support, or by working in targeted small groups. This may be for an intensive period of time, especially upon entry, allowing young people to make rapid progress, with the aim of enabling them to access the full curriculum, or regular session throughout a young person's time at Farney, depending on their need.

At Farney there is an emphasis on sharing information, knowledge and good practice. It is vital that information is shared between the teams- Care, Education, and Therapists, in order to know and understand our young people, and adapt the provision accordingly to meet their daily needs.

Does the school's Equality policy affect the curriculum?

The school's Equality policy has a global effect on the school and is supported within the curriculum. For example, it affects the Role of Education at the school, the Recording and Assessment policy, the schemes of work for PSHE, and many other subjects to different degrees. For further information, please refer to the Equality Policy on the school's Intranet under Farney Close Policies and Procedures.

How does the school ensure that its curriculum is sufficiently broad and balanced?

The breadth and balance of the curriculum follows guidelines from the Department of Education. The Department sets out the clear, full and statutory entitlement to learning for all young people, which means that a balance must be maintained in order to achieve full coverage of all of the elements of the curriculum. In order to achieve this, we have carried out our own analysis of the time we allocate to each individual subject area and compared these allocations to those in the Department quartile scales. This analysis shows that the time allotted to all subjects taught at the school is at an acceptable level, with many falling within the higher quartile section, meaning essentially that young people have over and above the advised minimum and that as such they have further opportunities for an enriched curriculum.

Does the school provide a range of options at Key Stage 4?

The school provides a range of externally accredited qualifications as options at either GCSE, Entry Level or, in relation to vocational education, at Pathways Entry Level, and Laser Learning. The amount of choice depends on the number of young people in the year group, however there are a range of compulsory subjects including English, Maths, Science, RE, ICT, PE and PSHE, including Relationship and Sex Education. Other options that may be offered include Media, Design Technology, Graphics, Art, Food, History, Construction, Motor vehicle mechanics, Duke of Edinburgh and Music. Further information on option subject in Key Stage 4 can be found in the Subject Options handbook in the General Information section on the school's website.

Does the school offer subject options in Years 10 and 11?

Yes, there are a good range of vocational and academic subject available to young people. Further information on Year 10 and 11 option subjects can be found in the Options Handbook for young people in the General Information Section on the school website.

Are vocational options available to young people?

At the school's Copperthwaite Centre, young people can take vocational options. Through this facility we offer Vehicle Mechanics, Construction, Painting & Decorating, Catering and Hospitality, Art and Creative Media to exam level. Further information on option subjects in Key Stage 4 can be found in the Subject Options handbook in the General Information section on the school's website

Key Stage 5 (Post-16 independent living and learning)

At Key stage 5 young people may live on site and study at an FE college of their choosing within a commutable distance (subject to entry requirements), this is our Post16 independent living and learning. Young people are supported to attend with some young people still receiving a high level of support from Farney Close Staff during the day and others less so. Over the time of the courses however we work hard, with our young people, to build their resilience and readiness for independent life and living. Young people who live on site at post-16 age also undertake an independence course on the house to help them prepare for their next steps in employment, education or training.

The impact of our curriculum

How will the school monitor and evaluate the work set for the young people?

The work of all young people is differentiated where necessary. This encourages success and allows young people to achieve in every area of the curriculum. Work is marked at regular intervals, with the marks recorded in teachers' planners along with other information that will support planning and help to improve young people's attainment. Teachers' planners are regularly checked by the SLT and middle leaders. When work is marked, comments and feedback are given to each young person in a way that is critical yet supportive. The aim is to help young people see what they need to do to

make further progress. End of Programmes of Study Assessments are completed for all young people and recorded centrally using the BSquared Software Programme for Key Stage 3 and recorded utilising bespoke grading for each Key Stage 4 subject studied. Further information on young people's assessment can be found in the school's Assessment Policy.

How does the school maintain high curriculum standards?

All teachers at Farney Close are qualified in their specialist fields. To maintain their subject knowledge teachers, receive in-service training. In-service training also focuses on helping teachers and Classroom Assistants to address some of the extra difficulties that our young people face, such as Dyslexia, Speech and Language, Autism, and social, emotional and mental health difficulties. This approach helps teachers to adapt their plans and delivery methods, and to effectively identify appropriate levels of support through classroom assistants, IT support, specialist therapists, or other physical resources.

Farney Close only uses nationally recognised examinations, such as those identified above. This is because we firmly believe our young people are entitled to access a range of nationally recognised examinations. It also clearly sets young people a level of expectation and ensures that they are not disadvantaged in any way by attending a special school. This means that when young people have the same experience as their friends and family at home, they are less likely to feel marginalised or disadvantaged. In order to decrease anxiety and stress, Young people taking examinations are given mock exams so that they can realistically experience what is to come. It also means that they can then discuss strategies to help them cope and be more successful.

Will young people have access to work-related learning?

We want every young person to go on to a college placement or regular employment after they leave the school. To this end, we have our own independent careers and college advisor who works with each young person in Years 10 and 11. The advisor also liaises with Further Education Colleges in each young person's local area in order to facilitate a smooth transition from school to college as young people move on. As part of this the advisor attends annual reviews and meets on a termly basis with all young people in these year groups to identify what they would like to do after leaving school.

At the same time, we have a Careers Coordinator who assists young people in making college applications and finding work experience. Importantly, young people are fully involved throughout the process at all times, helping them develop personal responsibility and independence skills.

Does the school have links to local colleges?

Yes. To support young people's development, we have links to Haywards Heath 6th Form, Collyer's 6th form, The MET in Brighton, Crawley College, North Brooke College, Brinsbury College and Plumpton Agricultural College. These colleges are used mainly by our

young people in Post 16 although they sometimes support Key Stage 4 young people access courses.

How does the school self-evaluate its subject policies and procedures?

Every three years each subject department within the school produces an action plan that outlines its plans for the curriculum. Also, at the halfway point between action plans, each department performs a series of evaluations based on the M.I.C. Self Assessment plan. This focuses on progress that has been made and areas for development moving forward. We also expect departments to highlight strengths and weaknesses, and to identify any new initiatives that need to be introduced during the next cycle of planning. In addition to this, there is also a programme of learning walks and book scrutiny undertaken by SLT, the Senior Teacher and through Governor's monitoring visits.

How is teaching and learning monitored and evaluated throughout the school?

A range of methods are used to monitor teaching and learning in the school. For example, teachers are observed on a number of occasions through the year by the SLT, middle leaders, the Senior Teacher and an external advisor, using Ofsted guidance. A teaching and learning guidance document about this is available on the school's Intranet.

In addition, we assess all young people's attainment and progress by using a range of data, including attainment in relation to National Curriculum guidance, marking of young people's work, target-setting information, teacher observations, formative and summative assessments, young people's work and how they record their work.

We always involve young people in the process and communicate a summary of this information to the parents/carers and referring Local Authorities, and where appropriate, to others working to support an individual young person such as Social Workers. As part of this there are "light touch" reports to parents and carers at the end of the Autumn and Spring terms, and then a fuller report at the end of the Summer term. In addition, young people receive reporting information for their yearly annual statutory EHCP review. Nevertheless, parents/carers can have information more regularly if they contact senior managers who are on duty during the evenings.

Assessment Arrangements

Young people at Farney Close are assessed against key criteria depending upon the subject. This is reviewed at the end of a programme of study by teaching staff and shared with young people. This data is then collected a minimum of twice in an academic year at a whole school level and analysed, in order to enable leaders to hold teachers to account and in order to ensure young people are well informed of their progress. Analysis of data about curriculum outcomes for young people is used to ensure that individual or group outcomes are the best possible outcomes we can ensure. This includes, but is not limited to, analysing the progress of individual year groups, attainment by gender, the comparative attainment of Young people Looked After (CLA),

attainment in relation to ethnic diversity, and attainment by subject. Further information on this can be found in the school's Assessment, Recording and Reporting Policy.