



FARNEY CLOSE SCHOOL

Curriculum Policy and Statement of Intent

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Signed	
Role	Principal
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Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

Curriculum Intent

Farney Close School follows a course of learning based around the National Curriculum to ensure that our children and young people are not disadvantaged when they leave school for college or employment. This means that our children and 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 children and 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 children and 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 children and 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 children and young people of compulsory school age. We use subject matter that is appropriate to the individual ages and aptitude of the children and young people, meeting their special educational needs.

Curriculum Implementation Key Features:

- A broad and balanced curriculum, encompassing both academic and vocational pathways, which develops the skills, knowledge and attributes of our children and young people and young people, in our case those with and not limited to, Social, Emotional and Mental Health difficulties (SEMH), Autism, ADHD, ADD and PDA.
- Teaching of linguistic skills, knowledge and understanding primarily through English. The aim is to develop children and young people and young people's communication skills and increase their command of language through listening, speaking, reading and writing; helping children and young people of all levels of prior attainment to understand the written and spoken word effectively as they move into employment or college.

- Providing a complete environment for children and young people to flourish in order to become responsible members of their communities while being supported academically, socially and emotionally 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, 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 children and young people to succeed at Key Stage 4 and beyond.
- A two-year Key Stage 4 where children and 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 children and young people achieve the highest level of accreditation within their capabilities based on the educational pathways they have chosen and are supported by careers advice at Farney Close.
- First-class careers advice which supports children and young people to be ambitious for their futures.

Planned Curriculum Impact:

- The impact of our curriculum is to enable all children and young people to 'have the opportunity to receive an education that supports each of them to become the best version of themselves'. Specifically:
- All children and young people have a thirst for learning and are consistently praised and recognised for their achievements.
- All children and young people have the knowledge, skills and attributes they need to flourish in all aspects of life.
- All children and 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 children and young people who face a significant range of challenges in accessing learning. Some of this may be as a result of children and 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 children and young people who attend Farney Close School have complex needs that include SEMH, ASC and associated behaviours such as persistent demand avoidance.

What educational regulations and legislation affect the school?

Farney Close follows the National Curriculum in order to ensure that our children and young people are not disadvantaged when they leave school for college or employment. This means that our children and young people experience a similar educational provision to those children and 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 children and young people of compulsory school age. We use subject matter that is appropriate to the ages and aptitude of the children and 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 children and young people's communication skills and increase their command of language through listening, speaking, reading and writing. Further, we aim to extend English into GCSE and other externally accredited examinations, and to help children and 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 children and young people understand how language is used socially and address elements within some Children and young people's EHCP, where for example children and young people might have a Speech and Language diagnosis, or a social communication difficulty, those children and young people have access to individual Speech and Language Therapy. The school also has a Dyslexia specialist who helps children and young people who have dyslexia or difficulties with literacy in general.

Children and young people with English as an Additional Language (EAL):

English as an additional language (EAL) refers to children and 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 an additional language. Children and 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 children and 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. Children and 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, Science and Food Technology. This area is taught with the aim of successfully attaining a GCSE in Mathematics.

Scientific:

Science lessons focus on increasing children and 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 but is moving across to the trilogy GCSE to include Chemistry for first examinations in the summer 2027 series.

Technological:

Design Technology and Food is an important part of the curriculum, helping children and 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.

Children and 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 children and 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 children and 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 are relevant to our children and young people and their society, as well as discussing issues that affect our children and 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 children and young people connect information and experiences through a 360-degree approach.

The nature of the special needs of our children and young people means that they can make themselves vulnerable to many of the issues identified in the "Keeping Children Safe in Education 2020" (updated 2024). This means that we need to make children and young people aware of a range of safeguarding matters, for example around 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 children and 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 children and 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. Children and young people are also expected to learn about the basic principles of fitness and health, meaning that children and 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, swimming and Forest Schools in support of this endeavour.

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 a Forest Schools programme based on outdoor education. The aim of this is to provide children and 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 children and 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 children and young people's self-esteem begins to develop.

Furthermore, we have created a life skills curriculum delivered in our Secondary provision. This gives pupils the opportunity to explore and learn new things through a variety of vehicles. These include but are not limited to; STEM, DIY, Mechanics, Drama, Debating, Lego skills, DofE, Photography and others.

The core purpose being to give pupils the opportunity to try things that they wouldn't necessarily get the chance to do and develop and find hobbies to take with them when they transition onwards from us. Additionally, it gives pupils the chance to develop skills such as teamwork, communication, fine motor skills, independent working and resilience.

Further to this, in academic year starting September 2026, we will be putting a number of children through Hair and Beauty courses and PADI diving instructors courses to give pupils further qualifications in areas of interest that will have employability benefits.

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

Children and 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 children and young people. As we have some children and 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, they identify personal goals to help them achieve both academically and socially. This information is disseminated as efficiently as possible to ensure that children and young people's individual needs and views are kept at the heart of class and subject teaching, as well as maintaining a focus on supporting the outcomes of each individual plan.

Teachers are then able to plan and discuss teaching strategies, that will be effective in lesson, helping children and 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 children and 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 children and young people to achieve and manage well throughout the school day.

Children and 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 children and young people to make rapid progress, with the aim of enabling them to access the full curriculum, or regular sessions 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 children and 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 website 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 children and 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 children and 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 children and 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 subjects 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 children and young people. Further information on Year 10 and 11 option subjects can be found in the Options Handbook for children and young people and young people in the General Information Section on the school website.

Are vocational options available to Children and young people?

At the school's Copperthwaite Centre, children and young people can take vocational options. Through this facility we offer Vehicle Mechanics, Construction, Painting & Decorating, Catering and Hospitality. 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 children and 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. Children and young people are supported to attend with some children and 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 children and young people, to build their resilience and readiness for independent life and living. children and young people who live on site at post-16 age also undertake an independence course on the residential 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 Children and young people?

The work of all children and young people is differentiated where necessary. This encourages success and allows children and young people to achieve in every area of the curriculum. Work is marked at regular intervals, with the feedback monitored through book scrutiny. When pupil's complete assessments, their results are recorded on a centralised document to enable Senior leaders to identify trends in progress for individual subjects and children. When work is marked, comments and feedback are given to each young person in a way that is constructive and supportive. The aim is to help children and young people see what they need to do to make further progress. End of Programmes of Study Assessments are completed for all Children and 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 children and 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 Teaching Assistants to address some of the extra difficulties that our children and young people face, such as Dyslexia, Speech and Language, Autism, FASD 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 children and young people are entitled to access a range of nationally recognised examinations. It also clearly sets children and young people a level of expectation and ensures that that they are not disadvantaged in any way by attending a special school. This means that when children and 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, children and 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 children and 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 children and young people move on. As part of this the advisor attends annual reviews and meets on a termly basis with all children and young people in these year groups to identify what they would like to do after leaving school.

The school also strives to achieve the Gatsby benchmarks in order to support the careers education for all of our children and young people and these are threaded through our curriculums and noted on the curriculum map.

Does the school have links to local colleges?

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

mainly by our children and young people in Post 16 although they sometimes support Key Stage 4 children and young people to access courses.

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 and an external advisor, using the Ofsted framework.

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

We always involve children and 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 full report at the end of the Summer term. In addition, children and young people receive reporting information for their yearly annual statutory EHCP review. Nevertheless, parents/carers can have information more regularly if they contact the relevant teacher or link worker.

Assessment Arrangements

Children and 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 children and young people. This data is then collected throughout the academic year at a whole school level and analysed, in order to enable leaders to hold teachers to account and in order to ensure children and young people are well informed of their progress. Analysis of data about curriculum outcomes for children and 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 children and 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.