Ysgol Tŷ Monmouth Policy

Curriculum

POLICY STATEMENT

- Ysgol Tŷ Monmouth offers education to children aged 7-16 who find learning in a neurotypical way challenging, for a range of reasons. Primarily, the curriculum is focused to be supportive and progressive for autistic Pupils and the often-associated challenges with self-regulation.
- Our curriculum reflects the holistic needs of our Pupils and is driven by their individual goals, learning styles and aspirations. Additionally, Pupils have access to creative and speech and language in-house therapy, which we aim to integrate into our curriculum, whilst utilising therapeutic strategies to remove barriers to learning, and promote progress.
- Article 29 of the UN Convention on the Rights of the Child states 'I have the right to an education which develops my personality, respect for others' rights and the environment'.

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1. Scope

1.1 Curriculum Aims

1.1.1 Since welcoming our first Pupils in 2022, we have embraced the opportunity to build our curriculum around the four core purposes outlined within the 'Successful Futures' document:

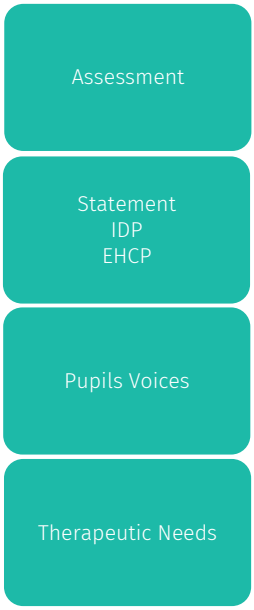
- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

1.1.2 We have used these four core purposes to create the following aims for our own school curriculum:

- To provide a curriculum which is broad, balanced, purposeful, and relevant to our Pupils; and which builds on the prior learning of each Pupil.
- To provide a curriculum which is flexible and dynamic, ensuring we provide bespoke learning to meet our Pupils' needs.
- To improve Pupil outcomes and achievements (linked to Pupil's Statement of Educational Needs (SSEN), Individual Development Plan (IDP) or Education Healthcare Plan (EHCP)
- To equip Pupils with transferable life skills to enable them to become successful adults.
- To reflect the holistic needs of all of our Pupils
- To provide opportunities for inclusion within the school and the wider community
- To provide positive and fun learning experiences in a practical, flexible manner
- To work with families and professionals to enhance learning opportunities.
- To give our Pupils a voice in influencing school decisions regarding their teaching and learning opportunities and the wider curriculum
- To ensure all of our Pupil's experience success and make progress at the appropriate level.
- To provide realistic work-related experiences appropriate to Pupil's aspirations and personal pathways.

1.2 Curriculum Drivers

1.2.1 Our curriculum has been created to serve the identified needs and interests of our Pupils. Acting as the thread running through it, this approach ensures that we never lose sight of the importance this bespoke curriculum plays in improving the lives of those we support.



1.2.2 At Ysgol Tŷ Monmouth we consider our curriculum as a vehicle to deliver the educational needs of our Pupils.

1.2.3 Our curriculum drivers consist of:

- The Pupils SSEN, IDP or EHCP which identifies the learning and provision needs of each child.
- Assessment which highlights the individual profile of the child and identifies gaps in knowledge.
- Pupil Voice (through class discussion, governance meetings and assembly, for example) is vital in evaluating the curriculum, and ensuring it remains motivating for each Pupil.
- Therapeutic Needs must be considered to support Pupils overcome barriers to learning, and make progress on their personal, educational journey.

1.3 Thematic Approach

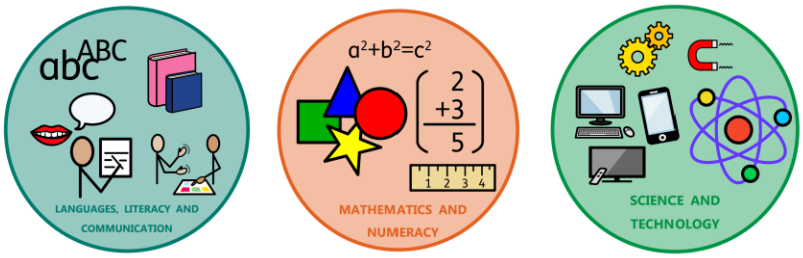
1.3.1 At Ysgol Ty Monmouth, our curriculum is based on a thematic approach to introduce creativity into its design, and also to support Pupils to learn in context, which is helpful for preparation for life beyond school.

1.3.2 Each term there is an overarching theme for the whole school which culminates in a whole school event, consolidates learning, allows meaningful assessment, and celebrates the success of every child. The themes are designed to be flexible and incorporate Pupils' interests, opinions, and curiosity.

1.3.3 As Pupils progress through their curriculum, themes evolve around their personal and vocational interests. This may be reflected through accredited and non-accredited learning.

1.4 Areas of Learning

1.4.1 Areas of learning from the new Curriculum for Wales have been used to define subject areas delivered within the curriculum. Individual subject policies provide further information on the content and delivery of each area of the curriculum.



1.4.2 Pupils will also be provided with opportunities to develop the 3 cross- curricular skills:

Term Date	Autumn 1
Overarching Theme	All About Us
Topics	Reproduction

- Literacy
- Numeracy
- Digital competency

1.4.3 These key skills will be developed in all areas of the curriculum in an appropriate and relevant way and sign posted on the curriculum maps.

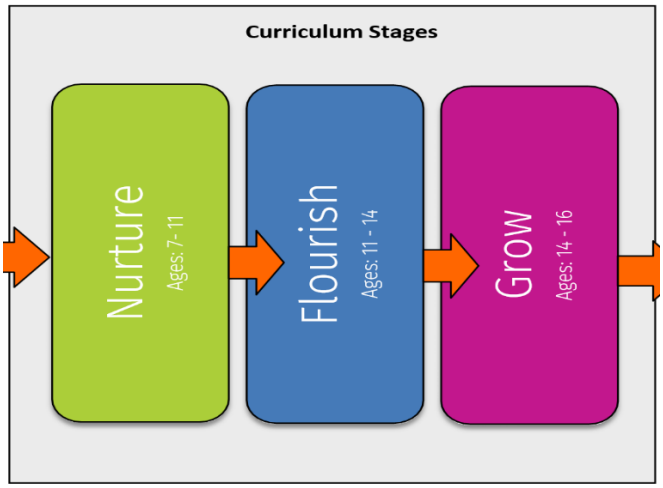
1.4.4 Pupils will have the opportunity to build upon their skills and learning experiences as they move through the curriculum stages.

2. Curriculum

2.1 Structure

2.1.1 Accepting that each Pupil has individual needs associated with their stages of development, Individual Education Plans (IEPs) are in place to support the removal of barriers to learning, preparation for skill development, and personal progress towards individual goals.

2.1.2 The structure around this individualisation is set in three stages: Nurture, Flourish and Grow.



2.2 Nurture (7-11 years old)

2.2.1 The Nurture curriculum is based on building the foundations for learning. The curriculum for this group of Pupils is to build upon early skills development and provide a nurturing environment whereby Pupils can explore and feel confident to practice new skills.

- Our Nurture stage adopts a thematic approach, spanning the areas of learning experiences, with a focus on social interaction, play and key literacy and numeracy skills.
- The curriculum is delivered in a small group, supportive environment, with a therapeutic approach, and support from the therapy team.
- Learning opportunities include exciting and stimulating lessons taught through a hands-on, experiential approach, with contextual opportunities for ongoing assessment.

2.3 Flourish (11-14 years old)

2.3.1 The Flourish curriculum focuses on supporting the Pupils to apply and further develop the skills learnt in the Nurture stage, and across the Areas of Learning Experience. Pupils continue on their learning journey with focus on their individual education plans and the Four Purposes through a range of school based and community experiences.

- Our Flourish stage continues with a thematic approach, which encompasses all areas of learning.

- Pupils develop social and emotional literacy via a therapeutic approach.
- Pupils develop digital competency, literacy, and numeracy through their everyday experiences of the curriculum.
- Flourish is age (content) appropriate but set at the functional level of the Pupils accessing the curriculum.
- Flourish is driven by individual Pupil goals and accurate, regular assessment to ensure the curriculum content meets Pupil needs.

2.4 Grow Curriculum (14-16 years old)

2.4.1 The Grow curriculum provides Pupils with the support necessary to apply the skills they need for their future placement, whether that be Further Education work-based learning, or an alternative pathway which supports the transition into adulthood. Whilst the curriculum at this level may continue to broadly focus on the Areas of Learning Experience, there is an increased focus on the following:

2.4.2 The content of each of these areas are individual to each Pupil's pathway but may include:

Functional/Academic Skills	Life Skills	Employability Skills
• English • Maths • Digital Skills	• Self-care • Travel Training • Home Management • Budgeting	• Identify/develop job skills. • Workplace rights • Workplace Routines • Work related experience

2.4.3 Pupils continue to progress toward individual education targets, to ensure outcomes are person centred and meet the needs of the Statement of Educational Need / Individual Development Plan / Education Healthcare Plan.

2.4.4 Where it is beneficial to a Pupil's individual pathway and aspirations, they will have the opportunity to extend their learning by working towards accredited projects and qualifications. This may include Duke of Edinburgh Bronze Award, Essential Skills and BTec Sweet.

2.5 Careers and Work-Related Experience

2.5.1 At Ysgol Tŷ Monmouth the teaching of careers and work-related experiences includes the sharing of advice, guidance, and aspirations on an individual basis. The aim is for Pupils to feel empowered about their future, and understand the steps needed to progress towards being enterprising, creative contributors, able to be part of a successful economy and workforce. This is done both with the support of school Team Members, and external careers input (Future Smart Careers and Careers Wales).

2.5.2 As Pupils move through their curriculum, they should become more focused on their goals for their life beyond school, and they will develop the confidence to make informed choices and seek experiences to meet these goals.

2.6 Relationships and Sexuality Education

2.6.1 Relationships and Sexuality Education (RSE) is key to every Pupil's personal development, but its delivery must be developmentally appropriate and take account of a range of factors such as Pupil age, knowledge, maturity, personal background, and additional learning needs.

2.6.2 In general terms, the curriculum will follow three strands that can be interlinked: These are relationships and identity; sexual health and well-being; and empowerment, safety, and respect. Within these strands, there is also coverage of the following themes:

- Relationships
- Rights and Equity
- Sex, gender, and sexuality
- Bodies and body image
- Sexual health and well-being
- Violence, safety, and support

2.7 Monitoring and Review

2.7.1 Our curriculum policy will change as our Pupil cohort evolves and will be reviewed on a minimum of an annual basis.

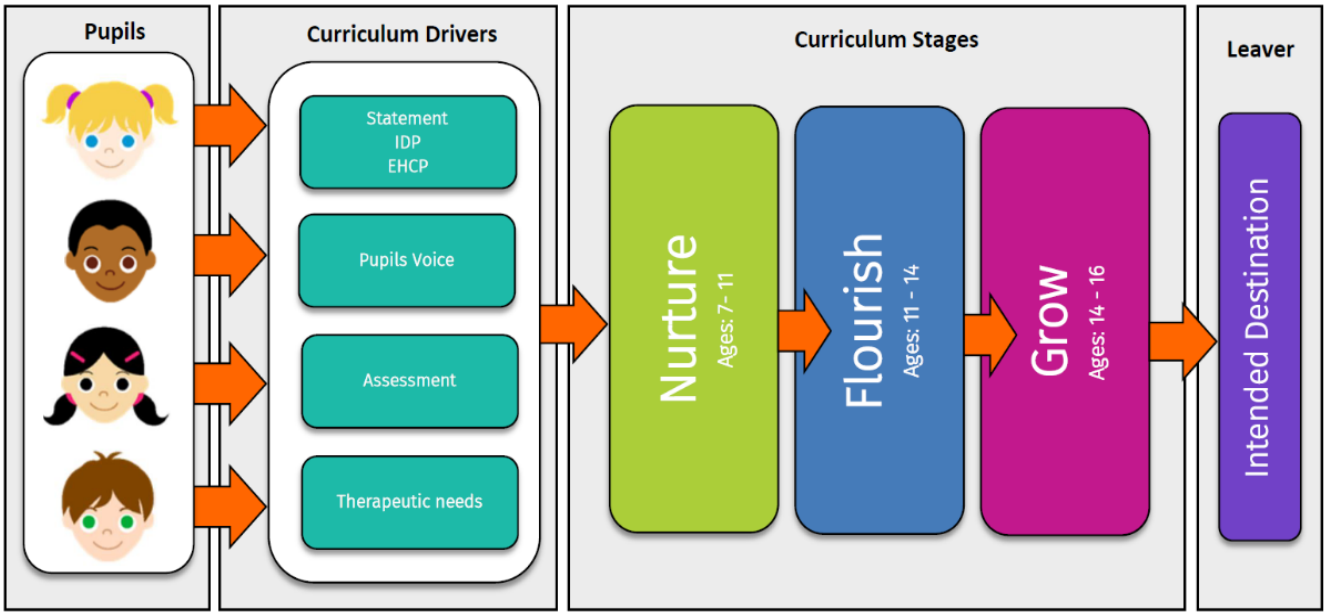
2.7.2 This policy must be considered and reviewed alongside the following additional curriculum policies:

- CWRE policy
- Relationships and Sexuality Policy
- Assessment Policy
- Health and Wellbeing Policy

- Expressive Arts Policy
- Humanities Policy
- Languages, Literacy, and Communication Policy
- Maths and Numeracy Curriculum Policy
- Science and Technology Curriculum Policy

2.8 Legislative Framework

2.8.1 This policy has been drawn up with regard to best practice and guidance from the below:

- ALN Code of Practice Wales 2021
- Data Protection Act 1998
- Children Act 2004
- Education Act 2002
- Careers and work-related experiences (CWRE), 2022
- The Curriculum for Wales – Relationships and Sexuality Code, 2022
- Curriculum for Wales Guidance 2021
- United Convention of the Rights of the Child 1991
- Curriculum for Wales – Hwb (gov.wales)

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