



Bluebell Park

CURRICULUM STATEMENT

The curriculum delivered at Bluebell Park was formulated through very careful consideration of what educational journey our pupils should take, what is meaningful and what approaches foster independence. A model of delivery underpins the design of the new building so an appropriate curriculum could and is being delivered. The model of delivery and the mapping of curriculum delivery are included as Appendices to this statement/policy.

The following aims form the bedrock upon which the Bluebell Park curriculum delivery takes place:

1. To provide a positive learning environment through the establishment of a warm, secure and caring atmosphere.
2. To recognise effort, not merely attainment.
3. To celebrate all achievement.
4. To promote through the range of opportunities provided, the maximum degree of independent living.
5. To maximise the potential of each child and meet their needs irrespective of disability by the provision of a broad, balanced, relevant and suitably differentiated curriculum, which includes, where appropriate, the national Curriculum and which motivates, stimulates and excites.
6. To ensure continuity and progression.
7. To promote access to the curriculum through the application of appropriate technology.
8. To seek opportunities and, where possible, provide the necessary support for pupils whose development can be further enhanced by attending alternative educational establishments.

The following is an application of the above into the practices by which Bluebell Park meets the diverse continuum of need evident within its pupil population.

Pupil Characteristics

Common to all children attending the school are degrees of learning difficulty. In addition, a pupil may have a physical disability, have a level of Autistic Spectrum Condition and/or severe medical condition. In some cases there may be a profound and multiple learning difficulty.

However, it should be fully recognised that the needs of pupils are not uniformly distributed across the curriculum. The majority of pupils attending Bluebell Park have complex and profound physical and learning difficulties and/or Autistic Spectrum Condition. The complexity is on the increase particularly in terms of medical support. The number of pupils with a learning disability whether associated with a physical disability or not who require access to a mainstream curriculum through technology is small and decreasing.

The needs of these pupils and those of their families/carers often demand multi-disciplinary, multi-agency services including those provided by the NHS (Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist), School Psychological Service, Sensory Impairment Service and Sure Start/Portage Services. Bluebell Park is committed to a co-ordinated response of delivery with all these services working collaboratively with parents, teachers and carers.

Curriculum Requirements

The curriculum should be delivered in an appropriate environment which provides a suitable level of personal and technological support, including specialised furniture and other environmental adaptations. The setting may change over time in response to changing pupil needs and to reflect the requirements of individual Statements of SEN as they are modified following the Annual Review.

The curriculum should:

- Recognise the need for a broad, balanced, relevant and differentiated curriculum which relates to the learning needs of the pupils and reflects the P-Levels and National Curriculum.
- Recognise the impact on teaching time, continuity and progression of the requirement to meet medical and para-medical needs.
- Include the use of appropriate technology, specialist furniture and teaching/learning aids, e.g. ICT, PECS.
- Provide ongoing assessment which informs future teaching and learning.
- Promote physical independence, personal and social skills.
- Include medical and para-medical support and support for parents/carers.
- Provide opportunities for a wide range of experiences.
- Include specialist advice to pupils and parents/carers and for post-school life with assistance from placement providers.
- Recognise the possible impact of physical disability/ learning difficulty/ASC on personal development and self-concept.

- Provide enhanced curricular and social opportunities with partner schools including those in the mainstream.
- Provide an appropriate and stimulating alternative curriculum beyond the statutory school leaving age.

All pupils attending Bluebell Park have Individual Education Programmes (IEP's). These are comprised of termly targets jointly determined by teachers, carers, para-medical staff and where appropriate, support agencies (e.g. Sensory Impairment Service, School Psychological Service). These targets are broken down into achievable steps, reflecting the objectives set at the present and previous review meetings.

The Individual Educational Programme (IEP) are implemented and monitored continually, this process informing future teaching and learning with necessary modifications when needed.

Curriculum Approaches

To enable the school's curriculum requirements to be implemented effectively with due regard to the varying needs of the Bluebell Park pupil population, several curriculum approaches are necessary.

(a) The Access(Developmental) Curriculum

Children and young people who are at the earliest stages of learning have their needs met largely by the school's Access Curriculum. Early learners may be pupils who chronologically are at early stages of development and who need additional support alongside the Early Years Foundation Stage. Pupils experiencing severe or profound learning difficulties will require considerable if not total support from the Access Curriculum in addition to that provided by the lower P-Levels of the National Curriculum.

The five skill areas of the School's Access Curriculum are:-

1. Physical Skills – to develop motor function and mobility.
2. Communication Skills – receptive and expressive verbal and non-verbal skills.
3. Cognitive, perceptual and sensory skills.
4. Social Skills.
5. Personal Care Skills including feeding, dressing and hygiene.

(b) The National Curriculum

Unless specified in a child's Statement of SEN, pupils will pursue National Curriculum Core and Foundation Subjects. As a consequence of the learning difficulties experienced by a significantly increasing proportion of children attending Bluebell Park, most pupils will be working at levels substantially below

those which are defined in National Curriculum Orders for each Key Stage, utilising P-Scales for curriculum access instead.

Particularly at senior level, programmes aimed at preparing pupils for post school life will compliment the National Curriculum, allow access to the post 16 provision and facilitate access to external accreditation when appropriate.

(c) The Post 16 Curriculum

The main elements by which the learning needs of pupils aged 16+ are met focuses on the key skill aims of:-

- Communication and Literacy
- Numeracy
- Information Technology
- Personal, Health and Social Skills
- Work Related and Life Skills
- Religious Education
- Physical Education

There is a clear determination to provide further preparation for post-school life to enable individual school leavers to achieve maximum levels of competence in physical, social and academic terms and then apply these competencies in adult life. The post 16 curriculum provides a wide range of relevant experiences both within and beyond school. To further extend opportunities for students, learning experiences both on and off site will be accessed which in the majority of cases will lead to external accreditation. It is the aim of the school that no young person will leave at 16+ without an appropriate placement in further education, sheltered employment or other opportunities provided by Health and Social Care Services and the school is exploring post 19 provision with the Local Authority to support an innovative approach to this issue.

Curriculum Delivery

(a) Balance

In recognising the continuum and complexity of needs that Bluebell Park pupils demonstrate, adherence to the principle of delivering a broad, balanced and relevant curriculum will need to take account of the necessary demands placed upon teaching time by individual pupils priority needs in terms of this total development.

Time available, particularly for National Curriculum Foundation Subjects may require the principle of balance over a week or term, the use of a modular carousel (Upper School), or viewed through the longer term of a Key Stage.

Topic based approaches where and when applied should ensure that over time opportunities exist to ensure maximum National Curriculum coverage.

(b) Teaching and Learning Styles

A wide variety of teaching and learning styles are necessary as all pupils, and in particular those with severe and profound learning difficulties and ASC do not learn in the same way or at the same pace.

Throughout the school, there exists opportunities for co-operative working to complement work done on an individual basis as part of the planned curriculum delivery.

(c) Inclusion/Integration

Bluebell Park regards inclusion/integration as a means by which enhanced curricular and/ or social opportunities are made available to pupils who attend the school. It is also seen as an assessment tool to enable the school to determine the nature of the integration available to each individual and the appropriateness of full time mainstream placement with partner schools.

Where appropriate, and when resources permit, pupils on roll with the school are integrated into mainstream schools on a sessional basis at both primary and secondary level with or without support. Wherever possible, sessional placements are organised to complement the pupil's curricular or social activities at Bluebell Park, thus overcoming the possibilities of duplication and imbalance in curriculum delivery.

Given the availability of appropriate support, pupils on Springfield/Elms rolls may undertake sessions alongside their peers in their local mainstream primary and secondary schools.

As a consequence of successful sessional integration, pupils may transfer full time onto the rolls of primary and secondary schools to enable appropriate curricular access and provide the necessary social opportunities.

The needs of the individual pupil are maintained as the driving force for inclusion/integration and parents/carers are fully consulted and agreement sought before embarking on such provision.

(d) Resources

A wide range of whole school and classroom-based resources exist at Bluebell Park to ensure both physical and educational access is available to all pupils. Advice is provided to other schools on resources available to support inclusion for this population.

Resources of particular note at Bluebell Park are:

- Specialist Information Technology equipment.
- Adjustable height furniture.
- Specialist seating and standing frames.
- A soft play environment with sensory equipment.
- A swimming and hydrotherapy pool with sensory equipment.

- Specially equipped school buses with rear tail lift and wheelchair fixing capability.
- A Sensory Garden.
- Specialist Food Technology Rooms.
- Specialist Design Technology Room
- Performing Arts Studio.
- Sports Hall
- H tracking throughout Access Curriculum classrooms
- Specialist class design for ASC pupils
- Specialist advice in school layout for VI pupils
- Soft Play Room.
- Wet and Dry Room
- Specialist Outdoor Play Areas
- Interactive Theme Room

(e) Assessment

The ongoing assessment of all pupils at Bluebell Park and support for assessment of pupils at other establishments is a significant function of the school. This is undertaken by the range of professionals from the multi-disciplinary team at the school. Both formal and informal methods are used, the outcomes of which lead directly into the pupil's individual objectives/targets and the Individual Education Plan (IEP).

The Assessment, Recording and Reporting Policy for Bluebell Park defines the need for in depth and focussed application in this area and should be read in conjunction with the Curriculum Statement/Policy

John Parkes
November 2012

Appendices

Curriculum Delivery Mapping Bluebell Park

Curriculum Delivery Model Bluebell Park

**Curriculum Delivery
Springfield/Elms**



