

REDBRIDGE HIGH SCHOOL



POLICIES AND STATEMENTS FOR
CURRICULUM
TEACHING AND LEARNING
PROVISION FOR ADDITIONAL NEEDS

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OUR MISSION STATEMENT.

Redbridge School will provide outstanding educational provision that will also encompass the holistic needs of pupils, aged 11 – 19 with SLD, PMLD and any additional needs particularly ASD. We will deliver this through a flexible skilled workforce in an inclusive caring environment that has pupils at its centre.

Here at Redbridge High school everything that we do is underpinned by the values of the school which we drew up in consultation with parents and agencies with whom we work in a multi-agency model to provide for the holistic needs of our pupils. Those values are:

- Holding a holistic view of pupils' needs including academic, health, social and emotional. **(Being healthy, safe, enjoying and achieving, economic wellbeing)**
- Maintaining an inclusive environment that promotes equal opportunities and puts pupils at the centre. **(Enjoy and Achieve)**
- Treating all with dignity and respect. **(Being Safe)**
- Working in partnership with parents and links with other agencies. **(Being Healthy and safe)**
- Emphasizing the importance of relationships and rapport with pupils, and recognizing behaviour as communication. **(Being Safe & Enjoying and Achieving)**
- Empowering pupils, by providing skills for life and opportunities for pupil voice thereby developing confidence. **(Economic Wellbeing)**
- Being an outstanding school offering a broad curriculum which encompasses creativity, and a multi sensory approach to learning. **(Enjoying and Achieving)**
- Celebrating pupils' participation and achievements in a happy, caring and welcoming environment. **(Enjoying and Achieving)**
- Advocating for our pupils both in school and the wider community. **(Contribution to the Community)**
- Working as a flexible skilled, professional workforce who operates as a team and always providing good role models for our pupils.

All policies procedures and frameworks are firstly based on those values and secondly on our commitment to valuing all pupils confirmed by our inclusion statement.

The school values **all** pupils' achievements and is committed to **all** pupils;

- Enjoying and achieving
- Being healthy
- Making a contribution
- Developing their economic well being
- Staying safe.

This statement underpins all policies, procedures, and curricular materials of the school.

The school will also make sure that its specialist status for SEN Cognition and Learning will be used to ensure not only the pupils of the school but those we support in partner schools will make the best possible individual progress.

LINKS OUTSIDE OF SCHOOL

As a provision specialising in the education of pupils with Severe Learning Difficulties and those with Profound and Multiple Learning Difficulties the school sees itself as part of a continuum of provision within the Authority.

Regionally the school works with a network of other specialist providers to ensure that practice within the school is at the forefront of developments in terms of education for pupils with complex needs.

Within the Authority the school works with a range of schools within the Learning Network to ensure that all pupils with complex needs regardless of where they are educated can benefit from that expertise.

The school also shares its expertise through outreach support for pupils placed within mainstream schools and actively seeks opportunities and links with other schools for pupils to take part in activities with their mainstream peers.

The school will always seek to provide opportunities for mainstream pupils to join in activities within the school not only through joint curricular activities but also by providing work experience placements for those pupils.

The school in partnership with other special schools within the Authority works to ensure that pupils with disabilities are considered when ever initiatives or schemes are planned for schools.

WITHIN SCHOOL

The school is organised in order to facilitate the provision of specialist provision for those pupils with additional needs particularly those pupils with ASD and PMLD.

The school also provides a separate post 16 department to facilitate the delivery of an appropriate curriculum for those students over compulsory school age.

All school policies and schemes of work are developed with the needs of all groups of pupils in mind. Where necessary schemes of work will be differentiated to take account of specific needs particularly pupils with ASD and PMLD.

Curriculum design will also take account of those groups of pupils whose needs dictate spending additional time on activities that are particularly important for their development, i.e. additional time on developing communication skills for ASD pupils, additional time for physical activity for ASD pupils, additional time for pupils with PMLD for therapeutic input, physiotherapy and personal care.

The school believes in offering the full breath of the National Curriculum to all pupils however priority will be given in timetabling terms for specific areas of the curriculum for those groups of pupils who require that additional time on specific areas to ensure their holistic development against all outcomes detailed in 'Every Child Matters'.

Any additional activities such as after school or lunch time clubs will be offered either directly by the school or by third parties to include provision for all pupils. The student council will also in a positive way represent the views of all groups of pupils in school where necessary with the support of staff.

The school is committed to developing opportunities to facilitate the inclusion of all pupils in what ever manner is appropriate in the IEP, and annual review process. This may include person centred planning, or essential lifestyle planning.

Commitment to Valuing Multi-Cultural Diversity

The school is also committed to ensuring that all our pupils are valued regardless of their ethnic background. The school will also ensure that through the curriculum and schemes of work that all pupils will have experience of and where possible increase their knowledge of other cultures.

At Redbridge High School we are committed to providing all pupils with a broad balanced and **relevant** curriculum.

Our starting point will always be the entitlement to the National Curriculum with an emphasis on those aspects which are essential to meeting pupils' needs.

There are three key areas underpinning our delivery of the curriculum;

- The development of communication skills in what ever form is appropriate to the individual pupil
- The development of personal skills in order to access the activities on offer in school.
- The development of independent living skills to what ever degree an individual pupil is capable of achieving.

This includes our principal of viewing behaviour as a means of communication and the priority is always to provide pupils with the means of communication that minimises the need for behaviours which inhibit access to learning.

Our curriculum structure is based on subject areas with schemes of work based on the programmes of study within the National Curriculum but differentiated to meet the needs of pupils with severe learning difficulties. Schemes of work also take account of the specific needs of pupils with PMLD and those with ASD as an additional need. (See Meeting Additional Needs Page 13)

As pupils move through the Key Stages into KS4 and KS5 the school is committed to providing opportunities for all pupils to have their work accredited using the AQA and ASDAN award schemes. For those pupils for whom it is appropriate the opportunity will be provided to gain qualifications at Entry Level and through additional City and Guilds Awards. Our curriculum framework details the structure of our provision by Key Stage.

Running through the curriculum is the thread of individual assessment and planning for all pupils through the mechanism of target setting and a termly Individual Education Plan. The IEP will highlight the priorities for that individual pupil that will in turn inform the differentiated planning and learning outcomes detailed in teachers delivery of the schemes of work. For this reason schemes of work are outlines which individual teachers will add to in order to meet the specific needs of a specific cohort of pupils. (See Assessment, Recording Reporting Policy)

From Key Stage 3 through to KS 5 the emphasis on developing Independent living skills increases. As a school we see that development as an intrinsic need for our pupils and invest staffing and resources to ensure we deliver this important area of teaching.

**REDBRIDGE HIGH SCHOOL
CURRICULUM FRAMEWORK**

KS 3

NUMERACY®
LITERACY/COMMUNICATION®
ICT®
SCIENCE®
PSHE/CITIZENSHIP®
RE®
P.E® MIN 3HRS
MUSIC/DRAMA®
FOOD TECH®
ART®
GEOG(M)
HISTORY(M)
D. TECH(M)
MFL(M) for appropriate groups
**INDEPENDENCE IN
THE COMMUNITY (CROSS CURRIC)**
ENTERPRISE ED. (M)

KS 4

NUMERACY®
LITERACY/COMMUNICATION®
ICT®
SCIENCE®
PSHE/CITIZENSHIP®
RE®
P.E® MIN 3HRS
MUSIC®
FOOD TECH®
ART®
**WORK RELATED
LEARNING, (ENTERPRISE ED.)®**
**INDEPENDENCE IN
THE COMMUNITY
(CROSS CURRICULAR)**
DRAMA(M)

16 -19

KEY SKILLS®
NUMERACY
LITERACY
COMMUNICATION
ICT
PSHE/CITIZENSHIP®
RE (AS PART OF PSHE)(M)
MUSIC®
P.E®
INDEPENDENT LIVING SKILLS®
INDEPENDENCE IN THE COMMUNITY
FOOD TECHNOLOGY
ASDAN(M)
WORK EXP.(M)
**WORK RELATED LEARNING
ENTERPRISE ED®**
DofE
DRAMA(M)

® = REGULAR I.E. WEEKLY

(M) = MODULAR I.E. DELIVERED OVER A HALF TERM

- The school is organised into 4 Bases to facilitate the delivery of the curriculum to specific Key Stages i.e. Base 4 14 – 19 provision and groups of pupils with specific needs mainly, profound and multiple learning difficulties (Base 1) and pupils with ASD or those for whom a classroom environment designed for pupils with ASD is deemed appropriate. The school is committed to maintaining a continuum of provision from discrete to mixed ability class grouping. Using pupils individual baseline assessments and in consultation with parents class groups will then be organised using a combination of age and need.
- The discrete provision for additional needs will have a higher than average staffing ratio and deliver specific curricular activities to meet pupils needs, i.e. hydrotherapy, specific communication programmes, etc.
- Timetables are planned to facilitate opportunities for work across bases where appropriate, i.e. specialist art lessons.
- The curriculum framework is adjusted within the bases to emphasise the appropriate areas for pupils' developmental needs i.e. additional time for physiotherapy programmes, additional work on communication skills.
- Individual class timetables will reflect this prioritization.
- Literacy and numeracy are delivered through groups based on ability in Bases 2, 3 and Base 4
- Class groups are vertically grouped and individual pupils may be out of Key Stage if it is deemed appropriate in order to meet their individual needs. This may relate to behavioural, physical or curricular needs. Where this is the case individual programmes will ensure pupils receive the breadth of curriculum required.
- **ACCREDITATION:** Pupils in KS 4 and 5 have work accredited through ASDAN, (Towards Independence) and AQA for their Key Skills. The school is working towards preparation for the introduction of the Foundation Tier. Pupils completing work based learning receive additional accreditation for their placement. (City & Guilds MPTC). The school is committed to maximising opportunities for pupils to gain accreditation for their work and gain qualifications where appropriate, (entry level).
- The school provides specialist teaching in PE and music. The school continues to resource these areas because of the benefits it sees in delivering these areas of learning to pupils. The school will use its resources to fund additional specialist teaching in areas highlighted through curriculum audits, (e.g. arts)
- The school delivers the Duke of Edinburgh Award as part of the curriculum for KS4 and KS 5 pupils.
- The curriculum ensures that themes i.e. community cohesion run across subjects with aspects covered through RE PSHE history and geography.
- Blocked work i.e. themed weeks are used to reinforce opportunities for multi-sensory cross curricular work e.g. world book week with a cultural theme, Health Schools week etc.
- Where ever possible the local community and facilities are used to support learning to make it relevant and accessible to pupils with plentiful opportunities for hands on learning.
- Sex education is delivered on class basis with additional discrete sessions for small groups and individual pupils who require additional input.
- MFL currently French and Spanish are delivered to targeted groups for whom accessing another language is more than experiential.

MONITORING OF TEACHING AND LEARNING

- Each year a monitoring timetable for teaching and learning will be drawn up in conjunction with the school development plan.
- Base leaders monitor teachers' planning termly, moderate judgements in the setting of annual PIVAT targets, and evaluate the differentiation in planning, the appropriateness and quality of IEPs and the differentiated recording sheets. Behaviour management plans are also monitored with staff to ensure quality and appropriateness.
- The Head teacher and Senior Leadership Team will monitor pupil progress on a whole school basis through the target setting process. They will also, through sampling monitor pupils' work, teachers planning (short medium and long term), and recording of pupils' achievements ensure school policies are adhered to.
- Through chairing the meetings annual reviews of pupils' statements are monitored by senior staff.
- Subject or area coordinators will, as part of their role, advise on; planning in their subject, (short medium term), implementation of schemes of work and the delivery of their subject, through working with and supporting their colleagues.
- Curriculum development time is provided to facilitate lesson observations if necessary.
- A protocol for lesson observations has been drawn up for the observer to agree a focus beforehand with the person being observed and standard pro-formas are used, throughout the school.
- Staff meeting time will be set aside to allow for individual, or groups of subjects to be reviewed and resources and planning to be shared.
- Specific staff meetings are set aside to facilitate moderation of assessments and pupils work on an annual basis.

WHAT CONSTITUTES GOOD TEACHING AND LEARNING?

1. The teacher plans effectively and sets clear objectives that are understood.

- Objectives are communicated clearly at the start of the lesson.
- Materials are ready.
- There is a good structure to the lesson.
- The lesson is reviewed at the end.
- Support staff are involved in planning.

2. The teacher shows good subject knowledge and understanding.

- The teacher has a thorough knowledge of the subject content covered in the lesson.
- Subject material was appropriate for the lesson.
- Knowledge is made relevant and interesting for pupils.
- The teacher applies knowledge and understanding of approaches appropriate to the level of ability of the pupils, i.e. multi-sensory teaching approaches, alternative and augmentative methods of communication.

3. The teaching methods used enable all pupils to learn effectively.

- The lesson is linked to previous teaching or learning.
- The ideas and experiences of pupils are drawn upon.
- A variety of activities and questioning techniques is used.

- Instructions and explanations are clear and specific.
- The teacher involves all pupils, listens to them and responds appropriately.
- Appropriate methods of differentiation are used.
- Support staff are used effectively.

4. Pupils are well managed and high standards of behaviour are insisted upon.

- Pupils are praised regularly for good effort and achievement.
- Prompt action is taken to address poor behaviour
- All pupils are treated fairly with an equal emphasis on the work of boys and girls and all ability groups.
- All staff are aware and implement any behaviour management programmes.
- Structured reward systems are in place appropriate to the level of ability of the pupils.

5. Pupil's work is assessed thoroughly.

- Pupil understanding is assessed throughout the lesson by the use of teacher's questioning.
- Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
- Pupils' work is assessed throughout each lesson, regularly and accurately and records kept according to the school assessment recording reporting policy.

6. Pupils achieve productive outcomes.

- Pupils remain fully engaged throughout the lesson and make progress in the lesson.
- Pupils understand what work is expected of them during the lesson.
- The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
- The teacher and pupils work at a good pace.

7. The teacher makes effective use of time and resources.

- Time is well utilised and the learning is maintained for the full time available.
- A good pace is maintained throughout the lesson.
- Good use is made of any support available including support staff and pupils helping each other.
- Appropriate learning resources are used e.g. ICT, or specialised equipment to allow access to the curriculum for pupils.

PROTOCOL FOR LESSON OBSERVATIONS

- The observer will agree a mutually suitable time for the observation.
- Both parties will agree a focus for the observation that is useful for the class being observed and helps the observer to monitor delivery.

- The observer takes notes and asks the teacher being observed to also note their views for discussion later. (See proformas)
- Following the discussion both the observer and class teacher can retain a copy.
- The observer should highlight positive aspects they have observed as well as any points for discussion and agree any actions the observer may identify to support the teacher being observed, i.e. pointing out additional resources, planning materials.
- All observers will feedback to the curriculum coordinator and use observations to highlight any issues about delivery for discussion with all staff.
- Observation of lessons will be viewed as a positive activity that helps fulfil the responsibilities of the school in terms of monitoring and at the same time allows teachers the opportunity to seek support and help in the delivery of any aspects of the curriculum.

Redbridge High School

MONITORING TIMETABLE

	AUTUMN TERM				SPRING TERM				SUMMER TERM			
	SEPT.	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	
LT= Leadership team	FIRST HALF TERM		SECOND HALF TERM		FIRST HALF TERM		SECOND HALF TERM		FIRST HALF TERM		SECOND HALF TERM	
SDP & Training plan: by LT/Govs/staff			Gov Committee meetings				Gov Committee meetings		6 th May all staff		Gov committee meetings	
Curric. Devlp. by LT & teaching staff							√					
Teachers planning & Pupils work by LT	√				√				√			
Teaching: LT	√						√					
Budget: Head & Secretary Govs			Gov committee meetings				Gov committee meetings				Gov committee meetings	
Performance Management: LT	Review meetings						Interim meetings					
PIVATS by Headteacher & Deputy	Target setting								Assessment			
IEPS	Annual reviews timetabled through the year Head/Deputy chair all meetings											
Annual Reviews												
Annual reports to parents.											√	
Monitoring of subjects by coordinators					Pupils work & planning scrutiny		Submission of capitation & training bids		Submission of plans for SDP			

PUPILS WITH ADDITIONAL NEEDS

Redbridge High School is designated as a school for pupils with severe learning difficulties and profound and multiple learning difficulties. All pupils have statements of special educational need before entry to the school. In some cases pupils will join the school on an assessment basis and if assessed as having severe or profound and multiple learning difficulties will be offered a place in the school by the LA.

As such all the school population has special educational needs and the school is resourced and the curriculum designed to meet those needs.

Pupils with severe or profound and multiple learning difficulties can present with additional needs and the school has been allocated some additional resources to meet the needs of pupils with ASD in particular. Pupils with SLD can also present with what can be very challenging behaviours. In addition pupils with PMLD can have medical conditions that require a high level of medical care in addition to their learning needs as well as therapeutic input.

The school plans to meet these additional needs by;

- Assessing pupil need on an individual basis and not by a category.
- Working with other agencies and parents to ensure pupils are receiving the most appropriate interventions to meet their holistic needs.
- Providing a continuum of provision in terms of classroom organisation from discrete grouping to mixed ability to cater for all.
- Organising class groups on need as well as age.
- Assessing staffing need based on actual needs of pupils and making representation to the LA where additional staffing is required to meet an individual pupils needs.
- Adapting a curriculum framework that is flexible and adjusted to meet the need of pupils rather than pupils fitting our curriculum framework.
- Providing **all** pupils with an individual education plan reviewed on a termly basis and an annual review of their statement to ensure provision remains appropriate through the year and through their school career.
- Where appropriate putting in place additional specialist resources and accessing services out of school to support pupils.
- Ensuring key staff have responsibility for overseeing provision for pupils with additional needs such as PMLD, ASD, augmentative/Assistive communication, behaviour management.
- Ensuring all staff receive training to meet the needs of all pupils in the school.
- Involving parents from an early stage where a situation arises that the school is not in a position to meet the additional needs of a pupil and working in a multi-disciplinary way including with the LA to identify and support transition to alternative provision if required.

The school has adopted an **Inclusion Statement** which articulates its commitment to ensuring all pupils have equality of access to learning regardless of their needs

STAFFING STRUCTURE.

HEAD TEACHER

(JOINT CP COORDINATOR)

DEPUTY HEADTEACHER

(JOINT CP COORDINATOR) (CURRICULUM/ASSESSMENT COORDINATOR) (BEHAVIOUR MANAGEMENT CONSULTANT)
(BASE LEADER) (SPECIALIST SCHOOL CURRIC LEAD)

SENIOR TEACHER

(BASE 1 LEADER)
(PARENTAL INVOLVMENT)
(LEAD IN PMLD PROVISION)
(AGENCY LIASION)
(MANUAL HANDLING)

SENIOR TEACHER

(BASE LEADER) (LEAD FOR ASD)
(LEAD FOR OUTREACH & LINKS)
(AAC LEAD)
(TRANSITION YR7)
(SPEC. SCH. COMMUNITY LEAD)

SENIOR TEACHER

(BASE 4 LEADER)
(14 -19 CURRICULUM LEAD)
(ACCREDITATION LEAD)
(LAC DESIGNATED TEACHER)
(BEHAV MAN. CONSULTANT)

BUSINESS MANAGER

(FINANCE/BUDGET)
(PREMISES MANANGEMENT)
(CLERK TO GOVS)
(PERSONNEL)
(H & S)

CLASS TEACHERS (8)

(SUBJECT COORDINATORS)

SPECIALIST TEACHERS (1.6)

(PE & MUSIC)

PASTORAL AND LEARNING SUPPORT WORKERS (2)

(LEAD FOR DofE), (ED. VISITS COORDINATOR)
(ATTENDANCE) (EXTENDED SCHOOLS) (COMMUNITY LINKS)
(ADDIT. SEX ED PROVISION) (ADDIT. LITERACY PROVISION)

LEARNING SUPPORT ASSISTANTS (30)

PREMISES AND ADMIN STAFF

ICT TECHNICIAN

SITE MANAGER

ADMIN OFFICER

CLERICAL OFFICER