

# Bleasdale School Community Inclusion Curriculum Policy



Learning Together/Achieving Together

(8<sup>th</sup> January 2024)

|  |                                    |            |
|--|------------------------------------|------------|
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## **My World Policy**

Due to the nature of the pupils at Bleasdale school, pupils will access content that is appropriate for their learning level (immediate environment, local human and physical geography) delivered through a sensory based approach to ensure that content is relevant to each individual and is meaningful geographical content. This geographical content includes traditional areas like "Science", where we live, who we live with, special time of the year and RE.

Geographical Experiences develop a pupil's understanding of his/her own immediate environment, initially through interacting with and experiencing at first hand different geographical aspects that will help to widen the pupils' perspective/awareness of these familiar surroundings.

My world experiences also encourage the understanding of different physical and human features within a specific environment, in familiar, relatable contexts. This may include exploration of various landforms, locations, climate and physical differences as well as study of the people within a community including cultural and ethnic diversities and then buildings.

The range of opportunities offered, aim to stimulate all the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of the purpose of specific local features.

To assist pupils to experience at an interactive level a range of 'My World' experiences.

To provide pupils with a broad and balanced range of 'My World' experiences within the curriculum to promote an individual level of curiosity.

To enable pupils to widen their awareness of their surroundings through curriculum opportunities, both within school and within the wider community.

To enable pupils to develop an awareness of changes within their physical surroundings through direct experience.

To encourage pupils to respond to aspects within their environment and to give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).

Carefully selected 'My World' questions for our pupils to explore in order to experience processes on each pupils own terms.

- 'My world' experiences also enable pupils to engage in practical activities and investigations that extend their awareness and understanding of themselves, for example, body awareness and self-awareness.
- A range of opportunities offered aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of the purpose of investigation.
- To provide pupils with a broad and balanced range of 'My World' experiences within the curriculum to promote an individual level of curiosity.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- All pupils should be given the opportunity to access and develop their understanding of scientific experiences through Computing (ICT) at an appropriate level.

Within 'My World' learning Bleasdale School:

-promotes the spiritual, moral, cultural, mental and physical development of pupils  
-prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Religion is the experience and expression of faith. Learning about, and from, religion is important to all pupils.

The programme of study will also promote:-

### **Social Development**

Develop an understanding of personal identity and belonging in preparation for life as a citizen within a multi-racial society.

### **Cultural Development**

Enhance a pupil's awareness and understanding of a range of beliefs, practices and values in their own society and within the context of the wider world.

**Daily reflections promote:**

Spiritual Development

Consider and respond to questions regarding the meaning and purpose of life and to explore the values in human society at an appropriate level

**Moral Development**

Respond to areas of morality using experiences of religious and ethical teaching.

Daily reflections and Cultural awareness activities also address religious and moral beliefs that underpin aspects of PSHE/Citizenship:

- Choices and behaviour (e.g. relationships)
- Social policies and practices (e.g. crime and punishment)
- Concepts/pattern of healthy living
- Citizenship and political awareness (e.g. rights and responsibilities)

In the context of daily reflections and cultural awareness activities, pupils are provided with opportunities to prepare for adulthood:

- develop self-confidence and awareness
- develop positive attitudes towards others and respect the belief and experience of others
- realise the value of their own experience and understanding of life
- develop an understanding of the world in which they live as individuals and members of a group.
- encounter issues that are fundamental to making personal choices and influencing their behaviour.

## **Community Access/ Educational Visits Policy**

The 'Community Access' curriculum for Bleasdale students is designed to facilitate their active participation in the broader community while addressing their unique needs and challenges. This curriculum emphasises inclusion, life skills development, and social engagement. Here are the key components of the Community Access:

1. **Inclusion and Integration:** Community Access prioritises the inclusion of Bleasdale students in community settings whenever possible. This may involve outings to parks, museums, libraries, and local events, allowing students to experience a wide range of community environments.
2. **Sensory Exploration:** The curriculum integrates sensory experiences within community outings. Students have opportunities to engage with various sensory stimuli in the community, fostering sensory awareness and processing.
3. **Communication and Interaction:** Community outings provide valuable opportunities for communication and interaction. Educators and support staff work on developing communication strategies tailored to each student's abilities, enabling them to engage with the community and communicate their preferences and needs.
4. **Life Skills Development:** The curriculum includes activities that focus on life skills such as money handling, public transportation, shopping, and safety awareness. These skills are essential for promoting independence and community participation.
5. **Individualised Goals:** Each student's Community Access goals are highly individualized, reflecting their unique abilities and needs. Goals may include enhancing communication, improving mobility, developing self-help skills, and increasing social engagement.
6. **Community Partnerships:** Collaboration with community organizations and businesses is essential to the success of this curriculum. These partnerships can provide students with opportunities for vocational experiences, volunteering, and social interactions with a diverse range of people.
7. **Safety and Support:** Ensuring the safety and well-being of PMLD students during community outings is a top priority. The curriculum includes training for staff on adaptive strategies, safety protocols, and effective communication techniques.
8. **Family Involvement:** Families are encouraged to participate in community outings and engage in activities that promote community access outside of school hours. This strengthens the connection between school and home life.
9. **Assessment and Progress Monitoring:** Ongoing EFL assessment is integral to the Community Access curriculum to track each student's development and adjust community activities accordingly.

Community Access empowers our students to engage with their communities, fostering a sense of belonging and enhancing their quality of life. It equips them with valuable life skills and promotes their independence and social interaction abilities, ultimately preparing them for a more inclusive and fulfilling life beyond school.

## Outdoor Learning Policy

Promoting independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving; not to mention, having fun!

It is the aim of the *My Outdoor School* SoW that most learners will achieve and become competent in the basics at least and we need to remember that we are aiming for the highest levels of independence that the learner can achieve by the time they leave school at nineteen. *My Outdoor School* is essentially about process based learning, that is, pupils and students will learn by 'doing' without any fixed or rigid target, and the more times they 'do' the deeper their learning is likely to be. There is likely to be lots of incidental or accidental learning, and staff must be open to spotting this and developing interests.

Going back to nature means that the environment will not always be comfortable, warm, dry or even safe. Risk is of course, a constant factor but rather like other relatively risky elements of the Equals Semi-Formal Curriculum such as *My Cooking* and *My Travel Training* (both part of *My Independence*), this doesn't mean that they should not be undertaken. There is no doubt that science labs, food tech rooms, metalwork rooms and woodwork rooms are also risky places in mainstream secondary schools, but the existence of those risks does not mean these subjects should not be taught. Everyone involved, including parents and carers, must acknowledge that there are always risks involved when working outdoors, but that these risks can be minimised if they are recognised in advance - with relevant risk assessments in place and due care always taken. **Key risks are:** burns from an open fire; over exposure to heat and cold; dehydration; getting lost; personal injury from falls.

The Bleasdale Outdoor Learning curriculum with is designed to create a dynamic and inclusive outdoor learning environment for students with diverse special educational needs. This approach emphasises the use of natural, organic shapes, and flexible, flowing structures to promote sensory exploration, creativity, and holistic development. Here are the key components of this curriculum:

1. Natural Environments: The curriculum prioritizes outdoor settings that incorporate natural elements, such as gardens, woodlands, and open fields. These settings provide sensory-rich experiences and opportunities for students to connect with nature.
2. Sensory by Design: The outdoor spaces are naturally in design to support sensory processing, including winding pathways, seating, and meandering streams etc. These designs are intended to create a sense of flow, reduce sensory overload, and encourage exploration.

3. Sensory Engagement: The curriculum encourages sensory engagement through activities that involve touch, smell, sight, and sound. Natural materials, textured surfaces, and aromatic plants are incorporated into the outdoor environment to stimulate the senses.

4. Creative Expression: Outdoor learning spaces conducive to creative expression. Students are encouraged to explore their artistic side through activities like painting, sculpture, and nature-inspired art.

5. Inclusive Play: The outdoor spaces are designed to be inclusive, with adaptable play equipment that caters to a range of abilities. This allows all students to participate in physical activities and play together.

6. Learning Through Play: Outdoor play is a fundamental part of the curriculum, promoting social interaction, problem-solving, and motor skills development. Sensory play areas such as sand pits or water features, offer diverse learning opportunities.

7. Environmental Awareness: The curriculum instils a sense of environmental stewardship by teaching students about the natural world. They learn about plants, animals, and ecological systems through hands-on experiences and observation.

8. Flexibility and Adaptability: The outdoor learning environment is designed to be flexible and adaptable to accommodate the specific needs of each student. This allows for personalized learning experiences and adjustments based on individual abilities and preferences.

9. Collaborative Learning: Collaborative activities are encouraged to promote teamwork and social skills development. Group projects, nature scavenger hunts, and storytelling circles are examples of collaborative activities within the outdoor setting.

10. Assessment and Progress Tracking: Ongoing EFL assessment is integrated into the curriculum to monitor each student's development and tailor outdoor activities accordingly.

Horticulture allows us to support our pupils to access the outdoors whilst developing a range of skills pulling from all aspects of the curriculum. Horticulture aims to:

11. Better physical health through exercise and learning how to use or strengthen muscles to improve mobility

12. Improved mental health through a sense of purpose and achievement

13. The opportunity to connect with others – awareness of others, working in parallel and turn taking and team work opportunities.

14. Acquiring new skills to improve the chances of identifying interests, or work experience opportunities



Bleasdale Outdoor Learning curriculum fosters a sense of wonder, creativity, and connection with the natural world. It is designed to provide students with special educational needs a holistic and inclusive outdoor learning experience that supports their sensory, social, and cognitive development



## **My Independence Policy**

The general principles governing my Independence are that they:

- are developmental in nature and open to personalisation – they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible;
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey;

Bleasdale's 'My Independence' curriculum is a comprehensive and inclusive program designed to empower students with diverse abilities, including those with PMLD and SEN, to develop essential life skills and foster greater independence. This curriculum recognizes the unique challenges and potential of each student and focuses on the following key components:

1. **Personalised Learning Plans:** 'My Independence' begins with the creation of highly individualized learning plans for each student. These plans consider their abilities, strengths, and areas of need, setting meaningful goals for skill development.
2. **Life Skills Development:** The curriculum places a strong emphasis on teaching practical life skills essential for daily living. This includes activities related to self-care, hygiene, meal preparation, money management, and mobility, tailored to each student's abilities.
3. **Communication and Social Interaction:** 'My Independence' recognizes the importance of communication and social skills. Students are supported in developing effective communication strategies, including verbal and non-verbal methods, to express their needs, preferences, and emotions.
4. **Mobility and Accessibility:** The curriculum addresses mobility needs, including wheelchair use, assistive technology, and mobility aids. It also ensures accessibility in the learning environment, promoting inclusivity for all students.
5. **Sensory Integration:** For PMLD students, 'My Independence' incorporates sensory integration techniques to help them better understand and respond to sensory stimuli. It fosters sensory regulation and enhances their sensory processing abilities.
6. **Assistive Technology:** The curriculum introduces students to assistive technology tools and devices that can enhance their independence. This includes communication aids, adaptive software, and environmental control systems.

7. Community Integration: 'My Independence' encourages community engagement and participation. Students have opportunities to practice their skills in real-world settings, such as grocery stores, public transportation, and local businesses.

8. Personal Finance and Budgeting: Financial literacy is a key component, teaching students about money management, budgeting, and financial independence to the extent possible for each learner.

9. Self-Advocacy: The curriculum emphasizes self-advocacy skills, teaching students to express their needs and preferences and make choices that empower them in various aspects of life.

10. Family and Caregiver Involvement: Families and caregivers are actively involved in the 'My Independence' curriculum, collaborating with educators to reinforce skills and strategies at home.

11. Assessment and Progress Tracking: Ongoing EFL assessment and progress monitoring are integrated into the curriculum, ensuring that students' goals are met and that adjustments are made as needed.

'My Independence' is a holistic curriculum that aims to equip students, including those with PMLD and SEN, with the skills and confidence to lead more independent and fulfilling lives, tailored to their unique abilities and aspirations

## Implementation of Curriculum Policies

An Equals curriculum underpins our carefully mapped out curricula. Some of this curricula is very cyclic in its nature and requires the use of the progressive nature of the child, while others natural move from one sequence of learning to another. Progression documents are then used alongside each pupil's "Needs" (which include a range of information from SaLT, EHCP, Parents, OT, Physio, professionals, and knowledge of the child. The teaching team opted for a thematic way to organise the curriculum, not as a focus, but as a creative way to lift the carefully mapped and sequenced learning to lift off the page.

Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication and language is a key factor in raising standards across all subjects. Skills will be fostered across all curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations. The implementation of the curricula area depends on the students pathway and if they are a To Be Learner (Pre-formal), To Do Learner (semi-formal) or To Know Learner (Formal).

The To Be (pre-formal) learners for example experience, sounds, sensory texts, stories with motor skills and communication sessions. The curriculum has been mapped out and Lead Learning Practitioners will monitor the coverage at key points throughout the calendar of work set out in September each year. This is to ensure pupils are experiencing a range of learning through evaluation of medium term planning and classroom observations. Learning is presented in a sensory manner with the use of specialist technology and knowledge (please see our introductory CPD offer and CPDL programme offers). The monitoring and evaluating of curricular strengths and weaknesses takes place to ensure and maintain high standards in the quality of teaching and learning which is a vital part of curriculum development. At Bleasdale we are a team who have worked hard on the "Why?" of the curriculum and it is the responsibility of all staff but should be led in each curricula area by the lead learning practitioners (LLPs).

## Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement related target against which an individual pupil's performance can be related. The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons, recorded and reported via the EfL app, and shared with all school staff and parents. Teaching in class sessions is planned so that enough time is allocated for the delivery of the Scheme of Work recommendations that are appropriate to our pupils. Teachers will select learning outcomes from the Scheme of Work (the carefully sequence set of learning objectives) and support the implementation alongside the progress documents, (e.g. Towards Communication) to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age

appropriate level. This allows for adaptive learning in subject matter materials chosen and delivery of breath.

## **Assessment, Recording and Reporting**

Assessment is used to inform future planning and to give information about each pupil during their time at school. Teachers use their professional judgement which is the most appropriate tool taking into account their current pathway. Assessments are recorded within EFL app and presented to all school partners and parents. We make sure this inquiry based system is at the forefront of the record: pupils are marked against their own progress.

All pupils within the EYFS are assessed using the EYFS profile and students in 14 – 19 use a range of externally moderated accreditation to mark some of the many achievements. Assessment techniques ensure that EHCP outcomes and IEP targets are met and individual needs are covered within curricula areas.

These are managed by:

- Evidence for Learning: Photographic / video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils (case studies).

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school. Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Please see the Assessment, Recording and Reporting Policy.

## **Impact of Curriculum.**

- **Pupil's learning and progression**
- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training
- Relevant aspects may be highlighted in the annual School Development Plan.
- Offering further outreach work to other schools.

**Equal Opportunities** All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual stated targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereotyping.

The Curriculum policies will be renewed on an annual basis. Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in these curricular areas.

Reviewed By N French, 8th January 2024