

Bleasdale School Social Emotional & Wellbeing Curriculum Policy



Learning Together/Achieving Together

(8th January 2024)

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Social and Emotional
Wellbeing

- PSHE & Creative Play
- School Council
- Expressive Arts (Music/Drama)
- Art

PSHE & Creative Play Policy

- Pupils will be provided with experiences which offer the opportunity to develop personal skills, values and self knowledge for their role as a member of the community and become valued individuals with personal dignity.
- PSHE & Citizenship experiences, along with a broad and balanced curriculum, also encourage the understanding and development of self, self-awareness and self in relation to others.
- The range of opportunities offered, aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in developing a sense of self in relation to the local, and wider community.

Implicit within the PSHE & Citizenship curriculum are the five outcomes of Every Child Matters-

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Achieve Economic Wellbeing
- Make a Positive Contribution

Bleasdale School aims to ensure that every pupil will be given the opportunity to:

- Make choices and decisions
- Form relationships with their peers, family and the community
- Develop personal autonomy by having a degree of responsibility and control over their lives

- Develop awareness of appropriate behaviour in different situations, which can be accepted by family, carers and the community as a whole.
- Develop individual skills in such areas as personal living skills.
- All pupils should be given the opportunity to access and develop their understanding of PSHE & Citizenship experiences through Information Communication Technology (ICT) at an appropriate level.

Whole school 5 Ways to Well-being Programme:

As part of the school council a whole school initiative has been implemented since March 2021 where every pupils benefits from experiencing planned, purposeful and varied opportunities to achieve success in the 5 Ways to Well-being. Each day pupils will cover at least one of the 5 ways to well- being areas:

- Connect
- Keep Active
- Take Notice
- Give
- Keep Learning

Each pupil has a 'Ways to Wellbeing' evidence workbook/EfL that documents the activities completed that promote wellbeing.

Expressive Arts

At Bleasdale Expressive arts include: Art, Dance, Drama, and Music. Below we have set out what this would include:

Art and design:

- To provide visual, tactile and sensory experiences through participation in a wide variety of art activities.
- To provide opportunities for pupils to create their own pieces of art (with assistance) as well as experiencing the art forms of others.
- To offer pupils access to a broad and stimulating Creativity (Art and Design) curriculum.
- To provide opportunities to experience, experiment with and use colour, form, shape, space, texture, and pattern.
- To give opportunities to explore different materials and processes.
- To provide opportunities for pupils to respond to and communicate what they see and feel, on their own or working with others.
- To provide opportunities to value and review their own and others achievements.
- 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 in other curriculum areas.
- To include opportunities which promote and develop choice making skills.
- To provide enjoyable, appropriate and stimulating learning experiences as the aspect of enjoying art activities is seen to be crucial to the development of creativity.
- To have access to the language of Creativity (Art and Design).
- To provide opportunities to access Creativity (Art and Design) through computing skills a level appropriate to their individual need.

Drama:

- **Process based drama is a learning medium – an interactive teaching style that often happens in the classroom, in which issues, themes and possibilities can be explored 'from the inside'** through improvisation-based role playing that has a 'living through' quality. In this way, other subjects may be brought to life in a way that engages children more deeply and meaningfully, such as illuminating key moments in history, or practising a life skill in cross-curricular tasks embedded in the drama.
- Process based drama can provide multi-layered opportunities to promote learning across the curriculum, and to practise and consolidate learning – for example, helping Snow White (teacher-in-role) by advising her on how to set

the table for her seven house mates, or teaching her how to say 'no' if offered food by a stranger calling at the door. The group can discover that outcomes can be different, and that they can be instrumental in influencing the course of events, even if this means that familiar stories may not turn out the same as the known narrative. Process based drama can lead to creating moments of theatre to capture an idea or meaning, rehearse and present it to others. This can be small scale, to the rest of the class for example, and not necessarily to a large invited audience.

- **The common linking thread is that at its core, drama at all levels and in all its forms hinges on make-believe, which is used to explore shared human experience.** Participants are motivated by a situation that is simultaneously fun and intriguing, and the lure of drama's double-edge: that what seems to be about someone else is really about me!

Music:

- Music is taught by the Class teacher up to age 16. Students in the post 16 department explore music for leisure. Music is delivered, whole class, individual and paired work. The class teacher is supported by a specialist music teacher at least 3 times a term. The specialist music teacher provides a framework for the class teacher to work towards offering strategies and specific music skills for teachers.
- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. Music offers pupils at Bleasdale opportunities to:
 - demonstrate their ability in an area not dependent on language skills
 - improve listening, concentration and attention skills
 - develop imitation skills
 - produce sounds
 - practice turn-taking
 - make choices and discriminate
 - experiment and try new things
 - develop co-ordination and functional fine motor skills
 - support the development of movement and mobility
 - encourage co-operation, tolerance and a willingness to work with others
 - develop self-discipline and self-confidence
 - foster community involvement
 - be involved in activities that may provide leisure activities and life long learning.
 - To offer pupils access to a broad and balanced, appropriate music curriculum delivered within Music Interaction.
 - To encourage musical curiosity. As pupils begin to perceive the world around them with more sensitivity and understanding, they may begin to realise that their actions or the actions of others can make sounds and

music happen. Many of these actions are the beginning of musical expression.

- To give pupils access to and develop awareness of a range of specific musical terms at a level appropriate to their needs.
- To provide pupils with a broad and balanced range of musical 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 with a partner.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- Where appropriate pupils should be given the opportunity to access and develop their understanding of musical experiences through Computing/ Assistive Technology at an appropriate level.

School Council Policy

Our School Council is made up from a representative from each class. Pupils are supported by staff advocates to gather and share pupil voice on topics appropriate for the council. Pupils use their bespoke communication system to communicate feelings and choices during planned termly meetings and this information is shared with the Senior Leadership Team. There is a re-election at the start of each academic year so that pupils have the opportunity to join the school council at least once during their time at Bleasdale. These include:

Connect - talk and listen, be there, feel connected. Identify with support, games and resources that pupils can use in school, to have strength in Pupil voice across a number of issues

Give - your time, your words, your presence. We can choose charities and events we want to acknowledge and assist in the planning of these events

Take notice - remember the simple things that give you joy. To choose activities we enjoy and share this with the Senior Leadership Team

Keep learning - embrace new experiences, see opportunities, surprise yourself. We try to learn a new word/sign, listen to new music or read new books.

Be Active - do what you can, enjoy what you do, move your mood. Pupils can identify resources and games that they enjoy and would like to experience.

The school council contribute to a large range of school life here at Bleasdale including - Interviewing processes, choice making for Bleasdale, meetings at all levels (including Teacher, SLT, Govnor), purchase of goods and services, to list but a few.

The Team meet monthly and the meeting is formally recorded and shared.

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 A Allmark-Snow, 8th January 2024