



CURRICULUM POLICY 2020

Bright Futures School seeks to promote a curriculum that is accessible to all our pupils and which enables them to achieve as highly as possible and to experience academic as well as personal success.

AIMS

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Pupils at Bright Futures School will have access to a highly personalised curriculum which takes account of the National Curriculum as well as being relevant to individual needs. In addition, we focus on the core difficulties that lie at the heart of autism. These include problems with rigid thinking, managing uncertainty and change, social interaction and understanding and managing emotions. These are the difficulties that are at the root of distressed (challenging) behaviour.

At Bright Futures School, our curriculum involves academic learning but our first priority is to work on these core difficulties rather than just compensating for or working around them. We achieve this by using the development of typical children as our model. Our approach is strongly influenced by the thinking and research behind Relationship Development Intervention (RDI®). Our priority is to support the social and emotional development of children with autism.

We take the view, supported by research that academic achievement without appropriate social and emotional development leaves autistic children with a poor quality of life, as well as poor life chances. We therefore focus our work on the difficulties that lie at the heart of autism. Our starting point is to mirror the developmental steps that children have missed during infancy in order that they have a second chance to develop their ability to:

- Share Experience
- Take different perspectives and think flexibly
- Collaborate
- Cope with Setbacks and challenges
- Solve Problems creatively

Many of our activities, projects and areas of study can readily be located within the framework of the National Curriculum but the way that Bright Futures staff relate to pupils and the range of interactions between staff and pupils is what makes the school so different. Whilst we anticipate measured progress with the 'three R's', we view the real test of progress as the ability of Bright Futures children to make and maintain meaningful relationships; to adapt their thinking and behaviour to everyday real life challenges and to lead a happier and more fulfilling life.

Our aim is to deliver measurable outcomes that demonstrate, over time:

- Improved self-regulation (managing own emotions and behaviour)
- Improvement in coping with uncertainty and change (decreasing anxiety)
- Increased ability to make and sustain meaningful reciprocal relationships
- Increased independence
- Improved quality of life with reduced stress for pupils and their families

In planning and delivering an holistic curriculum, the school will endeavour to:

- Cater for the needs of individual children from all ethnic and social groups including the more able and those who experience learning difficulties.
- Facilitate children's acquisition of knowledge, skills, qualifications and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, useful, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment in which pupils feel valued, safe and able to learn.
- Enable all pupils to experience a sense of personal achievement by encouraging them to fulfil their potential in different areas relevant to their abilities, skills and interests
- Make every effort to encourage parental awareness and involvement in the educational and emotional development of their child.
- Ensure that each child's education has continuity and progression which enables them to progress with confidence to the next stage of their lifelong learning in preparation for adult life.

Pupils should:

- Learn to be adaptable, how to deal with and solve problems in different situations, how to work independently and as a team member.
- Begin to acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base and improve their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their own actions.
- Care for, respect and take pride in their school, work and their peers and staff.
- Learn to communicate their knowledge, feelings and thoughts in the appropriate way.
- Know how to apply the basic principles of health, hygiene and safety.

Pupils should be given opportunities to :

- Think and solve problems mathematically in a variety of situations
- Read, write and listen for a variety of purposes
- Develop an enquiring mind using an scientific approach to problems
- Develop and use technological skills
- Know about geographical, historical and social aspects of the local and wider environment.
- Have some knowledge of the beliefs of the major world religions
- Develop agility, co-ordination and confidence in movement.

How our Curriculum works.

All pupils at Bright Futures School have a personalised timetable to support their individual needs, focussing on academic as well as social and emotional development. Pupils are taught on a 1-1, 1-2 or very small group basis depending on the activity and or pupil/grouping.

The school curriculum follows a topic based /thematic approach which ensures that the 7 broad areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative) are experienced throughout the academic year. English and Maths are both taught to all pupils as individual subjects in addition to being addressed through other curriculum areas (see separate policies).

The school day starts with a 'Ready to Learn' session, which has a physical and /or sensory approach in order to get pupils into the correct mindset for learning, and to remove barriers to learning. The next session is Key Skills which has an academic focus on English or Maths, at times incorporating science or IT and enables pupils to work towards National Curriculum level objectives.

After break, there are 3 sessions of one hour duration which are highly personalised to pupils and in which a variety of teaching strategies and programmes are used to maximise pupil engagement and achievement. The afternoons tend to be blocked as double sessions which enable off-site or practical activities to facilitate learning.

All staff plan and set out their own schemes of work, which can take account of National Curriculum materials based on objectives as identified through our assessment tool, Bsquared. Planned schemes may use documents or commercial schemes / websites, adapted for use with individual pupils. The schemes of work set out the range of topics taught over the year and how they are incorporated into individual subjects. Action plans for each pupil are used to inform planning.

Staff meet on a regular basis to review curriculum areas and develop planning in order to avoid unnecessary repetition of work. The Head of Learning monitors all staff planning which ensures pupils will have access to a broad and balanced curriculum and subsequently experience all areas of learning.

Work scrutiny and lesson observations will be carried out by the Management Team on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils.

Key Stage 1 and 2 Curriculum (Year 1-6)

An activity based learning approach (which primarily take on board guiding objectives) ensures that the following National Curriculum subjects are experienced at some stage during the academic year:

- Art & Craft
- Drama and Music
- Religious Education, Geography and History (Humanities)
- PSHE
- PE and outdoor learning activities
- English
- Maths
- Science
- IT
- Cooking

Key Stage 3 Curriculum (Years 7-9)

- English
- Maths

- Science
- Pshe
- IT
- Humanities
- Art, craft, design and cookery
- PE and outdoor activities which include Swimming, cycling, personal training, trampolining, horse riding and outdoor activities.

In KS4, pupils have further opportunities to develop their own personal interests throughout the curriculum. Due to their developmental delay and in most cases, time out of school during their previous placements, most pupils have not acquired the academic standards expected of their chronological age when they start at Bright Futures School. At BFS, our emphasis is on rate of progress that is measured against the pupil's starting point, rather than age related expectations.

We carefully assess our students' levels of tolerance so that we are sure that they can successfully meet appropriate challenges. We aim to balance this by also giving pupils opportunities to gain qualifications or accreditations that are not exam-based. It is of the utmost importance to us that our pupils do not have experiences of failure as these are usually what have led them to withdraw from learning and have contributed significantly to poor emotional wellbeing in their previous educational settings.

All staff make use of the ASDAN awards programmes (www.asdan.org.uk) with older pupils in as many areas as possible to assist pupils to gain certification. KS3 pupils start with the Bronze and Silver Personal Development programmes and progress to COPE at level one or two in KS4. This enables all pupils to gain accreditation which is nationally recognized and appropriate to their own individual needs and also helps to improve pupil self-esteem and confidence. Short courses are also available in independent living and employability as well as more personalized programmes such as animal care.

Work experience (on a regular weekly basis) will be set up in areas that have been identified by pupils of interest to them and which can be facilitated through school in partnership with external providers in order to develop both academic and developmental objectives.

Some of our students are academically able, but their difficulties managing their anxiety mean that the pressure of taking exams of any kind is counter-

productive for them as it would be detrimental to their emotional wellbeing. Following consultation with parents and pupils and based on our experience of pupils who have graduated from BFS, we take the view that it is better for our pupils to have more time to prepare (academically and emotionally) and to take GCSEs at college. The use of Functional Skills programmes in **KS4** helps prepare pupils through practical skills in English, Maths and IT whilst providing individuals with essential knowledge, skills and understanding as well as practical experience that will enable them to operate confidently, effectively and independently in taking their next steps for life after school. With parental permission, pupils will be entered into Functional skills exams at levels determined by staff through their own assessments to ensure pupils leave school at the end of Year 11 with a qualification relevant to their ability which will enable them to engage in a post 16 course of their own choice.

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