



CURRICULUM POLICY

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Secondary Site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the terms Brondyffryn or School appear they are therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Introduction

This policy should be implemented in the context of the following policies:

- Teaching and Learning Policy
- Communication Policy
- Special Educational Needs Policy
- External Relations Policy

- Assessment, Recording and Reporting Policy
- Monitoring, Review and Evaluation Policy
- Marking Policy
- Autism Policy
- All Curriculum Policies.

4. We aim:

- ◆ to provide a specialised curriculum to meet the particular needs of individual pupils with a diagnosis of an Autistic Spectrum Condition.
- ◆ for all pupils to have access to a broad, balanced curriculum including the Foundation Phase, National Curriculum and Learning Pathways, differentiated to take account of individual levels of ability and learning.
- ◆ for all pupils to have opportunities for generalising their learning in the wider community.
- ◆ to provide a curriculum that promotes and respects all cultures, religions and ethnic groups.
- ◆ for all children to be included in the life of the school and wider community.
- ◆ to actively promote our Welsh culture, language and heritage throughout the school, following the Cwricwlwm Cymreig.

5. Procedures

- ◆ At the heart of the curriculum are the core elements of language, communication, relationships and social interaction. It is essential for pupils with Autistic Spectrum Condition to develop these in order to access the wider curriculum.
- ◆ To enable pupils to develop these elements, the core skills are taught both explicitly and implicitly through every activity.
- ◆ Signs, symbols and other visual information are used to help deliver the curriculum.
- ◆ The curriculum is delivered within the framework of the Foundation Phase Curriculum, National Curriculum, Learning Pathways, Skills Framework and Literacy and Numeracy Framework, and with recognition of the uneven learning patterns that are associated with pupils with Autistic Spectrum Condition.
- ◆ A programme of enrichment activities that support pupils in extending and generalising their learning through concrete and meaningful experiences is provided for all.
- ◆ Bridging the curriculum are links with home, local schools and colleges, the local community, the wider community and work with colleagues from multi-disciplinary services.

6. Foundation Phase

The Foundation Phase is based in the Primary Department at the Ty'n Fron Site and is fully implemented for pupils between the ages of 3 and 7 years. Ysgol Plas Brondyffryn's philosophy is that children will have opportunities to learn through experiential and directed play activities. We aim to create a structured, visual and rewarding learning environment. The curriculum is planned as units of work in topics which are child-led and delivered through play.

7. Key Stage 2

Key Stage 2 pupils are also based in the Primary Department at the Ty'n Fron Site. They follow a topic based curriculum on a 4 year programme (see Appendix 1) Teachers plan curriculum activities with their colleagues and take into account the pupil's previous experiences, their Statement of Special Educational Needs and guidance from the National Curriculum.

8. Key Stage 3 and 4

These pupils are based at the Park Street and Ty'r Ysgol sites. They follow the National Curriculum, differentiated for their individual needs.

Park Street caters for Able/Moderate Learning Difficulty (MLD) groups and Ty'r Ysgol caters for MLD/Severe Learning Difficulty (SLD) groups.

Groups in Ty'r Ysgol are class based and include some pupils working at levels below the National Curriculum. These classes follow a topic based curriculum. Classes at the Park Street site access the National Curriculum and are taught by specialist subject teachers in core subjects, moving to different classrooms as necessary in a carousel system. Some of these pupils have achieved external accreditation such as GCSEs, Entry Levels and accredited vocational units by Agored Cymru

Some of these pupils can integrate for some lessons into Denbigh High School supported by Ysgol Plas Brondyffryn's staff.

9. Post-16 Provision

The school currently has three Post-16 groups catering mainly for the needs of SLD and MLD pupils. Pupils achieving GCSEs and Level 2s are expected to leave us at the end of Key Stage 4 to move on to college or work opportunities. SLD pupils access a three year course working on ASDAN 'Towards Independence' supplemented by Agored Cymru units as appropriate. MLD pupils follow individual programmes lasting one year to support them in a successful transition to college. More able pupils can access the full range of the Dyffryn Clwyd Consortium A Level and A Level equivalent courses with our support.

10. Learning Pathways

Learning Pathways provide individual planning opportunities for each pupil between the ages of 14 and 19 and begin in Year 9.

Learning Pathways consist of a blend of six key elements which, in combination, will ensure that, over time, all learners receive the appropriate balance of learning experiences that best meet their needs. The key elements also enable learners to receive the support and guidance they need to realise their potential. The six key elements are:

- Individual Learning Pathways to meet the needs of each learner;
- Wider choice and flexibility of programmes and ways of learning;
- A Learning Core which runs from 14 through to 19 wherever young people are learning;
- Learning Coach support;
- Access to personal support; and
- Impartial careers advice and guidance

11. Curriculum Coordinators

Each teacher acts as Coordinator for at least one subject throughout for their site or the whole school. Teachers are given some non-contact time in which to carry out the duties associated with this role. The current list of coordinators can be found in Appendix 2.

Policy adopted: March 2010
Reviewed: March 2011
Reviewed: April 2011

Reviewed: March 2013
Reviewed: March 2014
Reviewed: March 2015
Reviewed: January 2016
To be reviewed: January 2017

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

January 2016

Appendix 1
Key Stage 2 - Topics

| Years 3 – 6 | AUTUMN | SPRING | SUMMER |
|----------------|--|--|--|
| 3 | <p align="center">Sound</p>  | <p align="center">Materials</p>  | <p align="center">Plants</p>  |
| 4 | <p align="center">People</p>  | <p align="center">Food</p>  | <p align="center">Buildings</p>  |
| 5 | <p align="center">Light and Dark</p>  | <p align="center">Clothes</p>  | <p align="center">Travel</p>  |
| 6 | <p align="center">Animals</p>  | <p align="center">Colour</p>  | <p align="center">Water</p>  |

Appendix 2

Proposed Subject Coordinators – September 2015

| Subject | Coordinator | Key Stages |
|--|--------------------|-------------------|
| Foundation Phase | Chris W | FP |
| English | David M | KS 2,3,4 |
| Maths | Anita P | KS 2,3,4 |
| Science | Kev S | KS 2,3,4 |
| Welsh | Emyr R | Ty'r Ysgol |
| Welsh | Geran H | Park Street |
| Welsh | Katie WJ | Primary |
| Religious Education & Collective Worship | Katie WJ | KS 2 |
| Religious Education & Collective Worship | Ali B | KS 3,4 |
| History | Geran H | KS 2, 3 |
| Geography | Amanda T | KS 2, 3 |
| Art | Emyr R | KS 2,3,4 |
| Physical Education | Katie W J | KS 2 |
| Physical Education | Philippa W | KS 3,4 |
| PSE Th.Inc Room | Liz M | KS 2,3,4 |
| Music | Katie W J | KS 2,3,4 |
| ICT | Kev S | KS 2, 3,4 |
| Design & Technology | David P | KS 2,3,4 |
| French | David M | KS 3 |