



Lake Haven - a special place to learn

Curriculum Policy

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1. Philosophy

We believe that in a setting that is mainly in an outside space, we can unlock each child's potential and rebuild confidence to re-engage with the learning through nature. Many of the children that will arrive at Lake Haven will not have accessed mainstream school for some time and their relationship with school is one of anxiety. Therefore, we have to allow the children time to settle and then engage with our school work. Our curriculum has been devised which will make full use of the farm, forest and lake environment making it as much a part of the academic, PSHE and RSE curriculum. Nurturing the children's emotional needs will remain at the forefront of our priority but they will also be met with an aspirational curriculum and our bespoke adapted approach that will allow the children to access, make progress whilst feeling safe, engaging in new skills and experiencing the pleasure of success.

Ultimately, we aim for our children to learn to manage and understand their behaviours through the farm, animals and outside space. We aim to help and guide the children in this area so much so that anxiety and their ASC is no longer the main area of need. Therefore, we believe that we can enable children to access the curriculum that will allow them to take the next steps in their education and move onto provisions such as area special schools, enhanced resource bases attached to mainstream schools or indeed mainstream provision and colleges of further education. Although the curriculum has the potential to keep in line with their mainstream peers, we also recognise that sometimes our children are just not ready at given ages, and therefore we will tailor an individualised programme of study personal to each child keeping in mind that it is 'stage' not 'age'.

We recognise the impact family life and parents/carers have on children's learning and behaviour and aim to make parents/carers as much a part of the school community as their child. We aim to involve parents/carers in the curriculum through open days, parent teacher meetings and celebration days.

Parents/carers will be informed of their child's progress and the curriculum they will be following through newsletters, reports and as part of the annual review process.

2. Aims

At Lake Haven our curriculum aims to:

Belonging

Nurture

Respect

- Provide an aspirational curriculum which is a broad and balanced education which is practical, relevant and interesting to motivate and engage children.
- It is centred around the National Curriculum Subjects and implements some of the 2014 Curriculum as well as systematic and consistent teaching for behavioural, emotional and social development.
- Promote British Values to ensure our young people leave school fully prepared for life in modern Britain.
- Build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate.
- Offer a progression, through small steps, for the development of skills and concepts.
- Ensure equality of opportunity within the school, regardless of race, gender, religion or class.
- Promote the spiritual, moral, social and cultural development of pupils.
- Promote a love of learning.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Prepare pupils for the opportunities and responsibilities involved in being members of a school community.
- Take into account individual differences and additional difficulties, using specialist input from outside school agencies where necessary.
- Present opportunities for working in a range of groupings which could include individual, paired and whole class where possible.
- Make use of the immediate and wider environment, visitors to school and visits to sites of educational value.
- Be regularly reviewed and modified as appropriate to children's needs and in the light of research and developments.
- Promote a positive attitude towards learning.
- To increase attendance of pupils who will find inspiration to learn in a safe and secure environment that has been adapted to suit their individual needs.
- To enable children to take part in Functional Skills/GCSE examinations for English and mathematics as a minimum prior to them moving on to Post 16 options.
- To fully equip the pupils with knowledge of the big wide world and career options available to them.

In addition we will aim to offer mainstream experience or re-integration where a child demonstrates that he/she has acquired the requisite social and academic skills.

3. Curriculum Structure

The curriculum at Lake Haven is delivered using the National Curriculum as the foundations. The Humanities subjects change each term and are delivered over a two year rolling period. At the end of the two years the curriculum will be reviewed and changes will be made accordingly and if necessary.

All of our subjects exploit cross-curricular links, and many of the objectives will be taught in a practical sense that children will be able to make concrete connections in their learning. The units are arranged across the years so that there is continuity through the school but progress will be gained from revisiting an area previously taught but also by stepping up the in depth knowledge of the children at each stage. There is a strong emphasis on the outdoor curriculum as well as PSHE, PE and the core subjects. Teachers use a variety of resources to plan their lessons and pay close attention to the 2014 Curriculum. English and Mathematics are taught with adaptations but will endeavour to follow the guidance set out in the 2014 Curriculum. Aspects of literacy and numeracy are taught within other subjects, for example, measuring feed for lambs in the spring.

The 2014 National Curriculum will be modified in respect of a child's priority needs as identified on each young person's EHCP plan, which is linked to personalised targets. Work is provided and adapted for each child. Teachers are mindful of individual learning styles and work with children to maximise their potential across all subjects. The Twinkl Phonics Scheme will be employed to address individual needs of those experiencing literacy difficulties including any early phonic requirements. The White Rose Maths – Scheme of Learning resources will be used as a guidance of methods and concepts of small steps as well as addressing individual needs which will have a real life and practical requirement for learning to make sense. As the children progress through the school, the Government's Functional Skills for English and Mathematics will be taught and should time and aptitude allow, AQA mathematics and English material will be used as a scheme of work to offer our children the coursework required to pass their GCSE examinations.

In addition to regular curriculum lessons, it is expected that for part of everyday children will develop their social and emotional skills through taking part in activities on the farm, this focuses on personal learning and thinking skills, in line with the

revised N.C, Emotional and Social Curriculum. Alongside whole class teaching, it is expected that the teachers will plan a variety of interventions to meet each child's academic and communication needs. These interventions include:

- Emotion Coaching.
- One to one intervention with highly skilled staff.
- Twinkl Phonics.
- DIPT of sight words for reading and spelling
- Personalised interventions to meet each child's specific C&I needs.
- Handwriting
- Equine Therapy
- Swimming
- Gardening
- Forest School
- Farming
- Sport

4. Strategies

Curriculum Planning

To support the planning of units of work the following procedures and documents have been devised:

- All curriculum planning seeks to support Keeping Children Safe in Education Document.
- All curriculum lessons will ensure that they conform to the 'Keeping Children Safe in Education' policy.
- Units and lessons are planned based upon individual needs to provide progression at each level. Adaptations to long term plans are made by teachers to meet the needs of their particular cohort/child.
- Short term plans identifying learning objectives, appropriate activities to teach these and specific vocabulary to be used, as well as providing resources and guidance to enable colleagues to teach lessons effectively.
- Assessment of units of work is ongoing and will be recorded on a rolling programme of study. (See below)
- Teachers will work from planning files which are monitored by SLT and agreed at the end of each week as a teaching staff.

- The Senior Leadership Team monitors learning across the school. Curriculum monitoring will inform the Subject Development Plan. Subject leaders are responsible for taking appropriate action in consultation with the Senior Leadership Team. Subject responsibilities will be spread amongst the teaching staff. They will also seek pupils' views on a regular basis. Samples of work at 3 levels should be collected and annotated in collaboration with all staff in order to moderate attainment and inform future planning.
- Subject leaders should write and review annually a development plan for their subject identifying action points. This will be informed by their monitoring activity and take account of new initiatives. Subject leaders should review policies annually and update or rewrite as necessary.

Teachers will plan using:-

- The 2014 KS2 and KS3 Curriculum
- KS4 GCSE Curriculum based on the Functional Skills and the AQA Scheme of Work
- Twinkl
- White Rose Maths – Schemes of Learning
- Twinkl Phonics and Early Reading Scheme
- Twinkl Spelling Programme of study
- SCARF - CORAM PSHE and RSE Schemes of Learning KS2
- KS3&4 PSHE RSE - Jigsaw schemes of learning
- White Rose Science - Primary
- White Rose Science - Secondary
- Pobble 365
- ASDAN Vocational Certificates
- NCFE Occupational Skills
- Plan Bee

5. Assessment & Record Keeping

Each child will be reviewed and asked for a baseline assessment in reading, writing and mathematics when entering into the school. We will monitor progress closely and update our tracking system each term to actively review the progress of each individual.

All children will have a personal weekly timetable with lesson objectives to be met for that week. These objectives will be set around the focus of our themed lessons but specific for the child to make progress and identify success. All

recordings will be monitored by a key teacher/adult for that session which is key stage and ability appropriate. Work will be evidenced in many different ways: Books/journals, photographic evidence and staff observational notes. Individual lesson objectives will be on a rolling programme. If the lesson is achieved, the objective is met, understood and independently accessed, staff will be mark the work with two ticks ✓✓. If the lesson was covered and understood the adults will mark with one tick ✓. If the lesson needs revisiting, the adult will mark the lesson objective with a dot ▪ All lesson objectives will just roll on to the next session with the whole staff team to review at the end of the week to plan for the following week of learning.

✓✓ - Lesson Objective met

✓ - Lesson objective covered but not met fully and needs revisiting

▪ - Lesson objective not accessed or understood

6. Learning Environment

Lake Haven is an outside farm and nature reserve surrounded by 83 acres of lakes, forests and fisheries. Our curriculum has been developed around the use of the farm and animals. We will take a very practical and realistic approach to all learning to aid our learning who find abstract concepts difficult. All children will have various books for their written work which will also include work that has been word processed, photographed or any observational notes from staff or visitors. Our focussed lessons will only be short in terms of timings and teacher input due to the nature of our children and their concentration span alongside the need for continuous movement breaks. However, the learning will continue whilst on the farm or being in the forest and this will be observed and recorded by staff within the individual child's books where necessary.

7. Cultural Capital

To ensure that all of our learners get an equal opportunity as their Neuro Typical mainstream counterparts, we will ensure that we enhance our learning with visits, visitors and as much hands-on experience as our learning and environment allows. We will utilise our outside space with the farm, forest,

lakes and allotments to allow our learning to be as real as we possibly can. Within all areas of the curriculum, this can help us understand our world and how learners feel they can fit into Modern Britain. Due to the neurodivergent learners within our school, we need to make the curriculum as explicit and as exciting as we possibly can. By providing as much opportunity to our children we will hopefully spark curious and inquisitive minds that they will seek answers to questions that our learning may develop. We will use cultural capital to ensure that our children leave Lake Haven School with the best and equal opportunities standing them in good stead for the future adult lives - socially, economically and emotionally.

8. KS4 Curriculum Offering

Children at Lake Haven in Key Stage 4 will work on a two year programme of English, Mathematics and Combined Science to work towards sitting their Functional Skills and hopefully progress to their GCSE examination. Teachers will assess and decide in discussion with pupils and parents which level of examination they should sit. We will follow the AQA Scheme of work that will build towards and cover all of the content required to access the exam starting with the Entry Levels in Mathematics, English and Science. As Lake Haven does not have the facilities for a laboratory, we are unable to sit the Science Examinations, but we will deliver the curriculum to allow the children the options of sitting the exams in a setting that is approved.

In addition to the GCSE offering, Lake Haven has become an assessment centre for ASDANs and NCFE Occupational Skills. Throughout Year 9, students, along with their parents and guidance from the Independent Careers Advisor, will select suitable ASDAN certificates that they can work alongside their studies to gain accredited qualifications that will support their Post 16 options. During the Spring Term of Year 8, we will meet with parents and pupils to discuss the options available to them in terms of qualifications. Lake Haven is only a small setting and does not have access to many different subjects, but we will look to see what we can provide in terms of additional qualifications to ensure there is a smooth transition to Post 16 options. This could include more vocational subjects such as Art, Food and Nutrition and not limited to Music.

Lake Haven School also provides a Life Skills curriculum that is bespoke to us. We will support our students to become equipped with the ability to cook, clean, gain employment, manage money, relationships and be safe on a personal level and also whilst out in the community.

No pupil at Lake Haven School will feel at a disadvantage to attending an Independent Specialist School, we want our children to feel empowered that they have received the equal opportunities as their mainstream peers.

