



1 INTRODUCTION

Lancaster School aims to develop confident and skilled learners who have skills for life to become active members of their community. We take a holistic view of our learners' progress by placing Transferrable Life Skills (TLS) at the centre of learning. This emphasis on generic skills over and above subject specific - outcomes ensure the life skills can be used wherever needed and should scaffold the student in school, in the community and in adult life. The aim of these TLS is to give the student choice and control over their future life.

The 10 Transferrable Life Skills are:

1. Demonstrate effective communication
2. Use prior knowledge to solve a problem
3. Show appropriate behaviour in different environments
4. Have practical self-help skills in order to live as independently as possible
5. Work collaboratively with others
6. Work independently
7. Develop strategies for personal safety
8. Develop strategies to ensure physical and emotional wellbeing
9. Access relevant information
10. Develop skills to become a responsible citizen

Learning is only effective when it is meaningful to the students. Meaningful learning means that students:

- Engage
- Are active learners
- Make sense of their learning.

To scaffold this, the first two of the TLS are pertinent to all students and set as their primary targets, since:

- learning becomes active when new information is connected to a learner's prior knowledge (what they already know).
- new information and skills become meaningful when there is communication between learners, their environment and social interactions.

Central to this philosophy is that skills need to be transferrable for learning to be active and the curriculum must provide relevance, breadth and balance. Skills can only be learned in a context and at Lancaster School the context is the school curriculum, such that learners of all ages and abilities are able to develop individually within a common curriculum content. It supports our emphasis on learners being confident and competent in using their skills in a variety of contexts.

As the TLS are central to the learning model at the school, the Curriculum model is based on four learning pathways:

- the Experiential (sensory) pathway: the learner is acknowledged as having been willing or able to experience an educational activity
- the Personal Progress and Transition pathways: the learner is able to transfer existing skills and knowledge to a variety of contexts

- the PSD and Gateway pathways: the learner is able to learn new skills and knowledge and transfer them to a variety of contexts
- the GCSE/B-Tec pathway: the learner is able to learn independently and reflect on learning

2 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND BRITISH VALUES

Lancaster School seeks to offer an education where students learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially and culturally. We aim to:

- lead students towards becoming confident and positive contributors to their school and community
- enable students to gain insights into the origins and practices of our culture and those of the wider community
- take steps to ensure that students appreciate racial and cultural diversity and avoid and resist racism, bullying, harassment and discrimination.

All our subject areas provide opportunities to promote students' spiritual, moral, social and cultural development. Explicit opportunities to promote students' development in these areas are provided through humanities, school assemblies, citizenship and our framework for personal, social and health education (PSHE) and Relationships and Sex Education (RSE). See Appendix 1

On a day-to-day basis students are accountable to their Code of Conduct, which are displayed around the school. These were devised by the School Council and agreed by all students, and represent the core values of our community: respect, courtesy, manners, politeness, enjoyment of learning

The vertical tutorial system, allows the students to explore and discuss moral and social issues and supports the school's Buddying System.

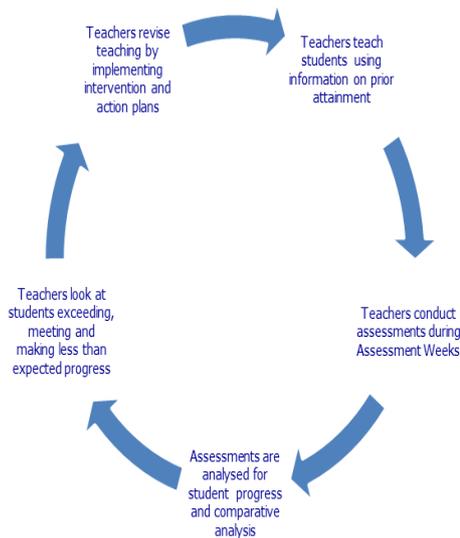
Whole school assemblies on a weekly basis and themed days allow the students to explore wider issues as a whole school.

3 RESOURCES

Resources are organised in line with the ASDAN and Gateway Awards units and storage is central in the Learning Resources Base. These resources cover the full age and ability range.

4 ASSESSMENT AND RECORDING

Assessment and reporting are outlined in the *Assessment, planning, recording and reporting the progress and achievement of individual students Policy and Guidelines*. The Assessment Cycle is outlined below:



Parents/carers are invited to come along to the termly Learning Conversation Days, providing an opportunity to meet with the teachers and discuss their son/daughter's progress. By means of regular communication and open access, we aim to share responsibility with parents/carers for students' development in all aspects of their growth. These are additional to the Annual Reviews of the EHC plans and Statements and ensure termly contact with the family. If the family are unable to get into school, we will endeavour to get to them or a meeting place of their choice. The Learning Conversation philosophy can be seen in Appendix 2.

5 MANAGEMENT

The curriculum is managed by two Heads of Learning (HoL) who are responsible for the curriculum management, assessment, monitoring and development of their area. The teachers are responsible for the planning and delivery of the curriculum. The HoL are also responsible for reviewing learning outcomes and the organisation, deployment and development of curriculum resources, along with curriculum access and differentiation

Heads of Learning also support the SLT in monitoring teaching standards and provide mentoring and coaching to colleagues.

The Heads of Learning form the Middle Leadership structure in the school and are monitored and accountable to the Senior Leadership team.

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5.1 CURRICULUM AREA RESPONSIBILITIES

Staff	Subject Area Responsibility
Nathan Cresswell	Performing Arts, PSHE, Citizenship and British Values
Sandy Martin	Head of Learning: Non-Core curriculum areas, including options ASDAN
Julie Warren	Head of Learning: Core curriculum areas: English, Maths, Science (KS4), RSE, ICT Functional skills: English
Stuart Pallister	Head of Learning: Preparation for Adulthood
Ashleigh Vine	Functional skills: Maths
Sarah Olley	Head of Learning: IT & Communication
Neil Thompson	PE and sport

Sarah Hall	Wellbeing
Mandy Webb	PMLD/SLD experiential/sensory learning Sensory curriculum
Simon Best	Duke of Edinburgh Award
Jill Thorn/Gill Wall	Motor therapy

Review details for Curriculum Policy

Written: Spring 2018

Next review date: Spring 2019

Signed by Chair of Governors.....

Ratified at Governors meeting

Social, moral, spiritual & cultural (SMSC) education and British Values at Lancaster School

Introduction

In November 2014, the Department for Education (DfE) published the document 'Promoting fundamental British values as part of SMSC in schools'.

Within this document is a clear statement from the 2011 Prevent Strategy, that schools should "promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs."

SMSC.... the Lancaster way

SMSC is delivered through the curriculum, both academic and pastoral, and the 'hidden', through the culture, attitude and ethos of Lancaster School. Staff model the attitudes we want to see in our young people so we can scaffold their development into future citizens of our multi-cultural & multi-faith society.

We actively encourage everyone in school to ask questions, show curiosity and challenges opinions, attitudes and behaviours that are contrary to British values.

We actively seek to show equal regard for people of all faiths, races and cultures and actively promote the attitude that 'people are people' and that it is our differences that make us unique and special.

British Values..... the Lancaster way

- **Democracy for all**

At Lancaster School we actively seek the views of parents/carers, students, staff and external agencies on an annual basis (through questionnaires) to inform the strategic direction of the school.

Additionally, we listen to the views of students and parents/carers at Annual Reviews and Learning Conversation Days.

Our Student Council has a strong voice and meets regularly with a senior leader, showing that we are clear in wanting our young people to be active contributors to the school's development and daily management.

- **Law of the Land**

We all have high expectations of ourselves and others, which are consistently reinforced through learning, attitudes and ethos.

The students have devised the School Code and review it annually to make sure it promotes the message that the students want to give about their school and it reflects the needs of everyone.

We have school rules that apply to everyone and the reasons and values behind these rules are explained to the students:

- to keep us all safe
- to help us understand our responsibilities
- to understand that there are consequences to everything we do.

- **Freedom and liberty for all**

All students are encouraged to be independent and make informed choices, so that we can all work in a safe and caring environment.

Students are encouraged to be inquisitive, express their views and challenge in a responsible way, the views of others, through both the academic, pastoral and 'hidden' curriculum, whilst understanding that if they want to express their views, they have a responsibility to allow others to do the same, without fear of reprisal.

- **Equal respect for everyone**

All adults, whether staff or visitors are expected to model respect and tolerance, so promoting the behaviours we want our young people to have as second nature. This is the foundation of positive and interactive relationships.

We believe everyone's differences are what make us special and unique; these are respected and celebrated and make the Lancaster School community a happy community of choice.

- **Tolerance not discrimination**

Through our curriculum, we teach about the world around us and the diversity that exists in faiths, cultures and beliefs.

We actively encourage everyone to embrace this diversity and accept 'people as people'.

Learning Conversations at Lancaster School

The purpose of the learning conversation at Lancaster School...

- Establish an effective partnership between parents/carers and the key school staff
- Allow the parents/carers an opportunity to share their concerns and together agree on their aspirations for their child
- Set clear goals and targets for learning and improvements in wider outcomes
- Determine activities which will contribute to the achievement of those targets
- Identify the responsibilities of the parent/carer, the students and the school
- Clarify the most effective means of communication between meetings.

Perhaps most importantly the learning conversation helps to establish a wider school culture of listening to the thoughts and aspirations of the family with a student with SEND.

If these purposes are achieved then our parents/carers should:

- Feel more confident to engage with the school
- Be given opportunities to contribute to their child's learning, express their views and concerns and be confident that they will be acted on
- Develop appropriately challenging expectations of what their child can achieve.

Through our learning conversations we aim to:

- Be more effective at listening to parents/carers about their child's learning
- Provide better information to parents/carers about their child's learning
- Use the outcomes of the conversations with parents/carers and students to improve the learning and teaching for all students.

Considerations.....

- Parents/carers may have personal reasons for finding it difficult to engage with the school and its teachers, not least being their own experience of school
- Parents/carers may have lower expectations and aspirations for their child than does the school, and have little motivation to engage further
- In some cases the significant adult for the student may not be a parent, but a carer or residential social worker for whom the notion of an engaging conversation may have less resonance
- There is a considerable level of skill involved on the part of the teacher in conducting a purposeful conversation directed towards achieving several objectives – be clear on the objectives and maintain a focussed conversation around how to achieve them.

