RATIONALE

‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential’ SEN Code of Practice 2015

Beatrice Tate School has adopted a curriculum structure with 3 levels to provide pupils with a range of teaching and learning experiences that are relevant, challenging and ensure progression.

Levels are not defined by age but by need and achievement and each level covers skills, knowledge and understanding across a range of subjects. Pupils may move from one level to the next at any point in their school career as part of a seamless continuum.

1. **Pre-formal:** The curriculum is personalised for each child based on assessments of individual needs and personal targets are identified in consultation with families, classroom staff and representatives from partner agencies. Targets focus on learning fundamental skills and gaining basic understanding of the world: communication, cognition, physical and self-help and independence.

2. **Semi-formal:** Pupils following the semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured play whilst others learn more effectively through functional activities or topic-based approach. The curriculum content broadly corresponds to the content of the national curriculum (P levels 4 to 8) but the teaching approach reflects the age and learning style of the pupils.

3. **Formal:** Pupils at the formal level are taught national curriculum subjects which are modified in line with their learning difficulties. Whilst the formal curriculum is highly structured, teaching and learning is often linked to practical activities and consolidated by repetition and reinforcement.

CURRICULUM FLEXIBILITY

Curriculum levels have a clearly defined content and approach and teaching is most effective where a class works within one level. However, mixed ability grouping can provide pupils with a peer group of their own age or to challenge pupils who are making good progress within a particular level by enabling them to work alongside pupils who are addressing the next level.

Although the curriculum structure is based on 3 levels, in practice, there are usually 4 ability teaching groupings on timetable.

- Yellow (PMLD) = Pre-formal
- Green (PMLD) = Pre to Semi-formal
- Red (PMLD-SLD) = Semi-formal to formal
- Blue (SLD) = Formal

This approach ensures curriculum flexibility to meet individual needs and provides more coherent teaching groups in the mid-range.

DEVELOPMENT

1. In order to fully implement the curriculum development outlined above, the school will replace the current key stage model based on year groups with a three phase model determined by pupil needs and pupil numbers.

2. The three phase model will be subject to continuous review by the leadership team and subject leaders over the 2015/2016 academic year.

3. A final evaluative report will be completed by the end of May 2016.

STATUTORY REQUIREMENTS

The leadership team and subject leaders will continue to ensure that the statutory requirements of the national curriculum in England and SEN Code of Practice are met.
### PUPIL NUMBER ANALYSIS

<table>
<thead>
<tr>
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<td>9</td>
<td>12*</td>
<td>13*</td>
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<td>16</td>
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<tr>
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<td>7</td>
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<td></td>
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<td>28 35%</td>
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<td>80</td>
<td>77</td>
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</tbody>
</table>

**Notes**
- 1st year in Southern Grove.
Preliminary Curriculum piloted in KS3 Yellow group.

- Two AHT’s KS3 & KS4/5.
- Pre-formal groups established in KS3 and KS4/5.

- Three phase structure developed June 2015.
- Three phase team leaders assigned.
- Pre-formal groups continued in Lower and Upper phases.

- Three Phase/Key Stage structure to be determined by pupil needs and pupil numbers.
MODEL COMPARISON

### Key Stage Model

<table>
<thead>
<tr>
<th>Year</th>
<th>KS3</th>
<th>KS4</th>
<th>KS5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. pupils</td>
<td>42</td>
<td>12</td>
<td>23</td>
<td>77</td>
</tr>
</tbody>
</table>

#### P1i - P3ii
- Key Stage 3: 11
- Key Stage 4: 2
- Key Stage 5: 4

#### P3ii - P4/5
- Key Stage 3: 9
- Key Stage 4: 3
- Key Stage 5: 5

#### P4/5 - P6
- Key Stage 3: 12
- Key Stage 4: 2
- Key Stage 5: 7

#### P6 - Level 1
- Key Stage 3: 10
- Key Stage 4: 5
- Key Stage 5: 7

### Three Phase Model

<table>
<thead>
<tr>
<th>Year</th>
<th>Lower</th>
<th>Middle</th>
<th>Upper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. pupils</td>
<td>25</td>
<td>24</td>
<td>28</td>
<td>77</td>
</tr>
</tbody>
</table>

#### P1i - P3ii
- Lower Phase: 6
- Middle Phase: 0
- Upper Phase: 8

#### P3ii - P4/5
- Lower Phase: 6
- Middle Phase: 7
- Upper Phase: 6

#### P4/5 - P6
- Lower Phase: 7
- Middle Phase: 8
- Upper Phase: 7

#### P6 - Level 1
- Lower Phase: 6
- Middle Phase: 9
- Upper Phase: 7
Key Stage Model

Key Stage 5 30%
Key Stage 4 16%
Key Stage 3 54%

Three Phase Model

Upper Phase 36%
Middle Phase 31%
Lower Phase 33%
ABILITY BAND ANALYSIS

Ability Bands Whole School

- Blue: 29%
- Yellow: 22%
- Red: 27%
- Green: 22%

Ability Bands Key Stages

- KS3 Yellow: 14%
- KS3 Green: 13%
- KS3 Red: 16%
- KS3 Blue: 13%
- KS3 Green: 12%
- KS3 Yellow: 14%
- KS3 Red: 13%
- KS3 Blue: 16%
- KS4 Yellow: 3%
- KS4 Green: 4%
- KS4 Red: 3%
- KS4 Blue: 6%
- KS5 Yellow: 5%
- KS5 Green: 6%
- KS5 Red: 9%
- KS5 Blue: 9%

Ability Bands Three Phases

- U Yellow: 11%
- U Green: 9%
- U Red: 10%
- L Yellow: 8%
- L Red: 10%
- L Blue: 9%
- M Red: 11%
- M Green: 10%
- M Blue: 13%
Appendix 1: Statutory requirements of the national curriculum 2015
The national curriculum in England DfE framework document July 2014

The school curriculum in England

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

Aims

3.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

Structure

3.3 Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.

3.4 The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the ‘matters, skills and processes’ to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.
Appendix 2: SEN Code of Practice January 2015

Improving outcomes: high aspirations and expectations for children and young people with SEN

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Curriculum

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Identifying SEN in schools

Broad areas of need: Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Effectiveness of leadership and management
In making this judgement in schools, inspectors will consider:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

Grade descriptors for the effectiveness of leadership and management
Outstanding
The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

Outcomes for pupils
Inspectors will take account of current standards and progress, including the school’s own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school’s own curriculum

Grade descriptors for outcomes for pupils
Outstanding
- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.