



# Curriculum Policy

## Ty Trafle School

### October 2023

This document relates to Article 23 (*Every child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.*) of the UN Convention the Rights of the Child. *This organisation is committed to safeguarding and promoting the welfare of children and young people*

Orbis Education and Care, Vision Court, Caxton Place, Pentwyn, Cardiff CF238HA

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1. Ty Trafle follows a skills-based curriculum, based on the individual needs of each pupil. We have combined the Curriculum for Wales with a bespoke curriculum strand titled FLIGHT (Friendship, Life skills, Independence, Goals, Health, Trauma recovery) in order to meet the needs of each learner

2. What type of skills form part of the curriculum?

Our School curriculum focuses upon: Essential skills, Creative, Science & Humanities, Health & Wellbeing and Appropriate qualifications, Work & Employment skills, FLIGHT (Friendship, Life skills, Independence, Goals, Health, Trauma recovery), and independent living skills. Skills required to meet specified qualifications are embedded within each curriculum area. Careers and work-related education is embedded within FLIGHT

Ambitious, Capable Learners	Enterprising, Creative, Contributors	Ethical, Informed Citizens	Healthy, Confident Individuals
Statement Objectives			
Essential skills			
LLC	Numeracy	DCF	
Health and Wellbeing	Creative	Science and Humanities	FLIGHT

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- Listening & understanding
- Expressive communication & Conversations
- Being with others & Positive relationships
- Group skills
- Play skills
- Self-awareness
- Keeping healthy
- Sensory Processing
- Managing emotions
- Problem solving
- Life Skills: Personal care & Independent living
- Work Skills: Motivation & engagement; using special interests; managing school routines and expectations; developing independent learning; evaluating own learning; Job-related skills and careers
- Community Access: personal & road safety; accessing public facilities; coping with change & transitions.

Science and Humanities is approached through Topic chosen by pupil voice and through school enrichment projects. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

Health and wellbeing is approached through individual interventions, group activities and community events.

Creative is approached as an integrated discipline of art, drama, music, dance, film and digital media. We encourage students to explore, respond and create using appropriate mediums, often linked to the Topic chosen by pupil voice. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

Essential skills is approached through individual teacher-led interventions specific to learner needs. It can also be linked to Topic chosen by pupil voice. Skills are taken from the FLIGHT path and the developmentally appropriate progression steps from Curriculum for Wales. Individual planning for progression may be supported by use of personalised goals from skill ladders based upon Foundation Profile, LNF, DCF.

All skills are taught and practised through topics, activities and interventions which are personalised to each pupil. These in turn link closely to the:

Curriculum for Wales 6 areas of learning:

- Language, literacy, and communication
- Mathematics and numeracy

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- Expressive arts
- Health and wellbeing
- Science and technology
- Humanities and the independent school standards:
- Linguistic
- Mathematical
- Scientific
- Technological
- human and social
- physical
- aesthetic and creative

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## 3. How do we ensure that the skills taught match the needs of individual pupils?

A baseline is created when a pupil arrives at the school and progress in skills are tracked consistently by all teachers from this starting point throughout their time at Ty Trafle school. A one-page curriculum is created with the skill areas to be developed from each individual's EHCP/statement.

This one-page curriculum is used to set IEP targets and to inform planning. Skills are taken from the FLIGHT path and appropriate progression steps linked to What matters in each Areas of Learning, in line with each pupil's assessed needs; their Statements of Educational Need, EHCP and/or Care Plans.

We recognise that flexibility in terms of balance within the curriculum is important to ensure relevance for our individual pupils. Therefore, not all our pupils will experience all aspects of the curriculum all of the time. 'Balance' reflects the needs of pupils at different stages of their development.

Pupils with sensory processing difficulties will benefit from sensory activities and extended periods devoted to various forms of therapy. Pupils who display challenging behaviours may need individual sessions of intensive interaction before they are able to participate in small group or whole class activities. Pupils with additional needs inclusive of Trauma and ACES may have a 'spiky profile of attainment' where they may need a higher degree of challenge in some aspects of the curriculum in line with their abilities, which means that the curriculum should focus on recognising and developing their strengths as well as addressing areas of difficulty.

We address other priorities within our whole curriculum including a range of therapies, cross curricular elements and extra-curricular activities and inter-school projects. The precise balance between these aspects of the whole curriculum will vary in response to the pupils' individual needs determined through the Statement of Educational Need, review process and the Curriculum Plans devised by staff to meet the needs of pupils at different stages of development.

## 4. How do we measure progress against these skills?

Progress is assessed using the achievement continuum, inspired by ASDAN and adapted to our setting and curriculum. For instance, we have also added: R- refused, NE- not yet encountered, NA- not applicable to aid and refine analysis of where students are currently not making progress on skills.

The continuum consists of 10 levels. The early stages of the continuum (1-5) are defined as encountering skills with support, called the encountering and embedding phase. Each September, pupils are assessed using WEST and a Literacy and numeracy test to look at progression.

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R	Refused	
1	Encounter	Encounter and embedding phase
2	Awareness	
3	Interest	
4	Supported participation	
5	Active involvement	
6	Development	Development and consolidation phase
7	Exploration	
8	Initiation	
9	Consolidation	
10	Mastered	Mastered

## 5. How are topics chosen?

Topics are chosen through which the priority skills identified for a student can be developed and practised. Topics are decided by pupil voice at a whole school level. Within the topic there will be differentiated activities for each pupil, based on their needs. A class or individual may follow a different topic from the rest of school where this is appropriate. They could be linked to special interest of pupils.

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## 6. How do we ensure that a broad range of topics/subjects are covered?

We have a school bank of topics. Students are encouraged to vote for a selection of topics for the school year. Once topics have been decided, teachers will review whether there is sufficiently broad coverage over the year and may plan additional School Projects and Enrichment days.

## 7. How do we make sure that all AOLEs are covered?

Every term a curriculum review of our areas of learning is carried out to make sure that all areas have been covered appropriately in line with pupils' needs.

Within school topics, opportunities to develop essential skills, creative expression and skills for life will be planned, where appropriate.

## Interventions

Specific interventions are provided. These may be 1:1 and group interventions including:

- Occupational therapy programmes
- Speech and language programmes
- Therapeutic work, as per EHCP plans/Statement of Educational Need and any personalized goals for the student. This could include, for example, life story work, music/ art/ play/ therapy.

Some of the key interventions we use to support trauma, communication and social interaction skills include:

- Intensive Interaction
- Trauma recovery model
- Talk About
- Use of out trauma informed practitioner
- Drawing and talking therapy
- Use of our pupil mental health practitioner

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## Independent Living skills and careers and work related learning

We want to work on any skills that are important for our student's future adult lives. This will be personalised to the needs and abilities of each student.

If appropriate, students may also be assigned jobs within the community such as work experience sessions and possibly other contexts as we develop links with community stakeholders.

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## 8. Health

Interventions focus on making healthy choices, such as, in relation to food, drink and exercise. For example,

- Desensitization programmes increasing tolerance to a range of foods
- Understanding health risks related to a range of behaviours including, smoking, drugs and alcohol.
- Developing healthy attitudes towards the use of technology and screen time and exploring a range of active leisure options.

Individuals will take part in activities that build whole body skills, strength and co-ordination - these are called gross motor skills. These will be delivered on both a group and an individual basis according to need.

Activities to possibly include:

- Gym
- Yoga
- Cycling
- Horse riding
- Walks and Hiking
- Rugby
- Football
- Tennis
- Golf
- Trampolining
- Bowling
- Athletics
- Swimming
- Squash

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## 9. Individual timetables

Each pupil has a timetable, which is flexible and can be adjusted to meet individual needs in addition to a one-page curriculum document

## 10. External Qualifications

In addition, where relevant, pupils work towards external qualifications, and this helps inform the skills to be covered by curriculum planning. Qualifications are chosen based on individual needs and might include:

- ASDAN Short courses at Pre-Entry to Entry 1.
- Success with Education & Employment (SWEET) BTEC at Entry 1 and 2
- Certificate of Personal Effectiveness (CoPE) at Entry 1 and 2.
- Agored Cymru modules

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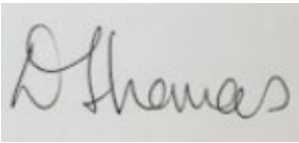
## Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

Date: October 2023

Signed:

A rectangular box containing a handwritten signature in grey ink that reads 'D Thomas'.

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