



# CHELSEA

HALL SCHOOL

## CHS CURRICULUM POLICY

**Responsible Person:** Headteacher (Jessica Duemler)

**Last Review Date:** September 2022

**Review Cycle:** Annual

**Next Review Date:** September 2023

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## INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

**Character**  
**Creativity**  
**Confidence**  
**Competence**

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

**Peninsula HR Online**  
**Peninsula Business Safe (Health and Safety)**  
**Atlantic Data (DBS)**  
**Educare (online CPD)**

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy was drawn up in accordance with and using information from:

- [Early Years Foundation Stage](#)
- [Early Years guide to SEND code of practice September 2014](#)
- [the Equality Act 2010 updated 2021](#)
- [Key Stage 1 and 2](#)
- [The National Curriculum](#)
- [SEND code of practice statutory guidance September 2014](#)

## CHS BLENDED APPROACH

Chelsea Hall School's curriculum is carefully planned, taking into account each of our pupil's Special Educational Needs and Therapeutic needs.

We recognise:

- the relationship between therapeutic needs and academic progress
- that these needs fluctuate and change on an ongoing basis
- that each child is different

Upon joining Chelsea Hall School, and during the first half-term of each school year, each child's therapeutic team (Occupational Therapy, Speech and Language Therapy, and when appropriate, Play Therapy) conducts an initial comprehensive assessment of each of our pupils' needs. This is done using a range of both standardised and observational assessment tools as appropriate for the individual child. The EHCP, Speech and Language Therapy and Occupational Therapy assessments make up the core resources from which the IEPs are constructed and inform the academic plans as well as the social and behavioural modifications and interventions.

## ROLES AND RESPONSIBILITY

### THE HEADTEACHER

- Ensures that the curriculum is taught consistently across the school.

### THE CURRICULUM LEAD

- provides teaching staff with schemes of work and suggested activities

### TEACHING STAFF AND THERAPISTS

- adapt the depth of content and mode of delivery to each child's age, level of understanding, and SEND
- assess pupil's progress and keep parents informed

## WHAT WE TEACH

Chelsea Hall School follows three different pathways, depending on each child's individual needs and abilities (see appendix 1). All aspects of the curriculum are designed to build the child's self-esteem and instil moral responsibility, cooperation, and integration and connections outside themselves, as well as reinforce the child's understanding of the four fundamental British values of

- Democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Values cannot be taught in any direct fashion. They are assimilated and adopted, which is why Chelsea Hall School staff pays as much attention to the manner in which curriculum is delivered as to its content. British values are therefore taught organically throughout the day and more formally in PSHE lessons, in particular the need to respect other people, especially in regards to the protected characteristics set out in the Equality Act 2010.

## **THERAPY PROGRAM**

An excellent team of therapists and teachers deliver a uniquely integrated and blended provision addressing the developmental levels of abilities, the cognitive functions, the specific barriers to learning, and the social challenges of each child.

Qualified therapists are involved in all aspects of the student's day; in the classroom, the lunchroom, the playground, local shops and businesses and public transport empowering the child with the skills necessary to be part of school, family life, and the community. There is a strong emphasis on inclusion throughout the school and this underpins each child's therapy provision and plan.

Our therapy staff consists of:

- 3 Speech and Language Therapists
- 1 Play Therapists
- 2 Trainee Play Therapist
- 3 Occupational Therapists

## **THE DELIVERY OF THERAPY PROVISIONS**

Therapy provisions are delivered in a highly individualised manner in the following ways:

- 1:1 as part of a lesson
- 1:1 or 2:1 outside a lesson
- Small group intervention
- Co-teaching
- Whole class support

The effectiveness of the intervention, support and therapeutic provision for each child is continually monitored and analysed by the teaching and therapy team who meet on a weekly basis.

There is a constant interactive process of

- assessment
- planning
- implementation
- evaluation

## **ASSESSMENT AND REPORTING PROVISION**

The child's initial assessment that takes place in the first half-term of each school year, or upon the child joining the school, informs the learning objectives that are set by teachers. Those are based on the National Curriculum / Early Years Foundation Stage Curriculum as most appropriate, and in line with each child's Education Health and Care Plan when relevant.

The draft IEPs are given to parents in the second half of the autumn term, during their IEP meeting. This document includes modifications, interventions, and goals in all relevant areas of the curriculum and therapy needs. Parents' consideration and input are requested.

Each IEP is continually reviewed by all members of the teaching and therapy teams. As targets are achieved, these are replaced with more challenging goals.

In May and June, the End of Year Report provides a comprehensive comparison of the child's progress throughout the academic year.

EHCP goals are reviewed at the Annual Review of EHCP meeting, which is attended by the class teachers and teaching assistants, therapists, parents and representatives of the local education authority, when necessary and appropriate.

## COMMUNICATION WITH PARENTS

Chelsea Hall School recognises the importance of good communication with parents, and parents are encouraged to share any concerns they may have about their child's well being and progress as soon as they arise. They can do this by emailing their child's class teacher or therapists as they deem most appropriate.

They are kept informed about what their child is learning via a weekly class email, as well as via formal reports and termly meetings.

## REPORTS

- **IEPs** are updated on a half-termly basis to track progress and shared with parents at IEP meetings, Annual Review of EHCP meetings and End of Year meetings.
- **Therapy assessment and progress reporting**
- **End of Year report**
- When applicable, **annual Review of EHCP** (every twelve months as per legal requirements)
- School transition report (for leavers)

## FORMAL AND INFORMAL MEETINGS

- **Meet your child's team** at Chelsea Hall School's **curriculum evening** (autumn 1). An informal opportunity for parents to meet the teachers and therapists who will be working with their child.
- **IEP meetings** (autumn 2). A chance for parents to discuss how their child has settled into their new school / class group, what their Annual Goals will be and what they have been / will be working on in the first term.
- **Face-to-Face meetings** (spring term). An optional meeting that allows parents to touch-base with their child's team halfway through the year, discuss progress so far and difficulties if applicable.
- **End of Year meetings** (summer 2). A chance for parents to be told of everything their child has achieved during the school year, and suggest targets for the coming year.
- When applicable, **Annual Review of EHCP**. This is a formal, official meeting that takes place every twelve months, and to which the Local Authority is invited, along with any professional which the school, LA, or parents feel should be included, such as social worker, private therapists, etc.
- The Annual Review of EHCP meeting will replace the IEP / Face-to-face / End of Year meeting depending on when it takes place.

National Curriculum	Early Year Foundation Stage	EYFS Nurture Pathway
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> <li>● Speaking and listening</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> <li>● Word reading</li> <li>● Writing</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>● Listening, attention and understanding</li> <li>● Speaking</li> </ul>	<p><b>Communication, Language and Literacy Branch</b></p> <ul style="list-style-type: none"> <li>● Listening, attention and understanding</li> <li>● Language and communication</li> <li>● Reading</li> <li>● Writing</li> </ul>
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>● Numbers and the number system</li> <li>● Measure</li> <li>● Geometry</li> <li>● Statistics</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Number</li> <li>● Numerical patterns</li> </ul>	<p><b>Mathematics Branch</b></p> <ul style="list-style-type: none"> <li>● Routes targets</li> <li>● Numbers</li> <li>● Shape, space and measure</li> </ul>
<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>● Locomotor skills</li> <li>● Interaction</li> <li>● Non-locomotor skills</li> <li>● Team games / manipulative skills</li> <li>● Movement concepts</li> <li>● Fitness knowledge</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Fine motor skills</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Fine motor skills</li> </ul>

National Curriculum	Early Year Foundation Stage	EYFS Nurture Pathway
<b>Science</b> <ul style="list-style-type: none"> <li>● Electricity</li> <li>● Sound</li> <li>● Animals, including humans</li> <li>● States of matter</li> <li>● Living things and habitats</li> <li>● Earth and beyond</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>● Past and present</li> <li>● People, culture and community</li> <li>● The natural world</li> </ul>	<b>Understanding the World Branch</b> <ul style="list-style-type: none"> <li>● People and communities</li> <li>● The world</li> <li>● Scientific enquiry</li> <li>● Information and Communication Technology</li> </ul>
<b>Topics</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● History</li> <li>● Art and design</li> <li>● Personal, Social, Health and Economic Education, including Relationships and Sex Education (<i>see two separate policies</i>)</li> <li>● Information and Communication Technology</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>● Creating with materials</li> <li>● Being imaginative and expressive</li> </ul>	<b>Expressive Arts and Design Branch</b> <ul style="list-style-type: none"> <li>● Creative performance</li> <li>● Media and materials</li> <li>● Design and technology</li> <li>● Creative expression</li> </ul>
	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>● Self-regulation</li> <li>● Managing self</li> <li>● Building relationship</li> </ul>	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>● Self-care and independence</li> <li>● Relationships and others</li> <li>● feelings, behaviours and morals</li> </ul>
<b>Speech and Language Therapy</b> <ul style="list-style-type: none"> <li>● Attention and listening</li> <li>● Expressive language</li> <li>● Receptive language</li> <li>● Emotional regulation</li> <li>● Social communication</li> </ul>	<b>Speech and Language Therapy</b> <ul style="list-style-type: none"> <li>● Attention and listening</li> <li>● Receptive language</li> <li>● Expressive language</li> <li>● Emotional regulation</li> <li>● Play</li> </ul>	<b>Speech and Language Therapy</b> <ul style="list-style-type: none"> <li>● Attention and listening</li> <li>● Receptive language</li> <li>● Expressive language</li> <li>● Emotional regulation</li> <li>● Play</li> </ul>

National Curriculum	Early Year Foundation Stage	EYFS Nurture Pathway
<b>Occupational Therapy</b> <ul style="list-style-type: none"> <li>● Activity of daily living</li> <li>● Gross motor</li> <li>● Fine motor</li> <li>● Handwriting</li> <li>● Typing</li> </ul>	<b>Occupational Therapy</b> <ul style="list-style-type: none"> <li>● Self-care</li> <li>● Sensory processing</li> <li>● Gross motor</li> <li>● Fine motor</li> <li>● Prewriting / handwriting</li> </ul>	<b>Occupational Therapy</b> <ul style="list-style-type: none"> <li>● Self-care</li> <li>● Sensory processing</li> <li>● Gross motor</li> <li>● Fine motor</li> <li>● Prewriting / handwriting</li> </ul>
<b>Play Therapy</b> (if appropriate)	<b>Play Therapy</b> (if appropriate)	<b>Play Therapy</b> (if appropriate)