

**Our Vision**  
 Achievement for all  
**Our Mission**

To fulfil this through developing every child’s personality abilities and talents to the full, to be the best that they can be.

This school is a Rights Respecting school and we support children’s entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

- Right 2: No child should be treated unfairly on any basis.
- Right 3: The best interests of the child must be a top priority.
- Right 5: Governments (in this case, the school) must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.
- Right 6: Every child has the right to life.
- Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Right 16: Every child has the right to privacy.
- Right 23: A 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
- Right 24: Every child has the right to the best possible health
- Right 28: Right to education.
- Right 29: Education should develop every child’s personality, talents and abilities to the fullest.

**Equality Impact-**

This policy has been written to include and embrace every child’s difference, alongside their talents, abilities and interests. The policy shows the careful way we aim to include and develop every child or young adult at our school and the way we aim for them to reach their fullest potential.

**Aim**

We aim that every student will have a personalised curriculum that is tailored towards their needs, based on 4 key areas:

- **Subject based curriculum** - A broad and balanced curriculum focussed on National Curriculum coverage, P5 and above – subject specific learning. Sandgate Pathways – **Lakes, Seas.**
- **Non-Subject based curriculum** - 5 aspects of cognition (P4 and below - non subject specific learning) Sandgate Pathways – **Meadows.**

1

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

- **Personal Curriculum Offer** – EHCP -Individual Education Plan through the Sandgate Progression Plan – **All Pathways**.
- **Golden Moments** –**LDP Sept 2023**– A cohesive plan mapped across all Key Stages of when a student will experience life changing events.

## Key Stage 1-3

Key Stage 1-3 students follow the National Curriculum 2014 (NC 14) at Sandgate School. Between Key stages 1-3 all students follow our Sandgate Thematic programme. Our thematic programme ensures that each child covers the foundation subjects within the appropriate programme of study over the Key Stage, either on a two year or three year rolling programme. Every half term the theme changes, each theme has a lead subjects where a student’s attainment level is tracked. This is recorded with evidenced work on our SOLAR assessment platform.

Numeracy, Literacy and Science can be taught as standalone lessons however when appropriate are woven into the theme. There is an expectation that core subject work within the theme is at a commensurate standard to that taught separately.

## Key Stage 4

Lakes and Seas students in Key Stage 4 take examinations or are accredited for the work in which they have taken part in. The Lakes Pathway use the Entry Level Certificate as their major exam taken however, where possible students will take a level 1 standard qualification or a GCSE. The Seas pathway students enter work to be accredited by the ASDAN Award Scheme via the Towards Independence programme. There continues to be a themed approach to learning to give a creative backbone to the curriculum. The theme in the Lakes pathway is centred around key texts and Golden Moments in the curriculum such as a Residential experience or an environmental project. In the Seas pathway the theme is focussed on elements of the ADSAN Towards Independence programme using major events during the year as a focus point such as Remembrance, Chinese New Year, Sports and Comic relief.

## Non-Subject based curriculum

For students working at P4 and below there is an expectation that their learning will be non-subject specific. To give equality of opportunity and parity to their peers this group of students will use the Sandgate theme topic title as a theme to base their work on. The 5 areas of cognition are:

1. Exploration
2. Realisation
3. Anticipation
4. Persistence
5. Initiation

Work associated to the 5 areas is recorded through the Engagement Profile and Scaling tool.

## 2

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

## Golden Moments

This already happens but as yet is not consistent in its delivery. Stage 3 of our curriculum development plan - As a student moves through their career at Sandgate School there will be planned golden moments associated to the core academic offer. Examples of these moments – experiencing the top of a mountain with the wind in your hair, canoeing across Windermere, watching a performance in a theatre, digging a sandcastle on a beach, working for a local employer, going on a residential with your classmates, volunteering for a charity. All the moments will be linked to the core curriculum offer and add value and hands on experiences associated to the Sandgate theme. It is essential that this is planned and mapped to insure that the offer is equitable across all key stages.

## Functional Mastery

A hope of any school is that when a student leaves them, they have either reached a point where they have achieved functional mastery or are on that journey. Functional mastery is the position where a person can carry out a task independently. The vision for each student academically and within their non-academic IEP is that they will reach a point of functional mastery. To get to this point staff will follow a pathway that moves a student towards that place. To move forward on that pathway we will ensure that a student has a solid grasp and a foundation to give a platform to move forwards with confidence. The Sandgate Pedagogy is the backbone to making this happen.

Even after a three stage process of evidencing progress and achieving mastery we will need to use techniques of overlearning and constantly revisiting over a student's career, this process is backed up within the Sandgate Pedagogy.

## Impromptu learning

Our staff will make the most of opportunities when they come up, moments, context in the 'here and now', can be the most powerful. From a student wanting to know the time through to a student noticing cloud formations when on an outdoor visit we will always try to incorporate these moments into a curriculum offer.

## Local Curriculum

Regardless of the curriculum route that a student takes it is essential that it is relevant to the area in which they live. Whether a student is focussing on developing levels of persistence or engaged in subject specific learning, Kendal and our local area is important. As a student grows and moves through our curriculum we will move in concentric circles away from 'Myself in Kendal' through to a Global perspective.

Examples:

- Within the theme- 'Commotion in the Ocean', it is vital that there is learning associated to Morecambe Bay and the river Kent that flows into it.
- When the theme is 'Under Attack', all students should experience defending the ramparts at Kendal Castle.

## 3

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

- It is essential that students working on non-subject specific learning will develop a greater awareness and understanding of the world around them by experiencing local shops, the Sandgate Foyer and trips to the dentist and their GP.

## Individual Education Plans (IEP)

IEPs are the cornerstone of the personalised curriculum. The targets within the plan are worked on over one year and are developed directly from the students' Education Health and Care Plan (EHCP). To ensure progression from dependence towards independence, a Personal Progression Pathway is set up for a student incorporating elements that a young person needs to work on. Examples being:

- Emotional Regulation
- Communication
- Self-occupation
- Road Safety
- Self Care
- Shopping

The Sandgate Progression Pathway (SPP), IEP and EHCP work in conjunction with each other, progress is discussed with parents and professionals at the annual review meeting. Whether a student is focussed on subject specific or non-subject specific learning the SPP is directly relevant. The SPP will enable a student to access their learning / learning environment and is therefore a vital part of Sandgate School Life.

## Sandgate Pathways

Although we are conscious that we don't want to pre-determine educational outcomes by placing an academic glass ceiling in the way of progress, we are also determined that we want to set a student off in the right direction to succeed.

Students can move between pathways as they progress through the school. An example of when this has happened is when a student has focussed on self-occupation within their SPP and can now work independently on academic studies, this student crossed from the SEA to the LAKES pathway.

- LAKES pathway- Living, Academic, Knowledge (and) Education Skills

We would expect that a student in the LAKES pathway would complete Functional Entry Level Exams or matriculate at a higher level in KS4 / Post 16. An expectation we would have is that the students within this pathway would move onto study for a qualification at one of our local FE colleges, complete a supported internship, volunteer or get paid employment.

*(Catbells, Sallows, Grassmoor, Lingmell, Blencathra, Fairfield, Pillar and Scafell class)*

- SEAS pathway – Social Communication, Emotional development, Application of Functional Skills, Sensory Regulation

## 4

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

We would expect students within the SEA pathway to complete the ASDAN Transition Challenge at KS4 and ASDAN Towards Independence at Post 16, plus Entry Level Certificates if appropriate. Students within this pathway have historically gone to a college to focus on life skills and communication skills, this at times has been residential. Some students have transitioned to supported accommodation and participated in Kendal day services.

*(Catbells, Bessyboot, Robinson, Glaramara, Helvellyn and Bowfell class)*

- *MEADOWS pathway – Movement, Engagement, Acceptance, Differentiated, Observation, Wider community, Sensory experience.*

*At Sandgate we provide an individualised, motivating, and exciting timetable to deliver our personalised curriculum. Our curriculum is centred around:*

- *Physical development*
- *Communication*
- *Cognition*
- ***Learning activities include:***
  - *Wheelchair dancing*
  - *Multi-sensory story*
  - *TAC PAC*
  - *Jabadao*
  - *Physio therapy*
  - *Hydro therapy*
  - *Various switching session to promote independence*
  - *Community visits*
  - *Time to talk - using Eye Gaze or other AAC device*
  - *Intensive interaction*
  - *MOVE and MATP (this is something we hope to integrate into our daily timetable)*
  - *Art*

*The MEADOWS curriculum is for pupils who cannot access subject specific study and are operating at below P4. Assessment is done through The Engagement Model, so staff can expertly observe, review and plan personalised learning opportunities.*

## **Early Years and Foundation Stage (EYFS)**

The EYFS Curriculum aims to:

- Provide appropriately for the pupils from their arrival in nursery to the end of the Foundation Stage.
- Provide for the appropriate numbers of hours depending on the confidence and needs of the individual child. This may begin with part-time hours and build up to be full-time, in consultation with parents.
- Build successful relationships with parents allowing us to help our pupils to reach their full potential.

## **5**

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

- Offer a curriculum which offers a structure with a range of starting points.
- Provide content that matches the needs of the youngest pupils within our school.
- Provide a rich and stimulating environment with opportunities for both learning indoors and outdoors.
- Encompass the Early Learning Goals within the EYFS framework working within ‘Birth to 5 matters – Bristol differentiated curriculum’.
- Carry our baseline assessments and thereafter use the EYFS profile to ‘measure’ progress. This will then be used when transitioning to Key Stage 1 to inform whether a pupil accesses a LAKES or SEA curriculum pathway.
- Lead to a successful transition into Key Stage 1 at the end of the Foundation Stage

## POST 16

The Post 16 Curriculum aims to:

- Provide the relevant opportunities for students to make the best academic progress and achievement they can
- Provide functional literacy and numeracy pathways relevant to ability and need, including accredited courses
- Promote independent thinking and decision making based on their likes and dislikes
- Provide the knowledge and skills to inform decisions about, Post 16 vocational options
- Provide vocational experiences to assist students in making informed decisions for the future
- Where appropriate, offer work experience to assist students in making informed decisions for the future
- Offer independent living and careers sessions to all students to enable them to reach their full potential when leaving school
- Offer formal and informal support to students around keeping themselves safe personally and socially, with a specific focus on online safety
- Support students to be able to confidently interact with young people and adults in different environments

## Additional Advice and Personalised Packages

We expect that whatever pathway a student is on and whatever Key Stage a student is working in, that we will work with our parents and professional partners to offer the best service and outcomes possible, those include:

- School Nurse
- Social Services
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- EHCP key workers
- Inspira

## 6

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026

- Educational Psychologists
- CAMHs etc.

## **UNICEF – Rights Respecting School**

We are a Rights Respecting School, thus our curriculum is focussed on the rights of the child. Most importantly, the curriculum content not only looks at individual rights of Sandgate students but allows our students to become global citizens, thinking and acting on the needs of others with less than us.

7

Author	Dan Hinton
Date written	Feb 2022
Date reviewed	September 2024
Date approved	September 2024
Date for review	September 2026