

CURRICULUM POLICY

Curriculum Philosophy

“Education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society”.

(Citizenship. *The National Curriculum*)

Our curriculum policy is guided by the overall principles outlined by the National Association for Special Educational Needs.

We believe:

- Every pupil has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his potential in learning
- Every pupil is unique in terms of characteristics, interests, abilities, motivation and learning needs
- Educational programmes should be designed to take into account these diversities
- Pupils with exceptional learning needs and/or disabilities should have access to high quality, appropriate and personalised education

The curriculum covers all elements of the programme offered at Donyland Lodge as well as the way all those within the Community go about their tasks.

It is through the curriculum that pupils gain knowledge, skills, understanding and experiences which will prepare them for the opportunities, responsibilities and experiences of adult life and equip them to take an active and purposeful part in society.

Curriculum Aims

- To provide opportunities for all pupils to learn and achieve
- To promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

- To provide a stimulating, caring, positive and purposeful learning environment in which pupils are enabled to experience success and learning may be enjoyed
- To provide a varied and differentiated curriculum which provides opportunities to develop personal learning and thinking skills as well as key skills
- To provide a broad and balanced curriculum that offers a gateway to further education, training and employment

Curriculum Objectives

Our curriculum aims will have been achieved when:

- Pupils are able to fully develop their aptitudes, interests, abilities and strengths as well as recognise their own potential to grow, develop and achieve
- Pupils gain self-awareness and awareness of others and form good interpersonal relationships based upon tolerance and respect for others
- Pupils accept and overcome challenges and take pride in their achievements
- Pupils gain self-respect, self-esteem, self-reliance and are able to adapt to a range of situations
- Pupils are prepared to take their place in society and make a positive contribution

Statement of Entitlement

Pupils have an entitlement to high quality learning experiences in a variety of contexts.

Pupils have an entitlement to a broad and balanced curriculum including the National Curriculum. Tasks and activities are appropriately differentiated through the use of relevant materials and resources, teaching styles and modified approaches to learning. Teaching occurs in very small groups, often on a one to one basis.

Pupils have an entitlement to access experiences and resources that enrich learning opportunities, both within and outside lessons, to facilitate the development of cultural, physical, aesthetic, creative, spiritual and social aptitudes.

Equality of Opportunity

We always strive to ensure a safe, supportive and purposeful environment which gives all members of the school community opportunities to experience success, helping them overcome the damaging experiences of their early lives.

All pupils have equal opportunities to fulfil their full potential, irrespective of their ability, ethnicity, religious belief and social circumstances.

Equality does not mean all pupils get exactly the same curriculum or that they all attain the same level. However, all pupils are treated as individuals and it is the responsibility of all teaching and non-teaching staff at Donyland Lodge to ensure they have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum.

Careers Education

Careers education and guidance, and work related learning are planned and provided in partnership with Transition Pathways Service (formally connexions) and HCS (formally Trident). The programme is delivered through the integrated PSHCE curriculum and the ASDAN programme. KS4 learners also attend careers events such as skills London at EXCEL and Skills Day held at The Colchester Institute – both held annually.

Careers Education includes: careers education and guidance; individually tailored work experience placements and vocational training placements; managing personal finances through money matters and financial capability education; understanding industry and enterprise, experiential learning days at local colleges and national events such as skills London.

Citizenship

This element of the curriculum is part of the PSHCE programme as well as being incorporated into other curriculum areas and the Donyland Lodge 24 hour programme.

Young people will:

- Participate in and reflect upon, school and community activities
- Be made aware of local, national and global issues
- Be given opportunities to develop personal opinions, justify them and to listen to the opinions of others

Curriculum Aims

Pupils to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Organising the Curriculum

The school day is timetabled to cover a range of discrete subject areas including English, Maths, Functional Skills, Science, ICT, PE, Humanities, PSHCE, WRL and Arts and Crafts as well as providing opportunities for individual work on ASDAN projects and various personalised vocational training programmes in collaboration with local colleges and organisations. We also offer work experience placements for KS4 pupils as well as a rich extra curricular dimensions programme for all key stages. Pupils are also involved in a 'Community Contribution' programme where they learn skills in building maintenance, cooking and gardening. These lessons are on a 3 week cycle and are led by a member of Donyland staff performing that specific role eg: maintenance team and school chef.

Constructive use is made of learning aids, such as visual, audio-visual and video presentations. Visitors to the classroom from various agencies, plus local resources, are used to enhance and enrich the curriculum. The varied range of trips and visits, as well as PE activities, assist in the development of positive interaction, social skills and self-esteem.

Pupils are grouped differently according to the activity:

Individually – working on individual programmes, creative music sessions, art therapy, Asdan projects

In class groups – most “academic” subjects are organised using this pattern

A number of class groups together – Whole school citizenship events, PE activities, Cross Curricular and extra curricular activities programme

**‘It should be noted that while a small school may be less able to provide the breadth of curriculum of a much larger establishment (Hargreaves Report ILEA 1984) it is capable of offering a more “personal”, individualised and targeted programme.’
(Metcalf Report ILEA 1985)**

Examinations

All pupils are given the opportunity to prepare and enter for a range of externally accredited, nationally recognised qualifications.

The courses that Donyland Lodge is currently a recognised centre for are:

GCSE	(AQA, OCR, EDEXCEL)
Functional skills	(AQA, EDEXCEL)
Entry Level	(OCR, EDEXCEL, WELSH BOARD)
ASDAN	

In conjunction with local colleges (Colchester Institute, Writtle, Chelmsford and Otley) and other organisations we can offer:

City and Guilds
BTEC

Vocational options currently are:

Agriculture
Animal Care
Auto vehicle
Catering
Construction
Equine
Hair and Beauty
Horticulture
Hospitality

Learners will apply and go through an application process like any other course.

Therapy

Upon arrival to Donyland, young people will have an assessment from an Education Psychologist (if no assessment has been carried out in the last 18 months). All young people from the beginning of their stay with us have timetabled Art Therapy and an expressive music session each week. Thereafter, young people have the opportunity depending on presenting difficulties and behaviours, to see a consultant psychiatrist, a psychotherapist or an occupational therapist, or another therapist depending on need. Young people can also receive, as needed, additional therapeutic services from external agencies such as NSPCC and CAMHS.

Therapy on an individual one to one basis as well as in a group is an essential part of a young person's day-to-day experience at Donyland.

Art therapy sessions enable young people to safely explore good and bad feelings, wishes, fears and fantasies. By creating work that is valued and not judged, young people learn to value themselves more highly.

The music sessions enable young people to become creatively involved with music and to engage with sound and music making, allowing them to express their deep feelings in a creative and contained way.

Community meetings take place every day providing a consistent time and space to explore and work through, in a therapeutic way, issues that have arisen from living and working together as a close knit community.

Pupils have tutor time four times a week which gives them an opportunity to reflect on current issues/concerns about school life as well as set targets and celebrates successes.

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