

Rutherford School

Curriculum Policy

The Rutherford Curriculum emphasis is on a clear functional and developmental curriculum that promotes primarily pupil choice, autonomy and independence.

Regardless of disability, all learners have access to a curriculum which is broad, balanced and designed to be relevant to individual need. All areas of the curriculum and the resources available, contribute to the development of the whole child as detailed in the five key areas of Every Child Matters 2003;

- **Be healthy** (Movement, Maths, Skills for Independence)
- **Stay Safe** (Language [communication skills], Finding Out, Skills for Independence)
- **Enjoy and achieve** (Arts and community based learning)
- **Make a positive contribution** (topic based work, social activities)
- **Achieve economic wellbeing** (celebrating our Equality and Diversity)

The Rutherford Assessment Pack helps to identify the skills which will form the core of each pupil's Individual Education Plan (IEP), which is soon to be superseded by Education Care Health Plans under the new Parents and Families Act. These skills, while being specific to a child are combined with a range of more general skills such as when within a group. Each teacher, in collaboration with therapists and the Assessment for learning Co-Ordinator, will write targets for each of these core skills which will inform the everyday learning activities both inside and outside the classroom.

The Rutherford Curriculum comprises the everyday learning activities which are organised through six subject areas; Arts, Movement, Finding Out, Maths, Language and Skills for Independence. These activities are used to teach the skills as detailed in the assessment pack (including Routes for Learning and bespoke amended P Levels) and facilitate the individual learning for each pupil. Specialist therapeutic input is provided by school based professionals which is delivered both in class and in other learning environments around the school and is provided by therapists and educationalists alike.

Therapeutic sessions such as; multi-sensory sessions, interactive technology sessions, drama and music therapy, Rebound and Aqua therapy are delivered via and imbedded in the school's curriculum.

A key component of the teacher's work is to differentiate their learning activities so they can meet the different skills and needs of each child in their class. Each child is offered a number of opportunities to develop these skills and they are recorded by the classroom assistants while a learning activity takes place.



The school has developed an electronic class based spreadsheet where evidenced learning is aggregated and inputted at the end of each day. This data enables each class and the school as a whole, to monitor the progress of each pupil against their IEP targets, to intervene where progress is uneven and update with new skill based targets when other targets have been achieved. Then the new target is written and incorporated in a learning activity and the cycle of learning begins again.

Reporting

The progress of every pupil at Rutherford School, is reported and shared with their families and other professionals, at their statutory Annual Review. In addition, pupils' progress is celebrated at a six month review.

Finn Emmerson, Senior Manager

Jean Simpson, Safeguarding Governor

March 2016 to be reviewed March 2019