

Hammer Lane Curriculum Personalisation Policy

2000 – 2000





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Newstead Curriculum Personalisation

Newstead's curriculum is heavily shaped by children's individual needs, strengths, interests and abilities. We have our core curriculum offer that all children follow but then this is highly personalised to each child. Each child's EHCP- their outcomes, targets and goals will greatly shape their personalised offer and will determine the vision for their personalised curriculum and work plans.

During the summer term we have planned a thorough transition for all of our new starters. This will include a mixture of visits to their current settings, which will incorporate meetings with current staff and SENCO as well as the child's family. The children will also visit Newstead, initially with parents/ carers, to familiarise themselves with their new school. These visits will be gradually extended but we have made it clear to parents that this will be tailored to their child and parents are aware of the weight and value of their voice in this process. There are lots of opportunities for parents to meet with staff as part of the planned transition activities.

Throughout the transition events staff will have one day per week where they will work together, alongside the Head of SEND and Inclusion to plan the curriculum in light of extended knowledge of each child. As the transition builds, staff will gain further knowledge about each child and this will help to further refine and shape the curriculum in response to individual needs. This will allow us to shape a curriculum that is built around our knowledge of effective strategies, skills and planned progression but also accounts for a detailed understanding of our context in terms of our groups of, and individual children. Knowledge of our children, and an ability to shape and refine plans to fit specific need will ensure that our curriculum is ambitious for all.

Our curriculum ensures that children receive a bespoke curriculum that is also broad and balanced and guarantees that every child receives their educational entitlement in an environment that allows them to thrive. We will constantly review our offer to ensure that we are maximising all opportunities.

The progress that our children make will be carefully documented on our assessment tracking system that will highlight small steps and make next steps clear to all. This will ensure that all staff take a forward thinking approach that constantly seeks 'what next' in terms of each child and their potential. Our intent is to ensure that every child succeeds in our setting which will seek to push children to achieve ambitious goals. The system we use allows clear and regular sharing with parents- detailing each small step with evidence; work samples, photographs, to further enhance our messages. Parents can collaborate by adding their own entries to clearly build home school links. By mapping progress in a clear way that highlights progression we will ensure that all staff working with each child are aware of next steps, and ways to build towards these. This multi layered approach will add to the balance demonstrated in our curriculum and ensure that emerging strengths, and needs are catered for.



In order to demonstrate a curriculum underpinned knowledge of progression and child development we will be using a number of proven assessment strands and strategies. These will include Cherry Garden as the assessment tool mentioned above as well as the Engagement Model and PIVATS. These will allow us to clearly demonstrate the journey each child is making

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