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# Hassocks

## Curriculum Policy

**Date of implementation: September 2024**

**Ratified by: Governors**

**Reviewer: Stefan Amati**

**Policy Review Date: September 2025**

## **1. Curriculum Intent**

At LVS Hassocks we:

- Aim to develop a curriculum that promotes and sustains the wellbeing of autistic young adults in their secondary education.
- Believe that the process of learning should be the foundation of all activities and that all students should be given the tools to progress academically and pastorally.
- Ensure the curriculum is balanced between academic attainment and achievement of life skills in a way that fully reflects the challenges and aspirations of autistic young adults.
- Our curriculum follows the national standards outlined by the department for education through the National Curriculum.
- Our curriculum is designed to promote social communication, cognition and learning, emotional wellbeing and physical development as outlined in the EHCP documents pertaining to each student
- Our curriculum is designed to extend beyond the classroom, recognising the importance of cultural experiences and wider contexts for personal growth
- Our curriculum empowers our learners to understand their autism and celebrate their difference.
- Our curriculum reflects the Education Act 2002 which requires all state schools in England to provide students with a curriculum that:
  - Is balanced and broadly based
  - Promotes the spiritual, moral, social, cultural, mental and physical development of students
  - Prepares students for the opportunities, responsibilities and experiences of later life
  - Follows the National Curriculum, including religious education, sex and relationships education, independent careers education and fundamental British Values.

## **2. Legislation and Guidance**

This policy confirms the statutory entitlement to learning for all students at LVS Hassocks and relates to the provision of a broad and relevant curriculum for students with an autism spectrum disorder (ASD).

LVS Hassocks has an independent status and thus the National Curriculum is not a legal requirement. However, the school will incorporate the National Curriculum and apply it as appropriate. Students will be able to access learning which leads to nationally recognised qualifications. It is recognised that for students with an ASD, the National Curriculum forms only part of the learning required, with the emphasis on an inclusive curriculum that is broad, balanced and developed to meet the needs of the students at the school.

LVS Hassocks has also taken guidance to reflect requirements from the following:

- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010
- Keeping Children Safe in Education 2024
- Additionally, LVS Hassocks takes guidance from the department for education regarding PSHE and RSE programmes of study

### 3. Roles and Responsibilities

#### Governors

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including students with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and BTECs, are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements, as required.
- It participates actively in decision-making about the breadth and balance of the curriculum

#### Senior Leadership Team

Outlined below are the roles of the leadership team and their input into curriculum planning

Principal	Vice Principal	Assistant Headteacher
<p>Ensuring all legal requirements regarding whole school curriculum are met</p> <p>Ensuring the curriculum in line with the school development plan</p> <p>Ensuring that curriculum discussions are communicated to the governing body</p>	<p>Annual review of the curriculum, ensuring it meets national standards</p> <p>Overview of external and internal assessment through exams procedures</p> <p>Development of curriculum in liaison with staff team to ensure individual students' progress is considered</p>	<p>Development of careers programme which reflects the curriculum and provides robust opportunities for learning in the wider curriculum</p> <p>Liaising with Vice Principal on the PSHE/RSE curriculum to ensure it fully meets the requirements of safeguarding and KSIE 2024</p>

## Subject teachers and learning support assistants

All teaching staff are responsible for upholding and implementing the curriculum at LVS Hassocks. Staff will have input in the curriculum by:

- Annually updating the curriculum booklet
- Ensuring curriculum maps and long-term plans are adapted to reflect any national changes
- Be up to date with the specifications given by external agencies (e.g. exam boards)
- Be aware, and adhere to, the expectations of the internal Teaching Learning and Assessment policy as well as upholding the teacher standards

## Therapy team

The therapy team have a responsibility to be aware of the school's curriculum and, where appropriate, offer guidance and support on how to ensure all students can access this. In particular, they may offer support through:

- Class meetings with tutors to discuss individual students
- Strategies to help access learning
- Liaising with programmes of study in which skills cross over (e.g. Speech and language provision which may support the English curriculum)
- In turn, it is the responsibility of teaching staff to use this advice to further improve their practice so as to ensure all students have access to the curriculum at a level that challenges them.

## 4. Curriculum

### 2024-25 Curriculum: Academic

In addition to this policy, you will find the curriculum maps and long term plans in the 2024-25 curriculum booklet. Outlined below is the current curriculum offering at LVS Hassocks:

	<b>Key Stage 3 Syllabus</b>	<b>Key Stage 4 Syllabus</b>	<b>Key Stage 5 Syllabus</b>
Maths	National Curriculum for KS3  Maths ASDAN step up to GCSE  Computing: data	<b>GCSE Maths – Foundation</b>  <b>Level 1 / 2 Functional Skills</b>	<b>Functional skills 1 / 2</b>  <b>(for students who did not pass in year 11)</b>  Re-sit Programme
English	National Curriculum for KS3  Computing: programming languages (text)	<b>GCSE Lift 2.0 – English Language</b>  <b>Level 1 / 2 Functional skills</b>	<b>Functional skills 1 / 2</b>  <b>(for students who did not pass in year 11)</b>

			Re-sit Programme
Science	National Curriculum for KS3  <b>CREST Award for year 7</b>  Computing: circuits and programming	<b>Cambridge Technical Level 2</b>	N/A
History	National Curriculum for KS3		
Geography	National Curriculum for KS3		
R.E.	National Curriculum for KS3	<b>GCSE RE</b>	
Art	National Curriculum for KS3  <b>Artsmark for year 8</b>	<b>GCSE Art</b>	LVS Specific
Food Technology	National Curriculum for Ks3  Asdan Foodwise Short Course	<b>BTEC Home Cooking Level 2</b>	LVS Specific
Outdoor Learning	LVS Specific	LVS Specific  <b>BTEC Land Based Studies Level 1</b>	
Performing Arts	National Curriculum for KS3	N/A	LVS Specific
Personal studies (PSHE)	National Curriculum for KS3  <b>PSHE ASDAN for Year 7</b>	N/A	

Social Studies (PSHE)	National Curriculum for KS3	Curriculum set by Therapy Team	
Sport	National Curriculum for KS3  Albion in the community	<b>BTEC Sport Level 2</b>  <b>Duke of Edinburgh Award</b>	LVS Specific
HPQ			<b>AQA HPQ</b>
Computing	KS3 Curriculum	KS4 Curriculum	

### **2024-25 Curriculum: Wider Learning**

In addition to the timetabled offering, LVS Hassocks looks to promote learning through unique opportunities. This includes links with local colleges, a diverse careers programme including work experience placements, off site trips and visits, drop down days, themed months as well as other learning opportunities.

### **Links with local colleges**

Students in Key stage 4 and 5 have the opportunity to try a range of courses at link colleges. This can range from specific courses in which they can gain a level 1 or 2 qualification, to taster sessions preparing them for education beyond LVS Hassocks. We currently have links with Brinsbury College, Brighton Metropolitan College and Northbrook College.

### **Careers Programme**

LVS Hassocks has a developing and robust careers programme. This includes: a careers café, which gives students an opportunity to meet professionals from a range of working environments; weekly activities for form tutors to explore a range of careers in a pastoral setting; work experience opportunities with local gardens, charities and small businesses.

### **Off-site trips and visits**

LVS Hassocks promotes visits to local businesses and industries which provide wider education. Students may be involved in the planning of the trip which further enhances their independence skills, and are given opportunities to suggest ideas of external visits they feel would be beneficial

### **Drop Down Days/Themed months**

Where appropriate, opportunities are taken for focused activities around a curriculum theme such as National Science Week or Safer Internet Day. Collapsing the timetable for students and having activities which explore curriculum in a different way promotes wider thinking skills and provides opportunities for learning in an innovative way.

## **Outdoor Learning and the School Café**

LVS Hassocks prides itself on providing lifelong learning within the curriculum. All students participate in outdoor learning activities; they are responsible for the school's horticulture area in which they grow a range of plants, flowers, vegetables and fruit. They see the link between horticulture and business by having opportunities to sell products at the annual parent sharing events at Christmas and Summer term. In addition, all students participate in running the school café which provides them with hands on work experience in a setting with which they are familiar

## **2024-25 Curriculum: PSHE and RSE**

More information can be found in the school's PSHR/RSE policies which outline the school's curriculum. For autistic young people, it is important to recognise the complexities surrounding social concepts and, therefore, PSHE is explored throughout the timetabled and wider curriculum. There may be times in which the need for social understanding is great and therefore temporary adaptations may be made to the students' timetable to provide an opportunity for autism strategies to address these. In this respect, the professional judgment of the teaching staff, therapy team and senior leadership team will decide how and what this looks like.

## **5. Curriculum and Resources**

LVS Hassocks provides a learning environment in which:

- Students can access technology to complete work when this is appropriate
- Learning environments have a capacity for maximum 8 individuals in a class
- The library provides a range of books that are diverse and inclusive
- There are separate learning spaces for students who may need small group or 1-1 intervention
- Outside space is used regularly beyond the scope of the physical education curriculum to promote learning and mental wellbeing
- Students can access practical subjects such as art, food technology and music

## **6. Equal Opportunities:**

In line with the Disability Discrimination Act 2010, teaching approaches and resources will enable all student to have equal opportunities to participate in the curriculum of the school, regardless of any protected characteristics.

The curriculum design will consider the needs and characteristics of all individuals, ensuring that materials are selected that appropriately reflect the student body. Students will be given opportunities of offer feedback through the student council and staff wellbeing team if they feel their needs are not being met.

## **7. Curriculum accountability**

All staff at LVS Hassocks are responsible for implementing and upholding the breadth and depth of the curriculum. Accountability will be held through:

- External inspections from national and local agencies
- Internal accountability measures such as line management, lesson observations, learning walks and book looks
- Governors' reports and meetings
- Termly school reports
- Parents/carers' evenings