



# The Willow Centre Curriculum Policy

## Overview

At The Willow Centre, our primary goal is to enable children to develop the tools and strategies they will need to be successful in a mainstream setting. These 'tools' are varying and diverse and as such our curriculum must encompass the needs of our children.

## The Importance of Enquiry

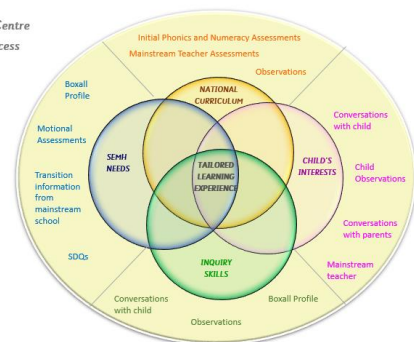
We want the children in our care to leave The Willow Centre being curious. We want them to wonder. We want them to question, investigate and above all else have developed a spark for learning. We achieve this by exposing the children to a broad range of experiences so as to allow them to find a passion or something to be curious about.

Adults cannot 'teach' curiosity. Instead they are the facilitators. By planning rich and engaging units of learning we will engage children and encourage them to develop key skills such as communication, collaboration, decision making and the ability to reflect.

## The Planning Process

Each unit will be carefully built around the interests of the children. Each child will be assessed using The Boxall Profile, SDQs and Motional Assessment. These tools will give us rich information about the SEMH needs of the individual child. From here, we will identify gaps and use these gaps as a basis for planning.

The Willow Centre  
Planning Process



## Accessing the National Curriculum

Many of the children at The Willow Centre do not have the skills necessary to be able to access the curriculum. As the children begin to develop these skills, we can begin delicately interweaving elements of the national curriculum into the units of enquiry. We use the Herts for Learning English guidance and Herts Maths Essentials curriculum to ensure the fundamental English and Maths skills are being taught. We use the Foundation Subject Beacons created by Peartree Spring School when planning foundation subject learning.

Alongside their enquiry learning, children will be receive discrete phonics teaching as appropriate.

We hope that by providing fundamental English and maths teaching, we will build the children's confidence in these key areas which will lay the foundations for the rest of their academic future.

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## Curriculum Policy

### **Support From Outside Agencies**

Many children will require additional support from external services including NESSie therapists and Educational Psychologists. This involvement will be agreed through ISL and the DSPL2 Behaviour Service.

### **Establishing local community links**

We want the children at The Willow Centre to become kind and considerate members of their local community. It is therefore vital that we establish links in and around the community. Children will have the opportunity to access and explore their local environment by, for example, purchasing cooking ingredients from a shop nearby.

### **Responsibilities**

Each member of staff will have an input in the planning stage. Plans **must** be adapted daily in order to support the ever changing needs of the children. 'In the moment planning' is actively encouraged.

Initial planning outlines will be saved on the server. Daily annotated and adapted plans will be found in 'The Willow Centre Planning File'. This file can be accessed by all members of staff at all times.

Once a unit has been completed, all staff members will annotate the plan to share successes and possible next steps. This feedback will then be fed into planning for the next unit.

### **Assessment**

As per the SEN Code of Practice, an Assess-Plan-Do-Review process will be used. Children will be assessed in this cyclical nature using various SEMH assessment tools including SDQs, The Boxall Profile and Motional Assessments.

The review section of the cycle will include conversations with all members of staff, parents/carers and most importantly, the child.

Individual targets will be re-assessed every four to six weeks to allow time for the learning to be accessed and any progress to be shown.

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