** Portsmouth Inclusive Education Quality Mark Portsmouth Education Partnership logo**

**Standard 4 –** Curriculum and Opportunities

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 4 –** Curriculum and Opportunities

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| **4.1 The extent to which the school makes reasonable adjustments to the curriculum, environment, equipment and enrichment opportunities to ensure that all learners can access universal provision.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school is aware of any areas that may be difficult for some people to access, and has planned appropriate reasonable adjustments to overcome this.  Individual provision maps detail adjustments to quality first teaching, or aspects of the curriculum to be followed, which enable students to participate fully and achieve alongside their peers.  The SENCo supports class teachers to ensure that Ordinarily Available Provision is provided in line with the needs of the child. | Extra-curricular activities are open to all – mechanisms are in place to support vulnerable learners.  E.g. Those from low income families or with SEND to participate fully.  The school includes relevant stakeholders in reviewing and further developing provision maps.  E.g. Working with a focus group of students with dyslexia to consider learning environments, or consulting disabled members of the community to consider access. | All staff understand and are sensitive to the needs of all students within the school. This includes being aware of the vulnerability of some students and positively creating supportive environments for this.  Students are integral to the support offered to other students with additional needs at all parts of the school day.  E.g. Peer mentors, learning buddies, lunchtime support.  Students, governors, families, staff are involved in regular accessibility walks in school.  Students and parents/carers are involved in the choosing, planning, organisation of visits/events/extracurricular activities, linked to their interests and needs. |

**Standard 4 –** Curriculum and Opportunities

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| **4.2 The extent to which other agencies and professionals are used to support access are used to enhance the curriculum.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The input of external visitors and specialists is planned into the curriculum, such that all staff, including specialist and external agencies aim to improve the aspirations and self-belief of students and promote independent learning and social skills. | The school plans support for new students linking with previous educational establishments as well as specialists and external agencies.  Over time, schools gather detailed information about the needs of students, so that they are able to work effectively with specialists and external agencies.  Support staff have a clear line management structure and know who to seek support from regarding their role and responsibilities.  There is a process in place to regularly audit the curriculum and associated resources to plan for future needs of all students accessing the school. | The school has a clear rationale to deploy support staff to meet the specific needs of students.  A clear professional development structure is in place for support staff.  The views of student’s families are included when planning a programme of support and to ensure positive transition outcomes.  The knowledge and expertise of appropriate specialists and external agencies is sought to enhance a fully inclusive learning environment for all students. |

**Standard 4 –** Curriculum and Opportunities

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| **4.3 The extent to which the curriculum offered provides a range of learning opportunities.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a long term map showing the learning topics across the school.  The curriculum has been adapted to the needs of diverse vulnerable groups.  Curriculum delivery is adapted to meet the needs of diverse vulnerable groups. | The school provides a diverse range of extra-curricular activities; including residential experiences.  The curriculum is planned with the needs of diverse vulnerable groups in mind. | There are opportunities for aspects of the curriculum to be co-produced with external specialists, students and parents/carers.  The curriculum is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.  Clubs and activities reflect the diversity of students in the school including those with SEN and Disabilities. |

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| **4.4 The extent to which the school supports students to develop a range of skills and abilities to prepare them for learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Lessons are planned across the school and there are clear learning intentions.  Staff take into consideration the starting points of the students.  The school teaches the students how to learn.  The students learn in a variety of ways to develop a wide range of skills. | Students are supported to explore opportunities, develop independence and face challenges with confidence.  Teaching and Learning within the school is judged as at least good by Ofsted. | A range of vulnerable groups show engagement with learning. They want to learn and can seek support for independent learning. |

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| **4.5 The extent to which social and emotional learning is viewed as pervading all aspects of the curriculum.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has an overview of the PSHE topics covered across all year groups.  Cross curricular links are made so that social and emotional learning is not restricted to formal PSHE lessons.  Students are given opportunities to learn about the language of emotion and to practise them in a range of opportunities. | Staff set learning intentions for students that reflect aspects of learning behaviour as well as achievements within the curriculum. | Social and Emotional language is evident across the school in all areas of the curriculum. |

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| **4.6 The extent to which the school individualises and adapts the curriculum to provide opportunities the students may have missed in early life.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Students are given opportunities to recap and practise previously learnt or missing skills.  The organisation of the curriculum gives students time to settle to learn. | The school provides students with regular formal and informal learning opportunities such as opportunities to experience to eat and socialise together in small group settings. | The school works strategically and takes active steps to support students who may have missed opportunities in early life.  E.g. Through Nurture group provision or embedding the Attachment Aware Schools programme  Students study the full curriculum. The school ensures this by teaching a full range of subjects for as long as possible. |

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| **4.7 The extent to which the curriculum helps to develop relationships.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The student's social, emotional wellbeing, communication needs and life skills are considered when designing the curriculum.  Students are able to engage with people from different ethnic, religious and socio-economic backgrounds and understand that they share common values; the school has regard for the Human Rights Act | Emotional support is available even when these skills need to be developed.  Students respect others' needs and interests and make reasoned judgements on moral dilemmas. | Students work within a range of contexts so they experience opportunities to learn independently and within groups.  Students resolve conflict intelligently and seek consensus while accepting the rights of others to hold different opinions, beliefs and to lead different lifestyles |

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| **4.8 The extent to which the school adapts the curricular pathways to support the students' developmental need.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school delivers the curriculum in ways that engage all students, including those operating at a younger developmental age. | The curriculum is designed to incorporate a variety of ways that engage all students, including those operating at a younger developmental age.  Advice and support for school from other settings are used to develop the opportunities and delivery of learning. | There is a balance of opportunities that combine active learning with more traditional receptive learning, co-operative and individual learning and multi-sensory learning. |

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| **4.9 The extent to which resources such as the library and accessibility of IT support learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a library and IT equipment to support learning.  There are some opportunities to use the school library.  IT is used within the classroom to support learning. Students can access this independently.  The school uses visual timetables.  The allocation of resources is considered as part of Ordinarily Available Provision. | A range of resources are available to support learning.  E.g. Writing slopes, relevant hardware, software and Apps. | The library is timetabled for each class within the school.  The school also uses the facilities of Portsmouth's Schools' Library Service as well as the local library.  Opportunities to use IT are planned into the curriculum.  Full integration of digital technologies and adaptive resources are evident.  The school has researched and has adopted practices from specialist settings. |