

## The Curriculum in 2LS



### **Aims**

The Early Years Foundation Stage Curriculum aims to encourage all children to be:

- **Successful** - They enjoy learning, make progress and achieve their academic potential.
- **Confident** - They are able to live safe, healthy and fulfilling lives.
- **Responsible** - They make a positive contribution to society.
- **Independent** - They strive to be as independent as they are able to be.
- **Confident** - They are able to make choices, have opinions and be heard.
- **Emotionally resilient** - They have the confidence to have a go and aim high.
- **Sociable** - They are able to form and maintain positive relationships with adults and their peers.
- **Prepared** - They are settled at school at ready to learn / reach their full potential as they move from the department to the next stage of their school life.

### **Curriculum Pathway**

The pupils in 2LS follow the Early Years Curriculum Pathway.

### **Including All Learners**

In order to achieve its aims, the curriculum:

- **Sets suitable learning challenges**

The pupils in 2LS are generally between 2 and 5 years of age and as such, are taught from the Early Years Foundation Stage Framework since this is most suited to their developmental needs, Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### **Effective Teaching and Learning**

In order to achieve its aims, curriculum delivery also ensures that it builds upon the following three important characteristics of effective teaching and learning:

- Playing and Exploring
- Active learning
- Creating and thinking critically

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory learning and development requirements for children in the Early Years Foundation Stage:

**Three Prime Areas of Learning** - All areas of learning and development are important and inter-connected. However, there are three areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

**Four Specific Areas of Learning** - There are an additional four specific areas of learning which provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

### Non-Statutory Provision

If necessary, the following, non-statutory, provision is used to promote the development and learning of pupils with profound and multiple learning difficulties who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs:

- Barrs Court Curriculum
- Early Thinking Skills (Maths and Science)
- Early Motor Skills (PE)
- Early Communication Skills (English)

### Specific Curriculum Priorities for Individual Pupils

Specific curriculum opportunities may include activities such as Intensive Interaction and therapies such as physiotherapy or speech and language therapy.

### Thematic Approach

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning. As stated in the Statutory Framework for the Early Years Foundation Stage 2014 “None of the areas of learning can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development”.

The 3 year cycle of themes is as follows:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1 2018-19</b>	All About Me* Harvest Senses* Autumn Bonfire Night Eid Divali Christmas	Water* Winter Chinese New Year Pancake Day Living Things Spring Easter	Animals* Clothes* Summer
<b>Year 2 2019-20</b>	All About Me* Harvest Toys* Autumn Bonfire Night Eid Divali Christmas	Transport* Winter Chinese New Year Pancake Day Materials/Shape* Spring Easter	People Who Help Us* Pets* Summer
<b>Year 3 2020-21</b>	All About Me* Harvest Nursery Rhymes* Autumn Bonfire Night Eid Divali Christmas	Light and Sound* Winter Chinese New Year Pancake Day Keeping Fit* Spring Easter	Colours/Food* Bears* Summer

\* = main themes



## The Curriculum in 3LS



### **Aims**

The curriculum aims to encourage all children to be:

- **Successful learners** – who enjoy learning, make progress and achieve
- **Confident individuals** – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 3LS follow the Semi-Formal Curriculum Pathway.

### **Including All Learners**

In order to achieve its aims, the curriculum:

- **Sets suitable learning challenges**

The pupils in 3LS are generally between 4 and 8 years of age. However, cognitively, they are closer to a pre-school level. As such, they all continue to follow the Early Years Foundation Stage Framework, since this is most suited to their developmental needs in terms of cognitive ability, allowing for independent play-based learning and exploration through a stimulating and adaptable learning environment. Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation. They ensure that teaching approaches match the learning needs of the pupils and set individual targets for learning for all pupils. Teaching approaches also respond effectively and sensitively to the emotional needs of pupils. Children in 3LS are assessed using age-appropriate assessments, including the EYFS, Chads Grove P Scales and Routes for Learning.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

In order to achieve its aims, curriculum delivery also ensures that it builds upon the following three important characteristics of effective teaching and learning:

- Playing and Exploring
- Active learning
- Creating and thinking critically

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory learning and development requirements for children in the Early Years Foundation Stage:

#### **Three Prime Areas of Learning**

All areas of learning and development are important and inter-connected. However, there are three areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### **Four Specific Areas of Learning**

There are an additional four specific areas of learning which provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Specific Curriculum Priorities for Individual Pupils

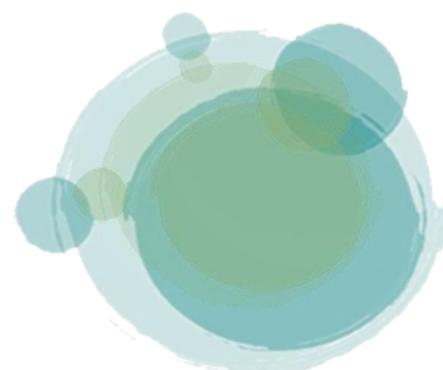
Specific curriculum opportunities may include activities such as Intensive Interaction and therapies such as physiotherapy or speech and language therapy.

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning. As stated in the Statutory Framework for the Early Years Foundation Stage 2014 "None of the areas of learning can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development".

The 3 year cycle of themes is as follows:

<b>Year 1</b>	<b>Autumn</b> All About Me* Harvest Senses* Autumn Bonfire Night Eid Divali Christmas	<b>Spring</b> Water* Winter Chinese New Year Pancake Day Living Things Spring Easter	<b>Summer</b> Animals* Clothes* Summer
<b>Year 2</b>	All About Me* Harvest Toys* Autumn Bonfire Night Eid Divali Christmas	Transport* Winter Chinese New Year Pancake Day Materials/Shape* Spring Easter	People Who Help Us* Pets* Summer
<b>Year 3</b>	All About Me* Harvest Nursery Rhymes* Autumn Bonfire Night Eid Divali Christmas	Light and Sound* Winter Chinese New Year Pancake Day Keeping Fit* Spring Easter	Colours/Food* Bears* Summer

\* = main themes



## The Curriculum in 4LS

### Curriculum Pathway

The pupils in 4LS follow the Pre-Formal Curriculum Pathway.

### Curriculum Intent

The curriculum for pupils in 4LS aims to enable them to be active citizens within the school community and beyond. The curriculum builds towards pupils being able to confidently and consistently express preferences and to exert autonomy in a variety of contexts.

The curriculum aims to encourage pupils to be:

- **Successful** learners – who enjoy learning, make progress and achieve their personal potential
- **Confident** individuals – who are able to live safe, happy, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### Including All Learners

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges:**

The pupils in 4LS are predominately in Key Stage One. Due to their developmental needs, pupils are taught using the specialist Barrs Court Curriculum and EQUALS Pre-Formal Curriculum, sensory curriculums which are designed for pupils with Profound and Multiple Learning Difficulties (PMLD).

Teachers' individual planning will differentiate further to ensure that any identified needs outside of the core curriculum are appropriately addressed.

- **Responds to the learning needs of the pupils:**

Teachers ensure that they create effective learning environments that promote engagement and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication such as Objects of Reference, symbolic support, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. It may also involve the use of natural cues and signing or on-body signs in order to help pupils to understand what is going on.

### Curriculum Implementation

A thematic approach is used to promote the development and learning of pupils with who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs.

The curriculum is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Pupils are also provided with learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum:

- Communication and Social Relationships
- Sensory
- Physical
- Creative
- Self-Determination and Independence
- Cognition and Challenge
- Well-Being

RE, PSHE and Citizenship also feature as part of the curriculum for pupils in 4LS.

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.

The importance of repetition for our pupils is recognised, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.

Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum. Other learning opportunities are selected according to pupils' individual needs and preferences, and planned according to the following themes:

Autumn	Spring	Summer
<b>Getting to know you</b>	<b>Having fun</b>	<b>The world around me</b>
<i>(Encouraging pupils to interact and begin to communicate their likes and dislikes to others)</i>	<i>(Encouraging pupils to develop play skills)</i>	<i>(Encouraging pupils to be able to react to a range of stimuli)</i>

Medium Term planning highlights the elements of the curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.

### Curriculum Impact

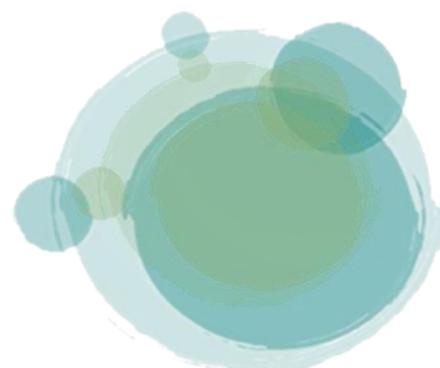
Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. Each pupil follows a range of pathways through the 'Routemap'.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

The assessment tool 'Engagement for Learning' is also used, where appropriate, to enable teachers to find ways of providing the most engaging and stimulating learning activities for certain identified pupils.

Pupils' progress towards meeting their targets is recorded using MAPP (Mapping and Assessing Pupil Progress), which allows small steps of progress to be recorded in the areas of prompting, fluency, maintenance and generalisation. MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual MAPP assessment records.

Videos and photographs are used to evidence this progress; these are uploaded onto the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.





## The Curriculum in 5LS

### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 5LS follow the Semi-Formal Curriculum Pathway.

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 5LS are generally in Key Stage 1 or 2 and are working between P Level 4 and P Level 8. As such, the pupils will be taught from Key Stage 1 of the National Curriculum since this is most suited to their developmental needs,

Pupils are taught from the Key Stage 1 curriculum but they access some learning through an early years approach if this is approach.

Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed. In 2019-2020 all children are working at Reception level or below

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory curriculum for primary aged children:

- English
- Maths
- Science
- ICT
- Art and Design
- Design Technology
- History
- Geography
- PE
- Music

The curriculum also includes the following areas covered by non statutory guidance:

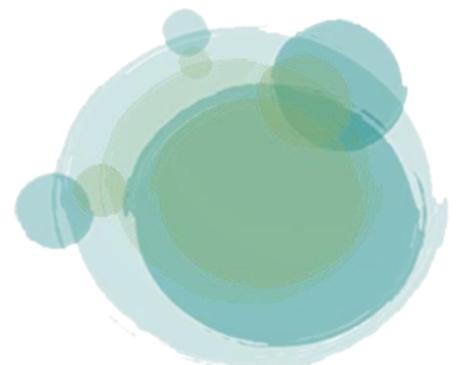
- Religious Education
- PSHE
- Citizenship
- Modern Foreign Languages

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning.

The themes covered during a 2 year cycle of themes are as follows:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	All About Me	Let's Build	Out and About
<b>Year 2</b>	Wonderful World	Perfect Plants	Journeys
<b>Year 3</b>	People and Places	Amazing Animals	Out At Sea

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance



## The Curriculum in 6LS



### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 6LS follow the Semi-Formal Curriculum Pathway.

#### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 6LS are generally working between P Level 4 and P level 8. As such, the pupils will be taught from Key Stage 1 of the National Curriculum since this is most suited to their developmental needs, Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages (e.g. CUTA pupils) are appropriately addressed. The only subject that pupils are set for is Phonics, all other subjects are class based.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils. Pupils are assessed for curriculum subjects using the Chadsgrove 'Steps' and this is evidenced through Learning Ladders, pupil work, photographs and videos. Pupils work on their individual EHCP Targets through curriculum subjects and other, less formal, times during the school day such as registration, break and social times.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. Teachers work in close liaison with speech and language, physio and occupational therapists to provide the best learning experiences for pupils.

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory curriculum for primary aged children:

- English
- Maths
- Science
- ICT
- Art and Design
- Food Technology
- History
- Geography
- PE, including hydrotherapy and rebound sessions
- Music

The curriculum also includes the following areas covered by non statutory guidance:

- Religious Education
- PSHEC
- Modern Foreign Languages, covered through specific 'curriculum days'

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning.

The themes covered during a 4 year cycle of themes are as follows:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	New Adventures	Space and the Solar System	Fantasy and Magical World
<b>Year 2</b>	Marvellous Me	Rise of the Robots	Water
<b>Year 3</b>	Our Environment	Jungle Beat	Around the World
<b>Year 4</b>	Our Bodies and Minds	Clever Construction	Pirates

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance



## The Curriculum in 7LS

### Curriculum Pathway

The pupils in 7LS follow the Pre-Formal Curriculum Pathway.

### Curriculum Intent

The curriculum for pupils in 7LS aims to enable them to be active citizens within the school community and beyond. The curriculum builds towards pupils being able to confidently and consistently express preferences and to exert autonomy in a variety of contexts.

The curriculum aims to encourage pupils to be:

- **Successful** learners – who enjoy learning, make progress and achieve their personal potential
- **Confident** individuals – who are able to live safe, happy, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### Including All Learners

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges:**

The pupils in 7LS are predominately in Key Stage Two. Due to their developmental needs, pupils are taught using the specialist Barrs Court Curriculum and EQUALS Pre-Formal Curriculum, sensory curriculums which are designed for pupils with Profound and Multiple Learning Difficulties (PMLD).

Teachers' individual planning will differentiate further to ensure that any identified needs outside of the core curriculum are appropriately addressed.

- **Responds to the learning needs of the pupils:**

Teachers ensure that they create effective learning environments that promote engagement and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication such as Objects of Reference, symbolic support, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. It may also involve the use of natural cues and signing or on-body signs in order to help pupils to understand what is going on.

### Curriculum Implementation

A thematic approach is used to promote the development and learning of pupils with who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs.

The curriculum is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Pupils are also provided with learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum:

- Communication and Social Relationships
- Sensory
- Physical
- Creative
- Self-Determination and Independence
- Cognition and Challenge
- Well-Being

RE, PSHE and Citizenship also feature as part of the curriculum for pupils in 7LS.

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.

The importance of repetition for our pupils is recognised, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.

Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum. Other learning opportunities are selected according to pupils' individual needs and preferences, and planned according to the following themes:

Autumn	Spring	Summer
<b>My favourite things</b>	<b>Taking turns</b>	<b>Changing and growing</b>
<i>(Developing pupils' means of expressing preferences)</i>	<i>(Developing pupils' understanding of turn taking in interactions)</i>	<i>(Developing pupils' responses and their ability to anticipate)</i>

Medium Term planning highlights the elements of the curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.

### Curriculum Impact

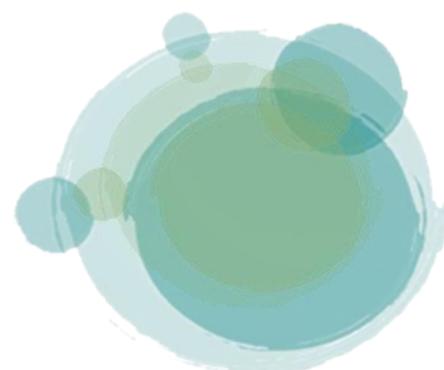
Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. Each pupil follows a range of pathways through the 'Routemap'.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

The assessment tool 'Engagement for Learning' is also used, where appropriate, to enable teachers to find ways of providing the most engaging and stimulating learning activities for certain identified pupils.

Pupils' progress towards meeting their targets is recorded using MAPP (Mapping and Assessing Pupil Progress), which allows small steps of progress to be recorded in the areas of prompting, fluency, maintenance and generalisation. MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual MAPP assessment records.

Videos and photographs are used to evidence this progress; these are uploaded onto the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.





## The Curriculum in 8LS

### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 8LS follow the Formal Curriculum Pathway.

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 8LS are generally working between P Level 6 and National Curriculum Level 2. As such, the pupils will be taught from Key Stage 1 and 2 of the National Curriculum since this is most suited to their developmental needs, Teacher's individual planning will differentiate further to ensure that any identified needs outside of this key stage are appropriately addressed. The pupils in 8LS are taught Phonics in a set based class, and for all other subjects they are taught in their mixed ability class group.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches such as, learning ladders, pupils work and using the Chadsgrove P Steps, and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. The staff in 8LS regularly liaise with other services such as the NHS, Speech and Language and other therapists in order to provide a more holistic approach to teaching.

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory curriculum for primary aged children:

- English
- Maths
- Science
- ICT
- Art and Design
- Design Technology (Inc. Food Technology and cross curricular Design)
- Humanities
- PE
- Music

The curriculum also includes the following areas covered by non-statutory guidance:

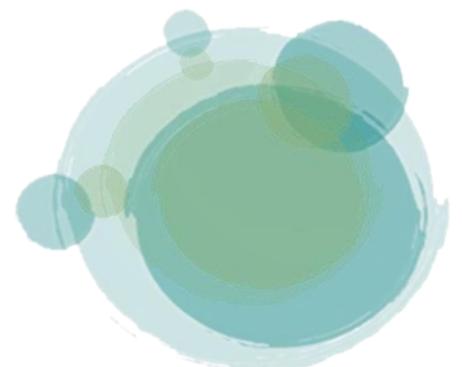
- Religious Education
- PSHE (Inc. RSE)
- Citizenship
- Modern Foreign Languages

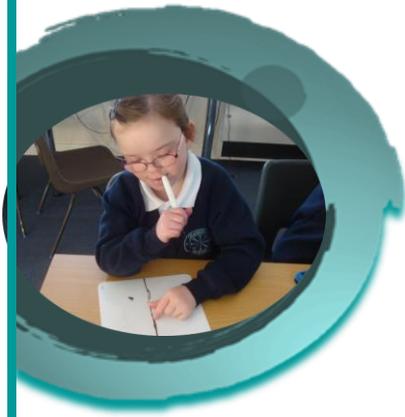
A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning.

The themes covered during a 4 year cycle of themes are as follows:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	New Adventures	Space and the Solar System	Fantasy and Magical World
<b>Year 2</b>	Marvellous Me	Rise of the Robots	Water
<b>Year 3</b>	Our Environment	Jungle Beat	Around the World
<b>Year 4</b>	Our Bodies and Minds	Clever Construction	Pirates

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance





## The Curriculum in 9US

### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** learners – who strive to be as independent as they are able to be
- **Effective** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 9US follow the Semi-Formal Curriculum Pathway.

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in this class are generally working between P4 and P 11 on Chadsgrove's English and Maths P Steps. As such, the pupils will be taught primarily from Key Stage 1 of the National Curriculum since this is most suited to their developmental needs, Teacher's will follow Long Term Subject Planning documents which outline an appropriate curriculum for these learners. Individual planning will differentiate further to ensure that any identified needs are appropriately addressed. The curriculum for 9US also places a greater importance on the development of independence and functional life skills.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### **Curriculum Design**

A thematic approach to the curriculum combines the following elements of the statutory curriculum for Key Stage 3 and 4 pupils:

- English
- Maths
- Science
- Art and Design / Design Technology
- Information and Communication Technology
- Music
- Physical Education
- Humanities – History, Geography and RE
- Citizenship

The curriculum also includes the following areas covered by non-statutory guidance:

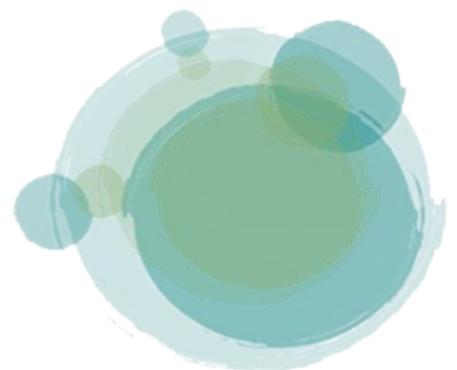
- Religious Education
- PSHEC

All of these subjects are appropriately and extensively differentiated in order to meet the needs of pupils with severe learning difficulties. There is a focus within each of these subjects on developing pupil's independence and functional life skills.

Pupils will work towards developing the knowledge and skills that they need to progress to appropriate accreditation in their next class.

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning.

Medium Term planning highlights the elements of the curriculum that are covered by each subject and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.



## The Curriculum in 10US



### **Curriculum Pathway**

The pupils in 10US follow the Pre-Formal Curriculum Pathway.

### **Curriculum Intent**

The curriculum for pupils in 10US aims to enable them to be active citizens within the school community and beyond. The curriculum builds towards pupils being able to confidently and consistently express preferences and to exert autonomy in a variety of contexts.

The curriculum aims to encourage pupils to be:

- **Successful** learners – who enjoy learning, make progress and achieve their personal potential
- **Confident** individuals – who are able to live safe, happy, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges:**

The pupils in 10US are predominately in Key Stage Three and Four. Due to their developmental needs, pupils are taught using the specialist Barrs Court Curriculum and EQUALS Pre-Formal Curriculum, sensory curriculums which are designed for pupils with Profound and Multiple Learning Difficulties (PMLD). Teachers' individual planning will differentiate further to ensure that any identified needs outside of the core curriculum are appropriately addressed.

- **Responds to the learning needs of the pupils:**

Teachers ensure that they create effective learning environments that promote engagement and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication such as Objects of Reference, symbolic support, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. It may also involve the use of natural cues and signing or on-body signs in order to help pupils to understand what is going on.

### **Curriculum Implementation**

A thematic approach is used to promote the development and learning of pupils with who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs.

The curriculum is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Pupils are also provided with learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum:

- Communication and Social Relationships
- Sensory
- Physical
- Creative
- Self-Determination and Independence
- Cognition and Challenge
- Well-Being

RE, PSHE and Citizenship also feature as part of the curriculum for pupils in 10US.

Pupils also work towards the ASDAN Accredited course 'Transition Challenge'; pupils follow a unique set of units which are specifically designed to record and celebrate the achievements of pupils who benefit from a sensory approach to the curriculum.

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.

The importance of repetition for our pupils is recognised, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.

Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum.

Other learning opportunities are selected according to pupils' individual needs and preferences, and planned according to the following themes:

Autumn	Spring	Summer
<b>Having my say!</b>	<b>My feelings</b>	<b>Being aware</b>
<i>(Enabling pupils to begin to make choices about activities, according to their individual abilities)</i>	<i>(Enabling pupils to understand how to communicate their feelings to others)</i>	<i>(Enabling pupils to become more aware of how they can interact with the environment around them)</i>

Medium Term planning highlights the elements of the curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.

### Curriculum Impact

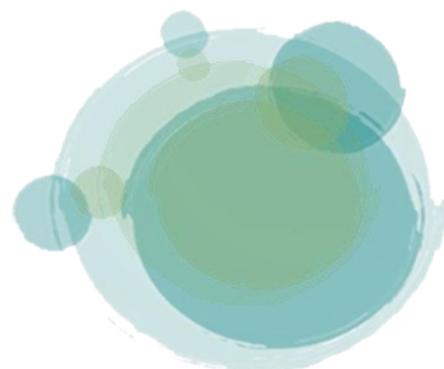
Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. Each pupil follows a range of pathways through the 'Routemap'.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

The assessment tool 'Engagement for Learning' is also used, where appropriate, to enable teachers to find ways of providing the most engaging and stimulating learning activities for certain identified pupils.

Pupils' progress towards meeting their targets is recorded using MAPP (Mapping and Assessing Pupil Progress), which allows small steps of progress to be recorded in the areas of prompting, fluency, maintenance and generalisation. MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual MAPP assessment records.

Videos and photographs are used to evidence this progress; these are uploaded onto the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.



## The Curriculum in 11US



### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 11US follow the Formal Curriculum Pathway

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 11US are generally working at Key Stage 2 level.

Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### **Curriculum Design**

The curriculum combines the following elements of the statutory curriculum for secondary aged children:

- English
- Maths
- Science
- ICT
- Art and Design
- Design Technology
- History
- Geography
- PE
- Music

The curriculum also includes the following areas covered by non-statutory guidance:

- Religious Education
- PSHE
- Citizenship

Pupils access individually planned schemes of work appropriate for each subject. Long term plans take into account each pupil's level of attainment, whilst incorporating an age appropriate methodology.

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate summary document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.



## The Curriculum in 12US



### **Aims**

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Curriculum Pathway**

The pupils in 12US follow the Formal Curriculum Pathway

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 12US are generally working at a Key Stage 2/3 level.

Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed. Pupils are working towards appropriate qualifications in English, Maths and Science.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### **Curriculum Design**

The curriculum combines the following elements of the statutory curriculum for secondary aged children:

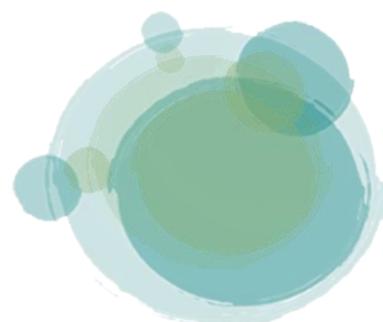
- English, Maths, Science
- ICT
- Art and Design
- Design Technology – Not sure about this
- History, Geography
- PE
- Music

The curriculum also includes the following areas covered by non-statutory guidance:

- Religious Education
- PSHE
- Citizenship
- Modern Foreign Languages – Not sure about this
- Duke of Edinburgh (accessing the local community)

Pupils access individually planned schemes of work appropriate for their subject and attaining their expected qualifications. Long term plans take into account the pupil's level of attainment, whilst also creating an age appropriate methodology.

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance





## The Curriculum in 13US

### **Aims**

The semi-formal curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard
- **Prepared** – for life beyond school and adulthood

### **Curriculum Pathway**

The pupils in 13US follow the Semi-Formal Curriculum Pathway

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 13US are generally between 14-18 years of age and are working towards developing functional and life skills. They are also working towards achieving a qualification in OCR 'Life and Living Skills'. Pupils complete either Entry Level 1 or Entry Level 2 units.

Teacher's individual planning will differentiate further to ensure that any identified needs outside of the core curriculum are appropriately addressed.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties.

### **Curriculum Design**

The focus of the Semi-Formal curriculum at the senior phase is the development of functional and life skills, community inclusion and preparation for adulthood.

Functional and life skills are developed in the school environment and applied in the wider community in a variety of different settings.

Each week 13US visit different community facilities such as local colleges or community venues. Pupils also attend sessions provided by Thrive on a weekly basis and REACH on a termly basis.

The benefits of developing and applying these life skills will be evident in pupils becoming as independent as they are able to be in their adult life.

The curriculum combines the following elements of the statutory curriculum for secondary aged children with the development of functional and life skills:

#### **English / History**

- OCR 'Life and Living Skills' Communication

#### **Maths**

- ASDAN Early Maths
- OCR 'Life and Living Skills' Numeracy
- Edexcel Entry Level – Level 1

#### **Science / Geography**

- OCR 'Life and Living Skills' Environment and Community

## **ICT**

- OCR' Life and Living Skills' ICT

## **Art and Design**

- OCR' Life and Living Skills' Arts and Craft

## **Design Technology**

- OCR' Life and Living Skills' Home Management

## **PE**

- Swimming
- Soft play
- Rebound
- 2 X P.E lessons
- OCR Entry Level P.E for KS4 pupils

## **Music**

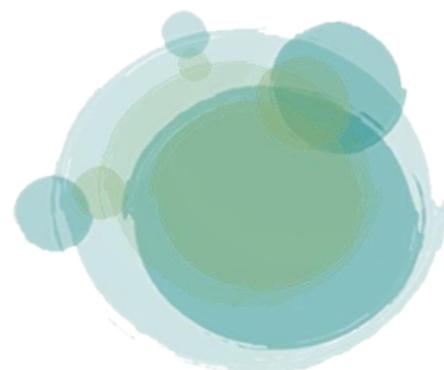
- Pupils will focus on performing using instruments, singing songs and completing a range of composition tasks and percussion rhythms.

The curriculum also includes the following areas:

- Religious Education
- PSHE
- Citizenship

The long term plans for the above subjects can be accessed on the shared drive under curriculum planning.

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance



## The Curriculum in 14US



The pupils in 14US follow the Pre-Formal Curriculum Pathway.

### **Curriculum Intent**

The curriculum for pupils in 14US aims to enable them to be active citizens within the school community and beyond. The curriculum builds towards pupils being able to confidently and consistently express preferences and to exert autonomy in a variety of contexts, whatever their future life beyond school may be.

The curriculum aims to encourage pupils to be:

- **Successful** learners – who enjoy learning, make progress and achieve their personal potential
- **Confident** individuals – who are able to live safe, happy, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make choices, have opinions and be heard

### **Including All Learners**

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges:**

The pupils in 14US are predominately in Key Stage Four and Five. Due to their developmental needs, pupils are taught using the specialist Barrs Court Curriculum and EQUALS Pre-Formal Curriculum, sensory curriculums which are designed for pupils with Profound and Multiple Learning Difficulties (PMLD). Teachers' individual planning will differentiate further to ensure that any identified needs outside of the core curriculum are appropriately addressed.

- **Responds to the learning needs of the pupils:**

Teachers ensure that they create effective learning environments that promote engagement and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils.

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication such as Objects of Reference, symbolic support, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties. It may also involve the use of natural cues and signing or on-body signs in order to help pupils to understand what is going on.

### **Curriculum Implementation**

A thematic approach is used to promote the development and learning of pupils with who require significant and extensive differentiation of the curriculum in order to meet their complex learning needs.

The curriculum is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Pupils are also provided with learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum:

- Communication and Social Relationships
- Sensory
- Physical
- Creative
- Self-Determination and Independence
- Cognition and Challenge
- Well-Being

RE, PSHE and Citizenship also feature as part of the curriculum for pupils in 14US.

Pupils also work towards the ASDAN Accredited course 'Personal Progress'; units are selected from this course which are relevant for pupils who benefit from a sensory approach to the curriculum and will enable their achievements to be recorded and celebrated appropriately.

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.

The importance of repetition for our pupils is recognised, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.

Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum. Other learning opportunities are selected according to pupils' individual needs and preferences, and planned according to the following themes:

Medium Term planning highlights the elements of the curriculum that are covered by each particular theme

Autumn	Spring	Summer
<b>Who am I?</b>	<b>Relationships</b>	<b>My community</b>
<i>(Supporting pupils in recognising their own ability to gain attention and make requests)</i>	<i>(Supporting pupils in interacting with others in their school and community)</i>	<i>(Supporting pupils to develop a sense of autonomy, especially within activities in the community)</i>

and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.

### Curriculum Impact

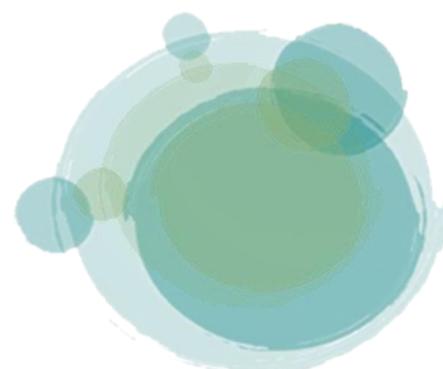
Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. Each pupil follows a range of pathways through the 'Routemap'.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

The assessment tool 'Engagement for Learning' is also used, where appropriate, to enable teachers to find ways of providing the most engaging and stimulating learning activities for certain identified pupils.

Pupils' progress towards meeting their targets is recorded using MAPP (Mapping and Assessing Pupil Progress), which allows small steps of progress to be recorded in the areas of prompting, fluency, maintenance and generalisation. MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual MAPP assessment records.

Videos and photographs are used to evidence this progress; these are uploaded onto the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.



## The Curriculum in 15US



### Aims

The curriculum aims to encourage all children to be:

- **Successful** learners – who enjoy learning, make progress and achieve
- **Confident** individuals – who are able to live safe, healthy and fulfilling lives
- **Responsible** citizens – who make a positive contribution to society
- **Independent** Learners – who strive to be as independent as they are able to be
- **Confident** Communicators – who are able to make decisions, have opinions and be heard

### Curriculum Pathway

The pupils in 15US follow the Formal Curriculum Pathway

### Including All Learners

In order to achieve its aims, the curriculum also:

- **Sets suitable learning challenges**

The pupils in 15US are generally working at Key Stage 3. Pupils are working towards appropriate qualifications in English and Maths. Some pupils are working on qualifications in ICT and The Arts. Some pupils are working on Independent Living Skills accreditation. Teacher's individual planning will differentiate further to ensure that any identified needs outside of the early stages are appropriately addressed.

- **Responds to the learning needs of the pupils**

Teachers ensure that they create effective learning environments that promote concentration and motivation, ensure that teaching approaches match the learning needs of the pupils, use appropriate assessment approaches and set individual targets for learning for all pupils

- **Overcomes potential barriers to learning**

Teachers take specific action to provide access to learning and enable all pupils to participate as fully and effectively as possible. This may involve the provision of alternative means of communication, symbolic support to aid literacy, technological aids, ICT adaptations, appropriate seating, multi-sensory teaching approaches, positive handling plans and environmental adaptations to overcome sensory difficulties

### Curriculum Design

The curriculum combines the following elements of the statutory curriculum for secondary aged children:

- English, Maths
- ICT
- Art and Design
- History, Geography
- PE
- Music

The curriculum also includes the following areas covered by non-statutory guidance:

- Religious Education
- PSHE, Citizenship
- Duke of Edinburgh Award
- Employability Skills and Work Experience
- Independent Living Skills
- Community integration
- Enterprise

Pupils access individually planned schemes of work appropriate for their subject and attaining their expected qualifications. Long term plans take into account the pupil's level of attainment, whilst also creating an age appropriate methodology.

Medium Term planning highlights the elements of the statutory curriculum that are covered by each particular theme and a separate long term planning document demonstrates how the overall curriculum plan delivers appropriate breadth and balance.

