Chadsgrove Curriculum: Overview

Introduction

Chadsgrove is a Local Authority Day Special School for pupils aged between 2 and 19 years old who have physical disabilities and/or complex health needs. In addition to this primary need, pupils also have some degree of learning disability and many also have sensory or communication difficulties. A significant number of pupils at Chadsgrove have conditions that co-exist, overlap and interlock creating a complex profile. Chadsgrove has adopted the term complex learning difficulties and disabilities (CLDD) for these pupils.

The Curriculum at Chadsgrove seeks to reflect the individual Special Educational Needs of all pupils at the School. It recognises the crucial importance of utilising to the full, the professional skills of the multi-disciplinary team and the essential part played by parents and carers in the education of their children.

School Aim

To make learning fun whilst also maximising opportunities for independence, physical development and communication in a safe and accessible environment with well trained and exceptionally talented staff.

The Curriculum

The Curriculum at Chadsgrove is central in the delivery of the School's aim and includes all of the experiences provided by the school in which each individual pupil participates.

At Chadsgrove, the Curriculum has the following aims:

- To allow an individual to develop his/her full potential
- To promote the spiritual, moral, cultural, mental and physical development of pupils
- To prepare pupils for the opportunities, responsibilities and experiences of adult life

The Curriculum is characterised by breadth, balance, relevance, differentiation/personalisation, progression and continuity. Teaching staff ensure that the curriculum:

- Is delivered at a level and rate suited to the age and learning ability of each individual pupil
- Takes full account of each child's Education, Health and Care Plan
- Reflects teaching approaches and methods which best enhance an individual pupil's ability to learn
- Encourages each child to recognise, record and celebrate positive achievements in all areas of personal, educational and community life
- Is monitored, evaluated revised as necessary, reflecting initiatives and any developments identified in the School Development Plan.

Curriculum Pathways

In order to ensure that each child accesses a curriculum that is appropriate to his/her individual needs, curriculum pathways have been developed at Chadsgrove. These are as follows:

- **Early Years Assessment** – for children in the Nursery. This pathway focuses on the Early Years Foundation Stage Curriculum
- **Pre-Formal** – for pupils with Profound and Multiple Learning Difficulties
- **Semi-Formal** – for pupils with Severe Learning Difficulties
- **Formal** – for pupils with Moderate Learning Difficulties
- **Preparing for Adulthood** - which consists of three separate pathways for post 16 pupils with moderate, severe or profound and multiple learning difficulties. These are referred to as the Employability, Learning for Life and Sensory pathways.

Throughout all of the pathways, pupils have access to additional provision such as Speech and Language Therapy, Physiotherapy or input from sensory impairment specialists.

Additional Documents

Each curriculum pathway is explained in more detail in the Pathway Synopsis documents.

Specific detail with regard to the curriculum provision in each class is explained in more detail in the Class Curriculum Statements.

A diagram that shows how the five curriculum pathways link together can be seen in the diagram overleaf.

The Chadsgrove Curriculum Pathway Model

