



Chadsgrove Curriculum Early Years Synopsis

Rationale

In Early Years, we aim to ensure that our children are:

- **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 and ready to learn / reach their full potential as they move from the department to the next stage of their school life.


Intent

The curriculum that is offered in Early Years:

- Is **broad, cross-curricular** and **highly personalised**, preparing children for their future lives.
- Is **child-led, relevant** and **holistic**, ensuring that learning takes place at all times.
- Is appropriately **paced** to allow children to react, respond, assimilate and generalise their learning.
- Is highly **engaging, rich** and **experiential**, brimming with exciting challenges which motivate children to explore and be curious.
- Enables children to reach their full **potential**, learn independently and with others and have **pride** in their achievements.
- Builds **resilience** and **self-esteem** and promotes **positive mental health** strategies, enabling pupils to progress both socially and emotionally.
- Is **exciting, challenging** and **motivating** so that children are engaged and want to learn more.
- Provides opportunities to **stretch** the most able learners and enable them to develop their unique talents and abilities (CUTA).
- Provides opportunities to develop **positive relationships** and learn the values of **sharing, turn-taking** and **respect** for others.
- Develops **confident** individuals who are able to live safe, healthy and fulfilling lives.
- Embraces **different learning styles**.
- Is **multi-sensory** in nature and able to meet the needs of pupils with complex learning needs.

Implementation

We achieve our intentions by:

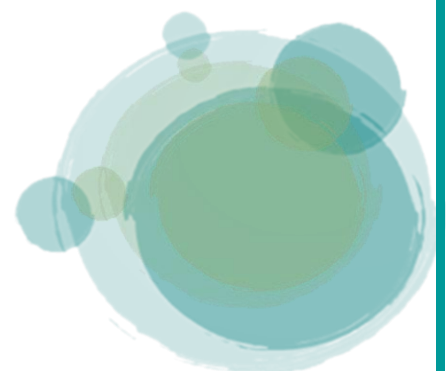
- Ensuring that effective **safeguarding** procedures are in place and that pupil welfare is at the centre of provision at all times.
 - Encouraging effective **communication** through the provision of **AAC** as necessary.
 - Celebrating pupils' **collaborative and independent** work.
 - Ensuring that pupils have the **time** to respond.
 - **Integrating therapies**, therapeutic interventions and **multi-disciplinary** working into curriculum provision.
 - Providing **the technology** required to ensure that pupils have the support that they need to fully engage in learning and make progress.
 - Ensuring that **key workers** and **care plans** are in place so that children feel safe and emotionally secure.
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- Ensuring that learning approaches and pedagogy are **flexible** and put children at the heart of their learning experiences.
- Offering **routine, stability, consistency** of care, throughout the day.
- Structuring the curriculum so that all pupils, from the earliest opportunity, are encouraged to develop their **independence, self-regulation, responsibility** and ability to build resilience.
- Promoting **reflective** practise and practitioners who are committed to the ongoing development of their own knowledge.
- Ensuring that practitioners regularly **review** provision and teaching approaches to ensure that they are implemented well and that pupils' knowledge, skills, understanding and **engagement** continue to develop.
- Using a well-developed curriculum **assessment** tool (SOLAR), Progress Walls and Learning Journeys to monitor coverage and evidence teaching and learning.
- **Tracking pupil progress** termly to ensure that lessons are carefully planned and structured, learning is continuous and our pupils make expected and above expected progress.
- Providing an environment that is **lively, fun** and **emotionally safe**.
- Offering a cycle of 'themes' in order to ensure **breadth** and **balance** across the curriculum.
- **Supporting families** and helping them to adjust to school life alongside the children.

Impact

The impact of the provision within Early Years is demonstrated through the development of pupils who are:

- Emotionally resilient and able to cope with separation from their parents and the challenging demands of school life.
- Confident, active and communicative learners.
- Prepared for the next stage of learning with the skills and appropriate strategies in place to support their communication, learning, self-help and physical skills.





Chadsgrove Curriculum Pre-Formal Synopsis

Rationale

Through the Pre-formal Pathway, we aim to ensure that our children are:

- **Successful** - They enjoy learning, make progress and achieve their personal potential.
- **Confident** - They are able to live happy, 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.
- **Effective Communicators** - They are able to make choices, express preferences and initiate interactions.

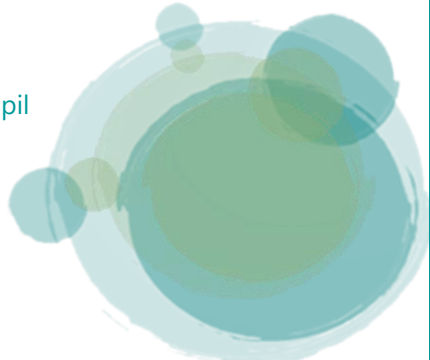
Intent

The curriculum that is offered through the Pre-formal pathway:

- Is a **broad, cross-curricular** and **highly personalised sensory curriculum**, preparing children for their future lives.
- Is **appropriately paced** to allow children to react, respond, assimilate and generalise their learning.
- Is highly **engaging**, rich and **experiential**, brimming with exciting challenges which motivate children to explore, develop curiosity, initiate interactions and express preferences.
- Enables children to reach their full potential, providing support for pupils to **learn as independently (as possible)** and with others and have **pride** in their achievements.
- Builds **resilience** and **self-esteem** and promotes **positive mental health** strategies, enabling pupils to progress both socially and emotionally.
- Is **exciting, challenging** and **motivating** so that children are engaged and can develop their communication, thinking and motor skills.
- Provides opportunities to develop **positive relationships** and learn the **values** of sharing, turn-taking and respect for others.
- Develops **confident** individuals who are able to live **happy, safe, healthy and fulfilling** lives, and who understand their special role in society.
- Is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching.
- Recognises that repetition is an essential part of education for pupils with PMLD, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests.
- Promotes 'Intensive Interaction', a part of communication, as an essential part of the curriculum.

Implementation

We achieve our intentions by:

- Ensuring that effective **safeguarding** procedures are in place and that pupil welfare is at the centre of provision at all times.
 - Encouraging **effective communication** through the provision of **AAC**.
 - **Celebrating** pupils' collaborative and independent work.
 - Ensuring that pupils have the **time to respond**.
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- **Integrating therapies**, therapeutic interventions and **multi-disciplinary** working into curriculum provision.
- Providing the **technology** required to ensure that pupils have the support that they need to fully engage in learning and make progress.
- Ensuring that **key workers** and **care plans** are in place so that children feel safe and emotionally secure.
- Ensuring that learning approaches and pedagogy are **flexible** and put children at the heart of their learning experiences.
- Offering **routine, stability, consistency** of care, throughout the day.
- Structuring the curriculum so that all pupils, from the earliest opportunity, are encouraged to develop their **independence, motivation** and **engagement with learning**.
- Ensuring that opportunities to develop **communication** and social relationships, **sensory, physical** and **creative** skills have been woven into each curriculum area and that the key skills of self-determination and independence, cognition, challenge and the promotion of well-being are reflected in the planning and delivery in all phases.
- Promoting **reflective** practise and practitioners who are committed to the ongoing development of their own knowledge.
- Ensuring that practitioners **regularly review provision and teaching approaches** to ensure that they are implemented well and that pupils' knowledge, skills, understanding and engagement continue to develop.
- Using a well-developed **curriculum assessment tool** (SOLAR), Progress Walls and Learning Journeys to monitor coverage and evidence teaching and learning.
- **Tracking pupil progress** continuously through our MAPP assessment process to ensure that lessons are carefully planned and structured, learning is continuous and our pupils make expected and above expected progress. Video evidence is shared with staff to ensure continued progression.
- Providing an environment that is **lively, fun and emotionally safe**.

Impact

The impact of the provision within the Pre-formal pathway is measured through the following:

- 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.
- 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
- Engagement for Learning is used for some pupils to increase their levels of engagement.
- 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.
- As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards an appropriate pathway for their future beyond school, with clearly defined aims which may include preparing pupils for the next stage in their education and ensuring that they have the means to communicate their needs and preferences to those around them.





Chadsgrove Curriculum Semi-Formal Synopsis

Rationale

Through the Semi-Formal Pathway, we aim to ensure that our children are:

- **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.
- **Effective communicators** - 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 ready to learn / reach their full potential as they move through the pathway to each new stage of their school life and to be well prepared for their life beyond school.

Intent

The curriculum that is offered through the Semi-Formal Pathway:

- Is a curriculum that is **appropriate to the cognitive ability of the individual**; in Lower School this will provide opportunities to learn through **child-initiated**, play based activities, moving towards opportunities to develop **functional life skills** in Upper School.
- Is **child-led, relevant** and **holistic**, ensuring that learning takes place at all times.
- Is **appropriately paced** to allow children to react, respond, assimilate and generalise their learning.
- Is highly **engaging**, rich and **experiential**, brimming with exciting challenges which motivate children to explore and be curious.
- Enables children to reach their full potential, **learn independently** and with others and have **pride** in their achievements.
- Builds **resilience** and **self-esteem** and promotes **positive mental health** strategies, enabling pupils to progress both socially and emotionally.
- Is **exciting, challenging** and **motivating** so that children are engaged and want to learn more.
- Provides opportunities to stretch the most able learners and enable them to develop their unique talents and abilities (**CUTA**).
- Provides opportunities to develop **positive relationships** and learn the **values** of sharing, turn-taking and respect for others.
- Enables all children, using any form of communication appropriate to them, to become **effective communicators** at school, home and in the community.
- Develops **confident** individuals who are able to live **safe, healthy and fulfilling** lives.
- Embraces **different learning styles**.
- Develops **independence** and **life skills** so that pupils know how to behave in society and can be an active participant in their community.



Implementation

We achieve our intentions by:


- Ensuring that effective **safeguarding** procedures are in place and that pupil welfare is at the centre of provision at all times.
- Ensuring that key skills for learning are developed and encouraging **effective communication** through the provision of **AAC** as necessary.
- Celebrating pupils' collaborative and independent work.
- Ensuring that pupils have the **time to respond**.
- **Integrating therapies**, therapeutic interventions and **multi-disciplinary** working into curriculum provision.
- Providing the **technology** required to ensure that pupils have the support that they need to fully engage in learning and make progress.
- Ensuring that **key workers** and **care plans** are in place so that children feel safe and emotionally secure.
- Ensuring that learning approaches and pedagogy are **flexible** and put children at the heart of their learning experiences.
- Offering **routine, stability, consistency** of care, throughout the day.
- Our curriculum is structured to ensure that all pupils from the earliest opportunity are encouraged to develop their **independence, self-discipline, responsibility** and the ability to **build resilience**.
- Promoting **innovative pedagogy** and the **use of technology** to ensure that pupils are engaged and can access a broad and balanced curriculum.
- Ensuring that practitioners **regularly review provision and teaching approaches** to ensure that they are implemented well and that pupils' knowledge, skills, understanding and engagement continue to develop.
- Using a well-developed **curriculum assessment tool** (SOLAR), Progress Walls and Learning Journeys to monitor coverage and evidence teaching and learning.
- **Tracking pupil progress** termly to ensure that lessons are carefully planned and structured, learning is continuous and our pupils make expected and above expected progress.
- Teachers' medium-term planning is monitored termly to ensure that new knowledge and skills build on what has been taught before and towards defined **end points**.
- Providing an environment that is lively, **fun and emotionally safe**.
- Offering a cycle of 'themes' in order to ensure **breadth and balance** across the curriculum.
- Offering a range of appropriate **accredited courses** which prepare pupils for their pathways into further education (where appropriate) and adulthood pathways (such as social care or supported living arrangements).

Impact

The impact of the semi-formal pathway provision is demonstrated through the development of pupils who are:

- Emotionally resilient and able to cope with the challenging demands of school life and prepared to transition effectively to adulthood.
- Able to have their voice and opinions heard and are able to make decisions in the wider world
- Able to be as independent as possible in the wider world.





Chadsgrove Curriculum Formal Synopsis

Rationale

Through the Formal Pathway, we aim to ensure that our children are:

- **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 communicators** - They are able to make decisions, 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 ready to learn / reach their full potential as they move through the pathway to each new stage of their school life and to be well prepared for their life beyond school.

Intent

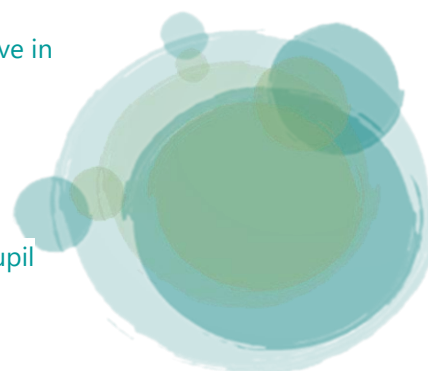
The curriculum that is offered through the Formal Pathway:

- Is **broad, cross-curricular** and **highly personalised**, preparing children for their future lives and improving their employability skills.
- A highly **engaging** and rich **experiential** curriculum brimming with exciting challenges which motivate children to **ask questions** and develop boundless curiosity!
- A **connected** curriculum: relevant to the needs and interests of our children where pupils receive a **highly personalised** and **independence driven** curriculum where the learning is **child led**.
- Is **appropriately paced** to allow children to react, respond, assimilate and generalise their learning.
- Enables children to reach their full potential, **learn independently** and with others and have **pride** in their achievements.
- Builds **resilience** and **self-esteem** and promotes **positive mental health** strategies, enabling pupils to progress both socially and emotionally.
- Is **exciting, challenging** and **motivating** so that children are engaged and want to learn more.
- Provides opportunities to stretch the most able learners and enable them to develop their unique talents and abilities (**CUTA**).
- Provides opportunities to develop **positive relationships** and show **respect** for others.
- Develops **confident** individuals who are able to live **safe, healthy and fulfilling** lives.
- Develops individuals who are **critical thinkers** and who are aware of their rights and the rights of others.
- Develops **independence** and **life skills** so that pupils know how to behave in society and can be an active participant in their community.

Implementation

We achieve our intentions by:

- Ensuring that effective **safeguarding** procedures are in place and that pupil welfare is at the centre of provision at all times.

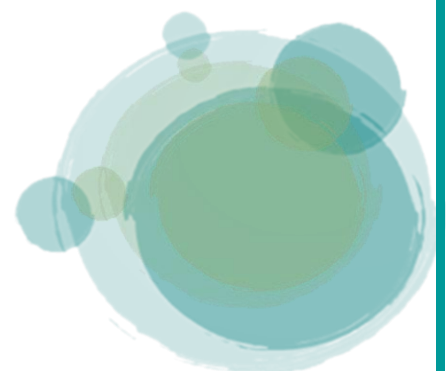



- Ensuring that key skills for learning are developed and encouraging **effective communication** and application of skills.
- Celebrating pupils' collaborative and independent work.
- Ensuring that **questioning, improving own learning, problem-solving, using and applying and thinking skills** have been woven into each curriculum area and these key skills are reflected in the planning and delivery in all phases.
- Our curriculum is structured to ensure that all pupils from the earliest opportunity are encouraged to develop their **independence, self-discipline, responsibility** and the ability to **build resilience**.
- Promoting **innovative pedagogy** and the **use of technology** to ensure that pupils are engaged and can access a broad and balanced curriculum.
- Ensuring that practitioners **regularly review provision and teaching approaches** to ensure that they are implemented well and that pupils' knowledge, skills, understanding and engagement continue to develop.
- Using a well-developed **curriculum assessment tool** (SOLAR), Progress Walls and Learning Journeys to monitor coverage and evidence teaching and learning.
- **Tracking pupil progress** termly to ensure that lessons are carefully planned and structured, learning is continuous and our pupils make expected and above expected progress.
- Teachers' medium-term planning is monitored termly to ensure that new knowledge and skills build on what has been taught before and towards defined **end points**.
- Providing an environment that is lively, **fun and emotionally safe**.
- Offering a cycle of 'themes' in order to ensure **breadth and balance** across the curriculum.
- Offering a range of appropriate **accredited courses** which prepare pupils for their pathways into further education and adulthood.

Impact

The impact of the formal pathway provision is demonstrated through the development of pupils who are:

- Emotionally resilient and able to cope with the challenging demands of school life and prepared to transition effectively to further education and adulthood.
- Able to have their voice and opinions heard and are able to make decisions in the wider world
- Able to be as independent as possible in the wider world.





Chadsgrove Curriculum Post 16 Synopsis

Rationale

Chadsgrove aims to provide the highest possible quality education for its Post 16 learners.

Learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of an ever changing society. It is important that our pupils are given the very best life opportunities and provided with effective and relevant pathways for their learning.

Intent

The curriculum that is offered through the Post 16 'Preparing for Adulthood' Pathways:

- Provides opportunities for all pupils to learn and achieve accreditations at a level appropriate to their ability
- Provides learners with stimulating and engaging learning experiences
- Enables learners to see learning as an enjoyable lifelong process
- Enables learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens

The curriculum is about the development of the whole person.

Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that all learners can:

- Show success in a variety of ways
- Develop and maintain a positive self-esteem
- Follow a healthy lifestyle
- Show courtesy, consideration and good humour to others
- Be responsible, honest, caring and confident
- Be a constructive member of society
- Communicate effectively about themselves: articulate their own opinions and needs

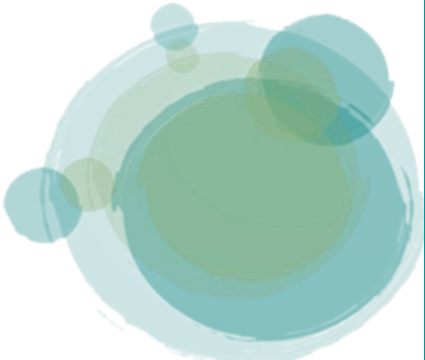
All learners are given equality of opportunity in learning.

A relevant and accessible curriculum is provided to meet the needs of, all learner so that they can:

- Feel valued
- Understand that learning is relevant for them
- Enjoy learning
- Take an active part in their own learning in school and want to be lifelong learners
- Use technology efficiently as a tool for thinking, making or doing
- Cope effectively with change and diversity

Implementation

In order to provide a relevant and accessible curriculum to meet the needs of all our learners, our Post 16 curriculum continues to offer three learning pathways.



Our **Formal 'Employability' pathway** prepares learners for continuing their education at further education colleges or through supported apprenticeships. The learners on this pathway learn the skills they need for the world of work, so that they have a greater opportunity of finding future employment. The learners on this pathway have the opportunity to attend a local College (HOW) to access a 'taster' Links course one day a week which helps build confidence in a new environment and eases the transition to further education placements.

Learners on this formal pathway also have opportunities to have employer experiences, either through supported work placements with local companies or through visits to the school from local companies to share their experiences of work. Learners learn how to write CV's, interview techniques and how best to present themselves to employers.

Our **Semi-Formal 'Learning for Life' pathway** teaches our learners the relevant life-skills so they can be as independent as possible, preparing them to be an active and sociable citizen in either supported living or social care settings.

Our **Pre-formal 'Sensory' pathway** supports our learners in recognising their own ability to gain attention and make requests, to interact with others in both their school and community, and to develop their sense of autonomy, especially within activities in the community.

There are a wide variety of accredited courses offered throughout Post 16 across a wide range of subjects, from ASDAN Personal Progress units, through to Entry Level courses, BTEC courses, and even GCSE's for our most able learners. This ensures that all learners have the opportunity to achieve success in accredited courses at a level commensurate with their ability.

Throughout all three Post 16 curriculum pathways there is flexibility built in, to allow for some pupils to have a bespoke curriculum (where appropriate), accessing accredited courses from different pathways, so that they can be stretched academically in subjects of strength and achieve their full potential. This includes a link with the local High School (South Bromsgrove) to offer our most able learners access to GCSE courses.

As a whole, the Post 16 curriculum offer builds on learners strengths, interests and experiences both inside and outside school, including those developed by their parents and carers. Pupils are equipped with the skills to become confident, enthusiastic and effective learners.

Important skills are embedded in the 'formal' pathway curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. This engages learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- Think creatively, analytically and critically
- Work independently and collaboratively
- Understand that learning skills are transferable
- Communicate effectively about their learning
- Develop reasoning/ enquiry skills
- Understand how to bring these skills to bear in different contexts throughout their lives.

For all learners, the curriculum reflects the learners' place in their local community.

It gives them opportunities to learn about the place, people and values in which they have grown up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- Contribute to the community both in school and outside;
- Value and respect themselves, their families and others around them;
- Value the diversity in our society;
- Value the environment in which we live;
- Participate in decision making and contribute to the community.



Impact

The impact of the formal pathway provision is demonstrated through the development of pupils who have a sense of identity beyond their personal experience and who have a sense of belonging and who feel empowered to make a difference for the better in the wider world, so that they can:

- Be flexible, resourceful and able to adapt to new situations in a rapidly changing world
- Enjoy life and flourish when at key transition points in their lives
- Understand the relationship between their community and the national and global communities
- Use national and global resources wisely and contribute to environmental sustainability
- Recognise their role and responsibilities as members of the local, national and global community by understanding their own values and attitudes.

The impact of the semi-formal pathway provision is demonstrated through the development of learners who are:

- Emotionally resilient and able to cope with the challenging demands of life beyond school and prepared to transition effectively to adulthood
- Able to have their voice and opinions heard and are able to make decisions in the wider world
- Able to be as independent as possible in the wider world, yet confident enough to ask for help from the right people should they need it.

The impact of the Pre-Formal Curriculum is demonstrated through the development of learners who:

- Recognise their own ability to gain attention and make choices and requests
- Are able to interact with others in both their school and community
- Have developed some sense of autonomy, especially within activities in the community.

