



CURRICULUM OVERVIEW

Written February 1999

Reviewed: 2001, 2004, 2007, 2010, 2011, November 2013, November 2016, March 2020

We take into consideration the diverse learning needs of our children and young people. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each child's and young person's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

In order to meet our vision we:

- Promote a happy, caring, respectful community in which all children and young people feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare children and young people for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our children and young people with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our children and young people to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.

- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their children's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.

Aims of the of the School Curriculum pathways:

At the heart of all our curriculum pathways is a strong focus on preparation for adulthood and equipping our children and young people with the skills they need to be life - long learners. The outcomes on our children and young peoples' Education Health Care Plans are integral to their personalised provision, whichever curriculum pathway they follow.

The school curriculum is divided into the following Curriculum pathways

- Foundation Stage (Nursery/Reception and KS1)
- Alma Curriculum (Pre-formal curriculum)
- Vita Curriculum (Semi formal curriculum)
- Personalised National Curriculum (Formal Curriculum)
- Post 16 (school years 12,13,14)
- Post 19 (for young people aged 19-25)

Please refer to the detailed handbook for each of the curriculum pathways. These are reviewed and updated annually.

Early Years Foundation Stage Curriculum

Within EYFS student's learning and progress is reviewed and assessed against the seven areas of learning within development matters. These areas are split into prime and specific areas of learning.

Prime areas:

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

Specific areas:

- Literacy
- Math
- Understanding the World
- Expressive arts and design

Within Early Years we also collate evidence and produce a commentary on the characteristics of effective learning to document how students learn alongside evidence of the skills they have developed.

Alma Curriulum

The Alma curriculum is designed to meet the wide range of needs of children and young people who have PMLD and/ or present with Complex Learning Difficulties and Disabilities.

Progress is tracked and evidenced under the following 8 learning domains :-

- Social relationships and emotional development;
- Communication;
- Conceptual development;
- Sensory responses;
- Understanding of time and place;
- Orientation, movement and mobility;
- Ownership of learning;
- Responses to routines and changes.

Vita Curriulum

The Vita Curriculum is designed for students with SLD and working below National Curriculum key stage 1 expectations.

Progress is tracked and evidenced under the following 9 domains:

- Communication (Receptive and Expressive)
- Independence
- Personal and Social Development
- Maths
- Literacy (Reading and Writing)
- Understanding of the World
- Expressive Arts and Design
- Physical and Mental Well-being
- Thinking, Problem Solving and Engagement

Personalised National Curriculum

The personalised national curriculum focuses on developing pupils' key skills to allow them to gain skills and accreditations to allow them to progress to their chosen Post 16 destination. From year 9 onwards students access regular IAG around careers and future pathways. The curriculum is designed predominantly for students with MLD.

In the Personalised Curriculum the following subjects are taught:

English, Maths, Science, ICT, PSHE/Citizenship, Art and Design, Design Technology, History, Geography, MFL, Music, PE and RE

In KS4 there is more flexibility and the following subjects are taught:

English, Maths, Science, ICT, Functional Skills, PSHE/Citizenship, PE, RE, Careers/Work Related Learning, Creative Arts, Duke of Edinburgh, Home Cooking Skills, Horticulture, Work skills

Post 16

In Post 16 the main focus is in developing the students skills for adulthood. The e-programme is designed for students with SLD and MLD.

The curriculum highlights three main areas of learning which are closely inter-related: -

Community Studies

Personal and Social Education

Preparation for adulthood

External Accreditation in Functional Skills in English and Maths

POST 19

In Post 19 the main focus is in developing the students skills for adulthood. The programme is designed for students with SLD and MLD.

The curriculum highlights three main areas of learning which are closely inter-related:

Community Studies

Personal and Social Education

Functional Skills English and Maths

Teaching Hours

21 hours for pupils aged between 5 and 7 (key stage 1)

23.5 hours for pupils aged between 8 and 11 (key stage 2)

24 hours for pupils aged between 12 and 13 (key stage 3)

25 hours for pupils aged between 14 and 16 (key stage 4).