

Linwood School

Belong. Believe. Achieve.

Lumos Curriculum Handbook



A curriculum to meet the diverse learning needs of our student, to ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

“Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support. “

This handbook shows how the Lumos pathway aligns with the Linwood School Vision.

Our Curriculum Vision

We take into consideration the diverse learning needs of students. 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 student's learning is the very best it can be so that the progress made, whatever that is, is the very best that the student 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.

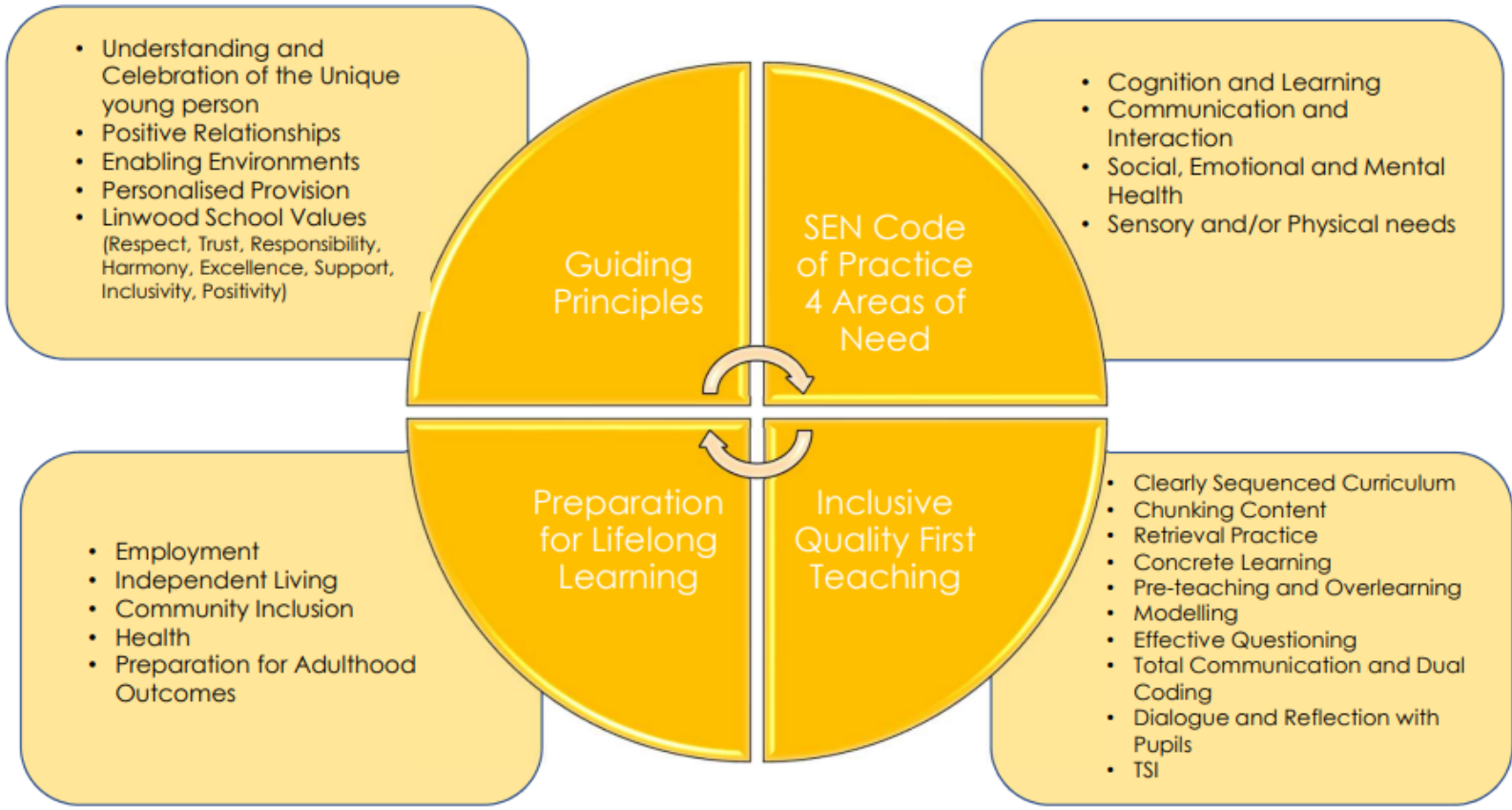
In order to meet our vision, we:

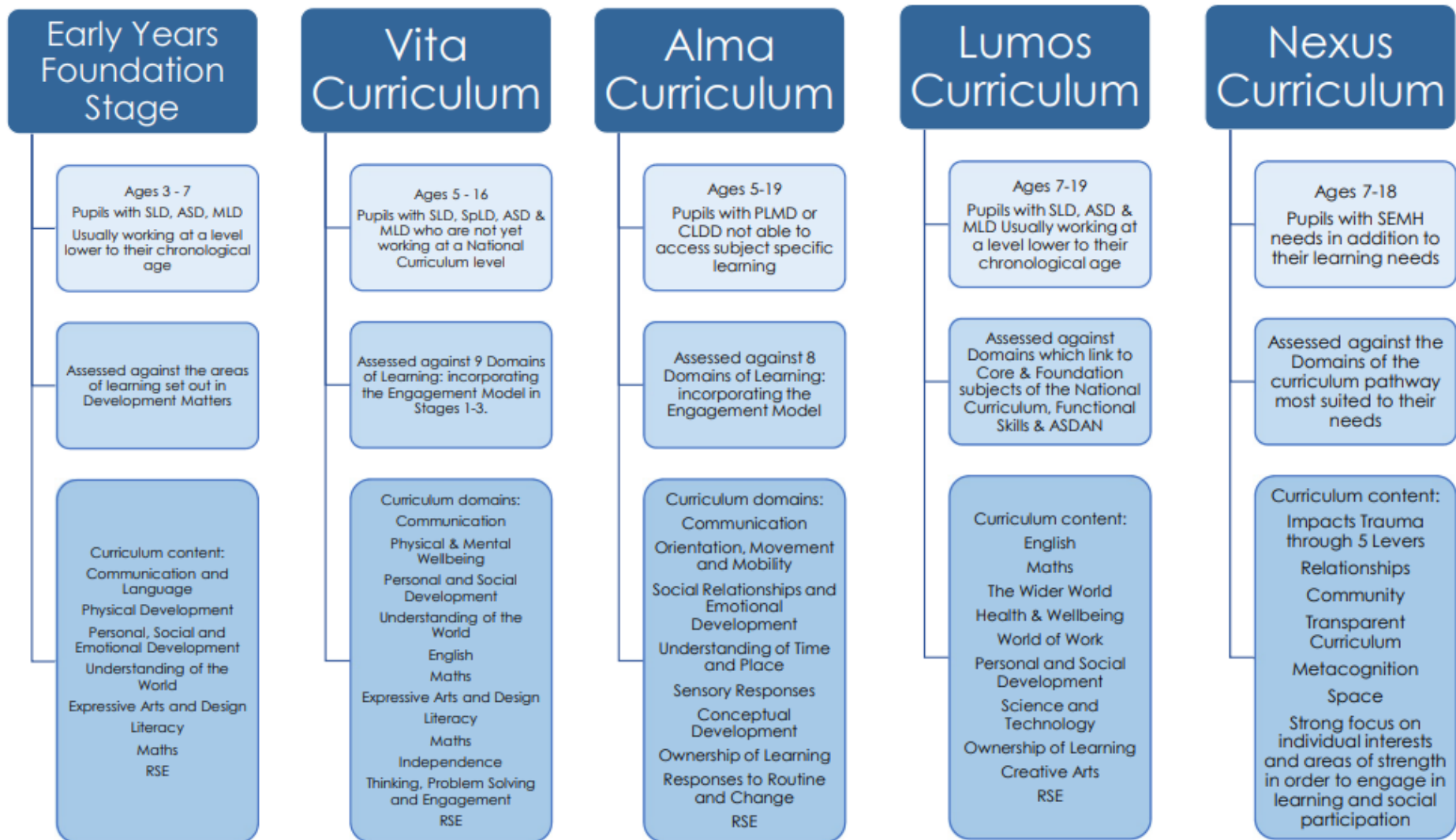
- Promote a happy, caring, respectful community in which all students feel valued, and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare students for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our students 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 students 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, Vita, Lumos, P16, Nurture).
- 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 with them regularly about our curriculum and their student'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.

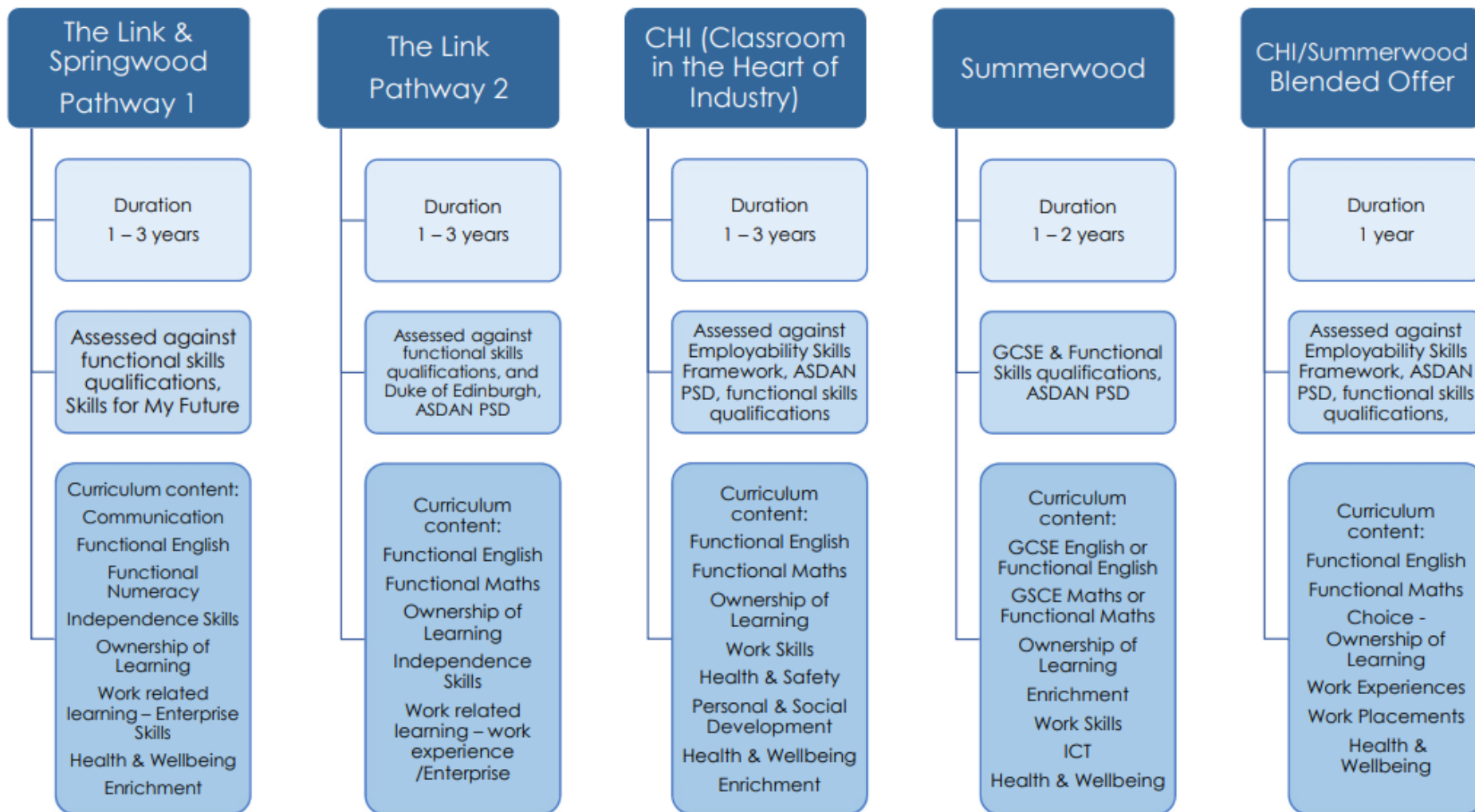
Central to every curriculum pathway are the Golden Threads. They are fundamental to our practice across the school, in every campus, in every classroom and in every learning opportunity.



GOLDEN THREADS







Lumos Curriculum - Rationale

Our mission:

To provide a curriculum to meet the diverse learning needs of our students and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for their next steps in learning beyond school, and for living in a continually changing wider world.

Rationale:

The Lumos curriculum, as with all other Linwood Curriculum pathways, is built around the individual student; the starting point being their four areas of need as described in their Education and Health Care Plan. All students have a personalised learning plan; outcomes which are embedded into their provision and curriculum offer. This pathway is for students who benefit from the challenge of a more formal curriculum. The Lumos curriculum is designed to develop crucial skills that will enable our young people to be independent, purposeful, life-long learners. This includes supporting students to develop self-help skills, take ownership of their learning and regulate their emotions so that they can make the progress they are capable of. Through this broad and balanced curriculum offer, a personalised approach and effective provision through inclusive quality first teaching, students are supported to make progress in all areas of learning within our 9 curriculum domains. These domains work together to support students with a holistic curriculum built around strengths, needs and ensures a broad and balanced curriculum offer which equips our students with the knowledge and cultural capital they need to succeed in life.

Lumos Curriculum Development:

For students coming through Linwood, the Lumos curriculum is a continuation and expansion of the VITA curriculum. Underpinning the Lumos Curriculum is a sound understanding of how student learn and develop, along with a knowledge of their individual needs. It is important that we address both the content of the curriculum and how it is taught (pedagogy).

In Key Stage 3, we have ensured that the statutory content of the National Curriculum subject areas from Key Stage 2 with some content, as appropriate from Key Stage 3 is built into the nine Lumos curriculum domains and is reflected in Long Term planning. Statutory content is planned and taught at an accessible and appropriate level for our students. Students entering KS3 will have come up through the VITA phase or will have joined us from their mainstream school where they would have been accessing the National Curriculum. Careful assessment is crucial in understanding individual starting points and next steps. This informs the planning of their personalised provision.

The offer at Key Stage 4 builds from this with a continued focus on developing key functional skills and on Preparation for Adulthood. There is an emphasis on developing key employability skills and skills for their future. The curriculum links learning to careers through reflection of students' skills and abilities and the transfer of these into the workplace. Students have opportunities to have meaningful encounters with employers, both through visits and speakers. Where appropriate, students will have supported work experience and there are also opportunities for enterprise activities. Through the KS4 Creative Arts Options, students can have more choice over their curriculum and build on interests and strengths. Students achieve accreditations for some of their programmes of study at this phase.

Who:

The Lumos curriculum is designed for learners in KS3 and KS4 with moderate or severe learning difficulties who are able to access a more formal subject specific curriculum. The curriculum in Lumos is designed to meet the diverse needs of a large cohort through effective personalisation and a focus on pupil outcomes as outlined on their EHCP / PLP. As with all phases of school, the student who access the Lumos curriculum present with varied learning profiles, demonstrating a wide range of strength in some areas and significant challenges in others. The curriculum supports this by enabling students to access their learning at an appropriate level with appropriate support and demonstrate progress across different steps in each curriculum domain. The curriculum is appropriately ambitious, and students are always supported to achieve their academic potential. There are three levels of mastery which reflect progress as learners move from emerging in their learning opportunities, to developing their skills, to achieving these in a range of specific and real-life scenarios.

Lumos Curriculum at KS3

It is important to note that, whilst content is structured around a rolling programme, there is also flexibility in what is taught, and learning can also be adapted to suit the interests of students. We recognise the importance of motivation and want to encourage learners to find out more of what interests them. Content should also be dynamic, and learning may also need to change in order to respond to key current affairs, local or global news.

Long term planning in the 9 domains of the Lumos Curriculum KS3 is structured around topics on a 3 year rolling programme and builds from the topics studied within the Vita phase.
Year 1: Asia- Continent of Contrasts; Invaders and Settlers; Climate Change - Our Fragile Earth

Year 2: Africa; Ancient Civilizations; Dorset Past and Present

Year 3: Europe; World War 1 and II; The Amazing Americas

Lumos Curriculum at KS4

Long term planning in the 9 domains of the Lumos Curriculum KS4 is structured around topics on a 2 year rolling programme and builds from the topics studied within the KS3 Lumos phase. The curriculum offer at KS4 is structured around the National Curriculum Statutory subject coverage at KS2/3 as appropriate. Core subjects of Maths, English and Science are taught discretely and as part of a cross curricular offer, as are the foundation subjects of Computing, PE and Citizenship. Entitlement Subjects in The Arts are taught within our options programme. Other Entitlement Subjects such as DT, Humanities and MFL are taught on a rotation throughout each of the 2 years. Food Technology, Horticulture, Enterprise and Careers (discrete) are also taught on a rotation throughout each of the 2 years, although Careers is also embedded into other aspects of the curriculum. Students work towards gaining qualifications and accreditations across the curriculum in areas where they have mastered skills, preparing them for their next steps in their future education and employment. This curriculum prepares them for life beyond Linwood.

As with KS3, it is important to note that, whilst content is structured around a 2 year programme, there is also flexibility in what is taught, and learning can also be adapted to suit the interests of students. We recognise the importance of motivation and want to encourage learners to find out more of what interests them. Content should also be dynamic, and learning may also need to change in order to respond to key current affairs, local or global news

Accreditation routes help to inform the curriculum offer. Students at KS4 will gain accreditation in a selection of the following areas.

Exam Board	Subject	Level
Pearson	Functional Skills English	Entry Level 1-3 Level 1 and 2
Pearson	Functional Skills Maths	Entry Level 1-3 Level 1 and 2
Pearson	Functional Skills ICT <i>This course will no longer be accredited from July 2023</i>	Entry Level 1-3 Level 1 and 2
AQA	Combined Science	Entry Level 1-3
BTEC	Home Cooking Skills	Level 1- 2 (where appropriate)
ASDAN	Personal Development Programmes Incorporates many aspects of KS4 subjects areas	Bronze, Silver, Gold
AQA	Unit Awards – for some of the KS4 Entitlement Subjects (Humanities, MFL and DT) and KS4 Creative Arts Options	Entry Levels 1-3 and Level 1

ASDAN Personal Development Programmes – KS4 Accreditation

The ASDAN accreditation enhances the curriculum offer and fosters life skills beyond their time at school.

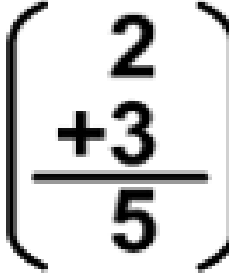

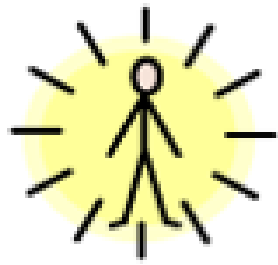
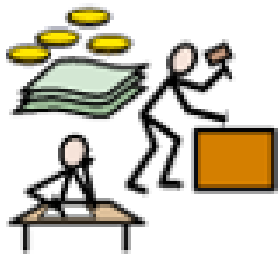

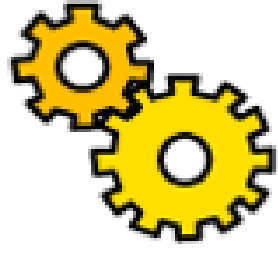
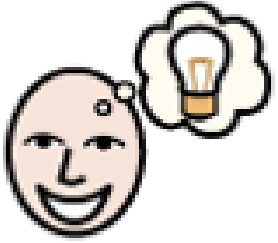
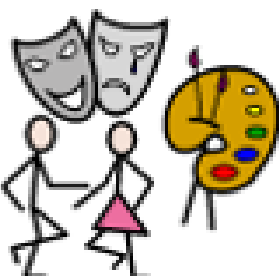
Achievements are at Bronze, Silver and Gold level and offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

- Six credits (approx. 60 hours) are needed to achieve Bronze
- 12 credits (approx. 120 hours) are needed to achieve Silver
- 18 credits (approx. 180 hours) are needed to achieve Gold

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy.

The modules are: Communication; My Community; Sport and leisure; Independent Living; My Environment; Number handling; Health and Wellbeing; World of Work; Science and Technology; The Wider World; Expressive Arts; Beliefs and Values; and Combined Studies. These units are covered throughout the domains in KS4 Lumos.

Lumos Domains of Learning

 <p>English</p>	 <p>Maths</p>	 <p>The Wider World</p>
 <p>Health & Wellbeing</p>	 <p>World of Work</p>	 <p>Personal & Social Development</p>
 <p>Science & Technology</p>	 <p>Ownership of Learning</p>	 <p>Creative Arts</p>

LUMOS CURRICULUM SUBJECT OVERVIEW



English

Spoken language, reading, writing and vocabulary are seen as integral aspects of the curriculum. English is taught discretely and is also embedded throughout the curriculum. Students are exposed to 'a literature and language rich' curriculum.

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Opportunities are planned to develop vocabulary actively, building systematically on students' current knowledge and to increase students' store of words in general. This includes subject specific vocabulary in English and in other curriculum areas. Students are supported to communicate clearly and convey ideas confidently. Students are supported to develop the skills they need for effective communication. This includes the development of receptive and expressive communication, language skills, listening and attention. Students are supported to communicate in different contexts and incidental opportunities to develop communication skills are capitalised. The development of narrative skills is crucial, enabling student to tell their stories and share their experiences.

Through exposure to a wide range of high interest reading material and formats, students develop the breadth and depth of their reading, giving them opportunities to become independent, fluent and enthusiastic readers who read widely and frequently. For some, a systematic approach to the teaching of phonics is still necessary and books are closely matched to a student's phonic knowledge. The structured phonic programme, Fresh Start, is used alongside individually targeted interventions to support students to make progress in their reading. Students are encouraged to develop their understanding, comprehension skills and enjoyment of stories, poetry, plays and non-fiction. They develop their knowledge and skills more widely in reading non-fiction about a wide range of subjects. Students develop their writing with increasingly accurate spelling, punctuation and grammar. Students learn to identify the form and purpose of a range of non-fiction texts and be able to write for a range of purposes and in a range of forms, eg a persuasive article, an informative letter and an analytical report.

Key skills in English are embedded and visited both discretely and throughout the curriculum:

Key skills in Writing are handwriting, spelling and phonics, punctuation and grammar, topic- related vocabulary eg simile, metaphor. It is important to note that some students' preferred way of working is to use a laptop or other assisted technology.

Key Skills in Reading include decoding, accuracy, fluency and comprehension; students will be encouraged to analyse the writer's choice of language and the structure of the text. A range of reading material will be planned into each term: fiction, non- fiction and poetry.

Students at KS4 access the Functional Skills Curriculum at an appropriate level, Entry 1,2,3, Level 1, 2.

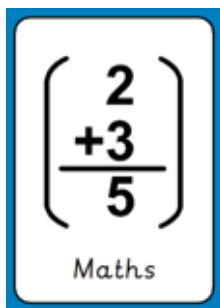
Provision and interventions that contribute to the coverage of the domain

- SaLT groups
- Interventions with Literacy Intervention teacher
- Class based interventions: Fisher Family Trust, Breakthrough to Literacy
- Fresh Start
- Library visits
- Booster phonics
- Spelling

- Daily reading
- Signalong
- Book week

National Curriculum Links/ statutory requirements

English



Maths

Maths is taught discretely and is also embedded throughout the curriculum, so students have opportunities to see the importance of Maths, to develop subject mastery and to understand and develop their confidence in how to use Maths in context. Students are encouraged to apply their Maths skills in real life situations. At KS3, students are taught to use and apply their understanding of Number to problems, understand and use measures, make estimates and self-check their work. They move from Concrete learning to Pictorial to Abstract.

Key skills are embedded throughout the year in each half term: Time, Money, Number. There is a balance of skills in Measures, Geometry and Handling Data which are taught in blocks during the year. The principle focus of mathematics in this phase is to ensure that students become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Students will develop their confidence and their ability to apply mathematical knowledge and skills to solve mathematical problems. They should develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. The curriculum offered will ensure that students can use measuring instruments with accuracy and make connections between measure and number. Students will have plenty of opportunities to rehearse their multiplication tables as well as opportunities to use these in real life contexts.

Students at KS4 access the Functional Skills Curriculum at an appropriate level, Entry 1,2,3, Level 1, 2.

Functional Skills Entry Level subject content includes:

- Using numbers and the number system
- Using common measures, shape and space
- Handling information and data
- Solving mathematical problems and decision making

Students can progress to further study at Levels 1 and 2 where students demonstrate a sound grasp of mathematical skills and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations.

KS4 ASDAN Personal Development Programmes Module 6 - Number Handling

Provision and interventions that contribute to the coverage of the domain

- Food tech/ cooking
- Shopping on education visit
- Enterprise
- Work related learning
- White Rose Maths

- Pearson Functional Skills Maths

National Curriculum Links/ statutory requirements

- Maths
- Food technology
- DT
- Science



The Wider World

This domain extends students' understanding beyond their immediate experiences and the localities in which they live. Learning opportunities support students to make connections between events, activities and experiences and gain a deeper sense and understanding of the world in which they live.

Humanities at KS3 is taught over a 3-year rolling programme. At KS4, Humanities is taught on a termly rotation and each student will access Humanities one term per academic year.

In Geography at KS3, students will be taught to:

- locate the world's countries within Europe, North and South America, Asia and Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, a region in North or South America, Asia and Africa
- describe and understand key aspects of physical and human geography and understand how these interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. Students are supported to understand their role and responsibilities in caring for and preserving our environment.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area

In Geography at KS4, students will be taught knowledge as above and access the AQA units as follows:

- Our Country
- Introduction to English Culture
- Investigating our Local Area

History

Students will be supported to recognise the relevance of historical events on the world they know and how historical periods of time and events have shaped the world we know. They will begin to develop a chronological knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They will begin to note connections, contrasts and trends over time and develop an appropriate use of historical terms. They will be encouraged to ask and answer questions about change, cause, similarity and difference, and significance. They will understand and communicate how our knowledge of the past is constructed from a range of sources.

In History, at KS3, students will be taught about:

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study and a study of an aspect or theme in British history that extends students' chronological knowledge beyond 1066
- The achievements of the earliest civilizations –a depth study of: The Indus Valley, Ancient Egypt, Ancient Greece, The Shang Dynasty of Ancient China
- A non-European society that provides contrasts with British history; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- challenges for Britain, Europe and the wider world 1901 to the present day, including WWI/WWII

In History, at KS4, students will be taught about Germany 1919-1945:

- Culture and Propaganda
- Control and Opposition
- Race and Youth

Religion and Worldviews

RWV encourages students to be reflective about their own beliefs and perspective on life and develop knowledge of and respect for other worldviews and faiths. Students are encouraged to develop an understanding and appreciation of the wide range of cultural and spiritual influences that have shaped their own heritage and that of others. Students are supported to recognise and value the things we share in common across different religions and worldviews. The teaching of RWV is one of the ways in which we promote British values. RWV will be taught during focused RWV weeks and discreetly throughout the year.

MFL – French

Foreign language learning allows students to deepen their understanding of the world and provides them with the opportunity to learn about other cultures and communicate with others. Students can gain the necessary skills to express their ideas and thoughts in another language and to understand and respond to speakers, both in speech and in writing. Within this phase, students are taught to speak in French with increasing confidence, fluency and spontaneity, finding ways of communicating. Students access cultural days to support a deeper understanding of language and culture.

KS4 ASDAN Personal Development Programmes

- Module 5 My environment

- Module 10 The Wider World
- Module 12 Beliefs and Values

Provision and interventions that contribute to the coverage of the domain

- Educational visits
- Assemblies
- Topic
- Themed days/ weeks
- French lessons
- Geography
- History
- Religious Education
- Modern Foreign Languages



Health & Wellbeing

Students are supported to understand the importance of being physically and mentally healthy so that they develop a long-term positive attitude towards healthy lifestyle choices and enjoyment of the intrinsic benefits of physical activity.

Building confidence, self-esteem and resilience is an important part of this curriculum area. Students are offered opportunities to engage in activities that support them to learn to self-regulate, calm and relax. Recognising their own emotional state and being equipped to implement strategies to manage this is an important life skill.

Students are given the opportunity to acquire and develop skills in a broad range of physical activities to become more competent/confident. They select and apply learned techniques, evaluate and improve performance and gain knowledge, understanding and application of performance in fitness and health.

Opportunities to take part in sporting events with other local schools are facilitated and achievements are celebrated.

Students are supported to develop their ability to work as part of a team and develop their social understanding, including that of winning and losing.

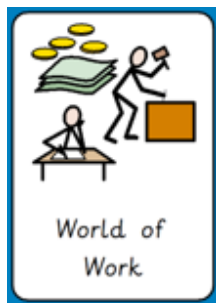
Students are supported in their learning through ensuring sensory breaks or brain breaks are built into their daily timetable. Classes have plenty of opportunities for outdoor and indoor breaks and clubs are available to support students to enjoy activities or hobbies of preference.

Provision and interventions that contribute to the coverage of the domain

- Dance
- PE
- Mindfulness sessions
- Break and recreation times
- Health week
- Zones of Regulation
- Preparation for adulthood – Health
- Personal Social Health Education
- Relationships and Sex Education

Accreditations

- Module 3: Sport and Leisure
- Module 7: Health and Wellbeing



The World of Work

It is crucial that students are supported to reflect on their next steps and develop their awareness of their future, find purpose in their learning, and develop key skills to take them successfully into adulthood. This is not a discrete area and skills developed are introduced and applied throughout the curriculum and provision for all students. The focus of this domain is to help learners to develop the skills they need to support them now, in their future education and as they move into adulthood and into the workplace. This includes the development of key **skills for the**

future: communication, self-management and organisation, motivation, teamwork and self-awareness. Students are supported to develop the skills they need to be as independent as possible in their adulthood. They are equipped to become more self-directed, make choices, organise and plan tasks. Students are given opportunities to explore workplaces by visits into local businesses, visits from employers; they engage in a yearly Careers week. Through these visits, students should have opportunities to learn from employers and employees about work, employment and the skills that are valued in the workplace. They will also be supported to understand the relevance of skills developed for a wide range of future career paths as well as reflecting on their choices and preferences of careers in the future. Students have opportunities to understand and experience how skills learnt across the curriculum, including English and Maths help develop skills for a wide range of occupations. Through appropriate internal work experience opportunities, students develop the skills needed for the workplace and future pathways. Students are encouraged to continually reflect on their own progress with their skills for their future.

In Lumos, all students run a business enterprise project each year. At KS3, during the Spring Term, students plan and carry out a project to 'Grow £50' in order to increase this budget to provide a shared activity, trip or resources for the class. At KS4, all students access a term of Business Enterprise one morning a week yearly; part of their aim is to run the self-funding Values Rewards Shop.

Through these Business Enterprise activities, skills in the following are developed:

- **Problem Solving:** To collect information, think creatively, and generate solutions to problems.
- **Communication:** To listen, write and speak to present information and ideas in a creative, clear manner.
- **Teamwork:** To build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising and valuing your own and others creativity.
- **Resilience:** To persist when facing setbacks and adapt to different/varying circumstances.
- **Confidence:** To develop self-motivation and self-belief in personal skills, capabilities and likelihood of success
- **Initiative:** To take initiatives, evaluate and calculate risks, whilst understanding the need for original and creative solutions/ideas.
- **Organisation:** To manage tasks, plan and prioritise actions within a time schedule and set goals
- **Creativity** To use imagination or original ideas to create something; to be inventive!
- **Financial awareness:** To plan and track spending, to manage a budget, to understand the value of money and make comparisons between different products to ensure value for money

Students in year 9 and above have regular meetings with the school's Independent Advice and Guidance (IAG) team to discuss careers and future pathways.

ASDAN Personal Development Programmes provide opportunities to develop personal, social and work-related skills. To cover the World of Work, these include, among other tasks:

- Talk to a career advisor
- Finding out about local job opportunities
- Learning about applications
- Research into P16 placements and employment
- Take part in a mock interview

KS4 Accreditations - ASDAN Personal Development Programmes

- Module 1: Communication
- Module 2: My Community
- Module 8: World of Work

Provision and interventions that contribute to the coverage of the domain

- Skills for my future
- Speech and Language
- Communication groups
- Daily routines
- Educational visits
- Work related learning
- Travel training
- Food technology
- Preparation for Adulthood – Employment
- Enterprise

National Curriculum Links/ statutory requirements

- Food Technology (DT)
- PSHE
- English – Speaking and Listening
- Maths

Careers in LUMOS

We use the Gatsby Benchmarks to ensure we offer our students a purposeful careers programme in this phase of their education at Linwood. We cover all aspects of the 8 benchmarks within the domains of Lumos together with the support from our Independent Advice and Guidance Team. Work placements are supported with the help from our work placement co-ordinators at CHI. The Gatsby Benchmarks are as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Independent Advice and Guidance (IAG)

Schools have a duty to provide independent, impartial and relevant advice to their students in regard to future options including careers and future employment opportunities.

At Linwood School we deliver this through the role of Careers and Employment Support Co-ordinators, who provide Independent Advice and Guidance (IAG) to students and parents on education and non-educational options for post 16 education and future careers.

The IAG team work closely with students, teachers, parents and carers to make sure that the young people at Linwood feel supported in regards to their future options, once they have finished school. These options also include other social provisions that students might be able to engage with once they have completed their education.

From year 9 onwards the IAG team will meet with students throughout the year. The students will have 1:1 meetings with a member from the team. They will discuss likes and dislikes with the student as well as what aspirations the students have for when they finish Key Stage 4. This could include colleges, apprenticeships and supported internships. Students are supported to make an informed decision about their next destination after Key Stage 4.

Employability Skills Framework and Skills for my future

The Employability Skills Framework (ESF) is a unique progress monitoring system. It was recognised that for meaningful progression to be made there needed to be a protocol available that made it possible to recognise, record, share and measure the development of each individual students. The ESF was written with this in mind. In the Employability Skills Framework some of the fundamental skills required for developing work applicable skills are identified and broken down into micro steps which allow them to be measured incrementally. This makes it possible for staff to acknowledge, record and make notes on a series of micro progressions within identified categories. By having a shared monitoring system staff are able to see where each student is at within each subsection and to then know which areas show strength and which need to be targeted for further support. Both students and staff carry out daily evaluations of their progress so by having the ESF at the very heart of everything we do it allows for students to see their own development in a visual format. By making it very relatable and easy to understand it offers them the opportunity for daily discussion on what went well and perhaps what didn't go so well, this helps staff and students alike to agree on targets and for them to see areas for further development.

- ESF Areas of focus:
 - Communication Skills
 - Self-management and organisation
 - Motivation
 - Teamwork
 - Self-awareness
 - Use of information technology
 - Commercial awareness
 -

Skills for My Future:(KS3 and KS4)

This framework and assessment tool is a precursor to the Employability Skills Framework and is used within the Lumos phase at KS3 and KS4. The targets are micro progressions that enable the students and staff to focus on areas where the students may need to develop and plan and implement activities and lessons to support progress and areas to focus on. The targets will ensure that staff and students know where there focus may be in different activities and across the whole curriculum.



Personal & Social Development

This part of the curriculum is underpinned by our school values. A focus on these values supports our students to understand their responsibility and contribution to the community in which they belong. This includes their family, friends and local communities outside of school, as well as the school community in which they learn.

Students develop self-awareness and an understanding of their place in the different social groups in which they find themselves. They are supported to make decisions which keep themselves and others safe, including keeping safe online. Through zones of regulation, students learn to acknowledge, identify and name their emotions. Approaches used enable students to develop strategies to begin to manage their own self-regulation in a range of situations. Opportunities for self-reflection are an important part of every day.

There is a focus on developing social skills. Students are supported to understand the impact of their actions and words on others. Developing skills of turn-taking, sharing and co-operating are embedded in our daily routines. The British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs are deeply embedded in this domain.

Students have opportunities to go out in the community and to develop the skills they need to engage with different members of the community in different contexts. This helps students to understand their responsibility of how to present themselves in different situations.

PSHE topics covered at KS3 and KS4 include:

- Mental wellbeing
- Health and prevention
- Basic first aid
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Internet safety and harms
- Living in the wider world

RSE topics covered at KS3 and KS4 include:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Changing adolescent body

Citizenship is where students learn about themselves as individuals and as part of their communities. They become more mature, independent and self-confident. They develop their sense of social justice and moral responsibility and understand that their choices and behaviour can affect others. They are supported to take part in school and community activities. They learn how to make informed choices about their health and environment; to take responsibility, individually and as a group, for their own learning; and to resist bullying. Our non-punitive approach to behaviour encourages students to understand the consequences of their choices and reflect on how they can repair and move forward from poor choices.

Provision and interventions that contribute to the coverage of the domain

- Relationships and Sex Education scheme (discrete teaching)
- E-Safety (discrete teaching)
- Anti-bullying, keeping safe, Prevent strategy (discrete teaching)
- Social skills groups
- Leisure and Recreation times
- Zones of Regulation
- British values
- Preparation for Adulthood – Community inclusion

National Curriculum Links/ statutory requirements

- Personal Social Health Education
- Relationships and Sex Education
- Citizenship
- ICT (e-Safety)



Science & Technology

Students are supported to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

ICT is a key aspect of this domain, is core to day-to-day living, and is an essential life skill for all our young people. Students are supported to be confident, responsible and competent in their use of

technology. They develop an understanding of technology within the community equipping them for life beyond school. They develop their ability to make choices regarding their digital footprint; students are supported to understand not only how to use technology but are also aware of its limitations and understand how to be safe and responsible users. ICT is taught discretely and has cross-curricular links in order to develop curiosity and allow students to create connections between ICT and other subjects. It can be used to capture their imagination as well as to break down potential barriers to learning.

Within Design and Technology projects, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Science in KS3 is planned on a 3-year rolling programme.

Students will study:

- Building Blocks of Life: Living Things: Plants and Animals
- Space and Exploration
- Environmental Chemistry: Rocks and Soils
- Fit and Healthy
- Forces
- Chemical Reactions
- The Environment: habitats, food chains, predators
- Energy: Light, sound, electricity
- Particles and Materials: solids, liquids, gases, insulators, properties of materials

Science In KS4:

Students work towards AQA Entry Level Science. There the aim is to develop student's scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Students develop their understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. We equip our students with the scientific knowledge required to understand the uses and implications of science, today and for the future. There are 6 components studied across 2 years:

- Component 1: Biology: The Human Body
- Component 2 – Biology: Environment, evolution and inheritance
- Component 3 – Chemistry: Elements, mixtures and compounds
- Component 4 – Chemistry: Chemistry in our world
- Component 5 – Physics: Energy, forces and the structure of matter
- Component 6 – Physics: Electricity, magnetism and waves

Provision and interventions that contribute to the coverage of the domain

- Horticulture – students access a term of horticulture yearly
- STEM
- Science Week

- ICT

National Curriculum Links/ statutory requirements

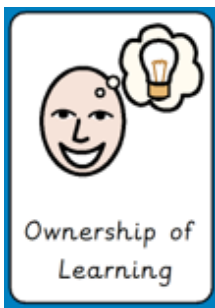
- Science
- Design Technology
- ICT / Computing

Accreditations

- AQA Double Award Entry Level Science
- Entry Level 1-3
- Pearson Functional Skills ICT Entry Level 1-3

ASDAN Personal Development Programmes

Module 9: Science and Technology



Ownership of Learning

Students are supported to develop the skills necessary to take an active role in their learning and develop key skills to access tasks needed in daily life and to solve problems they may encounter.

Students have opportunities to develop a range of skills and strategies to maintain a sense of personal identity, critical thinking and responsibility. This helps students to build a sense of self-worth and self-esteem through the recognition of personal achievement. The aim is that students become resilient, confident and respectful individuals who have the skills necessary to lead an independent and successful life.

Students are engaged in active learning through meaningful opportunities to generalise and apply their skills. This focus on metacognition, explicitly supporting the process of learning, helps learners to sequence, order, classify, compare and predict. Activities are designed to support learners to make links between cause and effect, to investigate, generate possible solutions, make choices and try out alternative approaches. Students are given opportunities to make connections between learning in different contexts. They are supported to develop ownership of their learning and are encouraged to self-advocate.

As well as supporting students across the curriculum, students also have opportunities through the following subject areas to develop their ownership of learning:

- Cooking / Food Technology
- Shopping
- Travel Training

Cooking / Food Technology. As part of their work with food, students should be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. They will:

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques which they will become increasingly competent in mastering

- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Shopping. Learners will learn the process of shopping by *doing* the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of 'doing' the more secure their learning will be. There will be opportunities in school with enterprising projects, rewards shops and classroom activities to rehearse key skills as well as the opportunities to shop in the community eg to support buying ingredients for Food Technology sessions or access cafes.

Travel Training is a combination of skills-based and process-based learning; learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be. The ultimate goal is independence in travelling from one fixed and known point to another fixed and known point, with all learners maximising their abilities to be as able as they can be.

Provision and interventions that contribute to the coverage of the domain

- Educational visits
- Work related learning
- Enterprise
- School council

National Curriculum Links/ statutory requirements

- ICT
- Design Technology
- Maths
- Science

Accreditations

BTEC Home Cooking Skills where appropriate

Level 1- 2

ASDAN Personal Development Programmes

Module 4: Independent Living



Creative Arts

The Creative Arts is a wonderful catalyst to celebrate uniqueness and creativity. It can be a powerful means of communication, encourages expression and allows students to be imaginative. The Creative Arts give students the opportunity to explore and express their emotions; for some, they are a tool to support self-regulation. Students use different medium and processes to communicate what they see, feel and think.

Creative Arts offers opportunities for student to explore, take risks, inquire, persevere and learn to make practical decisions. It is a vehicle to explore the world around us; learning about the diversity in different times and cultures is an important aspect of this domain.

Art, music, dance and drama are taught as distinct subjects as well as support the wider curriculum.

Art: Students will be taught to develop techniques, including their control and their use of material. They will be encouraged to develop their creativity, ability to experiment and increase their awareness of different kinds of art, craft and design. They will produce creative work, exploring their ideas and recording their experiences.

- They will create sketch books to record their observations and use them to review and revisit ideas
- They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

Over a 3-year rolling programme, they will have opportunities to develop their skills in:

- Collage
- Drawing
- Painting
- Printmaking
- Sculpture
- Digital Media
- Textiles

Music is taught by a specialist teacher; students study a wide range of musical genres through the three main activities of performing, composing and listening. They study the different features and musical elements used in a variety of classical, world, blues and pop music. Over the three years of Key Stage 3, students learn how to use melody, chords and rhythm to create music in a variety of different styles including using classical structures, pop and rock song writing and improvising. Keyboards are used regularly in lessons to support musical learning and composition. Singing is an integral part of regular lessons and students also use a range of class percussion as well as learning to play the ukulele.

Students will:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Dance will be taught within KS3 Music and PE with a focus on developing creativity and expression. Students will develop an awareness of their body and its possibilities and develop control over their musculature in order to be able to adjust their strength and tension to give movement an expressive quality. Abstract basic concepts can be internalised and memorised better through active learning which is why music and dance are taught together so students 'feel' and experience aspects such as 'rhythm' or 'pulse'. By refining and honing movement skills, dance will be used to express ideas and feelings through choreography and then shared in performance at the end of the academic

year. These performances give the opportunity to consolidate, celebrate, connect, be witnessed and evaluate. This will further enhance a sense of self, the capacity to communicate and promote emotional well-being.

Drama is taught in a cross curricular way; students will have opportunities to engage in:

- role play
- improvise
- rehearsing poems/plays for an audience

All students are enabled to participate in and gain knowledge, skills and understanding in drama. They will be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and small performances.

The **KS4 Creative Arts Programme** allows all students to choose an area of their choice:

- Performing Arts
- Dance
- Music and Media
- Art

This will be planned on a 2-year rolling programme with units independent of one another. Students have the option of changing their course for their 2nd year.

Art

Students will experience working with a wide range of different medium such as pencil, clay, plaster, ink, fabric, pastels, charcoal and paint (acrylic and watercolour). They will learn about the work of specific artists and have opportunities to explore working in both 2D and 3D. They will have opportunities to develop skills in printmaking, drawing, collage, basic photography, textiles, painting and sculpture.

Media and Music Technology

The Media and Music Technology provides opportunities for students to engage with modern technologies such as animation software, music making software, video cameras and editing software. These technologies are commonplace in our modern world and are essentially a tool for both storytelling and communication. Knowing how to stay safe online is vitally important to all users of technology and underpins all learning within this programme.

Performing Arts – Drama

This programme offers students a wonderful introduction to the Performing Arts. Students will have opportunities to engage in a range of Performing Arts opportunities including drama, music, set and prop design. They will be involved in role play, improvisation and mime, amongst other aspects, whilst exploring acting skills and developing performance skills. Throughout, students will explore their creativity and develop key speech, language and communication skills.

Performing Arts – Dance and Music

This programme will focus on movement and choreographic skills and awareness of different forms of dance. Students will work towards an opportunity to perform live or create a dance film. Students will be guided and encouraged to explore their own ideas throughout.

Provision and interventions that contribute to the coverage of the domain

- Art and Design
- Music

- Dance
- Drama
- KS4 Creative Arts Options: Performing Arts / Music and Media / Dance / Art and Design
- Humanities options: Geography / History / DT

National Curriculum Links/ statutory requirements

- Art and Design
- Music
- Dance
- Drama

Accreditations

ASDAN Personal Development Programmes

Module 11 - Expressive Arts

Overview of Intent, Implementation and Impact in the Lumos Phase

Intent

- Curriculum vision and aims
- SEN code of practice
- Educational Health and Care Plans – personalised provision
- Rich curriculum offer
- Effective Learning Attributes
- Preparation for Adulthood

Implementation

- **9 Domains and 3 levels of Mastery**
- **Components:**
- **Planned lessons:** a range of approaches and teaching styles to suit all learners. Lessons are adapted and personalised; students are supported individually, in small groups and as a class. Tailored interventions are implemented as appropriate depending on need.
- **Learning beyond the classroom:** students access the community, generalising learning in real life contexts
- **Work related learning:** students access enterprise, life skills teaching, travel training, encounters with employers, work experience and placements at KS4, targeted assessment of employability skills and skills for their future.
- **Therapies:** as appropriate, students access speech and language therapy and provision, occupational therapy and physiotherapy. Most therapy is supported through the class team with support of our therapy team.
- **Total communication:** use of dual coding, visuals, Signalong to support students' understanding and expression. Augmentative and Alternative Communication are used to support students' needs
- **Personalised learning:** all students outcomes from their EHCPs inform our personalised learning plans
- **Positive approaches to behaviour:** Personalised Regulation and Engagement Plans support students who require additional support and measures to self-regulate. Zones of Regulation are used widely. Sensory diet plans and provision support students to be regulated and ready for their learning
- **Student-initiated learning opportunities:** choices and options are available for students, students have personalised work placement choices, there are a range of break and leisure opportunities offered, voluntary opportunities are encouraged
- **Enabling environments:** a positive physical and emotional environment supports the students to feel safe, happy and achieve
- **Structures and routines:** Visual timetables and supports, clear timetabling and daily routines

Measuring Impact

- **Basket Approach to Assessment:** Evidence for Learning (online learning journal and assessment books), EHCP outcomes and Personalised Learning Plans, Accreditations, Exams, PREPs and Arbor records, SaLT reviews, Attendance, physio programmes, sensory profiles, evaluations of interventions
- **Learning and Achievement reviews** (dialogue between class teams and phase leaders)
- **Pupil outcomes and future pathways**

- **Engagement with parents, professionals and other stakeholders**
- **Wellbeing**
- **Data analysis through Insights for Learning (EFL) used to identify learners' achievements and inform next steps. Identifies areas for support/ development.** Termly progress reviews with phase leaders
- **Peer to peer mentoring and moderation**

Evidencing Learning: a “basket approach” to assessment

When students join the Lumos Phase from the Vita phase at Linwood teachers will baseline subjects in all National Curriculum Subjects or domains. Students new to the school will be baselined in all subjects; thorough assessment is necessary to ensure a fair assessment of students' levels of mastery is reflected and informs planning.

Ongoing assessment is an important part of the Lumos curriculum. It is imperative that we closely monitor the progress that each student is making so that we can offer early intervention and adapt teaching to meet their individual needs. Assessment of progress and attainment is an evidence-based process that considers more factors than simply analysing academic outcomes. It is important that we know whether learners are making or exceeding expected progress, and this is measured on a personalised scale. In order to know what “expected progress” should look like for each of our student, we consider their learning profile and unique context; considering the unique learning profile, personal circumstances, and 4 key areas of need as described in the EHCP of each learner. We also take into consideration specific features of the student's diagnosis. For example, it is common for many of our learners with autism to make rapid progress in developing number or reading skills, but for progress to slow significantly once they move toward generalising and applying these skills, e.g., in problem solving and inferential interpretation of text.

Levels of Mastery

We assess our students' learning in each of the national curriculum areas which are embedded within the 9 Lumos curriculum areas using three levels of mastery. Each of the three levels has equal weighting when analysed to monitor progress. This enables our students to make progress by demonstrating their skills in a wider range of contexts, embedding these and developing deeper understanding and ownership of their learning. Students benefit from opportunities for repetition and revisiting their skills. The expected % progress for a learner will be made up of a combination of the levels of mastery; ie one young person may make 20% progress in emerging skills in new learning experiences, while another may make 20% in developing and achieving skills in specific contexts.

Emerging	The student is beginning to develop their skills in a particular area.
Developing	The learner is beginning to make steps in developing this skill both through repetition and consolidation in one context and is beginning to transfer the skill to different contexts, with support or specific scaffolding as appropriate.
Achieved	The learner consistently uses this skill in all appropriate situations, although s/he may need prompting in unfamiliar settings or activities

It is important to remember that the statements on assessment maps are steps of development and not a checklist of skills to be taught.

Evidence for Learning

Evidence for Learning is the digital program we use to enable us to effectively evidence, assess, review and plan for meeting the unique needs of our learners in the Lumos Phase.

It allows all stakeholders in a students' learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning outcomes, set out in their Personalised Learning Plan. This includes outcomes from the students' Educational Health Care Plans and, where appropriate, SALT, O.T, and Physio plans. Observations are annotated and links are made to relevant plans and curriculums. They are tagged using a range of tags that enables us to identify further links in the students' learning e.g. if the learning captured in the observation is helping them prepare for adulthood or there are links to the Engagement Model or British Values. The targets and goals on Evidence for Learning (EFL) can be amended and added to in order to respond to a learner's ongoing needs and development.

All evidence can be shared with parents, governors and other relevant stakeholders. Photos, videos and notes will be easily shared by the school and parents/carers can capture and submit their own photos, videos and notes to reflect the learner's development and experiences at home enabling us to see when learning is being achieved and generalised.

"Basket" of Indicators that evidence progress:

The following indicators contribute to the assessment process and support our judgment about whether a student/young person had made expected progress:

- EHCP outcomes met, discusses at Annual Review
- Personalised Learning Plan (PLPs) targets achieved on EFL
- Speech and Language plans/ OT/ Physio plans
- Evidence for Learning online Learning journals and assessment book
- RSE assessment map
- Insights for Learning (EFL)
- English/ Maths Once a Term books / online evidence
- Dialogue with teachers following Learning and Achievement Reviews (LARS)
- Termly Progress Reviews
- Annual reading and spelling tests
- External accreditations
- Attendance
- Personal Regulation and Engagement Plans
- Evaluations of specific interventions
- Feedback and marking of individual students' work

Enabling Environments in the Lumos Phase

The environment reflects the school values and vision. As with the principles behind Enabling Environments in the other phases of the school, the indoor, outdoor and emotional environment continues to be a priority in the Lumos phase.

Our 8 school values underpin an enabling environment: Positivity, Respect, Trust, Support, Harmony, Excellence, Inclusivity, Responsibility,

Staff model the values and, in turn, create a calm and positive learning environment for students. There is a strong sense of community where all staff and students are valued equally. Relationships in the classroom are built on mutual respect, trust, and support. We value our relationships with parents and carers, and work together to establish a successful partnership to facilitate their student's learning and development.

We know that our students learn best when they are actively engaged; demonstrating high levels of interest, energy, enthusiasm and motivation.

The indoor environment should be a safe environment where students want to learn. It contains resources which are meaningful, well maintained and appropriately accessible for students. Indoor spaces are planned so that they can be used flexibly and a carefully considered range of activities is provided. It is tidy, organised and clutter free which supports independence and focus. Colours are carefully chosen to complement the calm, rather than over stimulate, helping students to focus. Displays are used to support the teaching of the curriculum but also to celebrate successes. An emphasis on Total Communication and the use of visual resources support to build an inclusive environment.

Students can access all our outdoor spaces at appropriate times; playgrounds, the outdoor gym, the sensory garden, trampoline, field, trim trail, allotment and the seated wellbeing area. The outdoor environment encourages students to be active and supports learning in different ways. Like an indoor learning environment, the outdoor space should be safe, organised and include planned activities during breaktimes and curriculum times as well as a wealth of opportunities for making choices. Outdoor learning lends itself towards appropriate risk-taking and problem solving, and to opportunities to develop social communication skills. Opportunities to access both learning opportunities and recreation opportunities outdoors can enhance physical health and mental well-being.

A consistent routine for the students is important so they understand where they need to be and the related expectations for that part of the day. The activities and resources used within these sessions will change but student feel safe and secure knowing where they need to be. Students who access the Lumos curriculum benefit from the security provided by the structures and routines in the setting.

References:

The Lumos curriculum and assessment tools have been developed after careful research of existing good practice in SEN pedagogy and curriculum. The following documents have been referred to in this process and adapted to support the provision of a personalised and aspirational life-skills based curriculum for our student.

- Equals Semi-formal Curriculum units
- Equals forum - Peter Imray's Basket of Assessment Approach
- National Curriculum 2014
- SEN code of practice 2014
- Rochford Review 2016
- New Ofsted Inspection Framework 2019
- AET Progression Framework
- Linwood I Can statements
- Employability Framework / Skills for my Future (Karen Taylor)
- Subject Curriculum Planning
- Inclusive Quality First Teaching
- Research from school websites: Curriculum research from Yewstock , Beaucroft, Fiveways, Frank Wise, Priory Woods, Swiss Cottage