

CURRICULUM VISION AND MISSION

To ensure all our children are at the centre of a broad, varied and interesting learning experience and to equip each child for their future education; in the hope that they will acquire the personal qualities, attitudes, skills, knowledge and understanding necessary for personal fulfilment and a developing social responsibility in a rapidly changing world. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills

Curriculum Aims		
Early Years Curriculum (Pre-formal)	Lower School (Semi-formal)	Upper School (Formal Curriculum)
<p>Supporting learners to develop communication strategies so they have a 'voice'.</p> <p>Developing functional communication skills elicited through a stimulating learning environment</p> <p>Developing pre-learning skills of attention and focus as a pre-requisite to learning</p> <p>Supporting learners who have had Adverse childhood Experiences to 'risk-take' and enjoy the learning environment.</p>	<p>Building on functional communication skills and applying these through structured Play and learning activities</p> <p>Developing learning skills which develop successful learners who enjoy learning and make progress and achieve</p> <p>Developing social communication skills that support the learner in working alongside and with their peers</p> <p>Developing basic functional skills of reading , writing and number</p>	<p>Developing confident individuals who celebrate differences and recognise neuro-diversity.</p> <p>Supporting successful learners who enjoy and contribute to their own learning and make progress and achieve</p> <p>Developing confident individuals who are resilient, happy and kind and ready to embark on the next phase of their learning.</p>

EHCP Area of Needs
<p><i>Communication and Interaction</i></p> <p><i>Cognition and Learning</i></p> <p><i>Social and Emotional Health</i></p> <p><i>Physical and Sensory Needs</i></p>

Focus For Learning		
Early Years Curriculum (Pre-formal) (working within ELG's and up to Hayfield)	Lower School (Semi-formal) (working within Year 1 NC and above up to)	Upper School (Formal Curriculum) (working within Year 3 and above)
<p>Connecting and Responding to key people and activities e.g. object permanence, attention autism, SCERTS, encountering/experiential, intensive interaction, building up relationships.</p> <p>Making sense of the environments and world around them—routine, objects of reference, transitions, classroom environment, education visits, recognising their impact on the environment (cause and effect)</p> <p>Developing varied interest and motivations—flexibility of thought.</p> <p>Readiness for learning—emotional regulation, sensory regulation, routines, relationships, Adverse Childhood Experiences</p>	<p>Connecting and Responding to a wider range of people and activities e.g. attention autism, SCERTs, intensive interaction, building up relationships</p> <p>Interacting with the environment and world around them—routine, objects of reference, transitions, classroom environment, education visits, recognising their impact on the environment and others e.g. cause and effect.</p> <p>Readiness for learning—emotional regulation, sensory regulation, routines, relationships. Adverse Childhood Experiences</p>	<p>Investigating and interacting with the wider world around them.</p> <p>Knowledge and skills based learning.</p> <p>Developing functional life skills in number, reading and writing</p> <p>Beginning to transfer conceptual knowledge into other areas of the curriculum and own experiences</p> <p>Behaviour for learning—emotional regulation, sensory regulation, social relationships, flexibility, confidence, kindness and resilience. Adverse Childhood Experiences</p>

IMPLEMENTATION

APPROACHES TO LEARNING		
Early Years Curriculum (Pre-formal)	Lower School (Semi-formal)	Upper School (Formal Curriculum)
<p>Personalised curriculum—a range of approaches and teaching styles</p> <p>A focus on communication, sensory regulation and active exploration of the learning environments.</p> <p>Communication and Interaction Communication— blank level questions, Welcomme, Intensive Interaction; SCERTs (social partner stage), sensory cues, objects of reference, visual timetables, Makaton, Attention Autism</p> <p>Social and Emotional Health Emotional Regulation— mutual regulation/self regulation (SCERTs) , IBP, Thrive</p>	<p>Personalised curriculum—a range of approaches and teaching styles</p> <p>A focus on functional communication, sensory regulation and active engagement of the learning environment</p> <p>Communication and Interaction Communication— blank level questions, Welcomme, TalkAbout, Intensive Interaction; SCERTs (social partner stage/language partner stage), sensory cues, visual timetables, Makaton, Attention Autism.</p> <p>Social and Emotional Health Emotional Regulation/Emotional Literacy — mutual regulation/self regulation (SCERTs) , IBP, Thrive</p>	<p>Personalised curriculum—a range of approaches and teaching styles</p> <p>A focus on social communication, self-regulation and emotional regulation</p> <p>Communication and Interaction Communication— blank level questions, Social Communication Programme SCERTs (language partner and Conversation partner stage), visual timetables, communicate in print</p> <p>Social and Emotional Health Emotional Literacy— Social Communication , Thrive, Mindfulness</p>

Whole School Approach
<p>Our curriculum is a flexible working document which will adapt and change in line with future evidence based research and government guidelines. (something about the new curriculum we are buying)</p> <ul style="list-style-type: none"> • Highest learning expectations • Consistent approach to teaching & behaviour • Teaching styles and resources meet pupil's need • Differentiation • Personalised learning • Multi sensory & over learning • Promote a love for learning • Build on learning beyond school • Inclusion for all • Enrichment days/weeks • Multi-agency support—OT, SALT, CAMHS • Sports Provision/Coaches

IMPLEMENTATION

CURRICULUM AREAS		
Early Years Curriculum (Pre-formal)	Lower School (Semi-formal)	Upper School (Formal Curriculum)
<p><i>Communication and Interaction</i> Communication: Intensive Interaction, PECS, Choice boards, SCERTs</p> <p><i>Social and Emotional Health</i> Personal Social Emotional Development Play (unoccupied play, sensorimotor play observant play, play with stimulus/ toy) SCERTs (emotional/transactional support),</p> <p><i>Physical and Sensory Needs</i> Physical Development Sensory regulation, Sensory diet, Sensory circuit, gross motor skills, fine motor skills,</p> <p><i>Cognition and Learning</i> Knowledge and Understanding of the World: Themed based continuous provision Topic based learning.</p> <p>Individual ISP and personalised learning</p>	<p><i>Communication and Interaction</i> Communication: Intensive Interaction, PECS, Choice boards, SCERTs, Welcomme, Language programmes ie. Time To Talk</p> <p><i>Social and Emotional Health</i> Personal Social Emotional Development Play (Parallel play (engage in parallel play near others developing into Associative play—engages in separate activities but shares toys or materials). Eventually developing into early cooperative Play</p> <p><i>Physical and Sensory Needs</i> Physical Development Sensory regulation, Sensory diet, Sensory circuit, gross motor skills, fine motor skills, Swimming, Outside Coaches</p> <p><i>Cognition and Learning</i> Themed based continuous provision Topic based learning. Individual ISP and personalised learning leading in to a more formal approach.</p> <p>Maths (Key Stage 1 and Pre-Key Stage 2 standards.—Functional skills) English (Key Stage 1 and Pre-Key Stage 2 standards.—Functional skills) Science: Explicit lessons taught as part of a topic where applicable) History, Geography, Music, Art and DT :taught within Topics Computing: Explicit lessons RE: Explicit lessons</p> <p>Personalised learning through ISPs</p>	<p><i>Communication and Interaction</i> Language and Communication: Social Communication programmes i.e. TalkAbout For Children</p> <p><i>Social and Emotional Health</i> PSHE Explicit and cross-curricular lessons and teaching. Developing skills of co-operative play where skills and values are developed— such as negotiating, sharing, respecting views, etc</p> <p><i>Physical and Sensory Needs</i> Physical Education Sensory regulation, Sensory diet, Sensory circuit, gross motor skills, fine motor skills, Swimming, Outside Coaches</p> <p><i>Cognition and Learning</i> Maths (Key Stage 2 standards.— Functional skills) English Key Stage 2 standards.— Functional skills) Science: Explicit lessons taught as part of a topic where applicable) History, Geography, Music, Art and DT :taught within Topics Computing: Explicit lessons RE: Explicit lessons</p> <p>Personalised learning through ISPs</p>

IMPACT

EVALUATING PROGRESS

There is a clear assessment cycle within the school and progress is measured using formative and summative approaches. The assessment listed below inform planning and targets for personalised learning for each child on their Individual Support Plan:

- Early Learning Goals (where applicable)
- Hayfield Stages
- Maths: Maths Recovery and Sandwell Maths
- English: Read Write Inc
- Language: Welcomme
- Observations
- Social communication profile

Assessments are used to inform planning and formative assessment is ongoing. Formal and summative recording of progress is completed each term.

Other means of evaluating progress is achieved through:

- Learning walks SLT
- Subject Leader Learning walks
- Book or work scrutiny
- Moderation
- Discussion with the child
- Child self-evaluation

Summative data is recorded on the Education Health Care Plan which is reviewed annually; and it is also recorded on the school's summative data system.

EVALUATING IMPACT AND ACCOUNTABILITY

Summative data is shared with all stakeholders:

Children (where applicable and appropriate),

Parents (on-going, through ISPs and at the Annual Review)

Staff (Subject leaders analyse their own subject's data and interrogate under aspects such as free school meals, girls/boys, different cohorts etc)

Governors

The Local Authority

September 2019