



## Curriculum Overview

Intent

Curriculum Vision:	Every student achieves their LIFE goals; Live Independently, Function Effectively						
Areas of Need:	Communication & Interaction	Cognition & Learning		Social, Emotional & Mental Health	Sensory & Physical		
Life-long Skills:	Communication & Interaction		Independence		Employment		
School Priorities:	Great Place to Learn		Safe Place for All		Rewarding Place to Work	Collaborative Partner	
Strategic Planning:	School Development Planning across all levels of leadership & Management		Continuous improvement cycle & CPD based on action plan priorities		Governor strategic direction supports & challenges school to improve		
Effective T&L:	Learning across the curriculum	Therapy offer		Communication, interaction approach	Behaviours for Learning	The physical Environment	
Therapy Offer:	SALT integrated model, staff CPD, 3 levels of provision, Annual Reviews		OT integrated model, cross agency collaboration, Zones of Regulation, staff CPD		Mental Health; Counsellor, Art /Music / Drama therapies, CAMHS liaison, staff CPD		Universal & targeted support for physical health and personalised medical provision
Learning Areas:	Language & Lit; English, Performing Arts, Social Use of Language Programme		Identify & Belonging; Humanities, RE, Learning for Life, PE		STEM; Science, maths, ICT, DT		Therapeutic/Life skills; Art, Work Related Learning, Food Tech, EHCP target focus
Levels of Provision:	Universal: Highly adapted mainstream curriculum focussed on C&I, Independence & Employment. 30 lessons per week in some streamed classes / academic pathway		Targeted: Hybrid approach to provision of education that meets students needs. Greater levels of need require higher level of adult support, wider package of therapy or personalised curriculum		Personalised: Highly personalised, bespoke approach to meet individual pupil need according to pupil plan		
Broad, rich Curriculum:	Wide range of trips and visitors to enhance curriculum in all year groups		Community engagement, volunteering & student led fairs and assemblies		Personalised rewards approach for all learners		CPD pathways and development
Evaluating Impact:	Evaluating the impact that all stakeholders have on developing the whole child – to create a continuous improvement cycle						
Assessment fit for purpose:	Small steps of progress in each area of learning / development are planned for. Progress is tracked against Sonar assessment system and Evidence for Learning. This allows staff to identify areas of pupil development where less progress has been made and put in place alternative support strategies to maximise progress						
Schools System:	To deliver a cycle of whole school assessment that looks at all areas of school progress				Learning Walks, book reviews, planning <del>scrutinies</del> internal/external moderation, questionnaires to all stakeholders, Annual Reviews, Staff Appraisal, School Reviews		
Governance:	Safety & Wellbeing		Provision of Education			Life Goals	
Accountability:	To ensure school is developing its provision for supporting C&I, Independence and Employability. Each Governor to have oversight of a curriculum component or key area which is monitored via meetings with staff, school visits, reports						

Implementation

Evaluating Impact