



## Curriculum Overview



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 scrutinies, 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			