



The Curriculum

Key Stage 1 & 2

'Children's engagement is the key to personalised learning'.

(Imray & Hinchcliff 2014)

The same values of the EYFS continue into Key Stage 1 & 2

We believe that learning is a highly individual, personal experience and that pupils should learn at their own pace through challenging differentiated activities.

In order for the pupils to access learning opportunities, we ensure that there are a variety of teaching strategies in place which are highly engaging and provision for both practitioner led and child led activities, which are adapted to suit the needs of the child.

Our rationale is based on the SEND code of practice which outlines the 4 areas essential for life and learning:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and /or physical

Our pupils are learning across these areas in all lessons and around school



Semi- formal offer 'Learning to Learn'

Many of our young people, because of their severe and complex needs will not be engaged in traditional subject based learning by the time they reach the end of Key Stage 1 and 2. Therefore in order to best meet their needs, we give them opportunities to become confident, literate communicators, investigative learners with the ability to form effective relationships.

Our rationale is based on the extensive research of respected educationalists in the world of SEN including Peter Imray, Penny Lacey and Barry Carpenter, the SEND code of practice, the national curriculum and the recommendations of the Rochford review (October 2016).

Our semi- formal curriculum guides the learning of pupils functioning at the current P1-8 levels with complex needs including those with Autism. However, this is determined and reviewed on an individual basis.

As with the EYFS, this is an holistic, integrated approach.

The curriculum is based on dividing the 4 key areas into 6 further areas of learning around which the timetable is based:

- Communication and Story
- Problem Solving and Technology
- Creative and Sensory
- Movement
- My World
- Independence and Life Skills

We believe that our thematic approach provides a stimulating, engaging and inspirational curriculum where pupils can become immersed in their learning. Displays are placed on classroom doors so pupils immediately enter into that world.

We use the EQUALS Semi- formal schemes of work and Chris Quigley 'Creative themes for learning'.

Samples of themes are 'Space' 'Jungle Adventure' '999 Emergency' and 'Under the sea'.

Within each area of need one personal outcome is set for the coming year in July which will address the challenging End of Key Stage outcomes set at the EHCP review. These are set in collaboration with the previous class teacher, families and other agencies involved with the young person.

From these outcomes, teachers will set SMART annual and half termly outcomes. The curriculum then becomes a vehicle to achieve these outcomes along with other areas of need and outcomes within the 6 areas.

These are assessed using Mapping and Assessing Personal Progress (MAPP) and Assessing Pupil Progress through the P scales. (see Progress page)

We believe this approach to learning best meets our pupils' needs because it is personalised and engaging.

Personalised learning *'is simply spending quality time on things that really matter for children'* (Imray & Hinchcliffe 2014)



Formal

Pupils functioning beyond P8 in the Primary department follow our formal thematic based curriculum following the National Curriculum subjects:

- English
- Mathematics
- Science
- Computing
- Art & Design
- DT
- Geography
- History
- Music
- PSHE – taught holistically in a cross- curricular approach
- PE
- RE - following the Leeds Agreed Syllabus (parents and carers are allowed to withdraw pupils from whole or part of the RE lessons)

Languages are taught through themed focussed activities.

As with the semi- formal curriculum, personal SMART outcomes are set along with lesson specific outcomes.

The Long Term Plans cover the range of National Curriculum KS1 & 2 subjects.

This spans the 6 year programme of study for our Primary age pupils using a thematic approach.

Foundation subjects are taught through a cross- curricular creative approach.

The themes are the same throughout the Primary department and provide exciting springboards for the pupils to investigate and research.

Pupils accessing our primary partnership site at Windmill school follow the themes of the host school and where appropriate, join lessons with their mainstream peers. Through regular reviews and meetings, we ensure that there is parity between the two sites.

Pupils have regular off- site first hand experiences which enhance and support learning, for example use of the local café and sports centre.



Some of our Primary pupils have a diagnosis of Autism and require a range of strategies to give them the opportunity to independently communicate their needs and wants. We use Communicate In Print symbols, Objects of Reference and Makaton signs. Through all aspects of learning we aim to meet pupils' needs in terms of 'social communication', 'social interaction', 'flexibility of thought and behaviour' and 'sensory issues'. Please contact the school should you require further information.

We know that our flexible curriculum is working because, apart from the progress we see and collect, our pupils tell us!
Here are a few quotes from our pupils in the latest pupil curriculum survey May 2017



'I like Science because it's the best!




'I love sensory stories and messy play!'



"I like reading!"