



CURRICULUM POLICY

The Learn to Live Federation vision is that:

**Everyone has a voice,
No one is excluded and
Everyone will be the best that they can be.**

This drives our teaching and learning. We provide a curriculum that is broad and balanced, personalised, motivating and inspirational, engaging and fun. Throughout the school staff provide a consistently responsive and effective, learning environment, within which every learner's ability to communicate is respected, responded to and developed. Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way. We provide a curriculum tailored to individual strengths and needs that challenges pupils and encourages aspirations.

We work closely with pupils, their families and other professionals to provide a holistic approach to learning. One page profiles, communication charts, home school agreements and person centred annual reviews taken from our Core Promise tool kit (see Core Promise policy) ensures that teaching is responsive to individual learning styles and all learners.

Home School Agreements

Home School agreements are individualised targets agreed with families/carers and therapists where appropriate. Targets are categorised into the Learn to Live Federation 6 Key Skill Areas of 'Daily Living Skills' 'Improving my Own Performance' 'Working with Others' 'Problem Solving & Communication' 'Therapy & Help with my Health' and 'Physical Orientation & Mobility' Pupils are set targets in areas that are pertinent to the individual and do not have to have targets in each area. Overarching targets are discussed and set during the Person Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly. Targets are discussed and reviewed on a termly basis through our termly Parent/Carer & Teacher meetings. Targets are threaded through all aspects of the curriculum at each key stage from early years to key stage 5.

Learning Pathways:

Classes differentiate in 3 different ways following the learning pathways best suited to the individual. Throughout the school, subjects can be used as a vehicle for learning, catering for individual learning styles.

Pupils working below P4 access the curriculum at a sensory level based on developing an understanding of encountering, participation and exploration. Lessons are based on early developmental skills within the context provided by the subject and/or environment. Individual Physiotherapy, visual, aromatherapy & music therapy programmes may be an integral part of these pupils curriculum.

Early Years Foundation Stage/ Key stage 1

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation.

There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and language, Personal Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World).

Through continuous child initiated and child and teacher led provision we provide play based learning opportunities aimed to fascinate, inspire, motivate and engage children. This also allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for life long learning.

Key stage 2

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress and supports pupils to discover their own identity; to find their voice, make it heard and be understood.

All pupils access the core National Curriculum subjects of maths, English and science through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, art, design and technology, information and communication technology (ICT), music and Physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics are based on National Curriculum programmes of study.

The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a creative curriculum responsive to individual needs in a stimulating and accessible environment.

Key stage 3

At KS3 pupils enter as children in year 7 and leave in year 9 as young adults. The curriculum at KS3 builds on prior learning so that pupils reach their optimum potential in core subjects; supports pupils to make decisions and build confidence by accessing and evaluating a wide range of learning opportunities and further develops independence and problem solving skills.

All Pupils access core National Curriculum subjects of Maths, English and Science through discrete sessions tailored to individual needs and interests. Some pupils that are excelling in Maths, English or Science can access lessons taught in KS4 to further develop their skills and knowledge. Foundation subjects (History, Geography, Art, Music, Drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE and swimming are taught throughout the year in individual, group and/or inclusion sessions.

PSHE and Citizenship provide an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they can choose their options. Some of our pupils experience job related learning within school such as working with the nursing team or assisting in a primary class.

Key stage 4

Key Stage 4 has a functional curriculum that supports students to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations.

All students have a core curriculum that includes ICT, maths, English, science and PE or physiotherapy. Foundations subjects are covered during enrichment weeks at the end of each term.

During the first two weeks of the autumn term students experience subjects that will be available as options these vary from year to year. Students receive appropriate support to

make their decisions, but with the help of person centred processes the ultimate decision is left to the student wherever possible.

All subjects (core and optional) are based on either the Edexcel or WJEC suite of qualifications and the units followed are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Pupils may also undertake work related learning and where appropriate work experience placements.

All Key Stage 4 students are supported to take part in a range of enrichment activities as appropriate to the individual. These include:

- ✚ The Duke of Edinburgh Award scheme
- ✚ Dance clubs
- ✚ Residential opportunities
- ✚ The Jubilee Challenge

Key stage 5

We offer a personalised, bespoke curriculum responsive to the needs of the individual. KS5 students will benefit from:

- ✚ A person centred and flexible approach to education, health and social care
- ✚ Access to living, learning, enrichment and work opportunities within their local Communities
- ✚ Social opportunities with people their own age, avoiding the isolation that many young adults with disabilities face
- ✚ Total communication environment
- ✚ A rights respecting ethos

All students will access our **core offer**. This includes:

Self-determination: Advocacy; person centred planning; Communication and Decision making; social and independent living skills.

Health and well -being: health education, sex and relationships education; Sport, physical activities, physio exercises; Keeping Safe/internet safety/mate hate programmes; ICT and assistive technology.

We have a three tiered structure based on **Empower, Enable** and **Enrich** pathways:

Empower (My Future)

Typically Includes:

- ✚ Preparation for work; travel training; accredited training courses including entry level Maths and English;
- ✚ Work placements to include horticulture, rural skills and, catering and hospitality;
- ✚ Developing social and friendship networks;
- ✚ Exploring supported living options.

Enable (My Choices)

Typically Includes:

- ✚ Developing community networks and increasing independence;
- ✚ Decision Making and Behaviour Support;
- ✚ Communication and Interaction including support with ongoing personal Speech and Language programmes;
- ✚ Work related learning.

Enrich (My Life)

Typically Includes:

- ✚ Personal therapy programmes (in liaison with OT and Physiotherapists); sensory environments; developing communication and interaction; consistently working towards personal control over aspects of their environment.
(There will be cross over between pathways for some students.)

The pathways will be facilitated within the context of these specialist learning areas:

- ✚ **Making and Growing** – Enterprise projects, rural skills (including Design and Technology), horticulture growing fruit and vegetables, market stalls
- ✚ **Food, Catering and Hospitality** – Health and Hygiene, understanding food and developing cooking skills, promote self-sufficiency and healthy eating, Bodley House café, developing skills in the training kitchen, awards in Work preparation for the Service Industries
- ✚ **Creative and Expressive Arts** –Arts Award, sensory arts space, Music, Taiko Drumming, dance and drama
- ✚ **IT and Assistive technology** – Entry level 1-3 and level 1 awards in ICT, developing use of assistive technology for communication, increasing independence and community access
- ✚ **Journeys into the community and employment** –developing confidence in public transport, navigating and problem solving, work related learning and work experience with local businesses, specialist support for internships and apprenticeships, access to community projects.
- ✚ **Independent living skills in a purpose built apartment** –designing your own living space, independent living skills from making a bed to cleaning a bathroom, sharing living space with friends, money management, links with supported living houses, shopping.

Assessment

End of year Assessments for Key Stage 1 – 3 are completed in March each year. In Early Years, Key Stage 4 & 5 assessments are collated at the end of each term. Moderation will be undertaken at class team level, Key Stage level, whole school, across the Federation and externally through the SENTIENT Trust. The analysis of data will be one of the tools used to plan for school improvement targets.

The Assessment co-ordinator gathers formative P-level assessment data and Home school agreement data termly and summative assessment and targets annually in March. Data collected is scrutinised along with the Empowerment Team and this then forms the basis of a formal termly professional conversation between the Assessment Lead and class teachers.

Reporting

Parents/Carers should be kept fully informed of pupils' achievements through informal telephone calls by the teacher, the home-school diary, termly formal meetings, Annual Review reports and Person Centred Annual Reviews. In addition, parents are encouraged to make contact with the school about issues as they arise

Person Centred Annual Reviews take place once a year. For our EYFS and KS1 pupils they take place in the Spring Term, for the rest of the school they take place during the Summer term.