



CURRICULUM INTENT POLICY 2021 - 2022

Person(s) Responsible: Senior Leadership Team/Subject Leaders/Key Stage Leads/Class Teachers

Display/availability: Website

Monitoring and evaluation: Annually

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Learn to Live Curriculum Intent 2021/2022





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The Learn to Live Federation vision is that:

Everyone will be the best that they can be

Everyone has a voice

No one is excluded

Introduction

We provide a curriculum that is broad and balanced, personalised, motivating and inspirational, engaging and fun. A curriculum that provides first hand, practical and creative opportunities, that allows for pupil independence and choice, helping pupils to learn the skills, knowledge and attitudes that are necessary for them to live as rich a life as possible. Throughout the school, staff provide a consistently responsive and effective learning environment (Learning Environment guidance in place), 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, which challenges pupils and encourages aspirations with the development of our vision at its core.

All pupils are unique and valued. We acknowledge that all pupils learn in different ways and that all pupils have the right to be taught in a way that maximises their learning potential. 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 EHCP Person-Centred Annual Reviews (PCR) taken from our Core Promise toolkit, ensures that teaching is responsive to individual learning styles of all pupils.

Our carefully constructed curriculum provides learning opportunities to match the full range of pupil's aspirations and capabilities building on prior knowledge and experience. At the Learn to Live Federation, we believe that positive relationships are the foundation for learning. Pupils must have all their needs met to allow them to fulfil their potential and so we strive to create a safe and nurturing learning environment, staffed by skilled adults who are attuned to and able to meet the complex needs of our pupils. We understand that behaviour is a form of communication and that building effective relationships and attachments will enhance children's engagement with learning and build resilience. We focus on establishing strong relationships, so that our children are ready to learn, secure in the attachments that they have established with their peers and staff alike.

Language and communication skills are essential for all our pupils and underpin the curriculum aims across the Federation. We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs. The curriculum facilitates the development of communication skills by incorporating sequences of formal and informal language learning opportunities, working through a carefully planned and sequenced developmental pathway. Through our curriculum, we teach pupils the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication; reading and writing. We recognise that reading and writing are essential skills to help build each student's cultural capital.



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We place high emphasis on the teaching of reading. We want pupils to be able to read and communicate so they can learn well in different subjects and become successful adults. Using the format most appropriate for them, students learn to communicate needs and wants, ideas and opinions in a way that can be understood by others. Reading is both a means-to-an-end, a way of accessing information and services, of being aware of the written-world around you, as well as being an activity with real intrinsic value. Pupils learn that the world of books is an enjoyable one because they are read to every day by an adult, who will convey their love of reading to their audience. The teaching of systematic synthetic phonics forms an important part of the English curriculum.

At both Bidwell Brook and Ellen Tinkham Schools, we use “Bug Club”, “Letters & Sounds” and “Jolly Phonics” for reading and phonics resources. We pride ourselves in involving pupils and parents & carers in the development of their personalised curriculum and learning journey, which is founded upon our core curriculum offer.

We believe that our pupils learn best when their learning is contextualised, meaningful and relevant. We have developed new curriculum areas that will minimise the need for subject specific learning, encouraging our children to make links and generalise learning across a range of contexts.

In addition to this policy, we have a Curriculum Implementation document which provides an overview of how the curriculum is delivered. This document outlines our assessment processes and how we measure pupil progress and outcomes. To get a real feel for our curriculum, please visit us.



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Curriculum Intent

- Develop opportunities for pupils to engage with the local, regional, national and global community;
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education, employment and life;
- Develop pupils' who are motivated and inspired towards a lifelong interest in learning;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations through providing a broad and balanced curriculum for all pupils;
- Ensure equal access to learning for all pupils, with high expectations and ambition for every pupil and appropriate levels of challenge and support;
- Ensure the most effective use of every learning opportunity created or encountered, all day, every day;
- Equip pupils with the knowledge and cultural capital they need to succeed in life and support pupils to become fully prepared for life in modern Britain whilst developing their spiritual, moral, social and cultural character development;
- Have a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best;
- Support pupils' physical development and responsibility for their own health, and enable them to be active through a range of enrichment and engaging with the environment;
- Fostering a love for reading for pleasure, developing phonics, literacy and functional skills;
- Ensure personalised approach informed by EHCPs and therapy programmes, working with a multi-agency approach.

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

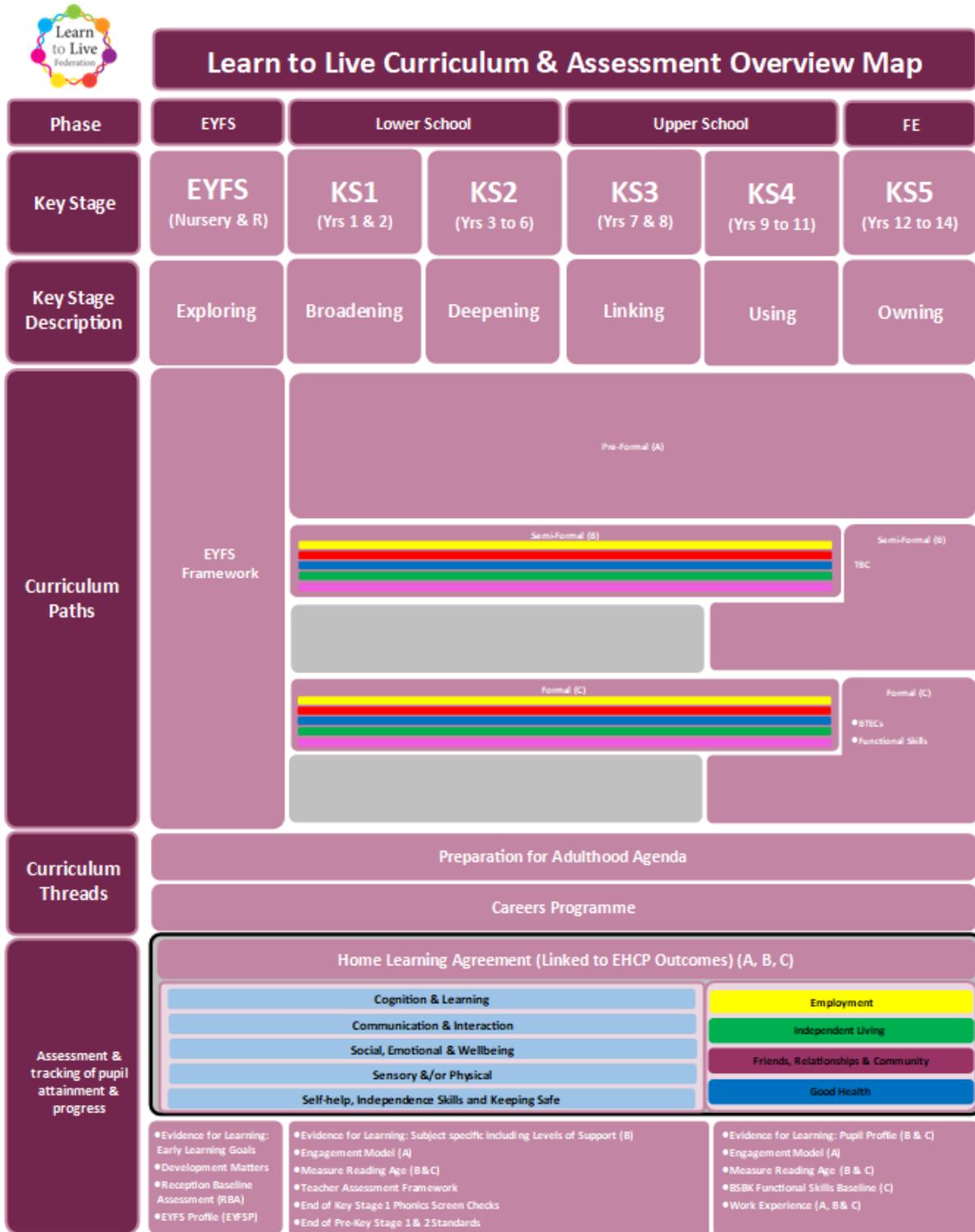
It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.



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Curriculum Overview





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Key Stage Overview

Early Years Foundation Stage – ‘Exploring’

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 the EYFS statutory framework.

There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social & Emotional Development, and Physical Development) and four specific areas (Maths, Literacy, Expressive Arts & Design, and Understanding the World). We recognise that young children are active learners and they learn through their senses.

Through a multi-sensory play-based approach alongside adult directed sessions, our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

Within our continuous child-initiated provision, we provide play-based learning opportunities aimed to fascinate, inspire, motivate and engage children. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

Key Stage 1 – ‘Broadening’

The curriculum at Key Stage 1 builds on the EYFS foundations, still using the continuous provision model, but with more adult-directed learning introducing specific, essential knowledge in preparation for more formalised subject-based learning at Key Stage 2.

We support our pupils to develop their independence and self-help skills, and develop a robust and flexible communication pathway. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps. Taught knowledge is applied in a range of play-based and real-life contexts to ensure flexibility and depth of understanding. We also deliver short bursts of direct, structured teaching of Maths and English as pupils become developmentally ready.

We use pupil interests and motivations to guide topic-based planning. Classroom have continuous provision spaces for playful, child-led learning (such as a role play area, a small world area, construction area, reading area). These areas remain in place all the time, and each week enhancements are added in line with our topic to continue engage and challenge pupils. Alongside this, teachers provide a range of adult facilitated activities in each session for children to choose and move between.

Our Enrichment Team offer a range of opportunities to develop their understanding of the world around them.

Key Stage 2 – ‘Deepening’

In Key Stage 2, the pupils learn how to achieve things independently and how to be confident about what they like and what they need. They are offered, with a variety of tools, to be able to find and use their own voice. Through exciting learning opportunities, the pupils consolidate what they have already learnt in Key Stage 1 and they build on their previous knowledge.



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In Key Stage 2, the core subjects are Maths, English and PSHE. They are taught across the week through discrete sessions, taking into consideration the needs and interests of each pupil. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music, Religious Education (RE) and Physical education (PE) are covered throughout the academic year and delivered through termly topics. The learning opportunities provided in Key Stage 2, support pupils to learn to problem solve and think critically whilst broadening interests and curiosity in preparation for Key Stage 3.

Key Stage 3 – ‘Linking’

Key Stage 3 connects Key Stage 2 and Key Stage 4. This is the key stage where students go from being children to becoming young people. We support students to make their own decisions and build their self-confidence and self-esteem. The core curriculum subjects are Maths, English and PSHE which help to prepare students to use and apply their skills, knowledge and experiences in Key Stage 4. We have Topic sessions where students learn History, Geography, Art, Music, Drama, Design and Technology, Physical Education and Religious Education. This helps students to develop their character, interests, skills, knowledge and experiences. The PSHE focus increases in Key Stage 3. Students learn about relationships and sex, health and wellbeing, and living in the wider community. This includes online safety, money awareness and jobs and careers. Students experience learning opportunities where they can use and apply their knowledge in the real world to help them prepare for adulthood.

"Key Stage 4 – 'Applying'

Key Stage 4 students access a functional curriculum that supports them to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations. The focus is on practical application and a deepening of the significance and use of knowledge and skills. They are encouraged to use decision making skills based on knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others.

For all students we continue to offer a personalised, enriching and individual curriculum very much focusing on skills for life and preparation for adulthood. From Year 9 onwards, personal targets are based on the four areas of Preparing for Adulthood (Employment; Independent Living; Community; Health) Our core curriculum offer includes Maths, English, PSHE and PE with Communication underpinning everything we do to ensure all our students are the best communicators they can be. Students will access these subjects through different pathways depending upon their individual needs and may include the use of Augmentative and Alternative Communication and multi-sensory opportunities.

During the first half of the Autumn Term students have the opportunity to have taster sessions of the foundation subjects on offer and are supported to choose their own options. These vary from year to year and we encourage students to suggest subjects and be involved in the planning of their learning.

For students that are able to access appropriate Edexcel and/or BTEC qualifications in certain subjects, the units of work taught are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.



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Many students access individually tailored programmes such as Speech and Language Therapy (SALT), physiotherapy, hydrotherapy, Sensory Processing Diet, Rural Skills, which are planned into individual students' timetables. Pupils may also have opportunities to undertake work related learning and where appropriate work experience placements.

Along with CSW (Careers South West) and our Transition Co-ordinator, we support and prepare our year 11 students to make their own choices regarding their post-16 journeys.

Key Stage 5 – 'Owning'

In Key Stage 5, all students access personalised learning programme working towards desired future outcomes, which are identified through Student Voice and Advocacy, Transition planning, information from 'Listen to Me' Reviews and any Health or Sensory needs. These programmes are underpinned by the DfE Preparing for Adulthood framework and an individual's EHCP's. Personal ambition, aspirations and the right to full citizenship with all the responsibilities that brings, are the focus.

We recognise the importance of developing confidence, self-esteem and resilience in our young people as they transition into adulthood. This underpins all learning. We ensure that our young people are able to develop and use critical thinking and problem-solving skills in real life situations.

There is a strong emphasis on Work Experience and work-related learning within the Department, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community. The FE curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.

All students within the department are at the centre of their Personalised transition planning. Direct experience of the options available to them enable them to have an informed voice that is heard and listened to. The curriculum ensures that student voice is central to the transition decision making process.



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Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils;
- Pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with SEN;
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can make progress on their personalised curriculum path and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to engage with the curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEN Policy and Information Report.



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Learning Paths

Our curriculum is known as the 'Learn to Live Curriculum'. This is the main archiving curriculum which encompasses several specific curriculum paths. Threaded throughout is the Preparation for Adulthood Agenda and our Careers Programme. All of our pupils work towards Home School Agreement targets, as identified from their EHCP Outcomes. This ensures that all pupils are working towards personalised targets.

- **EYFS Framework** - Pupils in Early Years follow the Early Years Foundation Stage (EYFS) Curriculum. This is a developmental curriculum and plays a diagnostic role in determining the starting pathways from key stage 1.

We recognise that not all pupils learn in the same way or at the same pace. We have developed three learning paths so that our curriculum is responsive to the needs of our pupils and allows pupils to move between these. Through assessment and monitoring, we ensure that pupils continue on the most appropriate pathway.

- A. Pre-Formal** - The pre-formal curriculum path is for pupils has been developed for those that have profound and complex needs, with a personalised approach. It focusses on the early developmental stages including communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in our pupils' development and the need for sensory and multi-sensory approaches to learning. This may include integral individual tailored therapy programmes. Pupils engagement is assessed using the 5 areas of the Engagement Model; initiation, persistence, anticipation, realisation, exploration.
- B. Semi-Formal** – The semi-formal curriculum path provides the foundations to develop independence. Pupils engage with a range of core subjects enriched by a key stage topics/theme. Within the 'Developing Curriculum', pupils work primarily towards the yellow bands however, pupils are can be 'spikey' across the curriculum. Focus is given to communication which is embedded and threaded throughout. The path allows pupils to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future aspirations. Pupils begin to access accreditations from KS4 when they are ready to do so.
- C. Formal** - The formal curriculum path is the rest of the colour bands within the 'Developing Curriculum'. The path allows pupils to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future aspirations. The 'Developing Curriculum' allows pupils to make progress through the subject, with changes in focus within key stages and rolling topic themes, this allows pupils to reinforce, consolidate, transfer and develop their skills, knowledge and experience further. Personalised to pupils' aspirations which might require gaining recognised qualifications. Preparing for further education, training or employment. Accreditations include Functional Skills English, Maths and IT, plus BTECs which have included Business Administration, Land Based Studies, Construction, Cooking and Sport.

We are aspirational for all of our pupils and regularly monitor and review the pathways our pupils are on to ensure that make maximum progress to be the best that they can be.



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Safeguarding

Everyone has a responsibility for safeguarding children and young people. 'Keeping Children Safe in Education' makes clear links between safeguarding and the curriculum.

Our governing body has considered how pupils may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through Personal, Social, Health Education (PSHE), and/or through Relationship & Sex Education (RSE).

Great importance is placed on identifying opportunities in the taught curriculum for pupils to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others. Pupils at each key stage are supported to make good choices through using the Communication & Decision-Making Hierarchy.

The Learn to Live Curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of safeguarding through each of the strands. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises. We therefore differentiated content dependant on the learning pathway.