



The Curriculum in 2LS

Curriculum Pathway

The pupils in 2LS, who are aged between 2 and 5 years old, follow the Early Years Curriculum Pathway

Aims

2LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Early Years Foundation Stage Framework, whilst being personalised to meet the needs of pupils in the Early Years Pathway and allowing for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move from the Early Years Pathway to the next stage of their school life

Intent

The curriculum that is offered in 2LS:

- is delivered through the three prime areas of learning and development in the Early Years Foundation Stage Framework: Communication and Language, Physical Development and Personal, Social and Emotional Development
- also follows the four other, specific, areas in the Framework through which the three prime areas are strengthened and applied: Literacy, Mathematics, Understanding the World and Expressive Arts and Design
- follows a three year cycle of themes which ensures appropriate breadth and balance
- gives pupils the opportunity to work towards achieving the Early Learning Goals, whilst being challenged to meet the expectations that are appropriate to them as an individual
- enables pupils to make progress and to begin to become independent learners

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum with learning opportunities linked to the areas of learning and development in the EYFS Framework which may include:
 - Communication and Language: sensory stories, music and songs, role play
 - Physical Development: swimming, Rebound Therapy, outdoor play
 - Personal, Social and Emotional Development: developing relationships, exploring play
 - Literacy: reading stories, mark making
 - Mathematics: number rhymes, counting, exploring shapes, sorting toys
 - Understanding the World: exploring technology, exploring the natural environment
 - Expressive Arts and Design: creative arts, TACPAC, sensory play, music
 - As part of their weekly timetable, pupils in 2LS also have the opportunity to access Hydrotherapy and Rebound Therapy, outdoor areas such as Forest School and the Sensory Garden and the Multi Sensory Room

- fostering the development and progress of pupils with Profound and Multiple Learning Difficulties by using elements of the Barrs Court Curriculum to meet their sensory learning needs
- enabling pupils to develop their skills in the 'characteristics of effective learning', including Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)
- providing the technology required to ensure that pupils are able to engage in their learning
- encouraging effective communication, including the use of AAC where appropriate
- ensuring that therapeutic interventions are utilised suitably in order to maximise learning, including giving pupils the opportunity to use equipment such as standing frames and walking frames, providing support to complete the activities within their Physiotherapy Movement Programmes and incorporating recommendations from their Speech and Language Therapist to support their communication needs
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs and trips and visits

Thematic Approach

Autumn		Spring		Summer	
Characteristics of Effective Learning: Engagement Finding out and exploring		Characteristics of Effective Learning: Motivation Being involved and concentrating		Characteristics of Effective Learning: Thinking Having their own ideas (creative thinking)	
Year 1	All About Me Materials	Year 1	Transport Shapes	Year 1	People Who Help Us Pets
Year 2	All About Me Nursery Rhymes	Year 2	Light & Sound Colours	Year 2	Food Keeping Fit
Year 3	All About Me Clothes	Year 3	Animals Living Things	Year 3	Water Holidays

A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling pupils to make links across all curriculum areas and promote the generalisation of their learning:

Impact

The impact of the provision within the Early Years Pathway is measured as follows:

- Pupils' progress is assessed using the Early Years Support Framework
- Pupils' progress is also recorded in their personal Learning Journey, which documents the progress that they are making towards their personal targets
- Video and photographic evidence of pupils' progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through Early Years, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into Lower School



The Curriculum in 3LS



Curriculum Pathway

The pupils in 3LS, who are aged between 5 and 9, follow the Early Years Curriculum Pathway

Aims

3LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Early Years Foundation Stage Framework, which is personalised to meet the needs of pupils and allows for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 3LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 3LS:

- is delivered through the Early Years Foundation Stage Framework, since this is most suited to the pupils' developmental needs, allowing for independent play-based learning and exploration through a stimulating and adaptable learning environment
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a three year cycle of themes which ensures appropriate breadth and balance
- enables pupils, using any form of communication appropriate to them, to become effective communicators and learn to communicate with a range of people at home and in school
- enables pupils to make progress and develop independence in their learning

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum with learning opportunities linked to the areas of learning and development in the EYFS Framework which may include:
 - Communication and Language: sensory stories, music and songs, role play
 - Physical Development: swimming, Rebound Therapy, outdoor play
 - Personal, Social and Emotional Development: developing relationships, exploring play
 - Literacy: reading stories, mark making
 - Mathematics: number rhymes, counting, exploring shapes, sorting toys
 - Understanding the World: exploring technology, exploring the natural environment
 - Expressive Arts and Design: creative arts, TACPAC, sensory play, music
 - As part of their weekly timetable, pupils in 3LS also have the opportunity to access Hydrotherapy and Rebound Therapy, outdoor areas such as Forest School and the Sensory Garden and the Multi Sensory Room
- enabling pupils to develop their skills in the 'characteristics of effective learning', including Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)
- providing the technology required to ensure that pupils are able to engage in their learning

- encouraging effective communication, including the use of AAC where appropriate
- ensuring that therapeutic interventions are utilised suitably in order to maximise learning, including giving pupils the opportunity to use equipment such as standing frames and walking frames, providing support to complete the activities within their Physiotherapy Movement Programmes and incorporating recommendations from their Speech and Language Therapist to support their communication needs
- supporting pupils by providing targeted ‘interventions’ in areas such as communication and sensory impairment
- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs and trips and visits

Thematic Approach

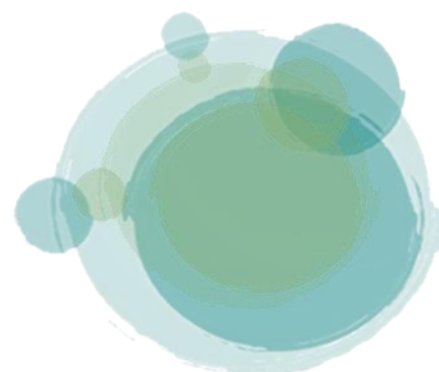
A thematic approach to the curriculum is used because it is felt that this approach is most suited to enabling pupils to make links across all curriculum areas and promote the generalisation of their learning. Pupils spend varying amounts of time in 2LS before moving on to 3LS. Repeating themes in 3LS ensures pupils do not miss out on any learning should they move before the three year cycle is complete. 3LS take into account 2LS’s previous Medium Term Planning to ensure continuity and progression in theme content and to ensure content is not repeated.

Autumn		Spring		Summer	
Characteristics of Effective Learning: Engagement Being willing to ‘have a go’		Characteristics of Effective Learning: Motivation Enjoying achieving what they set out to do		Characteristics of Effective Learning: Thinking Working with ideas (critical thinking)	
Year 1	All About Me Materials	Year 1	Transport Shapes	Year 1	People Who Help Us Pets
Year 2	All About Me Nursery Rhymes	Year 2	Light & Sound Colours	Year 2	Food Keeping Fit
Year 3	All About Me Clothes	Year 3	Animals Living Things	Year 3	Water Holidays

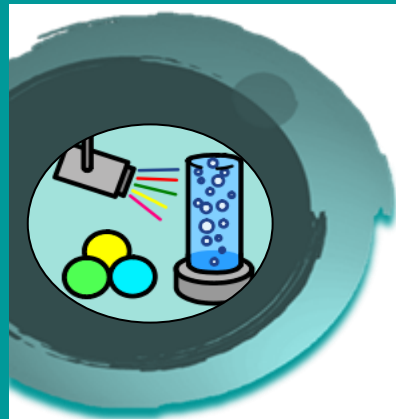
Impact

The impact of the provision in 3LS is measured as follows:

- Pupils’ progress is assessed using the Early Years Support Framework
- Pupils’ progress is also recorded in their personal Learning Journey, which documents the progress that they are making towards their personal targets
- Evidence of pupils’ progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 3LS, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their time in Lower School



The Curriculum in 4LS



Curriculum Pathway

The pupils in 4LS, who are aged between 6 and 9 , follow the Pre-Formal Curriculum Pathway

Aims:

4LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Barrs Court Curriculum and EQUALS Pre-Formal Curriculum, whilst being personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 4LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 4LS:

- is delivered through the three focus areas of the Barrs Court Curriculum: Early Thinking Skills, Early Communication Skills and Early Motor Skills
- provides learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum: Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge and Well-Being
- follows a four year cycle of themes so that learning is inter-connected and occurs holistically
- teaches pupils to confidently and consistently express preferences

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
 - Cognition and Learning: sensory exploration/messy play, sensory cookery/messy food play, art and musical activities
 - Communication and Interaction: sensory stories, TACPAC, Intensive Interaction
 - Sensory and Physical Development: Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy, Physiotherapy Movement Programmes
 - Social and Emotional Development: fostering independence in personal care, encouraging community awareness and inclusion
- recognising that repetition is an essential part of the curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests
- ensuring that activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- providing the technology required to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer
- encouraging effective communication, including the use of AAC where appropriate

- supporting pupils by providing targeted ‘interventions’ in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs, trips and visits

Thematic Approach

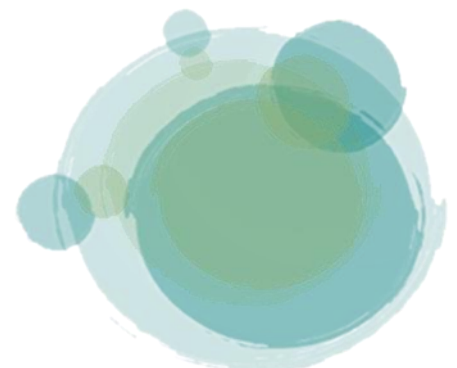
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	Getting to know you	People Who Help Us	This is Me
Year 2	Adventure Time	Space	In the Summer Time
Year 3	My Little Forest	The Secret Garden	Star of the show
Year 4	Step Back in Time	Around the World	Habitats

Impact

The impact of the provision in 4LS is measured as follows:

- Pupils’ progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties; each pupil follows a range of pathways through the ‘Routemap’
- Pupils’ progress is also recorded using the Engagement Model, which allows small steps of progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils’ formative assessment
- Video evidence of pupils’ progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through the school, the assessment process allows a clear picture of their progress to emerge, leading to appropriate targets being set to challenge them to continue to achieve their goals as they move through the Pathway throughout their life in school





The Curriculum in 5LS

Curriculum Pathway

The pupils in 5LS, who are aged between 7 and 11, follow the Semi-Formal Curriculum Pathway

Aims

5LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 5LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 5LS:

- is delivered through the National Curriculum Programmes of Study, with elements of the Early Years Foundation Stage Framework, where appropriate for individual pupils
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- enables pupils, using any form of communication appropriate to them, to become effective communicators and learn to communicate with a range of people at home and in school
- begins to foster independence and life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
 - Relevant syllabus requirements for Religious Education and PSHE/Relationships Education
 - Elements of the Early Years Foundation Stage Framework, if deemed appropriate for individual pupils
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment and Music Therapy

- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs and trips and visits

Thematic Approach

A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	All About Me	Let’s Build	Out and About
Year 2	Wonderful World	Perfect Plants	Journeys
Year 3	People and Places	Amazing Animals	Out at Sea

Impact

The impact of the provision within 5LS is measured as follows:

- Pupils’ progress is assessed using ‘Chadsgrove Progress Steps’, a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets. Some pupils, where appropriate, may continue to be assessed using the Early Years Support Framework when they first enter 5LS
- Pupils’ progress is evidenced by work in books or folders and/or photographic and video evidence, as appropriate to the learning needs of each pupil. Assessment Trackers may be used to support teachers’ formative assessment
- This progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 5LS, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their education



The Curriculum in 6LS

Curriculum Pathway

The pupils in 6LS, who are aged between 7 and 13, follow the Semi-Formal Curriculum Pathway

Aims

6LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 6LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 6LS:

- is delivered through the National Curriculum Programmes of Study
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- enables pupils, using any form of communication appropriate to them, to become effective communicators and learn to communicate with a range of people at home and in school
- begins to foster independence and life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
 - Relevant syllabus requirements for Religious Education and PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs and trips and visits



Thematic Approach

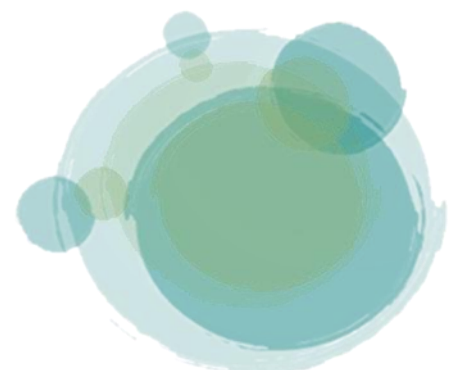
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	Marvelous Me	Rise of the Robots	Water
Year 2	Our Environment	Jungle Beat	Around the World
Year 3	Our Bodies and Minds	Clever Construction	Pirates
Year 4	New Adventures	Space and the Solar System	Fantasy and Magical Worlds

Impact

The impact of the provision within 6LS is measured as follows:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Pupils' progress is also evidenced via written and photographic evidence; this may include work books or folders, which are marked in accordance with the school's marking policy and Assessment Trackers, which support the tracking of individual targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 6LS, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their education



The Curriculum in 7LS

Curriculum Pathway

The pupils in 7LS, who are aged between 8 and 13, follow the Pre-Formal Curriculum Pathway

Aims:

7LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Barrs Court and EQUALS Pre-Formal Curriculum, whilst being personalised to meet the needs of pupils in the Pre-Formal Pathway and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 7LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 7LS:

- is delivered through the three focus areas of the Barrs Court Curriculum: Early Thinking Skills, Early Communication Skills and Early Motor Skills
- provides learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum: Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge and Well-Being
- follows a four year cycle of themes so that learning is inter-connected and occurs holistically
- teaches pupils to confidently and consistently express preferences

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
 - Cognition and Learning: sensory exploration/messy play, sensory cookery/messy food play, art and musical activities
 - Communication and Interaction: sensory stories, TACPAC, Intensive Interaction
 - Sensory and Physical Development: Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy, Physiotherapy Movement Programmes
 - Social and Emotional Development: fostering independence in personal care, encouraging community awareness and inclusion
- recognising that repetition is an essential part of the curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests
- ensuring that activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- providing the technology required to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer

- encouraging effective communication, including the use of AAC where appropriate
- supporting pupils by providing targeted ‘interventions’ in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs, trips and visits

Thematic Approach

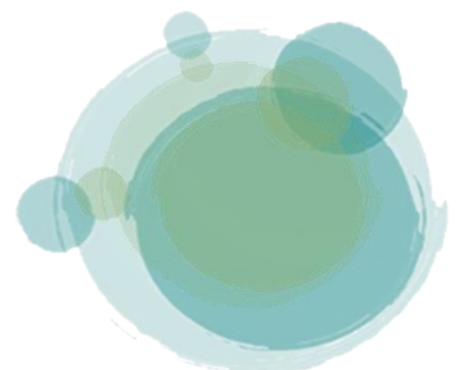
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

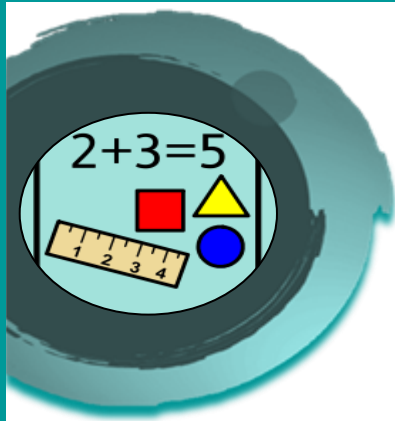
	Autumn	Spring	Summer
Year 1	My Favourite Things	Aladdin’s magical journey	Let’s go to the beach
Year 2	On Our Travels	Spring is Here!	The Great Outdoors
Year 3	A Sense of Autumn	Under the Sea	Down on the Farm
Year 4	Traditional Tales	Amazing Asia!	Animals on Safari

Impact

The impact of the provision in 7LS is measured as follows:

- Pupils’ progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties; each pupil follows a range of pathways through the ‘Routemap’
- Pupils’ progress is also recorded using the Engagement Model, which allows small steps of progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils’ formative assessment
- Video evidence of pupils’ progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through the school, the assessment process allows a clear picture of their progress to emerge, leading to appropriate targets being set to challenge them to continue to achieve their goals as they move through the Pathway throughout their life in school





The Curriculum in 8LS

Curriculum Pathway

The pupils in 8LS, who are aged between 8 and 13, follow the Formal Curriculum Pathway

Aims:

8LS follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the National Curriculum, whilst being personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 8LS, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 8LS:

- is delivered through the National Curriculum Programmes of Study
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- enables pupils to develop the skills necessary to be as independent as possible in their everyday lives, to be an active participant in their community, and to have their voice and opinions heard

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
 - Relevant syllabus requirements for Religious Education and PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning and make progress
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, reading and phonics and sensory impairment
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits and sporting competitions

Thematic Approach

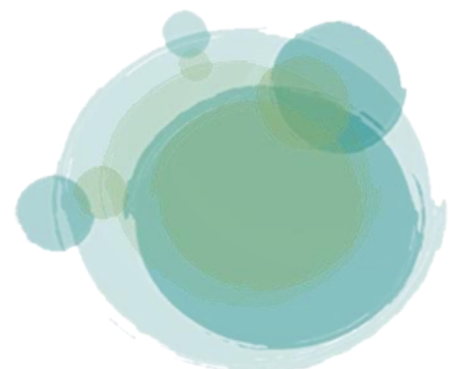
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	Marvelous Me	Rise of the Robots	Water
Year 2	Our Environment	Jungle Beat	Around the World
Year 3	Our Bodies and Minds	Clever Construction	Pirates
Year 4	New Adventures	Space and the Solar System	Fantasy and Magical Worlds

Impact

The impact of the provision within 8LS is measured through the following:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Pupils' progress is also evidenced via written and photographic evidence; this may include work books or folders, which are marked in accordance with the school's marking policy and Assessment Trackers, which support the tracking of individual targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 8LS, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their education



The Curriculum in 9US



Curriculum Pathway

The pupils in 9US, who are aged between 11 and 16, follow the Semi-Formal Curriculum Pathway

Aims

9US follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 9US, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 9US:

- is delivered through the National Curriculum Programmes of Study
- incorporates elements of the EQUALS Semi-Formal Curriculum where appropriate
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- enables pupils, using any form of communication appropriate to them, to become effective communicators and learn to communicate with a range of people at home and in school
- fosters independence and the development of life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in appropriate subject areas based on the developmental learning needs of the pupils
 - EQUALS Semi-Formal Curriculum including The World About Me, My Thinking and Problem Solving and My Independence Relevant syllabus requirements for Religious Education and PSHE
 - Relevant syllabus requirements for Religious Education and PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment, Drawing and Talking Therapy and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits and sporting competitions

Thematic Approach

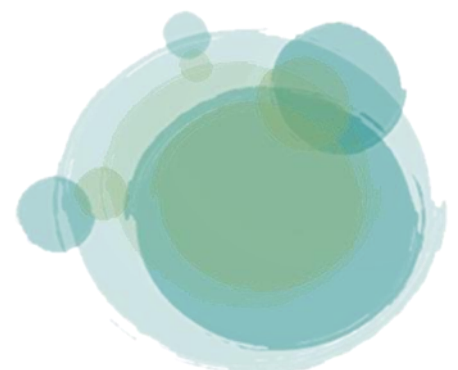
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	Victorian Britain	The Human Body <i>(EQUALS: Life Cycles of Animals and Plants)</i>	Asia <i>(EQUALS: The Seasons, Weather)</i>
Year 2	How Things Move and Work <i>(EQUALS: Digital photography)</i>	Mysteries Time Travel <i>(EQUALS: Change)</i>	Rivers and Coasts <i>(EQUALS: Water)</i>
Year 3	Africa <i>(EQUALS: People)</i>	Our Community Britain <i>(EQUALS: People, Recycling)</i>	Celebrations Food and Drink <i>(EQUALS: Festivals, Food)</i>

Impact

The impact of the provision within 9US is measured as follows:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Pupils' progress is also evidenced via written and photographic evidence; this may include work books or folders, which are marked in accordance with the school's marking policy and Assessment Trackers, which support the tracking of individual targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 9US, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their education



The Curriculum in 10US



Curriculum Pathway

The pupils in 10US, who are aged between 12 and 16, follow the Pre-Formal Curriculum Pathway

Aims:

10US follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Barrs Court and EQUALS Pre-Formal Curriculum, whilst being personalised to meet the needs of pupils in the Pre-Formal Pathway and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 10US, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 10US:

- is delivered through the three focus areas of the Barrs Court Curriculum: Early Thinking Skills, Early Communication Skills and Early Motor Skills
- provides learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum: Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge and Well-Being
- follows a four year cycle of themes so that learning is inter-connected and occurs holistically
- teaches pupils to confidently and consistently express preferences
- enables pupils to begin to exert autonomy in a variety of contexts

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
 - Cognition and Learning: sensory exploration/messy play, sensory cookery/messy food play, art and musical activities
 - Communication and Interaction: sensory stories, TACPAC, Intensive Interaction
 - Sensory and Physical Development: Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy, Physiotherapy Movement Programmes
 - Social and Emotional Development: fostering independence in personal care, encouraging community awareness and inclusion
- recognising that repetition is an essential part of the curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests
- ensuring that activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- providing the technology required to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer

- encouraging effective communication, including the use of AAC where appropriate
- supporting pupils by providing targeted ‘interventions’ in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs, trips and visits and sporting competitions

Thematic Approach

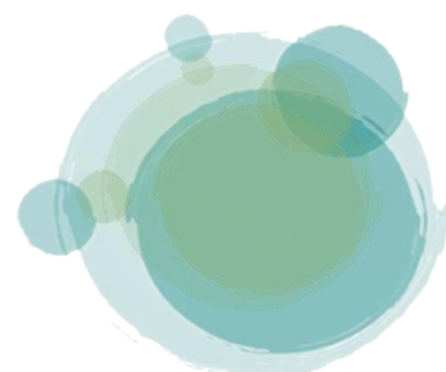
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

	Autumn	Spring	Summer
Year 1	Because of You	Let’s Grow Together	Rise and Shine
Year 2	Wizards and Witches	As the Snow Melts	Alice in Wonderland
Year 3	Magic Carpet Rides	African Adventure!	The Circus is in Town
Year 4	Terrific transport	Crazy Climates	Cool Conservation

Impact

The impact of the provision in 10US is measured as follows:

- Pupils’ progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties; each pupil follows a range of pathways through the ‘Routemap’
- Pupils’ progress is also recorded using the Engagement Model, which allows small steps of progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils’ formative assessment
- Video evidence of pupils’ progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through the school, the assessment process allows a clear picture of their progress to emerge, leading to appropriate targets being set to challenge them to continue to achieve their goals as they move through the Pathway throughout their life in school



The Curriculum in 11US

Curriculum Pathway

The pupils in 11US, who are aged between 12 and 16, follow the Semi-Formal Curriculum Pathway

Aims:

11US follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 11US, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 11US:

- is delivered through the National Curriculum Programmes of Study
- incorporates elements of the EQUALS Semi-Formal Curriculum where appropriate
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- enables pupils, using any form of communication appropriate to them, to become effective communicators and learn to communicate with a range of people at home and in school
- fosters independence and the development of life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in appropriate subject areas based on the developmental learning needs of the pupils
 - EQUALS Semi-Formal Curriculum including The World About Me, My Thinking and Problem Solving and My Independence Relevant syllabus requirements for Religious Education and PSHE
 - Relevant syllabus requirements for Religious Education and PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment, Drawing and Talking Therapy and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits and sporting competitions

Thematic Approach

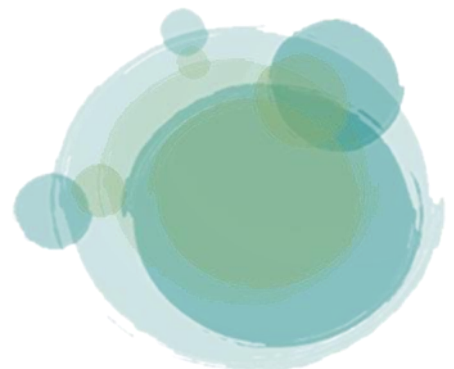
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

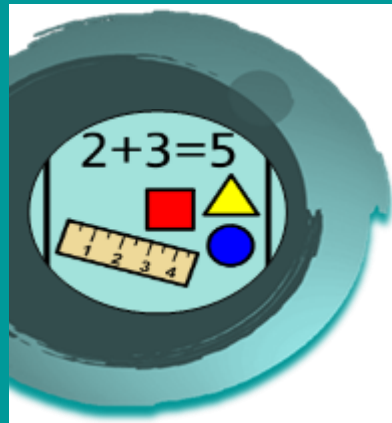
	Autumn	Spring	Summer
Year 1	Victorian Britain	The Human Body <i>(EQUALS: Life Cycles of Animals and Plants)</i>	Asia <i>(EQUALS: The Seasons, Weather)</i>
Year 2	How Things Move and Work <i>(EQUALS: Digital photography)</i>	Mysteries Time Travel <i>(EQUALS: Change)</i>	Rivers and Coasts <i>(EQUALS: Water)</i>
Year 3	Africa <i>(EQUALS: People)</i>	Our Community Britain <i>(EQUALS: People, Recycling)</i>	Celebrations Food and Drink <i>(EQUALS: Festivals, Food)</i>

Impact

The impact of the provision within 11US is measured through the following:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Pupils' progress is also evidenced via written and photographic evidence; this may include work books, which are marked in accordance with the school's marking policy and Assessment Trackers, which support the tracking of individual targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through 11US, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the next stage of their education





The Curriculum in 12US

Curriculum Pathway

The pupils in 12US, who are aged between 14 and 16, follow the Formal Curriculum Pathway

Aims:

12US follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential during their time in 12US, ready to move to the next stage of their school life

Intent

The curriculum that is offered in 12US:

- is differentiated to create learning opportunities, based upon individual pupils' needs
- gives pupils the opportunity to work towards accredited courses such as OCR, WJEC and Edexcel Entry Level Courses and Functional Skills
- encourages pupils to develop life skills for living, employment and recreation
- enables pupils to develop the skills necessary to be as independent as possible in their everyday lives, to be an active participant in their community, and to have their voice and opinions heard

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - Accredited courses, including WJEC Entry Pathways in Additional English, Art and Design, Communicating Experience and Changing Trends in Tourism, Functional Skills in Maths and English and Art GCSE level
 - Relevant syllabus requirements for PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning and make progress
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, reading and phonics, sensory impairment, Drawing and Talking Therapy, Music Therapy and Open Orchestra

- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits, sporting competitions and the Duke of Edinburgh Award Scheme

Impact

The impact of the provision within 12US is measured through the following:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- Pupils' progress is also assessed with regard to their accredited courses; pupils' work is moderated and judgements are made regarding their progress towards achieving the units they are working towards
- As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for career possibilities and post education opportunities





The Curriculum in P13

Curriculum Pathway

The pupils in P13, who are aged between 16 and 19, follow the Semi-Formal Curriculum Pathway

Aims:

P13 follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils in P13 and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move through P13 to be well prepared for their life beyond school

Intent

The curriculum that is offered in P13:

- is differentiated to create learning opportunities, based upon individual pupils' needs
- gives pupils the opportunity to work towards accredited courses such as OCR Life and Living Skills
- enables pupils, using any form of communication appropriate to them, to become effective communicators at school, at home and in the community
- develops independence and life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

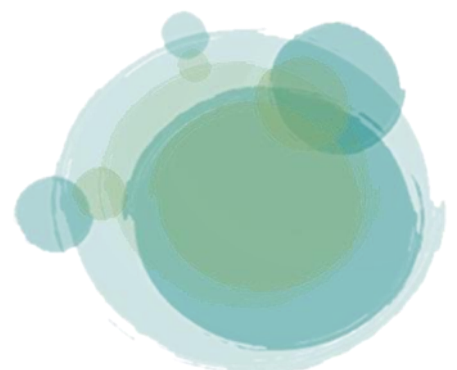
- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - OCR Life and Living Skills Units including Arts and Crafts, Communication, Numeracy, Environment and Community, Home Management and ICT
 - Relevant syllabus requirements for PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment, Drawing and Talking Therapy and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits, sporting competitions and the Duke of Edinburgh Award Scheme
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)

- ensuring that pupils are properly prepared for their life beyond school by giving them the opportunity to access community facilities, vocational learning and work place encounters

Impact

The impact of the provision within 13US is measured as follows:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- This progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- Pupils' progress is also assessed with regard to their accredited courses; pupils' work is moderated and judgements are made regarding their progress towards achieving the units they are working towards
- As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for supported living possibilities and post education opportunities



The Curriculum in P14

Curriculum Pathway

The pupils in P14, who are aged between 14 and 19, follow the Pre-Formal Curriculum Pathway

Aims:

P14 follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Barrs Court and EQUALS Pre-Formal Curriculum, whilst being personalised to meet the needs of pupils in the Pre-Formal Pathway and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to take their place in society and be well prepared for their life beyond school

Intent

The curriculum that is offered in P14:

- is delivered through the three focus areas of the Barrs Court Curriculum: Early Thinking Skills, Early Communication Skills and Early Motor Skills
- provides learning opportunities in each of the seven core strands of the EQUALS Pre-Formal curriculum: Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge and Well-Being
- follows a four year cycle of themes so that learning is inter-connected and occurs holistically
- teaches pupils to confidently and consistently express preferences
- enables pupils to exert autonomy in a variety of contexts, whatever their future life beyond school may be

Implementation

These intentions are achieved by:

- offering pupils a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
 - Cognition and Learning: sensory exploration/messy play, sensory cookery/messy food play, art and musical activities
 - Communication and Interaction: sensory stories, TACPAC, Intensive Interaction
 - Sensory and Physical Development: Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy, Physiotherapy Movement Programmes
 - Social and Emotional Development: fostering independence in personal care, encouraging community awareness and inclusion
 - Where appropriate, pupils may work towards units within OCR Life and Living Skills
- recognising that repetition is an essential part of the curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests

- ensuring that activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- providing the technology required to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer
- encouraging effective communication, including the use of AAC where appropriate
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits and sporting competitions
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- ensuring that pupils are properly prepared for their life beyond school by giving them the opportunity to access activities in the community and social care facilities

Thematic Approach

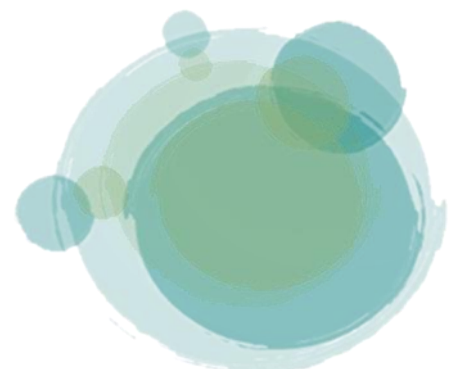
A thematic approach to the curriculum is used because it is felt that this is most suited to enabling the pupils to make links across all curriculum areas and promote the generalisation of their learning:

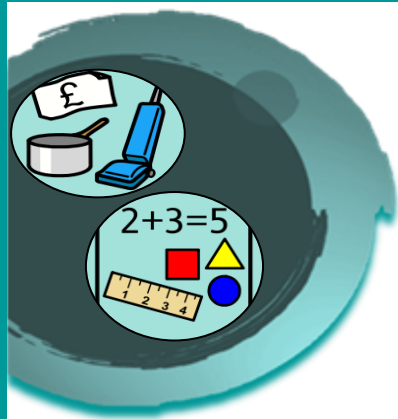
	Autumn	Spring	Summer
Year 1	The Magic of the Musicals	Wonderful Wildlife	The Grimm Brothers
Year 2	Dreams	Eurostar	Prehistoric
Year 3	Our trip to Hogwarts	Around the world	Our blue planet
Year 4	Through the Looking Glass	Gap Year Adventure	Carnival

Impact

The impact of the provision in P14 is measured as follows:

- Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties; each pupil follows a range of pathways through the 'Routemap'
- Pupils' progress is also recorded using the Engagement Model, which allows small steps of progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils' formative assessment
- Video evidence of pupils' progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for the next stage in their education and ensuring that they have the means to communicate their needs and preferences to those around them





The Curriculum in P15

Curriculum Pathway

Pupils in P15 are aged between 16 and 19. The majority of pupils follow the Semi-Formal Curriculum Pathway whilst some follow the Formal Pathway

Aims:

P15 follow the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum which is personalised to meet the needs of pupils in P15 and allow for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move through the Pathway to each new stage of their school life and to be well prepared for their life beyond school

Intent

The curriculum that is offered in P15:

- is differentiated to create learning opportunities, based upon individual pupils' needs
- gives pupils the opportunity to work towards accredited courses such as AQA, OCR, WJEC and Edexcel Entry Level Courses and Functional Skills and GCSEs
- encourages pupils to develop life skills for living, employment and recreation
- enables pupils to develop the skills necessary to be as independent as possible in their everyday lives, to be an active participant in their community, and to have their voice and opinions heard

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - accredited courses, including OCR and Edexcel Maths and WJEC Entry Pathways in Additional English and Level 1 Media
 - Relevant syllabus requirements for PSHE/RSE
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning and make progress
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, reading and phonics, sensory impairment, Drawing and Talking Therapy, Music Therapy and Open Orchestra

- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits, sporting competitions and the Duke of Edinburgh Award Scheme
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- ensuring that pupils are properly prepared for their life beyond school by giving them the opportunity to access community facilities, vocational learning and appropriate work experience placements

Impact

The impact of the provision within 15US is measured through the following:

- Pupils' progress is assessed with regard to their accredited courses; pupils' work is moderated and judgements are made regarding their progress towards achieving the units they are working towards
- As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for career possibilities and post education opportunities

