Curriculum

Curriculum Vision and Aims

Our curriculum is grounded in practice-based evidence, cemented in the belief and confidence that all students are able to learn, and are capable over time, of becoming happy, successful, self-fulfilling and contributing adults. We know that our children come to us with different challenges and starting points, yet our core responsibility remains- to diminish learning barriers, increase knowledge, teach positive behaviour and enhance skills and understanding; build self-esteem, confidence, strength and resilience, character and virtues. Our broad, balanced and ambitious offer provides substantial opportunities for personal development, bonded by dependable relationships, and carefully scaffolded, creates a platform for engagement and a drive for moral and civically minded successful citizens.

Ambition

Attitudes & Attributes

Skills & Talents

Independence & Happiness

Knowledge & Understanding

Quality of Life

Quality Education achieve and progress

Quality **Environment** Communication & interaction with others; Student Voice

Make Choices, develop independence, self-management & aspiration

Health & Safety, Wellbeing & Happiness

Family Support & Dyadic Work; parent/carer voice

Positive **Relationships & Community links**

Areas of Need and **Approaches**

Communication & interaction

Cognition, **Learning** & Play

Prep for key transitions/ Independence & prep for Adulthood

Social, **Emotional &** Mental Health

Health & medical needs

Sensory and **Physical**

Day and Residential Care/ Family Support

Environment

Curriculum Areas

phonological awareness, Language & Interaction, Reading Inc. early learning, writing, speaking & listening, vocabulary

Literacy.

Mathematical, problem solving & numeracy

Festivals, Community, Modern Britain, school & wider

PSHE, SRE, **SMSC**

Imaginative Learning, Investigative Science, Computing, RE, History, Geography

Creative & Expressive Arts, DT, Music, Art, Construction , Textiles, Hospitality & Catering

Sports, leisure & Fitness, Outdoor Learning, Healthy Lifestyles, Water confidence

Life Long Learning, Resilience, Independence, Life Skills, First Aid, Enterprise, DoE. National Citizen Service, Careers & **Employability**

Quality of Life & Social Care/Key Working

Modes of Monitoring, Assessment & **Progress**

Observations, questionnaires, standardised and bespoke assessments, activity analysis, cross professional communication, student progress meetings, social progress, QOL questionnaires/framework (Inc. parents & carers), learning observations & walks, learning development, performance management & CPD, ILBT, Literacy & numeracy targets, learning lunches, subject celebrations, celebration assemblies, governance and monitoring, external inspections, school to school support and challenge, 4 year strategic plans, School Improvement Plan

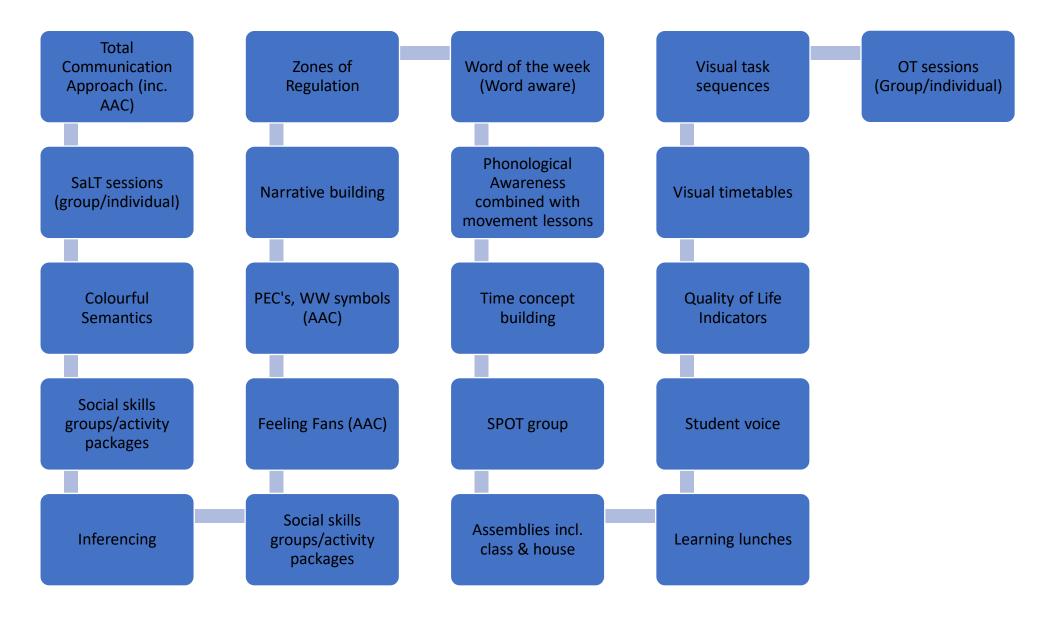
IMPLEMENTATION do we organise learning?

Outcomes

College and University Placements – Social Progress, WHSS EBacc, passport to the future, community members, clubs, friendships, barriers from starting point, quality of life (family), employment, contributing to society, quality of life framework, social mobility, Unit Awards, Entry Level, Vocational Awards, Functional Skills, GCSE's & BTEC's

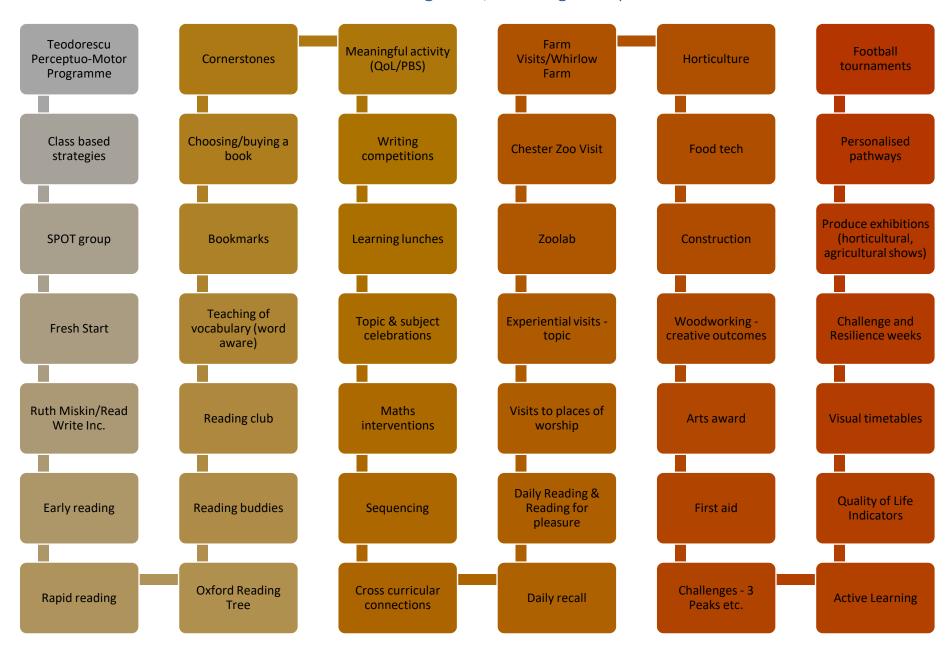


Communication & interaction

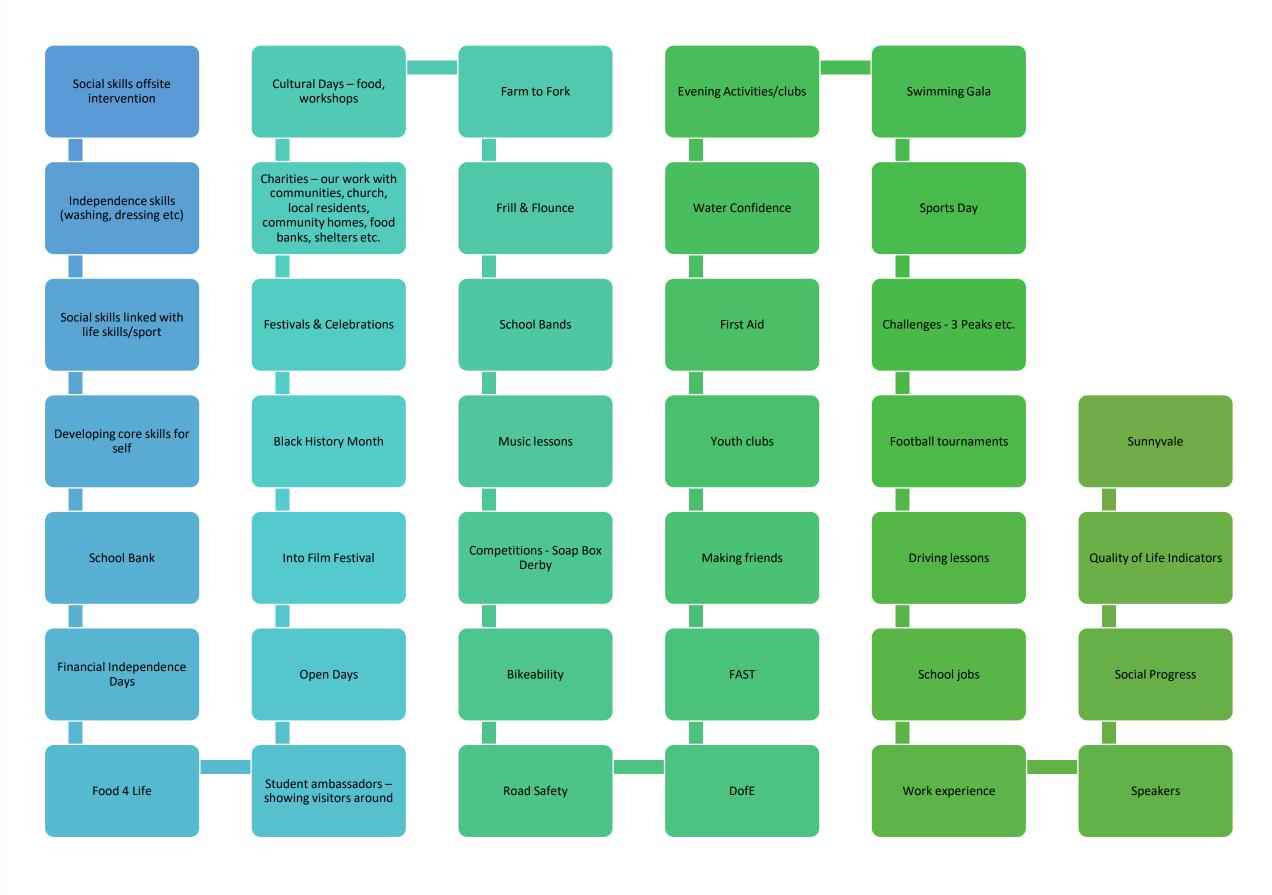




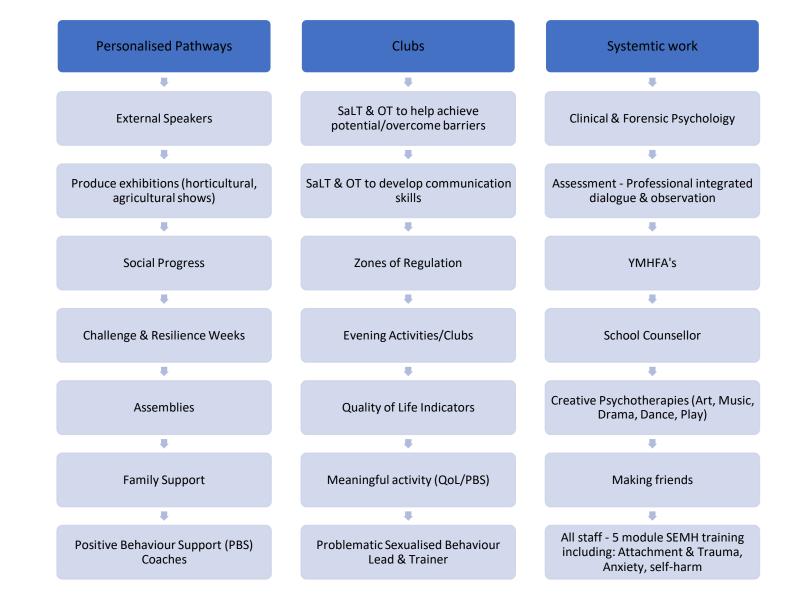
Cognition, Learning & Play













Big Talk	SCARF Bus	Sex Education & Relationships week	School Nurse	Assemblies messages	In house catering	
Mile a day track 8 challenges	Food Safety	Quality of Life Indicators	Oral Hygiene sessions	Medical support, care and vitis	Food for Life - Healthy eating	
County lines/knif crime/keeping yourself safe	Smoking cessation	Branching out	Hospitality & Catering	Unit Awards focus - catering and agriculture & horticulture		
Problematic sexualised behav Lead & traine	team to support	hygiana X	DSLx4 and roll out programme for all departments			



