**What is our intent?**

1. **Ensure we provide a happy, safe, nurturing and enjoyable learning environment which maximises learning and achievement for all**
2. **Develop strong partnerships with parents/carers to meet the needs of our pupils and students**
3. **Build strong effective relationships with all our multidisciplinary colleagues**
4. **Offer a curriculum that is creative, relevant, enterprising, exciting, motivating and reflects (pupils and students) individual preferences and needs**
5. **Promote respect, well -being, ambition, confidence and self -esteem.**
6. **Develop independent living skills to equip students with knowledge and skills to support their future.**
7. **Ensure a successful transition to adulthood and life after school.**
8. **Support our students to develop a fulfilling role in society**

We offer four curriculum delivery pathways (stage, not necessarily age related), using a creative and thematic approach- Willow-pre-formal for our students with PMLD: Ivy- semi-formal: Hazel – formal and Elder- Post 16 – functional based curriculum focused on the adult outcomes- Life Skills (towards employment), Community, Independence and Good Health.

Our curriculum is underpinned and driven by our commitment to promoting communication, functionality, independence and wellbeing (physical/mental/emotional). The centre of our curriculum encompasses the four areas of Preparing for Adulthood and is at the heart of our teaching for our pupils.

**Implementation:**

The curriculum is over a 5-year thematic cycle at Key Stage 3 and 4. This is split into 7 areas of learning which provides a broad range of experiences and build up on their knowledge of the world around them linking to SMSC and British Values. The curriculum covers all the DfE national Curriculum Statutory requirements.

For some students with more complex or sensory needs the therapies play an important part of them being able to access the curriculum; these students will take part in hydrotherapy, rebound therapy, use may sensory equipment such as the bounce balls and attention autism strategies. These approaches help engage and motivate our pupils and form part of the learning in themselves. Pupils have access to Physiotherapy and Speech and Language Therapy as needed.

At Post 16 greater emphasis is placed upon functionality, independence and preparing students for their adult life. The independent application of existing skills and knowledge gained in Key Stages 3 and 4 are seen as being as important as the acquisition of new knowledge and skills. For some students, there is a greater emphasis on preparing them for the world of work and developing employment skills through our own school café and external work experience opportunities in Year 13. Core subjects and PSHE are still important, but there is a greater emphasis on being out in the community and they can take part in creative and cultural learning through arts projects and social clubs.

**Impact**

Across the school Earwig is an electronic system used to record student’s progress and journey of learning using ‘I can’ statements, including video evidence. For some students the Engagement Profile is a more useful tool as well as detailed case study discussions reviewed every term making the learning bespoke for each student.

We are ambitious for our students and value the ultimate goal of employment and independent living, acknowledging that this is likely to require some level of support for most.

We work to a CAPABILITY model - we identify strengths and try and build on what they can do.

In short –

Promote INDEPENDENCE

Provide CHALLENGE

Develop A WORK ETHIC

Enable COMMUNICATION

Increase CONFIDENCE/SELF ESTEEM

Inspire ENGAGEMENT with the COMMUNITY

Support TRANSITION to ADULTHOOD

As an outcome at the end of KS4, each pupil will aim to gain a qualification in ASDAN: Transition Challenge where they will study modules leading to accreditation in preparation for further OCR certificates in the 6th form towards the adult pathways of promoting work skills towards employment; independent living; community inclusion and health.

**Destinations**

We aim to support students towards adult pathways and start looking at potential pathways through our annual review process as early as Year 9. Great care is taken to ensure students can optimise learning opportunities through the curriculum looking to the broader picture beyond school. Destinations include college, internships, employment and social care services. See the diagram below.

