



**Our Intent** is to offer an all-inclusive curriculum that provides parts of the national curriculum together with high level specialist provision and interventions to support the four board areas of our pupils needs.

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical, medical and/or personal care

Our curriculum is for **all** pupils at **all** levels, where effective planning, differentiation, resources, and specialist support enable our pupils to access a meaningful education. It is recognised that pupils have different levels of educational participation depending on their individual needs. This could be due to a variety of additional interventions from physiotherapy to personal care.

Our curriculum and school structure provides our pupils with a community away from home, where they develop essential social, emotional, health and well-being skills. They are learning how to communicate, function, behave and interact in society. They make friends, connections, memories and celebrate with others - no matter age, sex, disability, religion, or culture.

**The implementation/content** of our curriculum is centred around our school values and termly topics. Our topics are linked across the whole school. Whole school topics promote inclusion and are accessible to **all** pupils at **all** levels.

Pupils are inspired by each other; they pick up incidental learning from their peers, their support staff, from other classrooms, hall/corridor displays, artwork and/or by participating in shared creative activities, educational visits and whole school assemblies. Pupils experience shared success. Greater collaboration and interaction at all stages of the teaching and learning process, strengthens our cross-curricular links.

Topics are considered and selected yearly, to reflect upon our current pupil cohort to engage their interests and participation.

Our curriculum is a story that we build around. The termly topic gives a framework for each class to work around by linking to stories, songs, practical, creative and core skills activities, real life situations and pupil's current knowledge. It makes learning more

meaningful and relevant. Discussions and learning tasks introduce new experiences which extends on their knowledge and language skills. Learning is about the world around them and this supports confirmation of learning - they remember and helps them to retain the information.

For example, 'Bright Lights and Cities' topic is linked through counting/sorting toy buses and taxis to planning and comparing costings for a trip to London. Literacy relates to age-appropriate songs or stories about London, role playing, having tea with the Queen or studying facts about the Great Fire of London and the Royal family.

Pupils are regularly assessed against their B'squared levels, this provides clear learning objectives and progression routes in all relevant core subjects and across their individual areas of need. This informs our teachers of individual pupils expected learning objectives, so all pupils learning is continuously being extended as they progress, and pupils are being challenged to move on.

Reading is our whole school incentive, and it is encouraged and promoted continuously. Methods of reading range from book reading schemes to authentic resources such as magazines, on screen controls, signage, packages, directions, labels etc.

***We believe reading has a profound impact on our pupil's independent living skills, development of communication and gives them opportunities to make choices.***

Specialist support and individual programmes for communication, sensory, physical, medical and/or personal care are embedded into pupils' weekly timetables.

Pupils are supported to learn how to self-regulate and reflect on their behaviours. Where required, pupils may have an individual 'positive support plan.'

Pupils social, emotional and health and wellbeing is prioritised **above** our educational provision.

**The impact** of our provision is to support and provide the specialist help and resources for our pupils, to work towards meaningful independent living skills where they can make informed choices and become valued members of their community.