



WOOLANDS SCHOOL – CURRICULUM STATEMENT

The curriculum at Woodlands is designed for our current cohort of pupils who have a wide range of learning, physical, communication and health needs.

We offer a broad and balanced curriculum based on the UK National Curriculum, with the content being carefully adapted to meet the diverse needs of our pupils.

We believe in a broad and balanced curriculum where all subjects are valued. Our curriculum will equip our children with a breadth of knowledge and skills in all areas of learning and have opportunities to participate in carefully selected extra-curricular activities to support them in developing life-long interests and hobbies. As pupils transition through Key Stage 1 to Key Stage 4, opportunities to develop communication and literacy skills are embedded within all areas of the curriculum.

Alongside functional literacy and mathematics, the development of independence, life skills along with appropriate skills for the world of work receive increasing focus for all pupils as they move throughout the school.

Social Emotional Mental Health & Well-being and British Values is supported and promoted through targeted classroom activities, the PSHE, PE and RE curriculums, daily reflection, lunch time clubs, focussed weeks such as Feeling Good Week and Science or STEM week, departmental and whole school assemblies and therapeutic interventions such as Sensory Integration and music therapy.

INTENT:

- To foster a love of learning and promote fun and engagement, building on learning, progressively acquiring the knowledge and skills needed for the next stage in their education.
- To prepare all pupils for adulthood and their future pathways through a broad, balanced but flexible curriculum that is personalised and appropriate for their individual needs.
- To ensure that communication is at the centre of the curriculum with opportunities to develop communication and conversational skills provided throughout the day and in a number of different settings and environments.
- To promote daily opportunities for pupils to become increasingly independent and develop their life and self-help skills.
- To continue to develop pupils literacy and mathematics skills and provide opportunities for them to apply those skills in real life contexts such as food technology and shopping.
- To develop pupils skills in all areas of the curriculum.
- To enable pupils to access as many learning opportunities across a broad and balanced academic curriculum as possible, and help them identify their motivations and interests.
- To promote Social Emotional Mental Health & Well-being and foster learners' self-esteem and self-confidence, along with their ability to manage their own emotions.
- To develop their understanding and awareness of safety within school and the wider community including road safety, stranger danger and online safety.
- To develop pupils' reading fluency and love of books, as well as their ability to obtain information from a range of texts.
- To enable pupils to express their ideas through writing and their use of the English language through spoken word, signs or symbols.
- To develop pupils' understanding of the importance of Mathematics in everyday life, their understanding of mathematical concepts, and how to apply mathematical skills in a meaningful way in real life situations.

To give our pupils the skills to:

- Communicate their feelings, emotions and preferences leading to development of autonomy, self-advocacy and self-expression in adult life.
- Complete tasks and engage in activities with increasing independence
- Confidently socialise with others in order to enable them to develop and maintain positive and healthy friendships relationships.
- Keep themselves safe in a variety of contexts.
- Develop their own interests, hobbies and careers.

IMPLEMENTATION:

- Pupils engage in a wide variety of learning situations from whole class, small group or 1:1 sessions as well as having opportunities to work independently where appropriate. They also have opportunities to learn from external tutors and coaches.
- Our Curriculum is designed to meet the needs of our Emergent, Early Conventional and Conventional pupils.
- All of our lessons are highly differentiated and take account of pupils' physical, learning and access requirements; and their interests allowing opportunities for deep learning and transferring skills
- Where appropriate, for pupils working within our Emergent levels of learning, the curriculum is delivered with the areas of Engagement in mind. These are: exploration, realisation, anticipation, persistence, initiation.
- Our implementation of the English curriculum involves specific individual learning activities in the areas of reading, phonics and writing.
- We encourage pupils to develop reading skills through shared reading of motivational texts, reading comprehension, self-selected and independent reading. These activities are implemented daily and aim to support the development of reading fluency. Alongside this, all pupils from Reception engage with the Little Wandle Letters and Sounds revised DfE approved Phonics Programme.
- We enable and support pupils to develop their skills and understanding of Mathematical concepts through daily explicit instruction in Number, Geometry, & Using and Applying. Across the curriculum, pupils are encouraged to transfer their Maths skills functionally. We use Numicon across the school to support the development of pupils' number knowledge, at the earliest levels of learning through play and progressively through practical application.
- Pupils' spiritual, moral, cultural, mental and physical development is promoted through a comprehensive PSHE, RE and PE curriculum, which also prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Through the ICT curriculum pupils are supported to develop their skills in using hardware and software to enable them to manipulate information independently. They also develop their awareness of online safety.
- The Science curriculum is delivered weekly and encourages the development of ideas and ways of working that enable pupils to make sense of the world in which they live. In Science lessons, pupils participate in practical investigations of the world around them to deepen the knowledge and understanding of the concepts involved.
- Through our Creative Arts curriculum, we engage, inspire and challenge pupils, equipping them with knowledge and skills to experiment invent and create their own works of art, craft and design using a wide range of materials and techniques appropriate to their physical skills.
- Drama is a wonderful opportunity to develop pupils' confidence, communication skills, self-expression and physical skills, they take part in departmental productions which are celebrated across the whole school

community. During the Spring and Summer terms, drama can be incorporated into curriculum focus days and into other subjects such as History, Music, PSHE and RE. Pupils benefit from regular visits from the Head2Head Theatre Company, Bamboozle and Singing Hands.

- Music is taught weekly in all of our classes, and is also utilised in other curriculum areas as an important tool in developing areas of communication and interaction, self-expression, the development of gross and fine motor skills, listening skills and attention and concentration skills. Pupils have access to a variety of traditional musical instruments and also a range of assistive music technology equipment such as SKOOGs, Beamz and eye gaze accessible music software.
- Opportunities to develop pupil achievement within the four areas of their EHCP is incorporated into timetables.
- Opportunities for every young person to experiment with ideas, take initiative, learn from mistakes, work collaboratively and become more self-directed in their learning.
- Pupils have an increasing number of opportunities to contextualise their learning and begin to develop their functional and life skills within the wider community as they move into the Upper School. Pupils attend Gymnastics, Swimming, Cycling, Horse riding, weekly shopping, visits to the local café or garden centre.
- Pupils have access to a number of targeted supportive programmes or therapies that enable them to overcome barriers to their learning. Some of these are:

Sensory Integration

Rebound Therapy

Music Therapy

Hydro Therapy

Occupational Therapy

Speech and Language Therapy

Physiotherapy

Mindfulness

- All pupils have an Individual Mobility Programme with personalised targets and strategies aimed at developing pupils' physical and safety skills and independence with planned opportunities to begin to work on these skills within the wider community.

IMPACT:

- Pupils enjoy coming to school and are settled, motivated and engaged with all of their activities throughout the school day.
- Pupils make at least good, but mostly exceptional progress in curriculum areas.
- Pupils make excellent progress in the key areas of Communication and Interaction, Cognition and Learning, Social and Emotional Health and Physical and Sensory.
- Pupils are equipped with skills that they can transfer and embed into new and real life settings in order to successfully transition into their post 16 setting.

Pupil progress is tracked and carefully monitored using a combination of systems depending on the needs of the individual pupil and includes:

Photographs and observations

Termly reviews of core curriculum progress using SOLAR assessment

Termly reviews of progress towards annual EHCP outcomes

Annual reviews of foundation curriculum progress using SOLAR assessment

Therapy reports

Evidence in careers files

Annual review of EHCP reports

The content and quality of the curriculum are monitored and reviewed by the subject coordinators and the Deputy Head. The Senior Leadership Team regularly monitors the quality of teaching and learning through lesson observations, regular learning walks and through feedback from teachers, support staff and the pupils themselves through the school council.

