

Resource Provision Curriculum

We believe that all of our learners who present with special educational needs deserve a holistic, life-enhancing curriculum that enables them to develop both effective and functional communication and social skills. We work within a flexible framework, which is responsive to their needs, promotes independence, thinking and problem-solving skills in a range of contexts, thus preparing them for the next stages of their learning. Our curriculum is focused on stages rather than age. We pursue excellence in all activities within school- including therapeutic, play and life-long learning opportunities. We strive to build emotional regulation and resilience in all areas to promote positive mental health and wellbeing.

Learners in the Resource Provision follow an EYFS approach to learning through planned, purposeful play and a mixture of adult-led and child-initiated activities. We create a well-organised learning environment that is challenging, stimulating and based on fun and enjoyment. We deliver a thematic approach by personalising learning experiences that are practical, engaging and pupil led focusing on unlocking their potential and maximising their progress. We use a range of pedagogical approaches and teaching styles with a consistent focus on a strengths-based approach in line with Individual Educational Health Care Plan targets whilst recognising and valuing input from families and specialist services. We use the SCERTS Framework and therapeutic input to enhance the learning at all stages of development. We aim to provide a broad and balanced curriculum, which is tailored around the needs of each learner. Every step must be part of a functional and meaningful path for each individual young person, not part of a pre-programmed or linear route. We promote learner voice through a total communication approach that includes the use of the correct combination of communication methods to support communication development such as non-verbal and verbal communication. Learners in our Pre Formal and Semi-Formal Explore pathways follow a sensory-based curriculum, taught through four key areas of learning that provides them with opportunities to develop their skills and widen their experiences through a range of topics and experiences. Learners on the SEMI-Formal Challenge pathway follow an adapted version of the national curriculum, working on a wide range of subjects in practical, engaging ways. Learners within the Formal Pathway follow an adapted version of the National Curriculum as well as having personalise learning programmes to develop social and communication skills through a variety of learning experiences both in school and in the community.

We measure the impact of our curriculum by gathering personal and academic progress through a range of sources. Our assessments are supported by multi-agency teams looking at each child individually, capturing a holistic approach. Our formative assessments draw on a wide variety of evidence, which captures learning from different areas. This is integral to teaching and learning and helps build aspirational short- and long-term targets that are based on a developmental perspective. Data analysis is used to give helpful feedback to children, families, and stakeholders. Every learner has their own personalised learning goals that are small steps targets that lead to the long-term outcomes on their EHCP. Progress towards these is measured continuously over time.

Small step progress for learners on the Pre-Formal and Semi-Formal Explore pathways progress will be assessed using the Engagement Model. Small step progress for learners on the Semi-Formal Challenge pathway is assessed using EYFS Assessment Frameworks.