



## Learning Opportunities

### Whole-School Curriculum Offer

#### Intent

Our curriculum is designed to be ambitious, meaningful and tailored to meet the diverse and complex needs of our students. It is rooted in a holistic approach that supports every student to thrive academically, socially, emotionally, and physically. We are committed to providing an accessible curriculum which is relevant, exciting, stimulating and creative.

Our aim is for every student to enjoy learning and to gain the knowledge, skills and attributes to lead happy, fulfilling and successful lives in the future. We are well placed to offer educational experiences at the most appropriate level, and with the required level of support.

In acknowledgment of their individuality, we ensure that students are provided with opportunities and experiences which enable them to develop their fullest potential and to make progress based on their starting points.

Our intent is built around personalised progress, not one size fits all outcomes.

- Provide a broad, balanced and inclusive curriculum that prepares students for life beyond school that recognizes and builds on individual strengths.
- Ensure all students access personalised learning pathways aligned with EHCP outcomes and developmental stage, not chronological age, breaking learning into small achievable steps.
- Promote functional communication, independence and emotional regulation as key pillars of lifelong learning alongside academic content.
- Offer a multi-sensory, therapeutic and structured environment where barriers to learning are removed.
- Celebrate progress in all its forms—academic, behavioural, social and sensory.

#### Implementation

We deliver our curriculum through a responsive, adaptable and inclusive structure grounded in specialist SEND practice and Quality First Teaching.

#### Personalised Pathways

Students are placed on differentiated curriculum pathways based on cognition, communication, and sensory needs.

- Teachers design lessons that are carefully sequenced and scaffolded to support incremental progress.

- Staff celebrate small wins daily, building student confidence, engagement and independence.
- Progress is recorded holistically – across academic, communication, emotional and social domains.
- EHCP outcomes directly inform medium-term plans and daily teaching.

## **Curriculum Expectations and Personal Development Enrichment**

All students access a core curriculum of:

English (including reading and communication)

Mathematics (including functional numeracy)

Science

PSHE & RSE

All students access a curriculum of:

Physical Development

Outdoor Learning

Art

Digital Functional Skills

Personal Development & Enrichment; life skills, enterprise, therapeutic sessions, visits, and creative learning opportunities, horse riding and fishing.

KS3 students access a curriculum of:

History

Geography

1-1 Reading Interventions

## **Specialist Support**

Curriculum delivery is enhanced by input from SALT, OT, EP, and external professionals.

Classrooms are communication-friendly and use Total Communication.

Staff are trained in trauma-informed practice, emotion coaching, and positive behaviour support.

## **Integration of Key Priorities**

Our curriculum is shaped by four key priorities across all subjects:

- Communication – teaching expressive and receptive language through explicit strategies.
- Independence – promoting choice-making, self-help skills and regulation.
- Engagement – increasing motivation, curiosity and ownership of learning.

- Well-being – embedding emotional literacy, sensory regulation and safety in the curriculum.

Our school Values are intrinsically linked throughout the curriculum:

**Tolerance, Courage, Friendship, Respect and Patience.**

### **Impact**

We measure impact through a triangulated model of assessment, using qualitative and quantitative data to reflect small-step progress and holistic development.

- Reviewing progress towards EHCP outcomes termly with families and professionals.
- Capturing academic and functional skills through bespoke assessment frameworks such as the Engagement Model, Sonar and school-devised skills ladders.
- Monitoring communication, independence, behaviour, and emotional regulation using evidence from class staff, therapists, and specialist teams.
- Recording student voice using accessible methods (visual and verbal).
- Evidencing preparation for next steps: reintegration, transitions to college, supported employment or adult life.

### **Outcomes include:**

- Improved student engagement and participation
- Progression in communication and independence
- Successful transitions and increased family confidence
- Sustained well-being, regulation and relationships.