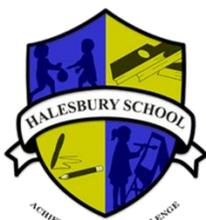


HALESBURY SCHOOL CURRICULUM



CURRICULUM INTENT, IMPLEMENTATION AND IMPACT



Halesbury School

Curriculum Intent, Implementation, Impact

INTENT

At Halesbury School, we provide all pupils access to a varied and meaningful learning experience that is appropriate to their learning needs. In the hope that they will acquire personal skills, attributes, knowledge and understanding necessary for them to have the most fulfilling and independent life as possible.

Curriculum Aims				
Early Years (EYFS, Yr 1,2)	Primary Pathway (Yr 2,3,4,6)	Secondary Pathway (Yr 6,7,8,9,10,11)	Rainbow Pathway (Yr 2-11)	Post 16 (Yr 12-14)
<p>Developing functional communication skills through a stimulating learning environment</p> <p>Supporting learners to develop a communication strategy, so they have a 'voice'</p> <p>Developing pre-learning skills of attention and focus as a pre-requisite to learning</p>	<p>Building on functional communication skills and applying these through structured play and learning activities</p> <p>Developing learning skills to all for progress and achievement</p> <p>Developing social communication skills that support individuals in working alongside and with peers</p> <p>Developing an understanding of emotions and feelings</p> <p>Developing basic functional skills of reading, writing and number</p>	<p>Developing individuals who are resilient, happy and kind and ready to embark on the next phase of their journey</p> <p>Supporting learners to make progress and achieve</p> <p>Developing an understanding and awareness of self-help strategies</p>	<p>Building on functional communication skills and applying these through structured play and learning activities</p> <p>Engaging in activities with increasing amount of focus in structured sessions</p> <p>Developing basic functional skills of reading, writing and number</p> <p>Developing an understanding of own sensory needs and how to support them through structured sessions.</p>	<p>Developing appropriate independence skills.</p> <p>Working with external providers to support development of social strategies.</p>

			Developing an understanding of emotions and feelings	
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For each pupil their next step will be based on their retention and assessed previous skills and knowledge rather than for their age or year group. Due to the needs of an individual pupil, steps may be broken down further and further personalised. The curriculum provides the opportunity for pupils to access a curriculum at a differentiated level. As a result pupils are placed in mixed age classes in each key stage where the classes are grouped on a range of factors, e.g. pupil need, abilities and friendships. The curriculum then works on a 4 years rolling programme with a whole school theme being allocated termly.

The following are fundamental to curriculum delivery at all levels;

- Engagement and enjoyment
- Communication and understanding
- Personal and social development including increasing awareness of self, their own emotions and relationships with others.
- Independence including life-skills

Progression is not necessarily about movement up a ladder of skills and knowledge. Lateral progression is important in being able to apply the skills and knowledge that have been learned. E.g. to different contexts, situations, with less scaffolding and support, with different people and in different environments. Retention of the foundation fundamental skills and knowledge to embed into the long term memory is also important to know more, do more and remember more.

We want pupils to have a successful transition into and out of Halesbury.

IMPLEMENTATION

Students typically experience the following lessons, which we have broken down into four broad areas:

	Core Learning	Inter-personal skills	Creativity	Social humanities
Early Years	Numeracy Literacy / Phonics	Out & About Circle time / story time Zones of regulation Forest School	Expressive Arts & Design	Understanding the world
Primary Pathway	Maths Literacy / Phonics	Independence Out & About Forest School PE / Relaxation Zones of regulation SCERTs	Creativity Food technology Music	World Around Us
Secondary Pathway *	Number & Problem solving Communication, Language & Literacy Science	PSHE Independence PE Careers Zones of regulation	Creative ICT Food technology	World Around Us Language - Makaton
Rainbow Pathway	Maths Literacy / Phonics Science	Out & About PSHE Independence PE Zones of regulation Sensory / relaxation SCERTs Forest School	Creativity Food technology Music	World Around US
Post 16	English Maths	Independence Out & About Leisure ASDAN PSHE	Food technology	Preparing for Adulthood Riverside & Ashfield gardens

*Students within the Secondary Pathway will complete a variety of AQA Units from their Unit Award Scheme programme, linked to any of the lessons within their curriculum. These are selected by the class teacher and are appropriate the pupils within the class, they can range from pre-entry level to level 1.

Teachers carefully assess pupil's abilities and needs within the curriculum areas and use a range of strategies to allow individuals to access the curriculum, engage, achieve, make progress and retain information. Strategies may include: Intensive Interaction, Structured support, Visual Support, Work stations, Communication aids, work/reward/ multi-sensory delivery, repetition, etc.

Teachers work with parents/carers and any linked professionals to target the next steps in the priority areas of the EHCP. These are reviewed through the EHCP process every 12 months and progress is monitored in progress meetings termly, any additional support can be implemented from these termly meetings to support pupils.

For many of our learner's communication is a significant barrier. To help overcome this and support them with being able to communicate with each other, and with those with greater need, our pupils in Key Stage 4 will receive lessons on Makaton so that they are able to communicate with each other and pupils lower down in the school. This will then become their second language taught within school.

For some students across the school the curriculum may require further individualisation. When appropriate, some students receive additional aspects to their timetable including but not limited to:

- Social skills development
- Additional mindful activities
- Learning mentor intervention
- Work Experience placements (mainly for Pupils in Year 10 and above)
- College experience
- Duke of Edinburgh Award in Year 10 and 11
- OT support
- Speech and Language support
- Individualised social, emotional and mental health support
- Equestrian centre
- Animal care / therapy

IMPACT

The aspiration for all pupils who attend Halesbury School is that they:

- Achieve their potential in all aspects of their development
- Develop the ability to recognise, communicate and manage their own emotions in appropriate ways
- Develop self-esteem and self-awareness to recognise their own strengths and personal qualities or skills that they can take into the local and wider community

The impact of our curriculum is measured in a variety of ways, these include;

- Pupils making progress towards/achieving their intended outcomes on their EHCP.
- Pupils making progress in the curriculum – evident on DAPA, SCERTs, Early Years Goals
- External accreditation for pupils in secondary pathways – AQA Units completed, Entry Level certificates, Functional Skills, GCSE's
- Being able to use existing skills in a wider context
- Successful transition in and out of setting
- Destination follow up calls to ensure Post 16 transition has been successful
- Reviewing individual pupil behaviour plans
- Reviewing pupil attendance data

Other ways the impact of the curriculum are monitored include;

- Learning walks / lesson observations
- Book trawls
- Moderation
- Pupil progress meetings

Our curriculum and its impact is never complete, we see it as a 'working document' which is regularly reviewed and improved by leaders and staff during meeting times to ensure it continues to fulfil our intent.