



## Meadowside School 2021 - 2022: INTENT: Designing Successful Learning Journeys

Our Vision for Meadowside School is :



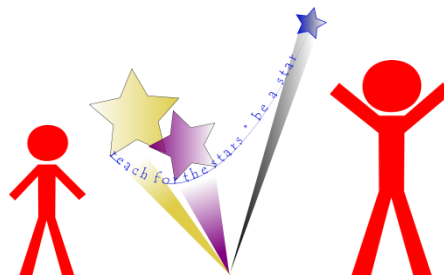
**Inspiring Brighter Futures**

Our Vision for Meadowside School is to:

- Enable each pupil to shine every day &
  - Inspire every pupil & their family to achieve a brighter future

By Being:

- A model of best educational practice,
- Developing cultural capital &
  - Working collaboratively within our community.



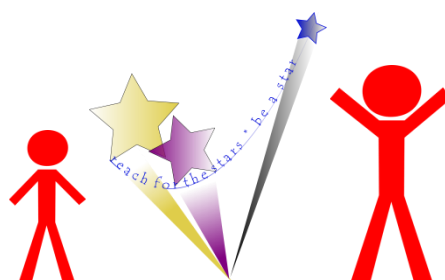
Paula Wareing: September 2019  
Reviewed: Jan 22, Sept. 21 May 21, January 2020

Curriculum Committee: 11.05.21  
28.01.20

## Our Vision and Values:



Working in consultation with pupils, families, staff and our wider community on a personalised, child centred learning journey in preparation for the choices of adulthood:



## Leaders at all Levels Drive a Curriculum **Intent** that:

- ✓ 1. Ensures the learning journey that each pupil takes through their education is learner-centred, informed by their EHCP, their and their family's aspirations, in Preparation towards their Adulthood.
- ✓ 2. Galvanises Governors, Senior and Middle Leaders, Teachers and support staff in a shared vision for each pupil to succeed.
- ✓ 3. Transforms practice, so if a child can't learn the way we teach, we will teach the way they learn, hence our school vision "[Inspiring Brighter Futures](#)" and our mission for Meadowside School to "[Be the Place to Shine](#)".
- ✓ 4. Designs curricular that provide our pupils with learning experiences that are relevant, interesting and challenging, and that interleaf opportunities for repetition as well as sequenced progression.
- ✓ 5. Creates progressive and sequenced curricular not defined by age, but by need, engagement style and achievement; **intent** on allowing pupils to achieve flexibly at any point during their school career.
- ✓ 6. Demands "Quality First Teaching" for all our achievers, with any gaps identified and addressed through bespoke evidence-based interventions, and individual learning needs are further met through personalisation.

1. The school curricular are planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Relevant qualifications and accreditation are mapped to the curriculum with further opportunities for those for whom it is appropriate through inclusion at a local High School, Work Experience and Enrichment activities. These opportunities are shaped in consultation with the pupil, their family, staff, Careers Advisor and providers and from Y9, formalised into a Transition Plan.  
Ensuring access to a relevant and fluid curriculum model (Informal, Semi-Formal, Formal, Survival), and 14-19 Progression Pathways, (Core, Vocational, Life and Social), we strive to achieve good or better outcomes to develop each pupil's academic achievement, personal development, independence, engagement, social development and build their cultural capital, as they transition through school and move towards the choices of adulthood.
2. A warm, fit for purpose, learning environment has been created to encourage pupil engagement. Curriculum and Subject Leaders having consulted with pupils, ex-pupils, families, future providers, and devised curricular which can be personalised to meet the individual needs and differentiated to meet the different starting points of each Learner, to ensure they learn useful knowledge and skills for life.
3. Having researched a wide variety of curricular models and teaching approaches, evaluated strategies and interventions, we believe that our curricular M frameworks ensure access to relevant learning opportunities and to achievement for all our pupils.  
Penny Lacey, created a curriculum model based on a personalised approach to learning, suggesting that curricular design for children and young people with complex learning difficulties needs to be constructed around "communication" and "cognition".  
She and subsequently Northern Ireland's education system, Diane Rochford, Equals and Barry Carpenter, advocated a "move away from a National Curriculum perspective to a developmental perspective", with "communication" and "cognition" as the principal concepts explicitly taught. For many young people with profound and multiple learning difficulties, subjects such as history and

music should serve to provide a context/vehicle for learning "communication" and "cognition", rather than represent the focus of learning.

4. At Meadowside, the extent to which non-neuro-typical learners engage with the National Curriculum, needed to vary, according to their achievements and diverse range of needs. We have adopted a curriculum structure which encompasses 4 fluid strata: 'Informal' (PMLD Curriculum), 'Semi-formal' (a curriculum for those who need teaching to be based around their interests), 'Formal' (Meadowside Curriculum including National Curriculum) and we are currently developing a Survival Curriculum, (the Hidden Curriculum, promoting the personal and social development of pupils and their accumulation of cultural capital, through life skills, SMSC development, enrichment activities, social communication, problem solving and discrete subjects). These fluid strata, offer a means of making distinctions between groups of learners and the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' Meadowside Curriculum including the National Curriculum.
5. & 6. Each curricular design covers skills, "sticky" knowledge and understanding across a range of areas of learning, and they are run together, to facilitate a 'learning flow' between the 4. This Graduated Approach means that provision for a learner is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other. Learners can move along the continuum in either way dependent on their needs and/or growing independent learning.

### **Curriculum Implementation**

Pupils' academic, vocational and personal progress is closely tracked electronically, against ILOs so Subject/Teacher/ Bubble Leaders can act swiftly to maintain consistent strong progress. Governors and Senior Leaders also use summative checks to plan strategically eg: to address social disadvantage, COVID-19 Catch Up or other vulnerabilities. Teachers know each pupils needs, strengths, interests and ambitions enabling them to promote knowledge and skill development towards their end goals (aspirations).

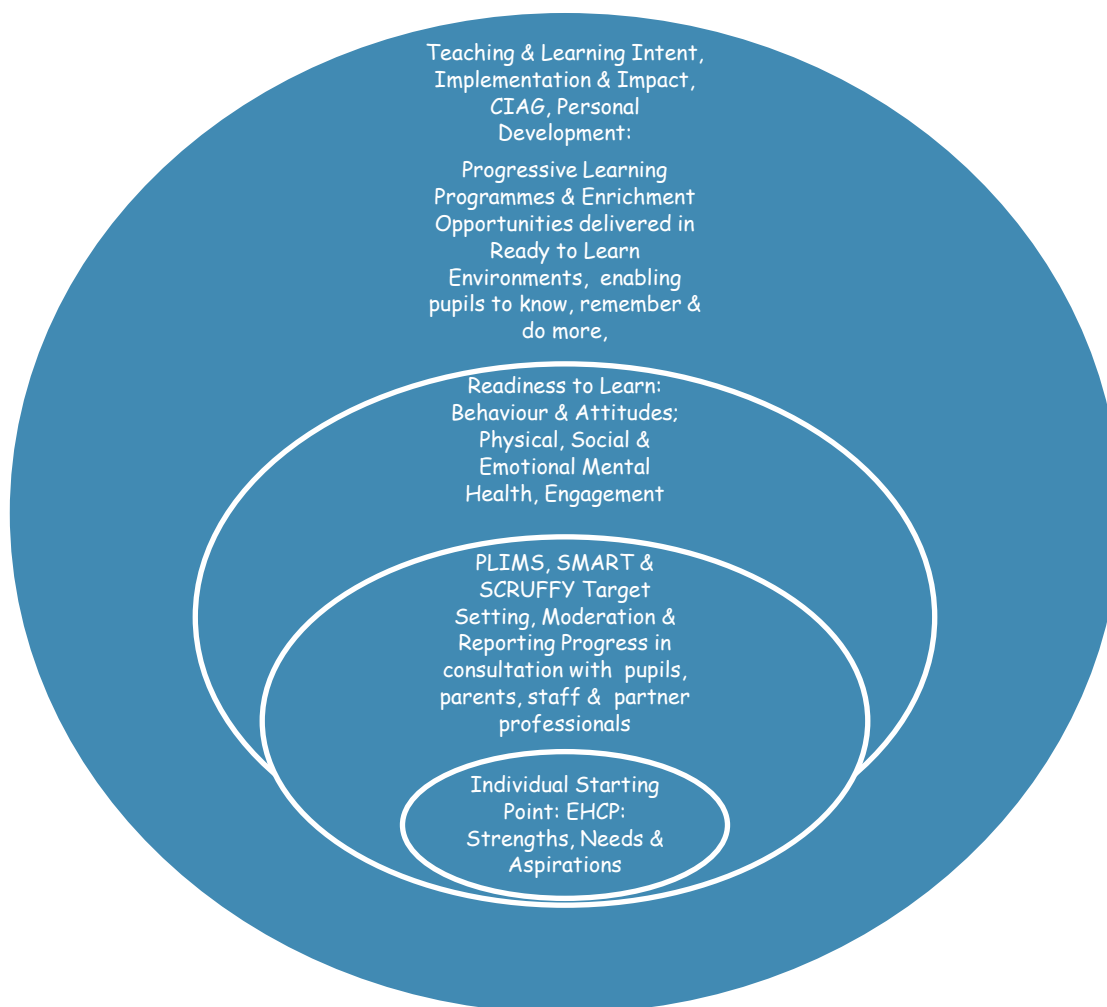
Personal development is key to all our Learners. Teachers plan activities that empower and:

- improve self-awareness and identity,
- improve choice and control,
- develop interests, talents and potential,
- build human capital and self confidence
- enable cultural capital that promotes social mobility within society,
- facilitate employability, supported living and healthy lifestyles
- enhance the quality of life and contribute to the realisation of goals and aspirations.

### **Curriculum Impact**

Governors, Senior and Middle Leaders are bound in their pursuit of connectivity between Curriculum **Intent, Implementation and Impact** to raise standards and improve outcomes. Detailed Long Term Progressive Curriculum Plans are published on our website, alongside Module Knowledge Organisers. We publish our curriculum design annually evidencing how we provide depth, balance and relevance to the needs of our Learners and their aspirations. We are committed to deepening each Learner's knowledge and skills and to build their emotional resilience so they understand real life applications wherever possible so learning is relevant and purposeful. We publish evidence of Progress via our termly Meadowside Magazine. We are developing a Survival Curriculum where hidden learning outcomes have the potential to positively impact students and even change lives.

## Child Centred: Assess, Plan, Do, Review



I Can Do.....:

I Need to.....:

I Will Do.....:

I Can Now Do.....:

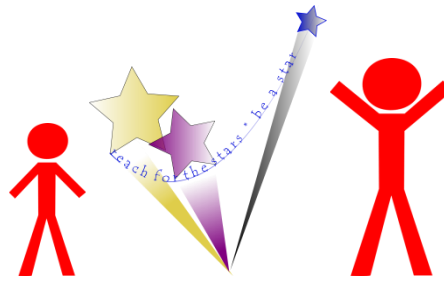
- 4 Areas of Education, Health, Care Plan: SEND Code of practice:

- ✓ Communication & Interaction
- ✓ Cognition & Learning
- ✓ Social & Mental Health Needs
- ✓ Physical, Sensory & Medical needs

**Intent:**

- All pupils will achieve & acquire the knowledge and cultural capital they need to succeed in life.





### Leader's Quality Assurance of each Learning Journey

In consultation with pupil, family, staff, partner professionals & community:

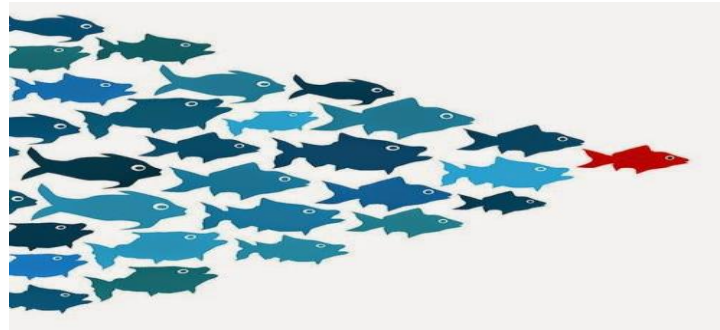
Senior Leaders and Governors are proud and ambitious for the school. Governors, based on intelligence, gathered from analysed and evaluated information provided by Leaders, challenge SLT effectively, holding them to Account for the Quality of Education & Overall Effectiveness of Meadowside School:



### Data Collection

- Strategic Purpose: **INTENT**
- Planning (SIP), Implementation & Impact - SSE
- Challenge & Support

Informed Leaders innovatively plan for improvement, driving the Team forward effectively by consulting & monitoring:



Leaders at ALL Levels establish rigorous processes for: Information Gathering, Effective Self-Evaluation & Strategic Planning: Their role is to challenge, support and develop further capacity to improve:

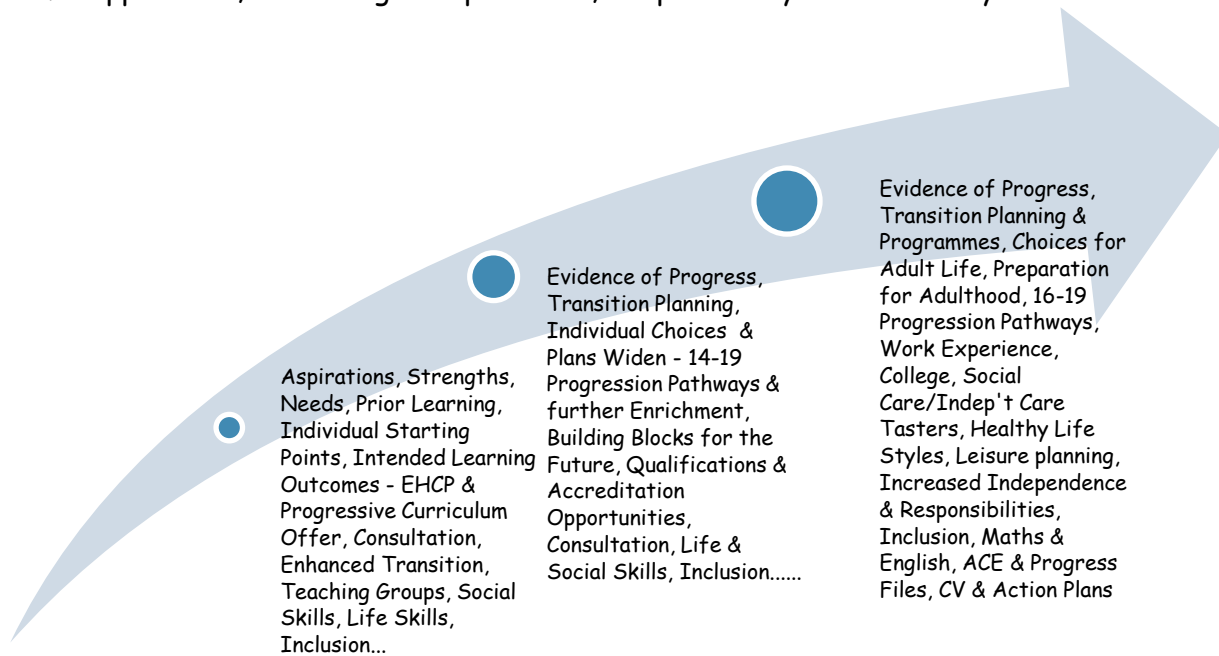
Governors, SLT, MLT: - SSE & SIP

+ Wide Consultation & feedback,  
Relevant M Curricular Frameworks and  
M Assessment Schema

Quality First Teaching, Differentiation,  
Personalisation, AfL, Moderation,  
Effective Intervention by Pastoral &  
Teaching Teams, Evidence of Progress

Leaders at ALL levels Design Child led Progressive Developmental Curricular enhanced by:

Widening Choices progressively through the Key Stages/Curricular Strata, promoting Skill Acquisition, Real Life Application, increasing Independence, Responsibility and Autonomy

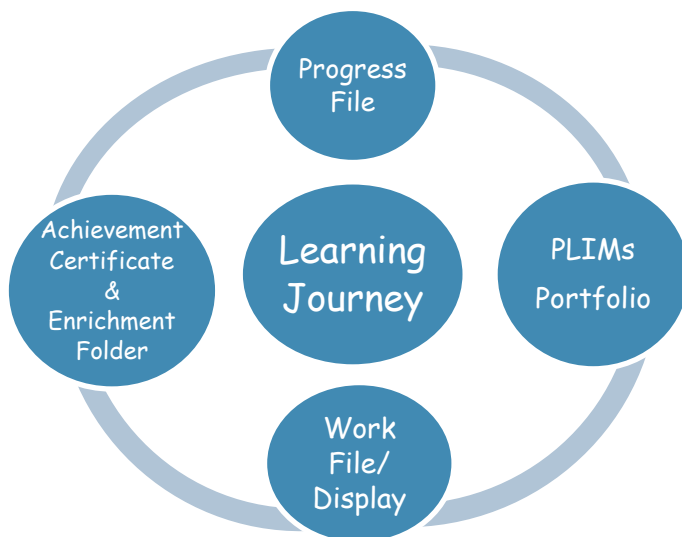


Relevant Curriculum Design: Academic, Creative, Vocational, Cultural & Personal Development Opportunities; Specific Small Group, Individual & Personalised Pedagogical Approaches

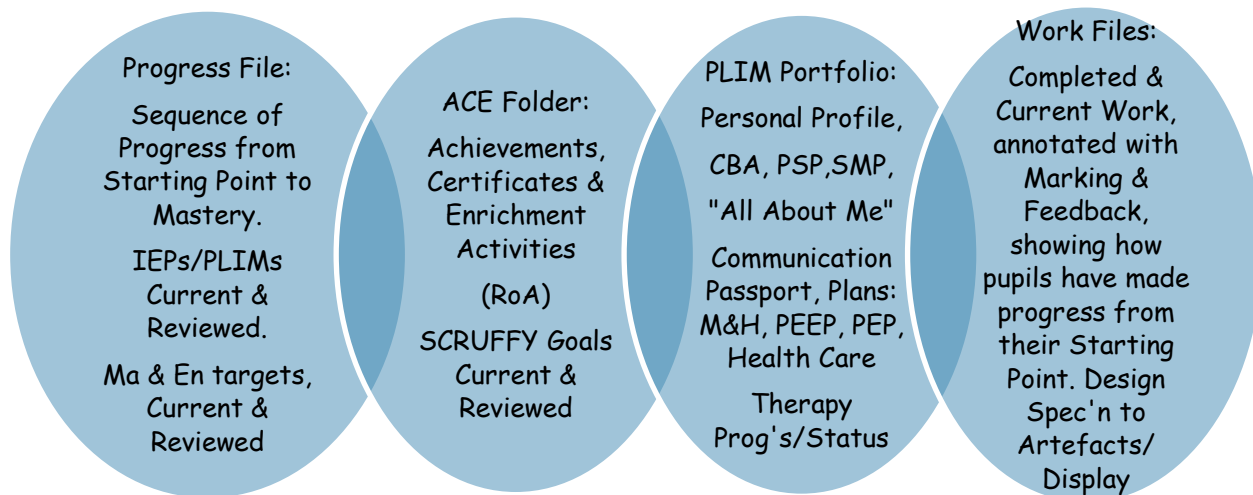


## Evidence of Learning Journey:

Pastoral & Teaching Teams ensure that evidence of progress is annotated & reported on, in: Progress Pages-collated in Progress Files, Work Books, Achievement, Certificate & Enrichment Files, Artefacts, on Displays and in other creative ways. Pupils own their journey, able to share this information at Parent Consultation Events, Annual Reviews of their EHCP/PEP, with future providers and at Careers or Transition Events:



## Progress System:





## **Assessment:**

Senior Leaders researched assessment tools for assessing progress not referenced in National Curriculum: Swiss Cottage's "Progression Planners", The Dales School's "Measuring & Assessing Pupil Progress" - "MAPP", their Continuum of Skill Development, N Ireland's Quest, Brookfield School's Silsaf, AQA, Engagement Profile, Resilience Scale and directed the design of Evidence for Learning based M Assessment Schema that reflected the relevant M Curriculum Frameworks.

Senior Leaders feel it is important to focus on "Life Skills and on Personal Development" in PfA and require Pastoral Tutors to set "Personal Learning Intentions", ("PLIs"), to address priority needs for the individual child - promoting more meaningful discussions with parents. These PLIs evolve from consultation with the child, the family, staff & the content of the EHCP. Starting points and end points must be an accurate personalised reflection of where a child is starting from and the exact, observable behaviour - objectively assessed, that is desired over time (BHFO). We have adopted "PLIMs", ("PLI Maps"), acknowledging the philosophy that an individual's learning journey can be starting from anywhere and the route they take can be varied. We have SMART targets and SCRUFFY targets to involve parents/carers and the pupil fully in the learning process.

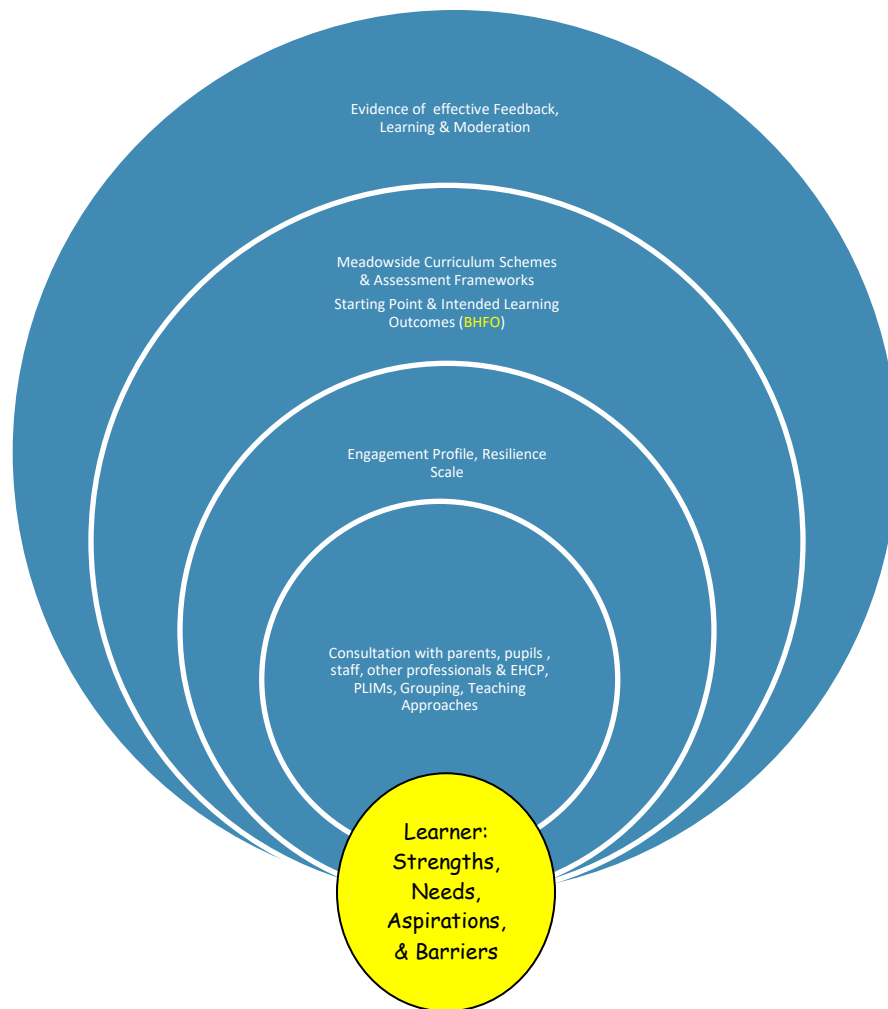
Senior Leaders have maintained the use of PIVATs & PLTs as a reference for PSD. We offer subject specific qualifications/accreditation and personal development accreditation, and we are exploring assessing Personal Development & SMSC through life skills, enrichment activities and designed hidden curricular (Survival Curriculum) that teach positive characteristics such as dignity, humility, hard work, responsibility, and appreciation. Hopefully this will raise aspiration and improve ambitions for fulfilling lives.

## **Monitoring:**

Senior and Middle Leaders monitor the effectiveness of Learning Journeys by adherence to this systems model. Leaders are expected to demonstrate (with evidence) assessment of the progress pupils have made, the effectiveness of our teaching and moderation and to feedback to pupils and parents. Governors use this information to make judgements about the effectiveness of the school. Effective assessment systems will drive improvement in teaching and learning. Assessing against nationally recognised qualifications and accreditation frameworks provides a stable and secure foundation for further learning. By consulting with other Best Practice providers our effectiveness can be more positively benchmarked.



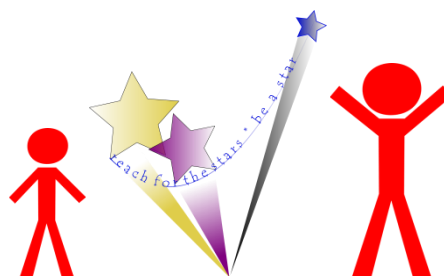
## Intent & Implementation








## Impact: Formative and Summative Assessment Model:



## Best Hoped for Outcomes

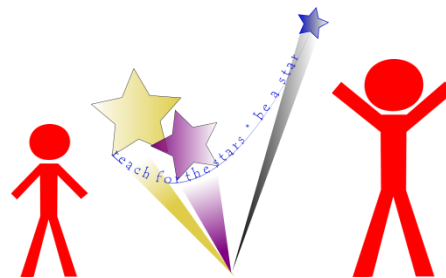


## MEADOWSIDE CURRICULUM FRAMEWORK September 2021 Links to Blanks' Levels from concrete to abstract

14-19 Progression Pathways focused on outcomes that are measured by their impact on how well the cyp is <b>prepared for adulthood</b> .	<b>Aspiration/Transition to:</b>	Old terminology – baseline levels	M Assessment Schema mapped to relevant M Curricular Frameworks, progressive & sequenced, <b>supporting BHFOs</b>	KS3 – <b>Differentiation:</b> within a Key Stage to challenge all achievers 	KS4 – <b>Differentiation:</b> within a Key Stage to challenge all achievers 	P16 – <b>Differentiation:</b> within a Key Stage to challenge all achievers 
				<b>Personalisation</b> to meet each Learner's need – stage related expectations, not linked to ARE. <b>Informal</b> (Topic Based Early Developmental Goals), <b>Pre-Formal(SI)</b> & <b>Formal Curricular + Survival Curriculum</b> 		
<b>Core</b> – New knowledge & skills, problem solving, debate: <ul style="list-style-type: none"> <li>Initiation</li> <li>Investigation</li> <li>Consolidation</li> <li>Application</li> <li>Discovery</li> <li>Curiosity</li> </ul>	College, Supported Living, <b>Employment</b> , Leisure, Work/Life Balance	P8 upwards into National Curriculum – content stage related not age related <b>relevant to their goals/choices as an adult</b>	<b>Academic Qualifications – inclusive Opportunities:</b> <b>Qualifications - Mainstream, Accreditation:</b> GCSE Art, AQA : Step Up Ma &En, <b>PSD</b> , Unit Award Scheme, <b>MAPP/PSD/PLTs/CSD</b> , Progression Planners, <b>Swim Awards, Travel Training, Residential outcomes, SILSAF Life Skills , Engagement Profile, EFL, EHCP Outcomes: PLIMS Cz/SMSC – Survival Curriculum</b>  <b>Sensory Processing???</b> <b>SCERTS???? DoE???</b>	National Curriculum Core & Foundation subjects considering options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE: SRE, Swim, Careers & IAG, RE, Improving Own Learning, Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Enrichment Activities, Progressive sequenced Learning, Working with Others, Hidden Curriculum – Cultural Capital/SMSC <b>Whole school focus on PfA &amp; Transition Planning</b>	National Curriculum Core & Foundation subjects with options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: SRE, Careers & IAG, RE, Improving Own Learning, Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Enrichment Activities, Progressive sequenced Learning, Working with Others, Hidden Curriculum – Cultural Capital/SMSC, Environmental Education, Forest Schools, Work Related Learning, <b>Whole school focus on PfA &amp; Transition Planning</b>	Core Subjects: Maths, English, Science, Computing, Art, Careers & IAG, Citizenship, Music, PE, RE, Environmental Education, Enterprise, PSHE: SRE, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Life Skills, Leisure, Enrichment Activities Work Related Learning incl: Work Experience/Simulation, <b>Key Skills:</b> Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity. <b>Whole school focus on PfA &amp; Transition Planning.</b>
<b>Vocational / Functional Skills</b> – New skills & application of knowledge: <ul style="list-style-type: none"> <li>Acquisition</li> <li>Development</li> <li>Exploration</li> <li>Initiation</li> <li>Discovery</li> <li>Curiosity</li> </ul>	Training, Internship, <b>Apprenticeship Employment</b> , Supported Living, Leisure, Work/Life Balance, Healthy Choices, Volunteering	P6 upwards <b>relevant to their goals/choices as an adult</b>	<b>Vocational qualifications. – external providers</b> <b>Accreditation:</b> AQA : Step UpMa &En, <b>PSD</b> , Unit Award Scheme, <b>MAPP/PSD/PLTs/CSD</b> , Progression Planners, <b>Swim Awards, Travel Training, Residential outcomes, SILSAF Life Skills , Engagement Profile, EFL, EHCP Outcomes: PLIMS Cz/SMSC – Survival Curriculum</b>  <b>Sensory Processing???</b> <b>SCERTS???? DoE???</b>	National Curriculum Core & Foundation subjects considering options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, PSHE: SRE, Swim, Careers & IAG, RE, Improving Own Learning, Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Enrichment Activities, Progressive sequenced Learning, Working with Others, Hidden Curriculum – Cultural Capital/SMSC <b>Whole school focus on PfA &amp; Transition Planning</b>	National Curriculum Core & Foundation subjects with options @ Y9, Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: SRE, Careers & IAG, RE, Improving Own Learning, Inclusion, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Enrichment Activities, Progressive sequenced Learning, Working with Others, Hidden Curriculum – Cultural Capital/SMSC Environmental Education, Forest Schools, Leisure Options Work Related Learning, <b>Whole school focus on PfA &amp; Transition Planning</b>	Core Subjects: Maths, English, Science, Computing, Art, Careers & IAG, Citizenship, Music, PE, RE, Environmental Education, Enterprise, PSHE: SRE, Survival Curriculum; Independent Living Skills/Self Help/Social Skills, Life Skills, Leisure Options, Enrichment Activities, Forest Schools, Work Related Learning incl: Work Experience/Simulation, <b>Key Skills:</b> Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity. <b>Whole school focus on PfA &amp; Transition Planning.</b>
<b>Life Skills</b> – Linking real life experiences: <ul style="list-style-type: none"> <li>Perseverance</li> </ul>	Supported College/Supported Living, Supported	P4 upwards <b>relevant to their goals/choices as an adult</b>	<b>Accreditation:</b> AQA: <b>Unit Award Scheme MAPP/PSD/PLTs/CSD</b> , Progression Planners, <b>DoE???</b> <b>Swim Awards, Travel Training,</b>	National Curriculum Core & Foundation subjects with options @ Y9, Communication, Numeracy, 	Communication, Numeracy, Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: Independent	Core Subjects: Maths, English, Computing, Careers, Citizenship, Music, PE, RE, Enterprise, PSHE, Life Skills, Leisure, Improving Own

<ul style="list-style-type: none"><li>● <b>Persistence</b></li><li>● <b>Investigation</b></li><li>● <b>Repetition</b></li><li>● <b>Active Involvement</b></li><li>● <b>Development</b></li><li>● <b>Curiosity</b></li></ul>	Leisure, Access to provision in the community, Life Balance, Healthy Choices		Leisure & Therapies, Work Simulation – tasters, Residential Outcomes, Residential outcomes, SILSAF Life Skills , Engagement Profile, Efl, EHCP Outcomes: PLIMS CZ/SMSC – Survival Curriculum ?SCERTS, Sensory Processing, Engagement for Learning	Literacy, PSD, Motor Skills: Gross & Fine, Swim, PSHE: Independent Living Skills/Self Help/Social Skills, Careers, RE, Improving Own Learning, Inclusion, Enrichment Activities, Topic Based Learning	Living Skills/Self Help/Social Skills, Daily Living Skills, Careers, RE, Improving Own Learning, Inclusion, Enrichment Activities, Environmental Education, Enrichment Activities, Work Related Learning, Topic Based Learning	Learning, Enrichment Activities Work Related Learning incl: Work Experience/Simulation, Whole school focus <b>KeySkills:</b> Literacy incl Communication, Application of Number, Computing, Working with Others, Problem Solving, Improving Own Learning, Thinking Skills & Creativity
<b>Social Skills /Choices–</b> Learner engagement, co-operation, communication, social interaction <ul style="list-style-type: none"><li>● <b>Encounter</b></li><li>● <b>Early Awareness</b></li><li>● <b>Responsiveness</b></li><li>● <b>Interest</b></li><li>● <b>Anticipation</b></li></ul>	Supported Living, Supported Leisure, Access to provision in the community, Life Balance, Healthy Choices	< P4 relevant to their goals/choices as an adult	Accreditation: AQA : Unit Award Scheme, MAPP/PSD/CSD, QUEST, Residential Outcomes, Leisure & Therapies, Sensory Awareness, Social Awareness CZ/SMSC – Survival Curriculum  ?SCERTS, Sensory Processing, Engagement for Learning	Holistic approaches to developing early developmental milestones in communication, early cognition and social interaction which may not be subject based. It is pupil led by the way they learn and their abilities and achievements. <b>Key Skills:</b> Communication, Using number, ICT & Thinking skills in an integrated approach. Planning, teaching, learning and assessment are built around the individual child’s needs. Our informal curriculum focuses on: My Body, My Communication, My Thinking, Me & My Community, My Care & Independence, Improving My Own Learning and offers inclusion and experience based learning using sensory approaches. We take into account individual’s preferred sensory and learning channels and their ways of processing information.		
	Support: Multi agency working collaboratively, Planned bespoke transitions, Collaboration with external providers, Inclusion, Education in the Community, Enrichment Activities, Work Related Learning, Individual Timetables, EHCPs, SMP, PSP, Help Me Sheets, CIAG, Sensory Profiles & Diets, Total Communication Environment, Assistive technologies, Moving & Handling Plans, Adaptive Learning environments, flexible grouping, Adaptive teaching styles responsive to learning styles, Social stories, emotional literacy, Multi strata curricular: subject specific formal curriculum, semi-formal for those who need teaching to be based around their interests, non-subject specific informal curriculum, survival curriculum, Risk management, SMART targets, Scruffy targets, evidence based learning, school self evaluation, school improvement planning, Shared vision, values, aims, SMSC development, Promotion of British Values& resilience, Personal & Social Development– IEPs/PLIMs, Key Skills, Active Learning, Forest Schools, Child Led learning, Person Centred Planning, ECM Outcomes, Prerequisites for learning, Discrete provision for specific approaches: ASD, Sensory, Emotional Literacy learners. Our Immersive Theatre and the use of switch/voice/movement/eye gaze operated software promotes interactive learning and an understanding of the world around them. Effective use of adults, fading & noting graded prompts/support. Access to relevant CPD. Cross phase planning.					
<b>X Phase</b>						
<b>Semi-Formal Curriculum</b> <b>Focii:</b> Aspiration/become: <ul style="list-style-type: none"><li>● literate communicators</li><li>● mathematical thinkers/problem solvers</li></ul> Acquisition of early learning skills encompassing: <ul style="list-style-type: none"><li>● development of thinking/learning skills</li><li>● play (emotional, cognition &amp; social dimensions)</li><li>● creative learning</li><li>● movement</li><li>● self-care &amp; independence</li><li>● self-regulation</li><li>● cultural capital</li></ul>	Holistic Approach: PfA – offering functional & personalised learning enabling individuals to hold a positive place in their community. Curriculum - strong foundation of life skills, promoting independence & problem solving, Pupils encouraged to develop a sense of pride, care & sensitivity towards themselves, their peers & school. Effective, focus on individual to create optimum conditions for learning as pupils are more engaged when they are interested & motivated. Curriculum areas - designed to offer something totally distinct, motivating active engagement, rather than an adaptation of National Curriculum. 6 strands deliver a broad, balanced & relevant curriculum. Thematic approach ensures activities planned to allow each pupil to achieve their full potential & be as independent as possible in their learning whilst maintaining a broad & balanced curriculum, The learning will be very much process based rather than the end product. Pupils have a personalised learning intention map (PLIM) derived from longer term BHFOs in their EHCP, with MAPP used to provide short term, personalised outcomes for each learner to make progress. Rolling programme of themes add a dimension to connect all curriculum areas together whilst providing breadth, flexibility & varied contexts for learning: My Thinking & Problem Solving, My Communication, The World about Me, Myself & My Body (Physical Wellbeing), My Independence, My Creativity.					
	Accreditation: AQA : Unit Award Scheme, MAPP/PSD/CSD, Residential Outcomes, Leisure & Therapies, Sensory Awareness, Social Awareness CZ/SMSC – Hidden/Survival Curriculum  ?SCERTS, Sensory Processing, Engagement for Learning					

<p><b>Informal Curriculum Foci:</b></p> <p>Aspiration/become:</p> <ul style="list-style-type: none"> <li>• communicators/ strategies to be heard</li> <li>• social co-operators</li> </ul> <p>Information control thinkers/problem solvers</p> <p>Acquisition of early learning skills/goals encompassing:</p> <ul style="list-style-type: none"> <li>• development of thinking skills</li> <li>• play (emotional, cognition &amp; social dimensions)</li> <li>• creative learning</li> <li>• movement</li> <li>• self-care &amp; independence</li> <li>• self-regulation</li> <li>• cultural capital</li> </ul>	<p>Connecting &amp; responding curriculum encouraging active engagement, focusing on learning early developmental goals and key skills of communication, social communication and cognition. Strives to develop independence in choice making and having more control in an individual pupil's environment, physical development and self-care. Using sensory teaching and learning approaches, via an individual's senses to help them to make more sense of the world and to build on their strengths and interests. Through a balance of stimulating curriculum contexts and learning experiences to develop transferable skills equipping them for life beyond school.</p> <p>Thematic approach ensures activities planned to allow each pupil to have a balanced, relevant curriculum, tailored to their age and stage of development &amp; be as independent as possible in their learning. The learning is very much process based rather than the end product, to stimulate their responses to sensory stimulation. Pupils have a personalised learning intention map (PLIM) derived from longer term BHFOs in their EHCP, with MAPP used to provide short term, personalised outcomes for each learner to make progress. Rolling programme of themes add a dimension to connect all curriculum areas together whilst providing breadth, flexibility &amp; varied contexts for learning: My Thinking &amp; Problem Solving, My Communication, The World about Me, Myself &amp; My Body (Physical Wellbeing), My Independence, My Creativity. Integrated therapeutic interventions delivered consistently and Postural Management. Personal identity, sensory pathways exploited: olfactory, taste, tactile, auditory, visual, proprioception /nociception/exteroception &amp; interoception.</p> <p>Accreditation: AQA : Unit Award Scheme, MAPP/PSD/CSD/Quest, Residential Outcomes, Leisure &amp; Therapies, Sensory Awareness, Social Awareness</p> <p>CZ/SMSC – Hidden/Survival Curriculum</p> <p>?SCERTS, Sensory Processing, Engagement for Learning</p>
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This summaries our Learning Journey Process 2021

Our Draft Teaching, Learning & Assessment Policy 22 has addendum: Marking & Feedback Policy Feb 20, Assessment Calendar, (the latter are under review)

Please refer to KCSIE 2021