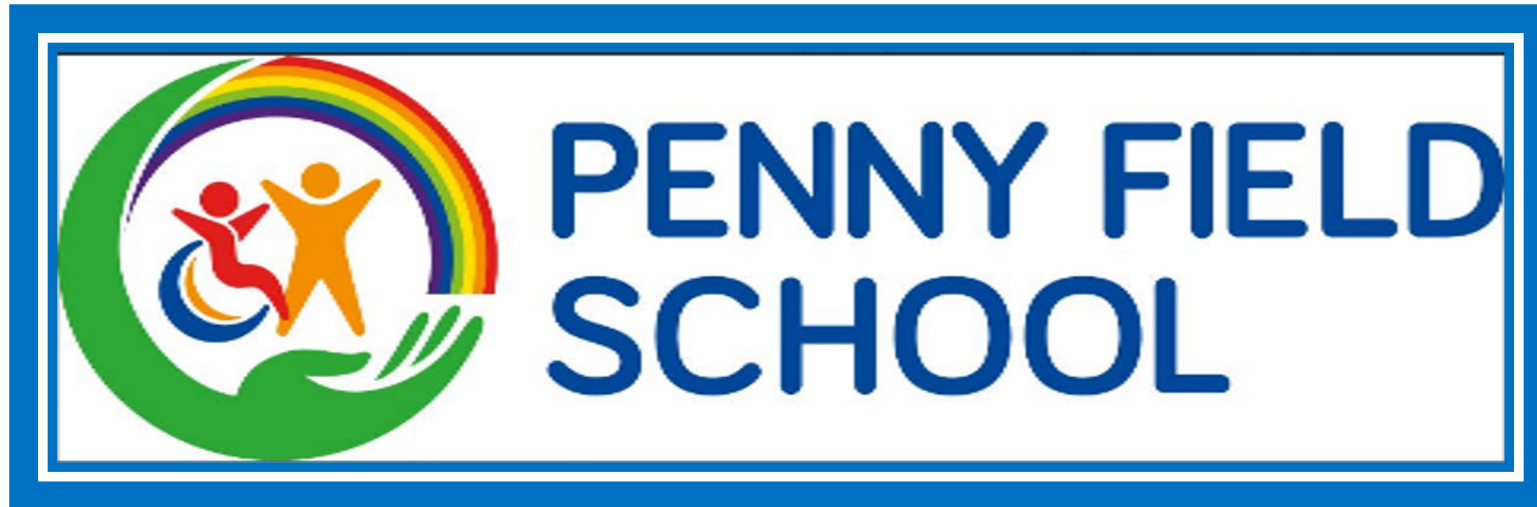


Quality of Education

Curriculum Overview



Curriculum Vision

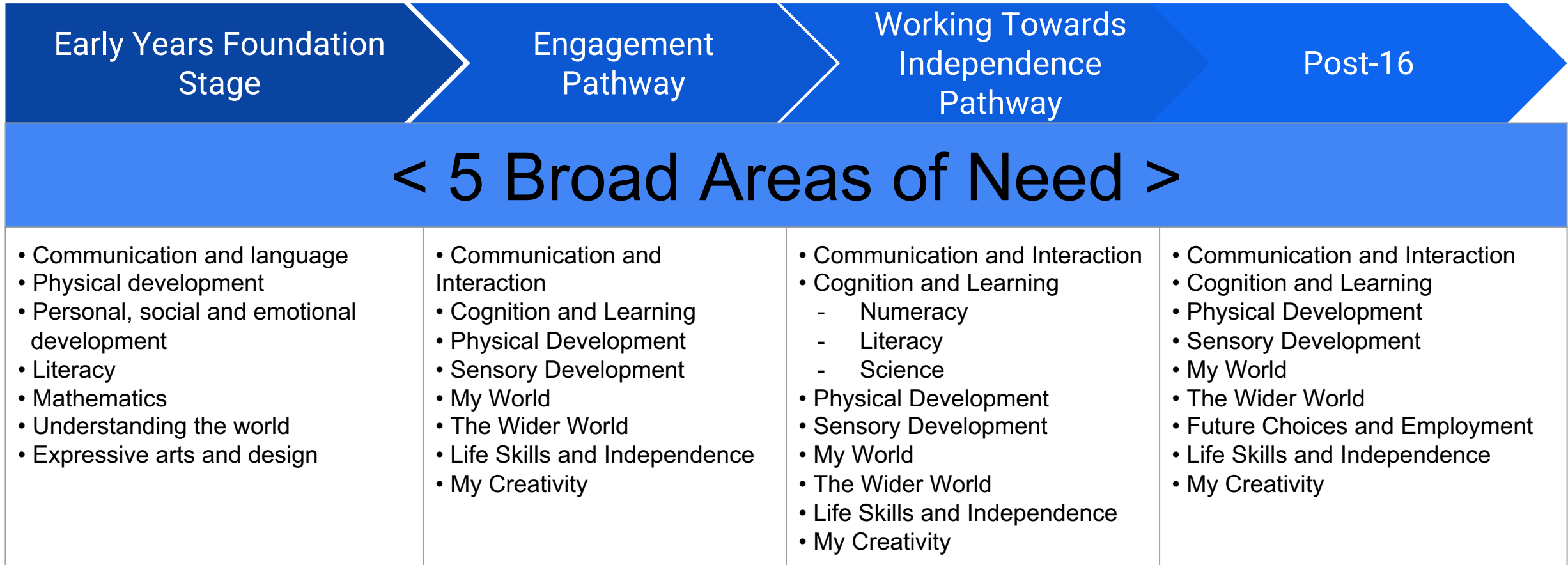
Our curriculum at Penny Field School is based on the 5 broad areas of need. It focuses on developing the key skills of communication, physical development, independence and self-care.

A rolling 3-year plan is in place which builds on themes, experiences and key learning. This provides the pupils with the knowledge, skills and understanding to be as independent as possible.

Our curriculum outcomes:

- A broad and balanced curriculum that is high quality and meets the needs of all pupils and links directly to EHCP outcomes.
- A needs led curriculum that builds on the strengths and interests of individual pupils.
- Having adapted learning experiences that are designed to be ambitious and meaningful.
- Well-sequenced steps that enable the pupils to have the knowledge and skills they need for life beyond school.
- The belief that all pupils have the right and ability to live and be accepted in the wider society.

Curriculum Overview



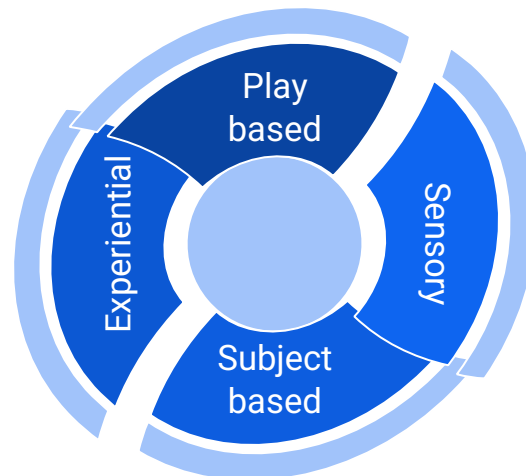
Curriculum Intent

Our intention is to develop meaningful pathways of learning that focus on the five broad areas of need (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and Physical) and provide pupils with the opportunity to focus on subject based learning where appropriate. The pathways of learning promote the importance of having high aspirations for all learners and challenges/supports pupils to reach their full potential.

Curriculum Implementation

At Penny Field School we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. We aim to identify each young person's preferred learning style and to take account of this in our planning.

Our wide-ranging & personalised curriculum is designed to meet the learning, communication, physical, sensory, emotional and cultural needs of all pupils to ensure that they are fully prepared for adulthood. It is delivered through four different approaches to learning: play-based learning, sensory learning, experiential learning and subject-based learning.



Early Years Foundation Stage Pathway

The Early Years Foundation Stage (EYFS) is the statutory framework for Early Years in England. It contains the standards that school and childcare providers must meet for the learning, development and care of children from birth to five.

The framework identifies seven areas of learning and development. All areas of learning and development are important and inter-connected. There are 3 prime areas which are important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In the early years, we believe that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. As such, a lot of our learning time is dedicated to play in its various forms.

Engagement Pathway

- The Engagement Pathway is for pupils with complex Special Educational Needs and Disabilities who are not able to access subject specific learning. It is for pupils who are working profoundly beneath age-related expectations and who are working on a more informal curriculum.
- Pupils are supported to develop across the four broad areas of need (Cognition and Learning; Communication and Interaction; SEMH; Sensory and Physical) and focus on the five areas of Engagement (Exploration; Realisation; Anticipation; Persistence; Initiation). It is a sensory approach to learning that acknowledges what learners can do by supporting and developing their strengths and abilities.
- It values the process as much as the achievement and it is flexible in order to be responsive to the needs of the individual learner. It is delivered in an integrated manner incorporating learning, therapy and health needs. Education staff work closely with various care professionals (such as nursing staff, physiotherapists, speech and language therapists and the Visual Impairment team) in order to support the pupils' individual needs and to promote development in all areas. The curriculum is focused on long term aspirational outcomes and opportunities are planned in each class and key stage to support readiness for their next stage in life.

Intent for the Engagement Pathway

For pupils:

- To make sense of the world around them
- To be able to communicate their needs and wants
- To be able to share and communicate emotions
- To be able to make choices
- To be able to interact with the world around them.
- To be a valued member of society

Working Towards Independence Pathway

- The Working Towards Independence Pathway is for pupils who are developmentally or cognitively below age related expectations but who can access National Curriculum subjects at a differentiated/adapted level. Pupils following this pathway will develop the skills and knowledge they need to be able to lead as independent, happy and healthy an adult life as possible.
- This pathway values pupils as individuals and puts equal weighting on the five areas of need (Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Life skills and Independence) as set out in the EHCPs and the SEN Code of Practice (2014). We acknowledge that pupils on this pathway can learn discrete subjects, but also recognise the importance of ensuring their learning is relevant, motivational and put into a real life context. Whilst certain skills are taught and practised as discrete subjects, we aim to ensure that learning is cross-curricular as we recognise the importance of rehearsing skills in a range of contexts in order to secure learning.

Intent for the WTI Pathway

For pupils:

- To be as independent as possible in all areas of their lives
- To be able to overcome barriers to learning and living in society
- To be able to care for themselves and make healthy choices that will enhance their lives
- To be able to find a role and be valued in society
- To be able to leave school with formal accreditations that reflect their abilities and skills

Post -16

The Post-16 curriculum caters for students in their last three years at Penny Field, until the end of the academic year in which they are 19. In Post-16 there is a strong emphasis on the development of functional skills and preparation for life beyond Penny Field.

This primarily involves students working on a broad range of skills with real-life applications, often through the ASDAN Personal and Social Development and Independent Living Skills accreditation programmes:

- Personal and Social Development - Multi Sensory Experiences
- Independent Living Skills - The World Around Us

In post-16, learning can take place out in the community, enabling pupils to make sense of the wider world, developing functional skills and preparing students for life beyond school. This may include shopping in preparation for a cooking activity, or visiting a leisure attraction.

In the build up to their transition from school to adult life, the school works closely with parents, carers and the Local Authority to explore future possibilities, help make decisions and prepare each student for their move.