

Quality of Education

Curriculum Overview



Penny Field Curriculum

The curriculum at Penny Field has been planned and developed with the needs of the pupils at heart. Pupils with severe or profound learning needs have difficulty generalising skills to new contexts, often plateau in their learning or show regression as a result of illness. Some pupils may achieve competency on certain areas of learning but continue to have difficulty carrying out self-care skills or communicating their needs. With this in mind, we planned the curriculum so that it provides relevant and personalised learning experiences, linked directly to EHCP outcomes that can then be appropriately assessed and monitored.

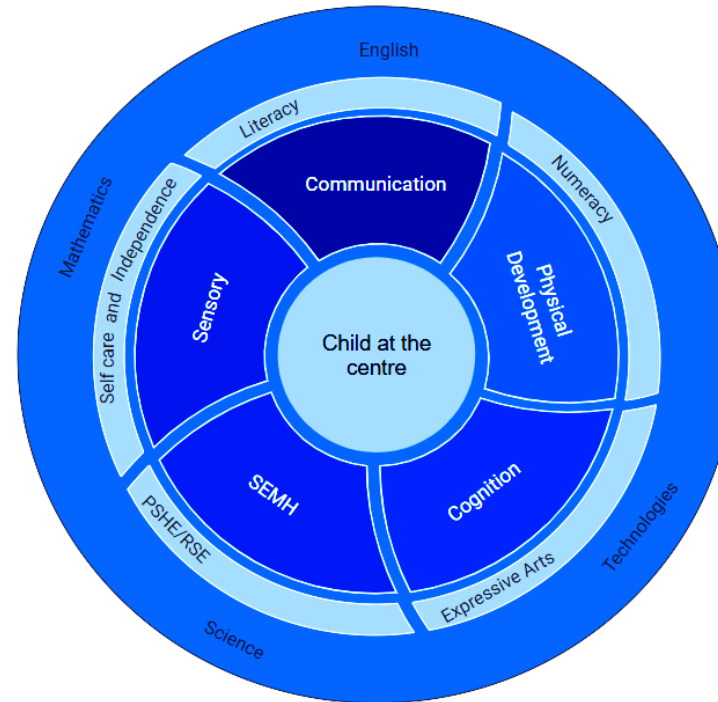
Staff have in-depth knowledge of the children and young people with whom they are working and understand the development and progression of these learners. They use specialist teaching approaches that incorporate the pupils motivators, so opportunities can be given for learners to make choices, dependent upon their means of communication and cognitive ability.

High aspirations is key to ensuring pupils access the best possible provision, learning and support. We honestly believe that keeping the child at the centre of our curriculum, we will support them and challenge them to achieve the best possible outcomes and be valued members of society. We work closely with health professionals to focus on the development of physical, communication, SEMH and sensory needs.

Our curriculum has been clearly planned by using the knowledge of experts within the school as well as health professionals who work alongside us. We have researched a range of models, such as the SENIT Developmental Journal, SL Framework for Supporting Pupils with Severe and Profound Learning Needs (Curriculum Excellence), Development Matters, Birth to 5 Matters, Engagement Model and the National Curriculum to ensure we have an understanding of the development and progression of our learners. We continue to review and improve our curriculum offer, to ensure we provide a broad and balanced curriculum that every young person is entitled to.

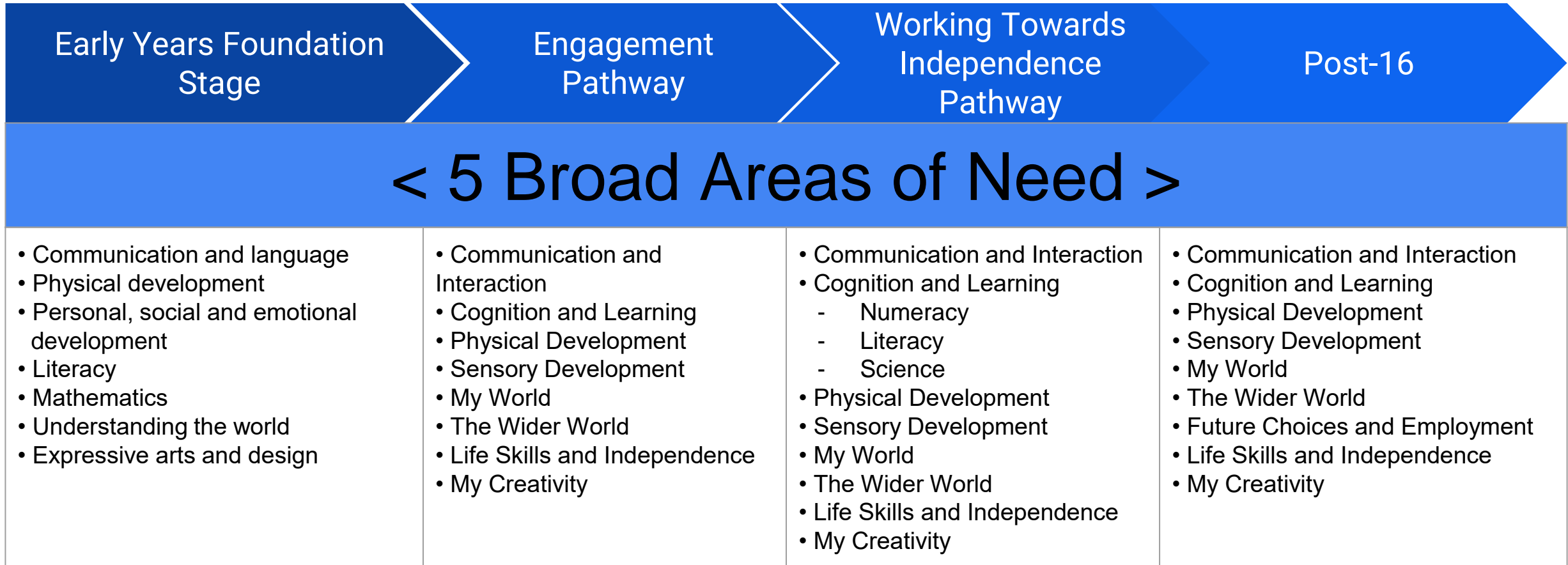
Curriculum Overview

The curriculum at Penny Field School is based on the five broad areas of need (Communication and Interaction, Cognition and Learning, SEMH, Physical and Sensory). It provides opportunities for pupils to build on learning from the Early Years Foundation Stage (EYFS) through to Post 16 and focuses on developing self care and independence skills as well as subject based learning, where appropriate. It is a child centred approach, linked directly to their EHCP outcomes, to ensure pupils are provided with every opportunity to reach their full potential.



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, whilst also providing continuity and progression. Each class differentiates the themes as appropriate to their class group and young people, making this as personalised and meaningful as possible. There is a breadth of learning throughout students' time at school, to ensure that the learning is developmentally appropriate and new experiences are provided to put their learning into context and experience more of the world around them. Where appropriate, we plan for subject based learning and have clear plans for Reading and Numeracy across the school. We encourage learners to make the best possible progress, along with high levels of achievement and appropriate accreditation where appropriate.

Curriculum Overview



Curriculum Intent

Our intention is to provide a balanced, needs based curriculum that is centred on our pupils with severe and profound needs. Our three year Long Term Plan allows us to repeat and revisit skills and learning, so pupils have the opportunity to build on prior knowledge. Over time, this will enable the children and young people at Penny Field to develop the skills and knowledge they need to develop and maximise their independence and lead a successful and joyful life.

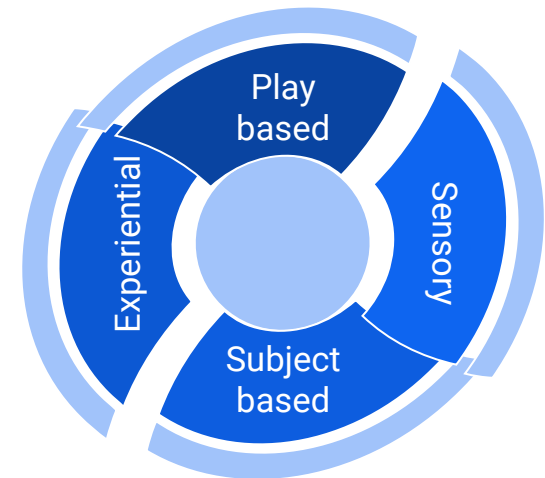
All our pupils will have high quality learning experiences that are bespoke to their individual needs. By the time our children leave school, they will have the skills, knowledge and understanding to be as independent as possible and to feel part of the wider community.

Curriculum Implementation

At Penny Field School our broad and balanced curriculum allows pupils to develop their own skills and abilities. It promotes high expectations, through a robust 'plan, do, review' cycle, which challenges and supports pupils to reach their full potential. It also takes into consideration the atypical and often non-linear development of this group of learners and acknowledges that many learners will remain at the earliest stages of development.

We aim to identify each young person's preferred learning style and to take account of this in our planning. Staff use specialised teaching approaches and cross curricular themes to ensure pupils can access learning. This is mainly through a sensory, play based approach, which is meaningful and relevant for individual needs.

Our broad & 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. Staff use their knowledge of teaching and learning approaches that motivate and engage active learning. A balance of process based and outcome based teaching and learning opportunities make sure that these are relevant to the pupil. We also create responsive learning environments focusing on communication.



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 in KS5 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
- Everyday Living - Making Choices/ The World Around Us

We also have a Transition Challenge for pupils in KS4, which pupils can work towards in order to gain a qualification, before transitioning into KS5.

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.