

Curriculum Overview

ENABLING COMMUNICATION, INDEPENDENCE AND ENJOYMENT FOR LIFE

Curriculum Intent:

The Severndale curriculum is clear in its intent and the purpose is to ensure that our young people leave Severndale being able to function effectively in life beyond school and become confident, independent individuals with the ability to communicate effectively.

Throughout the key stages and different Phases, the implementation of our curriculum will vary and constantly evolve. For example, at EYFS we follow the principles of engagement, motivation and critical thinking whereas at Post 16 our primary focus is on preparing our young people for adulthood through adult social care inclusion, work experience and independent living.

Regardless of how we implement our curriculum our intention is always the same, it is to integrate our young people with their local communities.

Our curriculum is the vehicle to deliver our whole school vision. We offer a holistic curriculum that focuses on developing both the skills and knowledge of each pupil, underpinned by key priorities, these are:

- To create an inclusive environment based on positive relationships, in which all students are valued, respected and celebrated, allowing them to fulfil their potential by responding to individual requirements and needs.
- To maximise the individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- To be characterised by breadth, balance, relevance, differentiation, progression and continuity that is suited to each learners' individual needs
- To reflect teaching approaches and methods which best enhance the individual learners' ability to learn and to be delivered at a level and rate suited to the age and learning ability of each individual learners
- To take full account of each learners' Education, Health and Care Plan (EHCP). This may require specific modifications of various National Curriculum requirements
- To promote the spiritual, moral, cultural, mental and physical development of learners' at the academy, and within society
- To provide a stimulating learning environment which promotes effective learning and enables the child to experience a sense of enjoyment and achievement throughout their time at Severndale Academy.
- To encourage learners to recognise, record and celebrate positive achievements in all areas of personal, educational and community life
- To regularly and consistently record each learners' progress using appropriate methods of formative and summative assessment
- To prepare learners' for the opportunities, responsibilities and experiences of adult life (which will include guiding learners towards a realistic assessment of career possibilities and post-school opportunities)
- To prepare learners' (where this is agreed to be the best course of action) for transfer into alternative curriculum/ settings
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

Early YEARS (EYFS)-Encounter and Discover		
<p>Learners follow the EYFS curriculum throughout Nursery and Reception. The Early Years approach is underpinned by our commitment to support our learners to develop positive relationships and facilitate meaningful learning experiences rooted in play and exploring the world around them. The three prime areas of learning and development of the EYFS curriculum are: Personal, Social and Emotional Development, Communication and Language and Physical Development in addition to the specific areas of learning and development: Literacy, Maths, Expressive Art and Design and Understanding the World. This is a developmental curriculum, which also plays a diagnostic role in establishing which of the three Severndale Curricula learners will enter in year 1.</p>		
<p>Pre-Formal Curriculum:</p> <ul style="list-style-type: none"> PMLD Learners CLDD Learners 	<p>Semi -Formal Curriculum</p> <ul style="list-style-type: none"> SLD Learners 	<p>Formal Curriculum</p> <ul style="list-style-type: none"> MLD Learners
<p>Pupils within this group benefit from a focus being on sensory input, communication, cognitive and physical development, self-care and independence as well as health care. Pupils benefit from a range of specialist interventions including, Music therapy, hydrotherapy and intensive interaction as well as specialist areas such as rebound, immersive and sensory suite.</p>	<p>The Semi Formal curriculum is topic led with a topic lasting for a whole term across all subjects and learning opportunities. Some learners access some National Curriculum areas with self-help skills and personal development being key areas. Core subjects are delivered alongside communication, independence, arts, sensory input and play therapy. A strong focus is placed on play-based activities to strengthen and develop learning across all areas.</p>	<p>Formal learners access National Curriculum subjects adapted to meet individual learning needs. The curriculum is topic led with a topic lasting for half a term in all subjects and learning opportunities. Core and foundation subjects are delivered alongside development of independent skills and relevant accreditations. Within Key Stage 4 pupils also access Careers, Work Related Learning and community inclusion.</p>
<p>Learning strands:</p> <ul style="list-style-type: none"> Communication Skills (gestures, Sign/Symbols, objects/picture of reference) Motor Skills Thinking Skills Social Skills Emotional & Sensory Regulation Routines and Engagement Healthy Living Self-help skills (independence) Community Participation and Independence 	<p>Learning strands:</p> <ul style="list-style-type: none"> Communication Skills (Sign/Symbols, objects/picture of reference, Key words/Phrases) Problem Solving (Handling numbers, Handling Money, Time) Technology (Food Prep / Digital Technologies) The World around Us (History, Geography and Science) Social, Emotional and Wellbeing Skills Emotional & Sensory Regulation Healthy Living Community Participation and Independence Self-help skills (independence) 	<p>Learning strands:</p> <ul style="list-style-type: none"> Problem Solving (Handling Data, Using & Applying, managing money, Time, Measures) Communication-Speaking & Listening, Reading, Writing) Understanding of the World (History, Geography and Science) Expressive / Creative Arts Technology (Food Prep / Digital Technologies/Construction) Independent Living Skills Social, Emotional and Wellbeing Skills Healthy Living
Post 16		
<p>Sixth Form</p> <p>The key aims for all learners at Severndale is that they go on to lead purposeful and meaningful lives when they leave. We prepare all young adults by equipping them to make safe choices and support them to achieve their goals. One of the primary purposes of the 16-19 provision is to prepare learners for their future destinations. Typically, our students will be progressing towards one of the following pathways at post 19:</p> <ul style="list-style-type: none"> Paid Employment Further education leading to paid employment (requiring accreditation to access) Further education leading to paid employment (not requiring accreditation to access) Further education leading to voluntary placements (not requiring accreditation to access) Further education leading to adult social care (to develop communication and independence) Adult Social Care 	<p>Futures</p> <p>Futures provides students with the knowledge, skills and confidence which will support them to access paid or voluntary employment and independent living. There is a strong ethos on developing personal safety and developing resilience to promote positive engagement within their local community. Futures is a vocational center set in the grounds of Shrewsbury College. There is an onsite café and also a horticulture area at the rear of the campus. Students are able to access the main SCG campus to use the learning resource center and hub area. Horticulture students access Tickwood on a regular basis.</p> <p>There are building links with local employers and service providers to facilitate work experience and experiences that enrich their leisure time and promote positive wellbeing.</p>	

ENABLING COMMUNICATION, INDEPENDENCE AND ENJOYMENT FOR LIFE

Progressive:

Offer focused around:

-Skills for **Independence**

-Understanding maintaining **healthy lifestyles**

-Community participation

-Skills for **employment**

Preparation for Adulthood

EYFS	Pre-Formal	Semi-Formal	Formal	Post 16- all diversity groups
<p>Characteristics of Effective Learning:</p> <p>Playing and Exploring (Engagement):</p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' <p>Active Learning (Motivation):</p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they set out to do <p>Creative and Critical Thinking:</p> <ul style="list-style-type: none"> Having their own ideas Making links <p>Working with ideas</p>	<p>My Communication</p> <ul style="list-style-type: none"> PECS Communication boards Sensory stories Eye gaze Exploration Development of preferences Mark making Music Listening skills Key word activities 	<p>English</p> <ul style="list-style-type: none"> ACC Expressive Receptive Sentence Development Reading Mark Making/Writing 	<p>English</p> <ul style="list-style-type: none"> Speaking & Listening Reading for a purpose/Pleasure Reading Instructions Writing for a purpose Spelling Grammar/Punctuation Phonics Role Play /Drama Poetry 	<p>Independent Living</p> <ul style="list-style-type: none"> Personal care Shopping- for food and clothing Eating out Staying safe both in the home and in the local community Preparing Meals Domestic tasks Developing and maintaining positive relationships with peers, carers and family Self-advocacy
<p>PSED – Personal, Social Emotional Development (Prime Area)</p> <ul style="list-style-type: none"> Making Relationships Sense of self Understanding Feelings Core EHCP Links: Social & Emotional wellbeing 	<p>My Independence</p> <ul style="list-style-type: none"> Appropriate clothing Self-help skills, elf-Care, Support and Safety Motor skill development Travel training Use of public transport Independence around school Money exchange, Shopping Cookery, Food recognition Emotions, Kind and unkind behaviours Playing and working together 	<p>Maths</p> <ul style="list-style-type: none"> Space Measure Time Money Sequencing Number 	<p>Maths</p> <ul style="list-style-type: none"> Number Place Value Addition/Subtraction Multiplication/Division Fractions Weight/Measures Capacity Shapes Money 	<p>Transition and Social Care Inclusion</p> <ul style="list-style-type: none"> Regular transition visits to social care providers Regular visits to post 19 education providers Regular access to Careers IAG Opportunity to look at the Local Offer and explore what is available in the local area
<p>Communication and Language (Prime Area)</p> <ul style="list-style-type: none"> Listening and Attention Understanding Speaking <p>Core EHCP Links: Communication and Interaction</p>	<p>Me Focussed Play</p> <ul style="list-style-type: none"> Sharing Independence Developing preferences Exploring textures and sensory items Motor skills Turn taking Sharing attention 	<p>Creativity</p> <ul style="list-style-type: none"> Explore media/materials Ascribing meanings to marks Exploring Instruments Singing Dance Role Play/Performance 	<p>Science</p> <ul style="list-style-type: none"> Plants/Animals Humans Digestive System Circulation Forces Solids/Liquids/Gases Electricity Space/Solar System 	<p>Functional skills- Literacy/Numeracy/ICT</p> <ul style="list-style-type: none"> Reciprocal communication (Formal) Reciprocal communication (Informal) Follow Instructions-Multiple Steps Writing for a purpose-Forms/application form/CV Reading for a different purpose and in different environments eg: Supermarkets Handling/managing money Managing Personnel budget Use technology to support daily life peers, family and carers.
<p>Physical Development (Prime Area)</p> <ul style="list-style-type: none"> Moving and Handling Health and Self-care Core EHCP Links: Physical and Sensory/Self-care and independence 	<p>My Creativity</p> <ul style="list-style-type: none"> Motor Skills Patterns Shapes Exploring textures Using different media Mark making Exploring colours 	<p>MY Outdoor School</p> <ul style="list-style-type: none"> Generalise skills/Knowledge Exploration Handling Materials Construction/Shelter building Navigation-Familiar environments Environmental Awareness Cooking Outdoors 	<p>Technology</p> <ul style="list-style-type: none"> Textiles /Construction Making object move /light up Working with building materials Food Hygiene /Food Preparation Local /Seasonal food produce Using food prep/cooking equipment E-Safety MS-Word/PowerPoint/Excel Programming 	<p>Employment/Volunteering</p> <ul style="list-style-type: none"> Access to a range of volunteering placements ie Police Station, Tickwood Farm, Attingham Park Opportunity to participate in workshops with Department for Work and Pensions Opportunity to meet new potential employers. Identify appropriate safety measures within the workplace
<p>Literacy (Specific Area)</p> <ul style="list-style-type: none"> Reading Writing 	<p>My Physical Well-being</p> <ul style="list-style-type: none"> Motor Skills Rebound Movement Co-ordination Healthy Eating Aquatic Mobility Social Skills 	<p>My Independence</p> <ul style="list-style-type: none"> Reading in environments (signs/instructions) Money Exchange (Transactions) Using writing for a purpose Jobs in the home World of work Healthy Lifestyle, Keeping well Self-Care, support and safety 	<p>Humanities</p> <ul style="list-style-type: none"> Cultures Environments/Landscapes Navigating local area Timelines Past & Present Ancient Greeks/Romans/Egyptians Victorians/Tudors 	<p>Community Inclusion</p> <ul style="list-style-type: none"> Developing confidence in accessing a range of services in the local community, including libraries, sports centres, local shops.
<p>Understanding the World (Specific Area)</p> <ul style="list-style-type: none"> People and Communities The World Technology 	<p>My Outdoor School</p> <ul style="list-style-type: none"> Fire safety Outdoor routines Appropriate clothing and footwear Independence Self-help Preparation skills Different environments Different terrains Motor skills Plants Animals Weather Movement 	<p>PE</p> <ul style="list-style-type: none"> Movement Health Relationships Sensory Regulation Motor Skills Co-ordination 	<p>Forest School/John Muir/DofE</p> <ul style="list-style-type: none"> Exploration Handling Materials Shelter Building Problem solving Decision making Organisational Skills Team work Leadership 	<p>Enterprise</p> <ul style="list-style-type: none"> Creative tasks Money skills Personal skills Team work Decision making Team work Leadership
<p>Expressive Art and Design (Specific Area)</p> <ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive 		<p>The World Around Us</p> <ul style="list-style-type: none"> Change, History and the Passage of Time The Seasons, Change and the Passage of Time The Life Cycles of Plants and Animals The Weather Food Recycling Digital Photography Festivals/Culture People Water 	<p>Art/Music</p> <ul style="list-style-type: none"> Exploring material/media Collage Drawing/painting Colour mixing Texture/Form Print Play and Perform using voice Play musical instruments Experience different musical genres Experience a range of musical instruments 	<p>Travel Training</p> <ul style="list-style-type: none"> Developing road safety and awareness within the local area Using a local bus to access local amenities ie shops, restaurants, museums Using public transport to be able to access a work/volunteering placement
			<p>PE</p> <ul style="list-style-type: none"> Net & Ball games Gymnastics Invasions Games Striking & fielding games Dance Athletics 	<p>Health and Free time</p> <ul style="list-style-type: none"> Swimming Walking Arts and Crafts Music Drama Mindfulness

Teaching Strategies:

We aim to develop skills in order that our learners will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working, as early as possible, which enables the learner to be able to organise themselves (over time) and gives meaning and understanding to their world. In order to do this, we use;

- Visual timetables
- Separate work areas and individual workstations
- Individual daily schedules with a defined start and finish
- Makaton, PEC and Communication In Print
- Short, structured group introductions (where appropriate)
- Visual aids for learners to respond appropriately in terms of understanding
- Social understanding
- Visual aids to introduce and model activity
- Highlighted key vocabulary
- Adaptations e.g. -software, hearing devices, magnifiers
- Social stories - to promote understanding and improved behaviour/social skill
- Sensory Stories
- Intensive interaction
- Motivators and incentives
- Movement programmes
- Letters and Sounds and Rapid Reader(Literacy)
- Mathletics & Numicon (Numeracy)

Teaching Assistants will support learning through:

- Teaching individuals, small groups
- Attending to their personal needs
- Providing emotional support
- Helping them use any equipment, including ICT (e.g. use of iPads/IWBs for phonics games)
- Establishing good relationships with students
- Responding to their learning/behavioral needs
- Encourage independence
- Challenging and extending thinking
- Promoting students' self-esteem
- Promoting inclusion
- Enabling individuals or groups of students to participate in learning tasks set by the teacher
- Enabling students to work towards individual targets and EHCP targets
- Selecting, preparing and maintaining learning equipment and resources

Multi professional Support:

The Academy works alongside a team of multi professionals to further tailor curriculums to meet specific complex needs. This includes

- Physio
- SaLT
- OT
- Educational Psychologist
- Visual Impairment
- Hearing Impairment
- Music Therapist

Professional from other disciplines will offer advice and support to teachers to enhance develop classroom strategies where appropriate. They also deliver formal training to staff, introducing interventions to support classroom practice.

Positive Behaviour Support:

Severndale Academy is an environment where a positive behaviour support approach is used. The focus is to understand the function of behaviour and put appropriate intervention in place that enable learners to regulate their emotions, learn new skills to positively manage their behaviour and intern positively engage in their curriculum.

- Making changes to the environment, to reduce the likelihood of behaviour that challenges occurring
- Use of language consistent with a child's receptive communication needs
- Use of visual supports (schedules, signing and symbols)
- Reward systems to reinforce positive behaviour
- Functional Behaviour Assessment as appropriate (to understand the function of the behaviour and develop appropriate strategies)
- Use of Behaviour Support Plans developed by teachers.
- Recording of behaviour to ensure data driven practice (IRIS Adapt)

Enriched Curriculum:

To enhance the curriculum, we provide a variety of out-of-school activities, visits, residential trips. All learners are encouraged to attend to promote independence and the transference of skills across the curriculum, and to promote healthy lifestyles and positive mental health. Community engagement is at the heart of our curriculum; allowing learners to become increasingly aware and proactive in their communities and have the opportunity to generalise learnt skills in real-life settings such as a shopping centre, restaurant or library.

Curriculum Impact:

In Order to ensure the Curriculum has the desired impact pupil progress and Teaching & Learning are regularly monitored through the school year. Pupil progress is measured through EHCP targets and observational assessments. Teaching and Learning is monitored through classroom observations, behavioural data and Learning walks.

EHCP Outcomes - The Golden Thread of Learning:

Because EHCP outcomes are at the heart of everything we do at Severndale, we have put them front and center in our assessment framework. We use progress against their long term outcomes as a measure for meaningful progress overtime. Long term outcomes are broken down each year into medium term outcomes, which in turn are broken down into short term outcomes reviewed on a half termly basis. This ensures our curriculum and provision are focused on enabling progress towards these outcomes. When we review an outcome we grade it against three criteria, Exceeded, Achieved or not achieved. The exceeded criteria tells us that the next outcome needs to be reviewed and extended even further due to above expected progress compared to a students prior achievements. The not achieved outcome means that we need to look in a bit more detail as to why an outcome has not been met. We will produce a case study document that highlights the support and interventions and celebrates any other areas of progress and achievement that perhaps weren't highlighted in the original outcome.

Observational Assessment:

Across the academy we use an observational assessment app called 'Evidence for Learning'. This enables us to capture learning using videos and photos which we can share directly with families and use to support our judgments against achievement of outcomes. Review of these photos and videos can help to give us a greater understanding of how our students are learning and also help to highlight the details that could be missed in the moment. Observational assessment is widely used within the Special Education sector and promotes an inquiry-based approach to education and provision. All of our assessment frameworks and a student's personalised EHCP outcomes are able to be linked to observations so that all key stakeholders, families, schools, health professionals and respite care provisions can be informed and involved in a young persons personalised progress journey.

EYFS

Students are baselined on entry to EYFS, using 'Birth to Five Matters Developmental Framework'. This framework provides both a formative and summative assessment model to record children's development and track their progress in relation to developmental milestones across the seven areas of learning. Observations of progress are recorded through the Tapestry app. This is shared with parents/cares to support a collaborative approach and allow parents to contribute to next steps.

	Employment/HE	Independent or Supported Living	Community Participation	Good Health (including mental well-being)
Early Years	<ul style="list-style-type: none"> Following instructions - consider any specifics around sensory impairment Adapting to new environments Playing with other children Learning how to play Real world play (experiencing “roles” – builder/nurse /doctor) What do you want to be when you grow 	<ul style="list-style-type: none"> Feeding and drinking Toileting Real world play (kitchens, DIY, cleaning) Making choices – expressing preferences Introduction of money concept 	<ul style="list-style-type: none"> Making Friends Social Interaction Visits/day trips Integration across the school Festival celebration Sports day Stranger danger 	<ul style="list-style-type: none"> Specific testing (HI/VI) Developmental check at 2 years Immunisations 5-a-day – Healthy diet Exploring a range of foods Being active through play Positive behaviour re-enforcement
Year 1-Year 14	<ul style="list-style-type: none"> Development of Basic Skills Literacy & Numeracy (functional where possible) Visits to work places Building awareness What do you want to be when you grow-up? 	<ul style="list-style-type: none"> Getting dressed – making choices Washing/brushing teeth Accessing shops with support – reinforcing concept of money 	<ul style="list-style-type: none"> Working with a peer/small group Accessing enrichment clubs including lunch-time clubs Weekend/after-school activities Who to go to for help 	<ul style="list-style-type: none"> Diet – making the right choices The importance of physical exercise Weekend/after-school activities Accessing the dentist Immunisations
	<ul style="list-style-type: none"> Initial discussions about career and educational options Profile of interests, ambitions and aspirations Career specific visitors 	<ul style="list-style-type: none"> Sleep-overs & residential trips Understanding of money Moving around school independently Cooking at school and home Shopping with support Transport/road signs 	<ul style="list-style-type: none"> Youth clubs Getting to know the local area Building friendships Travelling/walking short distances alone (possibly just in school) 	<ul style="list-style-type: none"> E-safety Identifying pain and health problems Self-management of health problems
	<ul style="list-style-type: none"> Option choices – picking subjects that match career aspirations Work experience – predominantly internal Voluntary work Supported employment options – access to work 	<ul style="list-style-type: none"> Travel training Managing money Preparing own food – basic snacks Socialising independently – integration/inclusion with Social Day Care provision Independent living skills 	<ul style="list-style-type: none"> Travel Training Deciding how to spend free-time Accessing social media Online gaming Staying safe online -grooming, sexting, social media dangers Friendships and relationships Travelling further and more independently – withdrawn support 	<ul style="list-style-type: none"> Puberty Relationships and sex education Immunisation – tetanus Managing health needs increasingly Independently GP health checks Mental health awareness
	<ul style="list-style-type: none"> Specific study programme based on strengths and interests Planning for employment Bespoke work experience Traineeships Stepping stone qualifications CV writing Interview technique Access to work application 	<ul style="list-style-type: none"> Specific route travel training Managing own bills Exploring residential/supported living options Mental capacity assessment Life skills – increasingly complex meals etc. Travel training – increased repertoire of identified routes Managing time Transition to adult care Safety in the home Stakeholder living arrangement planning – initial conversations 	<ul style="list-style-type: none"> Specific route travel training Developing safe new friendships Personal budgets Managing own time and enrichment Safety on the street Alcohol and drugs awareness Volunteering 	<ul style="list-style-type: none"> Responsibility for appointment making Managing own health Transition to adult services Accessing GP Physically active and healthy Understanding relationships including sexual health
Post19- Outcomes	<ul style="list-style-type: none"> Post-19 ISP Provision (bridging the gap between education and work) Mainstream FE Completing EHC outcomes Voluntary work Paid work Understanding benefits – self-sufficiency. 	<ul style="list-style-type: none"> Social Care Assessment for Residential Care/Supported Living Or increased independence within family home (parent advocacy) Continue to develop independent living skills as part of a study programme 	<ul style="list-style-type: none"> Adult Social Care Friends and interests 	<ul style="list-style-type: none"> Health self-sustainability