

Individually Strong, Collectively Stronger!

Resource Base Curriculum

Intent:

In Allen Edwards Resource Base, our curriculum aims to develop the whole child. Children will be equipped with the knowledge, understanding and skills to be lifelong learners and to be successful as they transition into the next stage of their lives. The curriculum focus is not just on skills and knowledge of the curriculum but equipping children with the strategies to allow them to access and embrace a broad and balanced curriculum that prepares them for their future. All aspects of learning and school life are designed to inspire and engage pupils, through focusing on the outcomes in a child's EHCP, individual targets and an exciting mix of learning through our curriculum, developing creative and sensory opportunities as well as promoting essential life skills. The aspects of communication and engagement are key to all we do and underpin our approach to learning.

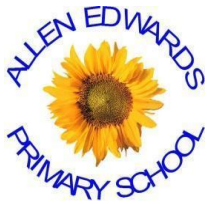
We aim to:

- To provide children with broad and balanced curriculum opportunities that prepare the children for an ever-changing world
- To meet the diverse learning needs of the children.
- To create children who are spontaneous communicators and who are able to make a choice and interact with others.
- To develop learning skills that are concrete and relevant to their levels of learning.
- To provide opportunities for the children who are able to access and engage with personalised learning opportunities.
- To promote positive wellbeing and their resilience.
- To develop children's ability to self-regulate their behaviour and sensory needs, as well as keep themselves safe.
- To increase children's independence.
- To improve the children's self-confidence.
- To encourage them to become more resilient in their own learning and understand how to overcome barriers to learning through taught strategies.
- To develop their independent learning skills.
- To make progress from their individual starting points across all aspects of school life.
- To develop their attention skills to enable them to access a range of learning opportunities.
- To develop pupils understanding of how to manage their sensory and emotional needs to allow them to access all learning opportunities and transfer these skills outside of the classroom.
- To prepare children for the next stage of their education and learning.

Through our school values - honesty, kindness, respect, tolerance and trust, we create an environment where the academic and physical development of each and every child is prioritised equally together with their social, moral, spiritual, cultural and emotional development. Our staff, parents and children recognise and value the importance of children feeling safe, secure and happy and how this is fundamental to embedded learning. Alongside our school values, our curriculum drivers of collaboration, communication, community, possibilities and resourcefulness permeate the teaching of every subject area and underpin the inclusive nature of our broad, balanced and rich curriculum.

Reading is at the core of our curriculum providing connections with many other subjects and enabling children to use and apply learning holistically. Our curriculum design is constantly evolving considering the needs, characteristics and interests of our children; their prior learning and experiences; the diversity of the local area and our school community; the ever-changing global, national and local contexts and the statutory requirements of the curriculum (the National Curriculum and the Statutory Framework for EYFS).

Supported by a culture of equality and ambition, our curriculum aims to remove disadvantage and nurture self-belief to ensure every child can thrive and extend their learning from their starting points. Children's opportunities to embed knowledge, further develop understanding and apply skills across the curriculum are enhanced by opportunities for pupils to learn in a cross-curricular way where meaningful, purposeful and engaging links can be made to allow children to be more confident in their learning as they are building on knowledge already gained. All subjects have a progressive development of knowledge, skills and understanding to ensure that all children are provided with the opportunity to develop into well-rounded individuals, who are curious about their learning. At Allen Edwards, we intend to motivate and engage children to enable them to develop a love of learning and a desire to become a lifelong learner. Through a broad, balanced and enriching curriculum, we aim to support children's creativity as well as ensuring that every child is both challenged and supported to reach their full potential without barriers. Our children embody what it means to be part of our school's community and in turn our curriculum will ensure they are given the best possible start in life to excel, be successful and live a fulfilled and happy life.



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Implementation:

We implement our curriculum in a variety of ways. It is delivered through highly effective quality-first teaching and is supported by practices based on research. We will always start with the individual child and plan the curriculum activities in a manner that they are able to engage, enjoy and retain information.

Classrooms are set up to reduce stimulation so that children are more able to access their learning. For children accessing a more formal learning style, they have their own workstation set up in line with the TEACCH principles:

- Routine and predictability
- Visual schedules
- Structured work and delivery systems
- Information being presented visually alongside speech
- Having a clear structure and 'finish' to activities

For children not accessing formal learning, there are learning stations within the classroom for when teachers work 1:1 with the children to complete activities and interventions.

Lessons are delivered with highly stimulating classroom inputs as a whole class, in small groups or 1:1 depending on the needs of the child and the activity type. Within lessons, teaching and learning strategies, such as assessment for learning opportunities, questioning and addressing misconceptions in a non-challenging manner, are used to ensure that children are learning to the best of their abilities. Adaptations are used to support and enrich the children's learning experiences and opportunities.

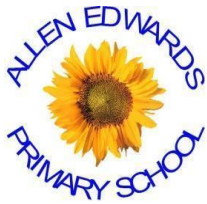
We use Attention Autism sequences to develop a shared enjoyment, the attention and focus of the children within the classroom and allow them to begin to take turns in a small group. Learning is often presented in an interactive manner, with concrete resources to support understanding with a mix of adult-led and child initiated activities, with a strong emphasis on developing language and communication. Adult support is decided based on the level of challenge, demand of the activity as well as the regulation of the child to ensure they are successful in accessing the skills and knowledge being delivered to them. Learning is delivered in a format that is familiar to the children to ensure that they feel confident and can be successful in accessing new knowledge and skills.

For those children not accessing formal learning, there is also an element of learning through play and pupil led activities supported by adults to engage and communicate. We use Intensive Interaction as a practical approach to interacting with pupils who do not find it easy communicating or being social. The approach helps the person with learning difficulties and their communication partner to relate better to each other and enjoy each other's company more.

We work closely with professionals such as the Speech and Language Therapist to create bespoke targets and interventions to supplement our curriculum and provide opportunities for the children to develop language skills alongside other areas of the curriculum. We ensure that all staff have a high level of training to support them to be able to deliver learning and interventions that allow the children to successfully access it and make progress.

To begin termly new learning, the children are immersed through the use of a launch day. Many active teaching and learning strategies are utilised during this day, including drama, treasure hunts, inquiry-based group work and collaborative projects to engage and provide memorable learning experiences. High quality texts are used to enrich writing lessons and develop further knowledge or engagement of the theme.

Each term, every child will take part in an enrichment activity to deepen engagement and understanding of the theme and ensure that all children leave Allen Edwards with the cultural capital they will need to have continued success.



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Impact:

Through a tailor-made curriculum, quality-first teaching and specialist intervention, our children leave us having developed socially and emotionally. They leave us with a better understanding of their needs and strategies to support them so they can access the world around them. Our children with SEND make progress from their starting points academically, personally and socially.

Our children are happy, safe and have their needs met.

We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful.

Through embracing restorative practices and emotion coaching techniques, those children with social, emotional and mental health needs can thrive.

Children have developed a communication system that enables them to effectively access a range of different environments or to communicate their wants and needs effectively depending on their needs.

Children have a voice and feel heard – they are involved in decisions made about themselves.

Staff are empathic, supportive and compassionate and create effective learning opportunities for all.

Parents feel listened to, supported and play an important role in decision making about their child.

Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly.

Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do.

Children are enthusiastic, motivated learners, who are creative and physically able, with future goals and a desire to be successful. They value and celebrate our community – its diversity, its inclusivity and its collective ability to ensure that everyone is treated equally.

Our children develop a strong sense of moral justice in line with British Values and their SMSC development.

Our children leave Allen Edwards ready, academically and personally, for the next stage of learning. They value who they are and are proud of what they have achieved.

The children are developing a sense of independence and resilience to be confident when facing challenges.

The importance of positive behaviours for learning are understood and used by the children.

Pupils enjoy accessing a range of learning activities alongside their peers.

Pupils attend to learning for greater lengths of time.

Pupils retain learning and gain transferable skills.