

### **Curriculum Delivery**

**The curriculum content is clearly set out for each subject, for every department (Primary, Middle, Extended learning) in schemes of work that teachers can differentiate for 3 cohorts of ability:**

1. Pupils with PMLD. These students will always have many barriers to their learning, they will have physical and learning barriers and very often will also have at least one sensory impairment and have significant health needs. Levels L1-3
2. Pupils who remain within the concrete stage of learning and need very simplified symbolic representation, will often have significant behavioural challenges, autism and be non-verbal. Levels L4-6
3. Pupils who are able to understand some written words which are meaningful to them, who can solve simple practical problems without help and are more likely to be able to use spoken language at a very simple level. Levels L7 – national curriculum level 1.

**The schemes of work have been written by our knowledgeable, trained staff taking into account the following:**

- Early Years foundation stage steps and expectations
- National curriculum
- Vocational and accredited courses for 16-19 year olds.
- Research and knowledge regarding how pupils with severe learning difficulties and the specific learning disabilities they have learn
- The developmental and chronological age of pupils in each department. We strive to deliver developmental but age appropriate teaching and learning.

**Successful achievement and progression through the curriculum content is ensured through:**

- Progression guidance where relevant and necessary
- Quality conversations between staff recorded in team minutes, in medium term plans and in individual education plans.
- Monitoring by senior leaders of teachers plans, timetables and pupil reports
- Regular referral to and analysis of assessment

The staff responsible for successful delivery of the curriculum are:

<b>Member of staff</b>	<b>Role</b>	<b>Key responsibilities</b>
Lynnette Johnson	Head teacher Lead for Middle school	Monitoring and evaluation of teacher plans, EHCP reports relevance of curriculum content and compliance. Knowledge and understanding of the world lead
Lynne Frewin	Deputy head Head of extended learning department Lead CPD	Assessment, reporting and analysis of progress data.
Sarah Gregory	Head of primary department	Communication and literacy curriculum
Lucy Kirsch	Transition lead	Extended learning curriculum and AQA awards PSHE curriculum lead
Charli Osborne	Sensory learning lead	Problem solving and ICT lead
Hannah Scarborough	MOVE model practitioner	Physical education lead
Tamsin Warlow	CPD joint lead	Creativity curriculum lead