



Curriculum Statement

Intentions

1. Our pupils will learn how it feels to have a positive effect upon the world they live in and the people who are important to them.
2. Our pupils will be able to communicate in socially recognisable ways.
3. Our pupils will have confidence, positive self –regard and levels of self-advocacy they know will be respected.
4. Our Pupils will know they are safe and be able to act where necessary to keep themselves safe.

Implementation - (please see our curriculum diagrams)

Curriculum model

Our curriculum for EYFS and Primary is based upon the EYFS steps and adapted by us to be relevant to our pupils from the age of two until they are 8 years old.

Pupils remain in Middle School until they are 14 years old. Our middle school curriculum is based upon the national curriculum but is very much designed by us. We aim to provide pupils with a broad balanced and specialised curriculum. None of our pupils will have a developmental level equating to more than 5 chronological years. If they did, they would need to be in a different setting. We therefore make our curriculum entirely relevant to their needs. For example History, translates to being about “past and present” which could mean we discuss and remember what happened half an hour ago in order to promote historical understanding. Our pupils need to rehearse skills over and over again in order to commit them to memory and be able to generalise them for use in daily life. We promote deep learning by repeating learning in lots of different and motivating ways. We are a specialist setting and therefore adopt specialist approaches in order to teach the pupils in our care.

Our Extended Learning Department caters for pupils between the ages of 14 and 19 years. Here the focus of the curriculum is upon self-advocacy and independence. Pupils spend a large proportion of their time in the community applying skills they have learned and learning new ones that are functional and relevant to everyday life.

Specialist delivery and methodology

Individualised therapeutic learning

At the centre of our curriculum is individualised learning. The education health and care plans which set out the special educational needs and provision for our pupils are reviewed annually and targets which are relevant steps that relate to overarching goals on the document. Teachers will usually take these targets from our curriculum. Sometimes they may set a target that has been specifically requested by the child or parent.

Pupils often come to us in a completely enclosed world. They are unable to access the people who can help them. It is imperative we support them with this through skilfully finding out what they like, allowing them to do it, linking their engagement with this pleasurable activity to use. In

this way we make ourselves desirable and predictable to them and we support them to understand their own emotional regulation levels and learn to manage these. At any time during their school career, a pupil may need this level of support. It will always be there for them.

Communication and literacy

We work hand in hand with speech therapists to deliver our communication curriculum. Our pupils have a range of learning disabilities. They all struggle to communicate, 90% of them are non-verbal.

- We begin by learning how they communicate and for many of them this can be extremely idiosyncratic.
- We use intensive interaction in order to support their understanding of preverbal communicative behaviours so that they can learn to have an effect on us and the world around them.
- We will use objects of reference, photos representational symbols and words to encourage them to learn to communicate through remembering visual symbols.
- This will then lead to them being able to learn to speak or to use formalised augmentative system.

The essence of learning to read is to be able to make symbolic representation in one's thoughts. Much of how we teach is based upon the promotion of symbolic representation. We use a specialist system called SCERTS (Social communication, emotional regulation and transactive support) to teach symbolic representation. Pupils will learn how to decode symbols and remember their meaning. This leads eventually to them being able to add meaning to their world by being able to read. Writing is promoted very much through mark making to begin with. If we are confident that pupils are able to hold a pen well enough to make meaningful marks we will teach them to write however, it is more likely that our pupils will be taught to type as it requires much less dexterity and is more meaningful to them.

Mathematical understanding is delivered through:

- Promoting exploration and concept formation
- Scaffolding learning in small achievable steps and supporting independent problems
- Focusing on learning that will be relevant and meaningful to the community and their destination
- Rehearsing skills in lots of different contexts

Personal, Social, health and citizenship education is delivered through

- Support for emotional regulation and behaviour
- Use of Intensive interaction and focus on building appropriate but rewarding relationships with us as staff.
- Helping them to understand what friendship is and what it can give them
- Encouraging them to understand the purpose of rules
- Teaching them through modelling and use of specific rehearsal strategies, to respect others and treat their environment with respect.
- Teaching them how to stay healthy by using specialist methods to deliver feeding, toileting, sex and relationship education

Physical Education is delivered through

- Our MOVE programme which supports pupils who struggle with mobility to be as independent as possible
- Physiotherapy and Occupational therapy
- Outdoor learning, time at forest school and time in lots of different outdoor settings
- Our PE curriculum which we have designed to meet the needs of our pupils while giving them a broad experience of all the different types of sport.

Knowledge and understanding of the world includes relevant teaching of:

- Nature and science
- Historical understanding
- Geographical understanding
- Art, design and music
- Careers and work related learning

This is delivered in practical concrete ways we ensure our pupils have experienced first what we are talking to them about. We are very much focused upon real life experience and meaningful resources and activities.

Impact

- At Lakeside we use formative and summative assessment continually in order evaluate the impact of our curriculum
- We ensure through careful assessment that we have set relevant, achievable and challenging targets for our young people.
- Our pupils enjoy being at school. The ethos and activities we create through the curriculum provide them with constant enrichment and stimulation.
- Our pupils behave well because the activities we design for them are interesting and motivate them to learn. They all get bespoke exercise and opportunities to be in nature so that they can learn what it feels like to be free and fit.
- Our curriculum promotes resilience and confidence through its emphasis on individual talents, well-being and independence.
- Our curriculum teaches our pupils to become active citizens because it focuses on how to behave, how to make relationships, how to follow rules and look after the world in which we live.

We measure the impact of our curriculum in the following ways:

- Through formative and summative assessment on at least a termly basis
- Through observation by senior leadership and by peers
- Through the engagement levels of the pupils
- Through pupils and parent questionnaires
- Through validation by external bodies