



# Curriculum Intent Document Wood Bank School





“From strong roots we grow and blossom”

## Whole School Curriculum Intent

As a generic special school, our strap line, **'From strong roots we grow and blossom'** drives our intentions which is embedded throughout our vision with the following focus for pupils:

### Wood Bank Vision for Pupils



-  Attend a vibrant school which places pupils at the heart their learning journey
-  Engage in an exciting curriculum where every moment offers a fabulous development opportunity
-  Access to great facilities and specialist teaching to enrich pupil experiences
-  Develop independence in preparation for the next stage of education and life

In line with school growth, we have seen a changing pupil profile in terms of pupils' primary needs and characteristics. This change to our diverse population has resulted in a re-focus of our curriculum design and implementation. In addition, our review of pupil outcomes indicates there is scope to build upon our curriculum offer to create more relevant experiences that challenge and inspire our pupils each day.

In response, we have designed four curriculum pathways with all classes aligned to a particular pathway in accordance with our needs-based class system. The four pathways are:

- **Discover** Pathway
- **Develop** Pathway
- **Engage** Pathway
- **Explore** Pathway

## Curriculum Pathways



### Discover Pathway

Creates opportunities for pupils to **discover** their new school life as an assessment pathway following the EYFS framework



### Develop Pathway

Provides opportunities to **develop** pupils' skills and knowledge through a hybrid model extending the EYFS framework.



### Engage Pathway

Encourages pupils to **engage** in a multi-sensory curriculum and places them at the heart of their learning journey



### Explore Pathway

Enables pupils to **explore** wider academic experiences, build greater independence and develop interpersonal skills.

Each pathway has a unique intent statement and implementation plan, however, at school wide level they share the same underpinning intentions and philosophy.

 **Intention: To develop happy and confident pupils with a strong focus on wellbeing and health**

All four pathways are purposefully designed to develop happy and confident pupils. Every child is unique and we create enjoyable learning experiences by responding to pupils' interests, development capacity and styles of learning. Each pathway empowers pupils to fulfil their potential in a meaningful way. Pupil wellbeing plays a big part on physical and emotional health which impacts upon the ability to learn, our curriculum is designed to promote emotional wellbeing, resilience and confidence. We endeavour to give pupils the cultural capital they need for future success by providing the best start in life.

 **Intention: To be ambitious and not compromise on expectations for pupils**

A feature of having four pathways is to encourage movement and flexibility where needed and/or appropriate. In recognition of the diverse pupil population, we acknowledge that each child's journey through school is as unique as the child themselves. Pupils at Wood Bank do not all develop in a neurotypical way so the pathways provide scope and capacity to respond pupils' individual development whilst optimising individual learning experiences. In doing so, we continue to have high aspirations to ensure that every pupil is supported and challenged in the most purposeful way.

 **Intention: To support reception year with an assessment pathway**

Entry into Wood Bank is generally at reception age and this is the only time when we teach a mixed ability class. As such the Discover pathway has been created as an assessment year to determine and assess each child's needs so that a holistic plan is established to support their journey throughout the rest of school life. This plan will identify a range of interventions that will address the child's needs including behaviour/sensory plans, physiotherapy plans, reading and writing schemes, moving and handling plans and bespoke communication strategies.

### **Intention: To prepare pupils for the next stages in life**

Every pathway is designed to give pupils the skills and knowledge they need to successfully transition to the next stages of life. All pupils are encouraged to maximise their potential on the relevant pathways. This is achieved by guiding pupils to become active members of society by reaching their highest level of independence. Transitions between pathways within Wood Bank and beyond to other schools are skilfully managed to meet the pupils' requirements and levels of support.

### **Intention: To map the pathways with a school wide topic cycle**

As a school delivering four different curriculum pathways, whole school connectivity is achieved through a topic cycle. The topic cycle spans a four-year period and provides variety and interest across the teaching horizon. The topics bring a strong sense of cohesion to the school community particularly in terms of the learning environments, teacher planning, resource preparation and celebration events. Where appropriate topics have been carefully mapped to align with subject maps and key times of the year.

### **Intention: To create greater alignment with EHC Plans**

As every pupil in Wood Bank joins school with their individual Education Health Care (EHC) Plan, the pathway has been designed to have much stronger alignment with the outcomes in the EHC Plan. Each pupil has four clear outcomes agreed within the plan as set by multi agency professionals. These outcomes are reviewed annually led by teachers in partnership with parents and other professionals. The curriculum design focusses on removing barriers using specialist teaching approaches so that pupils can achieve their respective EHC outcomes.

### **Intention: To celebrate faith days**

At whole school level Christianity, Islam and other faiths are celebrated termly through immersive theme days; with the education focus on the foods, dance, music and art; all designed to promote the religious significance of each faith.

### **Intention: To embed specialist teaching approaches**

As a generic special school, we are proud to teach in unique ways using a wide range of specialist approaches which are deeply embedded into practice informed by research and evidence led principles. The scale of approaches used include TEACCH, SCERTS, PACE, Sherborne and Attention Autism.

### **Intention: To create personalised reading and writing schemes**

Reading and writing skills are fundamental building blocks to child development. As Wood Bank pupils learn in different ways, our response is to provide writing and reading frameworks to meet these different needs. Our writing scheme follows a developmental approach that includes messy play – mark making – pre-formal – formal handwriting. In addition, reading schemes are delivered across school to ensure that pupils learn to read in line with a best fit approach. Pupils follow a phonetic approach using the Read Write Inc system. Where appropriate, identified pupils will follow a whole word approach using the See and Learn scheme or use signs, symbols and environmental cues. Reading is timetabled daily across each pathway.

### **Intention: To enrich the curriculum**

Across school there are a range of facilities to enhance pupil engagement. Pupils' learning needs are reflected within the planning of activities which are delivered in short and highly active ways. Cross school enhancements include Forest School (on-site), sensory integration rooms, cookery school, soft play, nurture room, music therapy, music for the deaf, musical nurture groups, speech & language, dance therapy, physiotherapy, swimming and hydrotherapy and occupational therapy. Opportunities are provided for pupils to gain social experiences and to broaden their cultural capital through planned visits and events.

### **Intention: To use a 'Total Communication' approach and build personalised communication plans**

Communication is the heart of all learning within school, as such we adopt a total communication approach to allow the development of pupils' social and functional communication skills. Specialist strategies are woven into daily practice across the curriculum pathways designed to build the foundations of communication. Key approaches include Intensive Interaction, Hand Over/Hand Under Sign, On Body Signing, Augmentative and Alternative Communication Devices (AAC), Objects of Reference, TEACCH, TACPAC, Call and Response, Picture Exchange Communication (PECS) and signing with Sign Supported English (SSE) and Speech. All pupils have a personalised communication plan designed to promote relevant communication skills.

### **Intention: To teach a personalised RSE curriculum**

In response to the ongoing physical, social and emotional developments of pupils as they mature, we have designed a suite of purposeful RSE modules. The aim is to teach specific themes that tackle new challenges linked to growing up. Removing anxieties, building confidence and safeguarding pupils underpins each module which are titled: Body Changes, Me & My Body, Reproduction, Managing Periods, Online & Media and Respectful Relationships. This bespoke approach is an additional feature to the teaching in the Explore curriculum pathway where features of RSE are taught through the subject of My Independence.

### **Intention: To demonstrate clear sequencing with start and end points**

To ensure progression for all pupils, start and end points are clearly embedded into the planning system to ensure that small steps of progress are recognised and celebrated. Curriculum Chains have been created for every subject and subsequent modules to show teaching concepts at each step of the curriculum framework. Teachers use these chains to identify SMART learning objectives for pupils and move them at the appropriate pace towards the next learning step. Learning is revisited and consolidated to ensure maximum retention through the pattern and frequency of subject coverage.

## **Intention: To celebrate pupil progress for each individual child**

At Wood Bank, all progress in its many forms is celebrated. High expectations academic or holistic are set for each pupil and attainment is measured for each pupil as individuals. Lateral and linear progress are both recognised as significant development for our pupils. Progress is captured via a range of sources including the EHCP reviews, Pupil Outcome Profile (POP) meetings, data analysis and case studies. If pupils are identified as making no progress or showing regression then specific interventions will be identified and assigned to the Tutor Team and/or the Pupil Engagement Lead role.

## **Intention: To build an accurate picture of assessment**

We focus on building a clear picture of pupil progress with a view that individual development evolves in a holistic way. Our pupil learning takes shape on many levels due to the developmental challenges and learning conditions that our pupils face. The resulting picture can show a 'spikey profile' of progress as such, pupil progress is measured against a pupil's individual capacity.

At Wood Bank we use the B Squared Connecting Steps assessment system, each curriculum pathway is aligned accordingly.

- Discover Pathway: Early Steps (8 steps of assessment)
- Develop Pathway: Early Steps (8 steps of assessment)
- Engage Pathway: Engagement Steps (6 steps of assessment)
- Explore Pathway: Progression Steps (8 steps of assessment)

Teachers are required to validate formative and summative assessment by capturing evidence for judgement in pupil work files and books, linked directly to pupil individual learning objectives. Other forms of formative assessment include observation, pupil feedback and questioning, staff feedback and evaluation of learning objectives, all of which inform teacher planning and curriculum delivery.



Summative assessment takes place at key points within the academic year.

<b>Annual</b>	<ul style="list-style-type: none"><li>• EHC plans are reviewed once a year with the aim of changing or extending the four EHC outcomes.</li><li>• Submission of statutory end of key stage formal assessment to the DfE and Local Authority</li></ul>
<b>Termly</b>	<ul style="list-style-type: none"><li>• Pupil progress data review</li><li>• Pupil Outcome Profile (POP) meetings monitor progression and identify appropriate interventions where required</li></ul>
<b>Weekly</b>	<ul style="list-style-type: none"><li>• Ongoing teacher assessment through the mastery of pupils' learning objectives</li><li>• Teacher planning and review cycle</li></ul>