

Highfurlong Curriculum

Intent

All of our pupils have the right to the best education possible. We have designed our Curriculum around their individual needs with our school vision in mind: **'Inspire, Challenge, Believe'**

Our curriculum is an all-through education offer which is adaptable for students aged 2-16. The curriculum is sequenced in a way which allows pupils to accumulate knowledge as they grow, building upon skills they already have. Learning is engaging, fun, pitched at the appropriate level and provides a breath of real-life, enriching experiences and opportunities that go beyond the classroom. We aim to prepare students to be as independent as possible with knowledge and cultural capital to become effective citizens and successful in later life, their future learning and employment.

Our bespoke curriculum is designed to be delivered under 5 headings: Think and explore, Play, Create and Inspire, Move and Communicate.

All National Curriculum core and foundation subjects are incorporated under the different curriculum areas alongside wider curriculum opportunities. The curriculum is delivered in 2 parts- sensory and academic but is ultimately adapted to support and challenge all learners. The 5 Curriculum areas are used throughout all phases in school with adaptations to the content to meet the needs of pupils at different ages.



Within Think and Explore, students access their core subjects which links to, but is not limited to the expectations of the National Curriculum. Through quality lessons such as English, Maths and Entry level delivery, we support the students to develop vital academic skills. We teach students how to become critical thinkers and to explore new concepts. We want all learners to have a thirst for learning and to be able to retrieve and maintain new knowledge and skills.



Through play activities students practise key academic skills such as reading and counting through a range of play activities. A very important aspect of play is to develop communication and interaction skills like taking turns, sharing and following rules, which are often away from the confines of a computer screen or ICT device. Play is an opportunity to put into action the key personal and social skills developed in other areas of the curriculum.



Communication is a vital part of our curriculum and all students access Communicate sessions. Pupils engage with activities which promote conversation skills. These sessions are adapted to suit the individual communication needs of our learners with the ultimate end goal of becoming effective communicators - an essential life skill. Our PSHE and Citizenship sessions are also included as part of our communicate offer.



At Highfurlong we have a weekly Move day. All students access physical activities. All students have a bespoke move curriculum depending on their physical needs and abilities. We deliver MATP (Motor Activity Training Program) sessions for students with physical needs. We deliver active Maths and Literacy, mindfulness and well-being, active play, Entry level P.E and special activities such as wheelchair basketball as part of our Move offer.



Create and inspire allows us to support our students to develop their creative thinking. This could be through activities such as Art, Music, Performance or Enterprise. During these activities we aim to build confidence whilst students learn and master new skills and foster individual talents and interests. Enterprise is a huge part of our curriculum. Students create a business where they design and make products to sell for a profit in our on-site shop - The Gift Box.

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Implementation

Curriculum Maps

For each subject area in the curriculum the overall coverage is displayed on Curriculum Maps. These maps share the intent, implementation and impact of each subject. Each have a flow chart showing how we assess pupils across every phase in school. Following this, the coverage in each term from EYFS throughout school to Key Stage 5 is mapped out sequencing learning and reflecting the progression of knowledge. The maps also show the expectations for the academic cohort and sensory cohort. It shows the key language and reading opportunities. Our 'beyond' curriculum is also mapped out showing trips, events and additional enrichment opportunities.

Differentiation

Our curriculum is flexible which allows teachers to differentiate learning to suit the variety of needs within each class family. Students are placed into groups of students of similar age and we ensure that each student has a peer group within their class. Throughout the school all classes have a mix of abilities including academic and sensory learners. This is reflected in planning and delivery of lessons. We ensure that all students have access to their National Curriculum entitlement, which is adapted to compliment each students personal pathway within our curriculum and assessment offer. Our curriculum coverage goes way beyond the expectations of the National Curriculum in all phases of school. Skilled teachers are able to teach in a way which can overcome barriers to learning and provide the support which allows all students to make progress. Whether this be incorporating special provision such as sensory-diets and Assistive and Augmentative Communication (AAC), behavior support or adapted resources all learners build upon prior knowledge. Our curriculum also provides challenge to stretch all learners to make good progress.

Planning

Teachers across the school work collaboratively to plan subjects and share their expertise in order to provide our students with the highest quality learning offer. Planning is dynamic and adaptable with an overarching sequence of learning. This ensures clear progression and a build up of sufficient knowledge for future learning and employment. Teachers also use the knowledge of our highly skilled support assistants to guide lesson planning. Planning templates are provided which reflect the curriculum areas and all lessons are planned with both a sensory and academic learning plan.

Personal learning plans

All students have personal learning plans (PLPs) with individual targets to work towards. These are accessed and utilised across the school to ensure teaching and learning links to assessment. The PLPs provide focus when gathering evidence of students meeting their learning outcomes. All PLPs reflect b-squared assessment, Reading River phonics, interventions, pupil premium and interventions. PLPs are in addition to our Education and Health Care Plan (EHP) targets which are set and monitored for individual throughout the year.

Facilities

We have amazing facilities which are utilised throughout the week. At Highfurlong we ensure that students access learning beyond the classroom. These include our very own Hydrotherapy Pool, Enterprise Shop, Life-Skills Room, Interactive Sensory Room, Traditional Sensory Room and Outside area. All of our facilities are created to be accessible for all including things such as a wheelchair roundabout and swing.

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Impact

The overall goal for our curriculum is that our learners will have the skills to become effective, confident learners who are inspired to challenge themselves. They will have a sense of identity and self belief which will transpire into goals and aspirations for a successful life. They will be resilient, will understand their strengths and will be as independent as possible in the wider world.

To ensure our curriculum is having the desired effect, there are several ways we measure its impact to ensure it is exactly the right offer for our students. The impact of our curriculum is monitored regularly through learning walks, team meetings, data scrutiny, moderation of learning evidence and communication between home and school.

Assessment

We use B-Squared connecting steps assessment system to assess all students across the school. All students are on a personalised assessment journey to suit individual needs. We utilise the different assessment tools within B-squared to do this. Our assessment offer is flexible so it can be accessed by all students and allows each individual to make progress. Our Early Years Foundation Stage (EYFS) students are assessed using B-Squared EYFS assessment tool. This splits the early learning goals into small achievable steps for our students. They will then access a 'Sensory' or 'Academic' pathway. The Academic Pathway is suitable for our more able students who are working on equivalent to a P level 6 to National Curriculum Level 5+. They will be assessed using the B-Squared Connecting steps national curriculum and P-levels tool in English, Mathematics, Science, Computing, E-Safety, PSHE and Citizenship. Whilst following this pathway, if they are able, students will access statutory assessments. They will also be assessed against the key stage one and two Key stage standards. The Sensory Pathway is suitable for our sensory students who are working below the equivalent to a P Level 6. They will be assessed using the B-Squared Engagement steps tool. This tool helps teachers to set small achievable goals within the four areas of need; cognition and learning, communication and interaction, sensory and physical and social, emotional and mental health. Pupils are assessed on the Adult Curriculum at Key Stage 5. Running alongside our Sensory and academic pathways is the B-Squared assessment tool Autism Progress. This tool is used for students who are on the Autistic spectrum and allows us to show progress in areas which may not usually be assessed and monitored. Often due to barriers and needs, students with autism can struggle to access lessons and show progress within the curriculum. They can also be showing excellent progress in other skills and it is useful to monitor this progress and allows us to celebrate every success. Autism Progress allows us to monitor progress through small achievable steps within communication, social interaction, emotional regulation and flexibility of thought. We have 3 data captures per year. This data is then collated and used to show how much progress students have made within each subject area. This allows us to highlight areas of strength and areas in need of improvement. This is reflecting in a termly Learning and Outcomes report.

Seesaw

Seesaw is an app we use to record evidence of students learning and meeting their personal targets. As many of our students are unable to complete pieces of work as evidence of their learning, this tool is used to take photographs and videos of the progress they make. Teachers directly link the evidence collected to the targets met on B-Squared whichever pathway the individual is on.

Moderation

Evidence collected is moderated by our teaching team at regular intervals throughout the year. During moderation meetings teachers check evidence to see if they agree that it shows a student has met their target. This ensures we have quality evidence and consistent expectations across the school. We are part of the North West Schools Assessment and Curriculum Group which consists of several special schools in the North West who gather together throughout the year to share their evidence and evaluate if we all agree that judgements made within assessment are correct. This allows us to share good practice and ensure we are consistent and in line with expectations and judgements made by other schools.

External accreditation and moderation

Teachers deliver accreditation which is then moderated externally. This gives us opportunity to access whether students have met their targets and by completing their accreditation successfully. External moderators give consistently good feedback, sharing that our judgements when assessing students are good.

Education and Health Care Plan outcomes

EHCP outcomes are set by class teachers in collaboration with support staff, families and other professionals. They are moderated regularly and evaluated once per year. New targets are set to reflect progress made. These targets are shared with parents/ carers and professionals at annual review meetings. This allows for quality conversations about progress in and out of school.