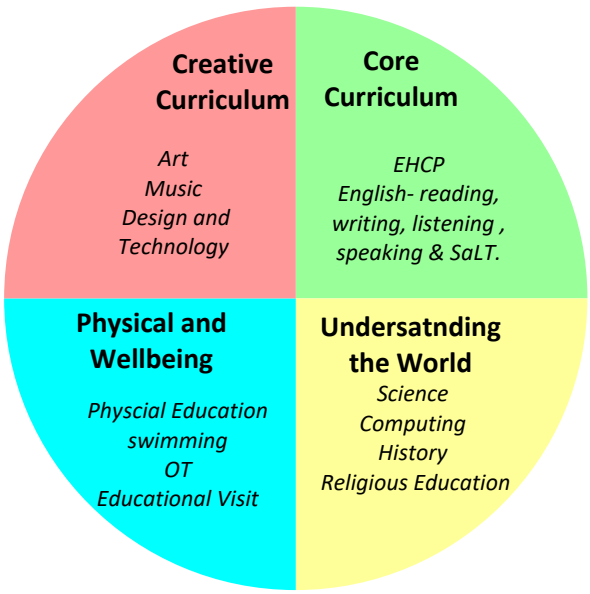
Curriculum Rationale for Evergreen

At Evergreen the curriculum is both inclusive and supportive, it aims to meet pupil's unique needs and facilitate their overall development. It is highly personalised and creative and is led by outcomes that will make a difference to our pupils. Pupils work within the Engagement Model, Pre Key Stage Standards (PKSS) and the National Curriculum. The curriculum is founded on the principle that all pupils regardless of their starting position have access to an ambitious and personalised curriculum which provides them with key skills, knowledge and understanding to manage their own life as they get older. We equip them to have high aspirations for the future possibilities.

Our curriculum is designed to focus on the Core Subjects that will have the greatest impact on pupil's lives whilst ensuring it is motivating, exciting, creative and engaging. The core subjects will support the ability of our pupils to learn new skills through mastery approach, ensuring that opportunities and time is given to learn, practice, and apply these skills across the school day. We ensure learning is part of a well –planned sequence, preparing pupils successfully for their next stage/step.

Whilst we acknowledge and recognise that Core Subjects as being of vital importance, we believe it is equally important that pupils receive a broad and balanced curriculum that goes beyond the Core Subject helping them develop wider interest and skills. Therefore, we have developed a Creative Curriculum, physical and wellbeing curriculum and an Understanding the World Curriculum to facilitate this. These curriculum areas will be delivered as part of carefully planned thematic/topic based approach. With this in mind we have our created our learning circle.



Curriculum Delivery

These are some of the ways in which we deliver our curriculum sessions

Therapies form an imperative part of the curriculum for most pupils. We work closely with multi-agency teams, following their advice and guidance (e.g. – implementation of therapy plans). All advice is woven through the curriculum delivery to ensure that activities are meaningful, purposeful and functional

Cognition and Learning (CL)

Exploration, Realisation, Anticipation, Persistence, Initiation

Following the recommendations of the Rochford Review, we have adopted the five areas of engagement as a means of showing progress for pupils who are not ready to engage in subject specific study. Through these areas pupils will develop interests, practice and refine skills and learn to generalise the skills they have learned in different ways and in different situations. They will learn how their actions affect their world and the people in it.

Cognition and Learning - Explore stimuli in a variety of ways. Notice a difference. Make predictions and anticipate. Explore understanding of cause and effect. Develop memory to link different pieces of information. Develop linking objects, events and experiences. Experience opportunities to think creatively and problem solve. Develop attention skills.

TACPAC and Intensive interaction

Tac Pac is a sensory communication resource using touch and music, used to support people with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre verbal levels of communication. Intensive interaction is an approach for teaching communication skills to pupils who are still at early stages of development.

Sensory Development (S)

Auditory, Visual, Tactile, Proprioception, Vestibular

With support and input from therapist, school staff supports pupils to develop their auditory, visual, tactile, proprioceptive and vestibular skills through a wide variety of daily activities. This helps the pupils to make sense of the world around them.

Sensory Stories

We bring stories to life with the use of concrete objects, pupils will often respond to the intonation of the adult's voice, the visual aids, sounds, smells, tastes or the texture of the objects/materials used to support the words that are being said

What's in the bucket sessions

Using a similar approach developed by Gina Davies, these sessions promote engagement, a sense of wonder and encourage the development of learning behaviours

Expressive Arts and Design (EAD)

Exploring through a variety of activities such as art, dance and music sessions the children are given the opportunity to share their ideas, develop their curiosity and explore their feelings

Broad and Balanced Curriculum

Our personalised curriculum is not reliant on rigid linear next step learning goals. It provides frameworks and sequences which teachers and teams use to support strengths and needs analysis, set Personal Learning Goals (PLGs), identify progress and opportunities for next steps. Each curriculum area is designed with 'Progression of Opportunities' and 'Developmental Progressions'

Broad:

- A rolling programme of topic themes
- Learning experiences in a range of different contexts
- Visits & visitors
- All moments are learning opportunities e.g. play, snack, lunch, toileting, transitions
- Themed days and special events
- Shared information and activity between school and home

Balanced:

- Timetabling, group and individual sessions
- Knowledge, skills and process
- Both functional & curriculum specific teaching
- Personalised for individuals
- Flexible and responsive in the moment and over time
- Both educational and therapeutic approaches
- Different contexts and communication partners

In Evergreen specialist approaches and interventions are both specifically timetabled and embedded into the curriculum. They are used flexibly in response to pupil changing strengths, needs and priorities as identified by school staff, external

specialists and pupils or their parent carers. They may be delivered by school specialists or our highly trained teaching staff under the guidance of the specialists. The list below identifies some of the specialist approaches and interventions but is not exhaustive.

- Communication e.g. Signalong, objects of reference, pictures / symbols,
- Physical and musical cue
- Visual timetables e.g. now, next and then
- Aided Language Modelling: Communication Boards and Books
- PECS (Picture Exchange Communication System)
- Intensive Interaction
- Attention Autism
- Multi-sensory stories and activities
- TacPac
- Sensory Integration
- Music Therapy
- SEMH approaches and strategies
- Team Teach

Curriculum Impact

In order to ensure that pupils are making progress in all areas of the Learning Circle our curriculum provision is reviewed at individual, class and whole school level. We use a variety of assessment methods to carefully track and monitor progress towards outcomes these are listed below:

Assessment

- Formative assessments – these are made daily based on discussions, observations and annotations.
- Summative assessments - we use an online assessment platform, SOLAR, to capture the progress of pupils in the core subjects of English, Maths and Science. This platform breaks progress into small steps so that we can assess against. These are our W-levels as well the National Curriculum, as appropriate depending on individual learning levels.
- Engagement Model – for pupils working below the National Curriculum this model is an assessment tool to help us gain a greater understanding of what motivates pupils to access their learning. The model has five areas; exploration, realisation, anticipation, persistence and initiation.

