



Guidance Document

Table of Contents

- Introduction3**
- 1. The priority curriculum4
 - 1.1. Communication.....4
 - 1.2. Social and emotional development.....4
- 2. The personalised curriculum.....5
- 3. Curriculum pathways6
 - 3.1. Pathway 1 – Reaching Out.....6
 - 3.2. Pathway 2 – Early Years Foundation Stage.....7
 - 3.3. Pathway 3 – Stepping On.....9
 - 3.4. Pathway 4 – Climbing Up.....12
 - 3.5. Pathway 5 – Taking Off.....13
- Appendix 1: Curriculum Structure.....15**
- Appendix 2: Lesson Observation Pro forma16**

Curriculum Framework Summary

Document Category: Curriculum

Key Elements

Date: May 2020

This document summarises the structure of Whitefield’s curriculum.

It sets out the school’s intent in preparing children and young people for their adult lives and the next stage in their education and, equally important, in equipping them to make the most of their lives now.

The content was agreed by groups of staff at each Key Stage and pulled together by the Senior Leadership Team



Introduction

Whitefield's mission statement is

"Enjoyment, Achievement and Wellbeing for all"

We recognize the importance of preparing children and young people for their adult lives and the next stage in their education; however, it is equally important to equip children and young people to make the most of their lives now. We have therefore planned our curriculum to support children and young people to experience enjoyment, achievement and wellbeing every day and to develop the skills, knowledge and understanding to enable them to make the most of their future lives.

We are determined that all children and young people attending Whitefield should:

- enjoy coming to school and taking part in a range of activities which are meaningful and interesting for them and which they will be able to enjoy in the future;
- make progress through the three aspects of the curriculum, gaining knowledge and skills which are useful to them now and will continue to help them as they grow older;
- experience positive relationships with adults and peers in school, feel good about themselves and gain in confidence and be mentally and emotionally healthy so that they will be able to make positive choices in later life and take an active part in the community

There are three related aspects to our curriculum

- **The priority curriculum** – priority areas are communication and social and emotional development.
- **The personalised curriculum** addresses priorities specific to each child or young person
- **Curriculum pathways** are made up of core and foundation subjects reflecting different developmental and learning needs.

Class groupings are usually based around Key Stages and curriculum pathways to support teachers in planning individual and group activities and to make it easier for children and young people to learn with one another. There are some exceptions for individuals and in order to make the best use of staff expertise in, for example, working with children with complex medical needs.

Timetabling and planning reflects the curriculum pathways. Other than in the Early Years each lesson focusses on one or two curriculum subjects. Depending on the children and young people's starting points, the emphasis within pathway subjects may be on skills and approaches or knowledge. Teachers will also identify learning from the priority curriculum and the personalized curriculum in every lesson.

Assessment, recording and reporting is also structured around the curriculum pathways. We are currently moving away from P-levels to a system of 'milestones' for summative assessment in the core curriculum areas of English, Maths and Science. Teachers keep evidence of progress in all subjects and summarise what children and young people have learned in termly records building to Annual Progress Reports. We are moving towards electronic recording via 'Evidence for Learning'.



1. The priority curriculum

1.1. Communication

Effective communication is the most important tool for a happy and successful life. It enables children and young people to build relationships, to express themselves, to make sense of what is happening and to predict what is going to happen. Effective communicators make choices and have greater control over their lives. They are able to manage change and to have their needs met. Communication underpins literacy and gives access to all other curriculum subjects. In adult life effective communication will enable our children and young people to make new relationships, live alongside other people and be more successful at college, social care provisions and the world of work.

Children and young people at Whitefield communicate in many different ways, from reflex responses to complex spoken or signed language. Timetabled lessons within each pathway support the development and functional use of expressive and receptive communication or language. Teachers plan learning activities in all subjects to enable children and young people to use the communication skills they have and all adults aim to communicate using the approach which is most successful for individuals and to provide opportunities for individuals to communicate in their own way.

1.2. Social and emotional development

Positive social and emotional development goes beyond the taught content of a PSHE/ SED curriculum. It enables children and young people to experience a sense of security and wellbeing and to live and work as part of a group, making secure relationships with other people.

The special educational needs which the children and young people at Whitefield experience may be a barrier to their social and emotional development. For example, the anxiety and frustration which arises from sensory overload may impact on mental health and make it difficult to engage with other people. Significant sensory, physical and medical needs may cause children and young people to withdraw from a world which makes little sense to them.

Whitefield Schools is committed to 'Positive Behaviour Support'. We seek to build an ethos where children and young people grow in confidence because they are supported by people who understand and value them and seek to give them a good quality of life. This includes help to understand boundaries and expectations. Alongside PBS, timetabled lessons in PSHE or Social and Emotional Development teach children and young people self-awareness and independence and help them to understand their role in a community. Teachers plan learning activities in all subjects to build confidence and the ability to work alongside and with other people and all adults use a positive approach and encourage children and young people to build positive relationships in school.



2. The personalised curriculum

Personalisation runs through every aspect of planning, teaching and learning. Through personalization the adults working with a children or young person seek to identify what is really important for *this* child or young person and what will make *this* child or young person's life better, now and in the future. Personalised goals may overlap with goals in other parts of the curriculum (e.g. it may be crucial for a child to learn to use basic signs) or may be unique to that person.

All children and young people at Whitefield, except the very few who come to the school for an initial assessment, have Education, Health and Care Plans (EHCPs) which set out key goals in the areas of:

- Education and Learning
- Independence
- Good Health
- Developing Friendships, Relationships and Community

EHCP goals set out aspirations for a Key Stage based on the views of parents, teachers and their colleagues and the child or young person themselves. The child's views may be expressed directly or worked out by people who know them well. Teachers break down the goals further to identify goals for each academic year.

EHCP goals are displayed in classes so that all adults and where possible the children and young people are aware of them. Most will relate to specific curriculum areas though some will be overarching.

As part of Positive Behaviour Support all children and young people have Positive and Proactive Support Plans (PPSPs) which are written by the teacher in consultation with colleagues, parents and sometimes the child or young person themselves. PPSPs may focus on sensory needs or on responses to behavior. All PPSPs set out individual goals which aim to improve the child or young person's lives.

The personalised curriculum shapes all timetabled activities. Teachers will take account of personalised goals in planning the timetable for a class and for individuals.

Teachers identify individual goals and learning objectives when planning learning activities. These objectives may come from EHCPs, PPSPs or the curriculum pathway or may relate to a need identified by the teacher in planning next steps. Teachers share learning objectives at the beginning of the lesson or make them available to other adults in some other way. Adults share progress either at the end of the lesson or in other ways agreed by the team.

Adults help children and young people to celebrate progress towards key goals within in many ways including:

- Immediate feedback during activities
- Plenary sessions (where these are meaningful to the class group)
- Classroom displays
- Assemblies and special mentions
- Annual Progress Reports

In every Annual Progress Report the teacher highlights a 'significant achievement'



3. Curriculum pathways

The school's curriculum is built around five pathways designed to support different groups of children and young people.

Children in the Early Years (other than those with profound and multiple learning difficulties) follow the curriculum for the Early Years Foundation Stage, adapted for their needs.

Other children and young people follow one of the school pathways:

- Reaching Out – a sensory curriculum for life and learning
- Stepping On – an exploratory curriculum for life and learning
- Climbing Up – an academic curriculum for life and learning with provision for specialist needs
- Taking Off – a curriculum to prepare young people aged 16 and above for the next stage in their lives

Within the pathways, each Key Stage group will have a different emphasis but the overall priorities are common to all.

Teaching and learning in each pathway addresses the priority curriculum, the personalized curriculum and core and foundation subjects. Skills and knowledge are drawn from the EYFS and the National Curriculum. The curriculum emphasises the development of skills and approaches which underpin National Curriculum subjects so that children and young people learn how to learn, enjoy exploring their environment and are able to follow their own interests. Teachers plan to address subject based knowledge as appropriate once children and young people are able to assimilate the key facts and concepts.

3.1. Pathway 1 – Reaching Out

A sensory curriculum for life and learning

Children and young people with profound and complex needs learn through consistent routines, sensory experiences and interaction with adults. The curriculum supports pupils to:

- express themselves in individual ways
- develop trusting relationships with adults and work coactively with them
- use and integrate their senses
- explore their immediate environment
- interact with other people
- anticipate and then engage actively with familiar routines
- gain confidence

We aim that children and young people will:

- feel happy, relaxed and safe
- be understood by the adults around them
- find a voice that others will listen to
- be challenged at their own level

Adults support the children and young people through:

- planning sessions that are child-centred, using sensory profiles to structure activities



- planning 1:1, paired and small group activities as appropriate
- close observation and assessment which identifies very small steps of progress
- making sessions fun and engaging
- encouraging whatever independence is possible
- providing a safe and nurturing environment
- meeting medical and physical needs within the class team
- helping them to be part of a community, within school and beyond
- responding to their needs and interpreting their requests
- celebrating achievement

By the time they leave school we aim that the children and young people will:

- express their wants, needs, likes and dislikes in a way that others can interpret
- tolerate environments and experiences beyond the most familiar ones
- have some degree of independence
- make choices and exert some control over their lives
- interact confidently with other people
- explore the world around them
- be confident when spending time on their own

The Reaching Out pathway is structured around the following subjects:

Communication and Interaction – supports children and young people to establish behaviours through which they can express their feelings, make choices and communicate with other people

Exploring and Ordering the World - supports children and young people to develop an awareness of the world around them through sensory exploration, responding to 'real' and virtual stimuli

Physical Development - supports children and young people to develop the physical skills through which they can control and explore their environment

Social and Emotional Development – supports children and young people to participate in the school community, responding to other people and sharing activities and celebrations with them and to become more confident in the wider world

Creative Development - supports children and young people to express themselves or respond to others in the context of art and music and to take part in positive and enjoyable activities.

The progress of pupils following the Reaching Out pathway is accredited through appropriate modules within the following courses:

- Key Stage 3 - ASDAN New Horizons
- Key Stage 4 – ASDAN Transition Challenge
- Key Stage 5 – ASDAN Towards Independence
- All Key Stages as appropriate – Arts Award

3.2. Pathway 2 – Early Years Foundation Stage



Children in the designated Early Years classes in Peter Turner Primary School and Margaret Brearley School work within the EYFS framework. Teachers and other practitioners adapt the approach to meet the needs of young children with autism or severe learning difficulties. They experience free flow learning indoors and outdoors alongside activities which are structured by adults.

The curriculum supports them to:

- focus their attention on things they enjoy
- take part in a variety of play opportunities that support every area of learning

We aim that children and young people will

- feel happy, safe and understood

Adults support the children and young people through:

- building good relationships with children and their families
- observing and assessing them and adapting the curriculum accordingly
- tailoring communication to individual needs
- providing stimulating environments
- adapting the environment and approach to meet sensory and physical needs
- giving opportunities to learn off site
- modelling positive behavior and setting clear boundaries to support behaviour for learning

By the time they move to Key Stage 1 we aim that the children and young people will:

- confidently access the curriculum at their own level
- be developing their ability to communicate their needs
- enjoy a range of learning opportunities
- accept and enjoy the company of other people
- feel settled, safe and secure in their surroundings and with familiar adults and peers

The EYFS pathway is structured around the seven areas of learning and development

- **Communication and language development** gives children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** provides opportunities for children to be active and interactive, to develop their co-ordination, control, and movement, to understand and make healthy choices.
- **Personal, social, and emotional development** helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Literacy development** encourages children to link sounds and letters and to begin to read and write.
- **Mathematics** provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- **Understanding the world** guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive arts and design enables children to explore and play with a wide range of media and materials and provides opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology



Teachers complete the Early Years Foundation Stage assessment and participate in moderation with the local authority for children reaching the end of YR

3.3. Pathway 3 – Stepping On

An exploratory curriculum for life and learning.

Children and young people learn through play, exploration, practical activities and community involvement.

The Stepping On curriculum in Key Stages 1 and 2 supports children to:

- learn life skills
- interact with others in a positive way (sharing, taking turns and co-operating with others)
- communicate with a range of listeners including familiar adults in and out of class
- be as independent and autonomous as possible
- enjoy school and engage with learning

We aim that children will:

- be happy and curious about their environment
- feel a sense of wellbeing
- build positive relationships with their peers and adults
- be confident in their social interactions
- be willing to participate in new learning experiences
- develop the ability to accept and cope with change

Adults support children through:

- developing positive relationships with them and building rapport
- individualizing the curriculum with a variety of activities which match each child's needs
- providing opportunities to learn and explore
- creating classroom environments that help children feel safe
- using a total communication approach, identifying the right communication method for each child
- developing PPSPs which support children to self regulate and reduce behaviours of concern
- planning 1:1, paired and small group activities as appropriate
- using the environment on and off site to provide a range of contexts for learning
- planning effective transition

By the time they move to Key Stage 3 we aim that the children and young people will:

- explore and interact with resources and activities
- express their needs and wants and make meaningful choices using their preferred mode of communication engage with teaching and learning
- be independent in self care activities

The Stepping On curriculum in Key Stages 3 and 4 builds on what young people have learnt in earlier stages and supports them to:

- learn the best ways for them to communicate
- make positive and meaningful choices

Copyright Whitefield Academy Trust. Reproduction prohibited without written permission.



- build relationships
- increase independence and develop functional life skills
- cope with different emotions and sensations as they grow older
- learn how to safeguard themselves

We aim that the young people will:

- experience a sense of achievement individually and as a group
- feel included, valued and respected within the school community
- feel safe in the school environment
- become more confident in the local community

Adults support young people through:

- using a total communication approach and giving all students a voice
- providing motivating opportunities for them to communicate and make real choices
- providing opportunities to experience the community
- providing routines and structure
- tailoring work to their academic and personal targets.
- planning 1:1, paired and small group activities as appropriate
- giving students a sense of responsibility through practical tasks
- modelling life skills and appropriate behaviour
- teaching skills to assist with self regulation and ask for help e.g. asking for a quiet space
- supporting students to be more independent in life skills
- providing broader experiences and choices so that interests can change
- celebrating achievements
- being in constant communication with families
- treating young people with dignity and respect so they know they are accepted and liked
- using assessment to build upon the young person's previous knowledge and set meaningful and achievable next steps

By the time they move to post 16 we aim that the children and young people will:

- enjoy interacting with others and build positive relationships
- make themselves understood and take part in communication as a two way process
- take care of their immediate environment
- enjoy a range of sensory and structured activities
- confidently access the local community
- use their independence skills to take some control over their life
- use self-regulation strategies to keep calm and manage challenging situations
- safely make their own choices
- use previous knowledge and experience to support new skills and increase independence

The Stepping On curriculum in Margaret Brearley School supports children and young people to:

- become as independent as possible
- communicate effectively
- take responsibility for their self-care

Copyright Whitefield Academy Trust. Reproduction prohibited without written permission.



- socialize in a range of settings
- develop awareness of the diverse community in which they live
- develop physical control

We aim that the children and young people will:

- feel empowered, secure, valued and respected

Adults support children and young people through:

- teaching self-care and life skills through instruction and modelling
- providing community skills and experiences
- offering a range of communication skills
- using technology
- providing a routine and consistent activities
- planning activities to support mental health and wellbeing
- adapting to individual needs
- working with parents

By the time they move to post 16 we aim that the young people will:

- be able to make themselves understood
- have an understanding of right and wrong
- be confident in the local community
- have skills which will transfer into society
- be confident and have an awareness of their self worth

The Stepping On pathway is structured around the following subjects:

Communication and Language – supports children and young people to communicate with other people using speech, sign, objects or symbols, expressing themselves confidently and understanding what other people are communicating to them and

PSHE - supports children and young people to develop positive relationships with other people, to live and work within a community, to become more independent, to be safe and healthy and to care for their environment

Literacy - supports children and young people to enjoy reading books, stories and rhymes, pictures and written information, to participate in positive experiences sharing all forms of literacy with adults and other children and to learn strategies to take meaning from pictures, print and symbols. This underpins progress in other areas of learning, particularly communication and SED/ PSHE and supports life skills.

Mathematics - supports children and young people to explore, organise and communicate about the physical world, to develop basic concepts in numeracy, shape space and measures and to apply those concepts in meaningful activities

Science - supports children and young people to explore and talk about the natural world, to investigate and observe change and to develop their interest in and knowledge of living things, materials, forces and light and dark

ICT – supports children and young people to use a wide range of technology purposefully and safely as a means of communication, to make practical tasks easier, to share information, to gain information about the wider world and as a leisure skill. Children and young people use basic control technology and some may access coding. ICT is taught as a discrete subject and children and young people use technology across the curriculum.



Knowledge and understanding of the world - supports children and young people to develop an interest in the world around them and to build a sense of time, a sense of place and a sense of community. Children and young people learn about and celebrate their own faith, language and culture and the faith, language and cultures represented in our rich community.

Physical Development - supports children and young people developing physical control, take part individually or as a group in play, leisure and fitness activities and to develop a healthy lifestyle

Creative Development – supports children and young people to explore colour, texture, shape, pattern, form and space in 2 and 3 dimensions, to listen to and participate actively in a range of musical experiences, to develop their imagination and to plan and generate designs

Children and young people following the Stepping On pathway do not routinely study a modern foreign language. For the children and young people on this pathway the idea of another language is a very complex concept. Children and young people are supported to develop the understanding that other people use different languages through being part of a multicultural community, through the school's international work and within Knowledge and Understanding of the World.

The progress of pupils following the Stepping On pathway is accredited through appropriate modules within the following courses:

- Key Stage 3 - ASDAN New Horizons
- Key Stage 4 – ASDAN Transition Challenge
- Key Stage 5 – ASDAN Towards Independence
- All Key Stages as appropriate – Arts Award

3.4. Pathway 4 – Climbing Up

An academic curriculum for life and learning with provision for pupils' specialist needs.

The 'Climbing Up' curriculum focuses on developing both academic and life skills. Learning draws on the National Curriculum Programmes of Study and/or the syllabi for examinations, adapted and augmented in the light of individual needs. Young people also access other areas of learning which are intended to prepare them for future settings whether that is our own Post 16 provision, Project Search, colleges or school sixth forms.

The Climbing Up curriculum supports young people to:

We aim that the children and young people will:

- develop academic knowledge based around their strengths and interests
- remain a part of the Whitefield community, building friendship groups and supporting other young people
- reflect on what adult life will involve and develop their own dreams and aspirations

Adults support children and young people through:

- providing a flexible curriculum with individualized timetables to support and build on the young people's own strengths and interests
- supporting them to access options off site

By the time they move to post 16 we aim that the young people will:



- Be able to achieve their potential in their future settings
- Have the skills, knowledge and understanding which they can build on at post 16 to be ready for independent adult lives

The **Climbing Up pathway** is structured around the following subject areas:

Core subjects – English, Maths, Science and ICT – provide access to key academic learning which underpins other curriculum areas and will equip young people for future college courses and employment

Well-being, Spirituality and Creativity – PE, PSHE, art and DT – support young people to develop holistically, to make informed choices about their lifestyles, to understand their community and to access positive leisure activities through creating and/or appreciating art. As in other pathways, PSHE includes Relationship and Sex Education.

Everyday living – focuses on the necessary skills for leading as independent a life as possible and keeping themselves safe.

The World of Work – supports young people to occupy themselves purposefully, to take their place in the community and to be ready for paid employment.

Modern Foreign Languages can be offered in partnership with Joseph Clarke School or local mainstream schools for young people with a particular interest or ability in this area.

Examinations and accredited courses

Achievements are recognised and valued through examinations and nationally recognised accredited schemes such as ASDAN accreditation and Entry Levels, Functional Skills, BTECS and GCSEs qualifications as appropriate. Young people may access some examination courses on site or at Joseph Clarke School using specialist facilities and teachers or they may study courses at local mainstream schools or colleges with support from Whitefield staff.

3.5. Pathway 5 – Taking Off

A curriculum for post 16 pupils equipping them for future choices in work, college and independent or supported living.

Young people following the Taking Off pathway will have previously followed one or more of the other pathways and teachers' planning will take account of the skills and knowledge gained by the end of Key Stage 4. The curriculum aims to help young people at Whitefield acquire skills that will be of benefit to them at the next stage of their lives, whether in employment, a further education setting or a day centre, so they will be able to access the same rights as all young people with opportunities as appropriate to their needs and interests.

The Taking Off Curriculum supports young people to:

- enhance their communication and interaction skills through real-life and age-appropriate experiences.
- be involved in decision making regarding themselves, their school, education and plans for the future.
- form relationships with other young people and adults from a range of environments
- enjoy their experience of post-16 education

Adults support them by:

- communicating in a range of ways and responding to the ways the young people choose to communicate
- showing respect and treating them as young adults
- treating them as individuals
- providing a variety of opportunities for community involvement, including work experience



- planning a range of group activities to promote friendships and relationships
- celebrating achievement
- facilitating appropriate, meaningful and functional activities
- working in partnership with parents

By the time they leave school we aim that the young people will:

Adults support the transition to adult lives by:

- arranging visits to adult provision for themselves and their family to support informed choices
- supporting families to work with the local authority and possible post school settings to achieve the most appropriate placement and curriculum post school
- providing opportunities to meet socially outside the school environment.
- supporting visits to future placements
- developing communication passports to take to the next setting

Young people based at college or on the Whitefield site continue to develop their skills within five key areas of learning:

Communication, language and literacy – young people continue to follow the Programme of Study for the relevant pathway, with an emphasis on broadening the group of people with whom they can communicate

The World of Work – supports young people to gain the skills for paid employment or to work alongside others within their home and community

Well being - supports young people to keep as well physically, emotionally and mentally as is possible for them

Everyday living – supports young people to lead as independent a life as is possible for them and to take responsibility for their everyday lives

Creativity and spirituality - supports young people to express themselves and develop a sense of identity

Examinations and accredited courses

The progress of young people within the Taking Off Pathway is accredited through the following courses as appropriate:

- GCSE
- BTEC
- ASDAN Towards Independence
- ASDAN Employability Scheme



Other evidence of the quality of teaching and learning (e.g. progress files seen, classroom displays):

Strengths of the lesson as agreed by observer and teacher, based on the Trust's description of quality teaching and learning:

Lesson rationale:



Areas for development and/or agreed actions:

Signed: _____ Observer

Print name: _____ Observer

Signed: _____ Person being observed



Quality teaching and learning in the Whitefield Academy Trust

In high quality teaching, every child and young person is enabled to make exceptional progress because:

1. They are safe, and feel safe, both physically and emotionally.
2. Their communication is enabled, understood and respected.
3. They are fully included in activities personalised to their needs and their level of development.
4. They enjoy the activities, focus on the tasks and are motivated to do what is asked of them.
5. They experience success and are aware of their achievements.
6. They become more independent.
7. They work towards challenging curriculum goals.
8. They practice and consolidate the skills they have learnt.

In order to support children and young people, adults use the following strategies:

1. Teachers identify clear objectives and challenging curriculum goals, built on sound assessment, knowledge of prior learning and knowledge of the curriculum. They share them with other adults, children and young people.
2. Teachers plan a mixture of group and individual activities, paced appropriately, to meet individual targets, deliver an appropriate curriculum and promote inclusion.
3. Teachers structure activities so that children and young people are aware of what is expected and have opportunities for full engagement.
4. Teachers identify every opportunity to promote learning, using resources that children and young people find interesting and are suited to their needs.
5. Teachers plan their use of staff to maximise opportunities for children and young people to learn.
6. Resources and strategies reflect and value the diversity of children and young people's experience. Adults support them to understand and interact with people and communities beyond their experience. Adults are quick to challenge any stereotypes and use of derogatory language.
7. Adults interact and communicate positively and effectively with children, young people, their families and each other according to their individual needs
8. Adults understand individual needs (cognitive, communicative, physical, sensory, medical and mental health) and use this understanding to personalise learning
9. Adults' practice is underpinned by positive behaviour support (PBS).
10. Adults ensure the environment is safe and set up to maximise pupil engagement and progress.
11. Adults engage in professional dialogue with their teams and with development. opportunities to ensure they have the skills, knowledge and understanding to support the needs of the children and young people.
12. They continually assess progress towards their understanding and achievement of the outcomes.



**This guidance is shared
via the school website:
www.whitefield.org.uk**