

Springwater Curriculum Overview

At Springwater School, we recognise that our pupils have very specific, diverse and individual educational needs and our curriculum aims to meet these in a carefully considered, creative way. Our aim is that our pupils leave Springwater post-19, as independent and autonomous as possible with the skills to make their own choices in life, whether this is at home, in activities, for courses of further study, or employment. We want to enable our pupils to become active learners who can effectively communicate their needs and wants. The curriculum is built upon the statutory requirements of the National Curriculum (NC), but differentiated at a level to meet all our pupil's very individual learning needs. All pupils' access core and foundation subjects, but these are presented to pupils in different ways appropriate to their level and in a style suited to their individual abilities. These may be described differently within planning and timetables.

Our population consists of pupils with a wide range of learning needs from those with profound and multiple learning difficulties, to those with more moderate learning difficulties (particularly present within our sixth form provision). Furthermore, many of our pupils have additional and life-long, multi layered challenges including autism, challenging behaviour, communication difficulties, multi-sensory impairments, complex medical needs and physical disabilities. Having such complex needs can sometimes make it difficult for our pupils to be in a 'ready state' for learning, therefore meeting pupil's individual sensory needs is an integral part of our curriculum, too.

We firmly believe that each pupil is entitled to a personalised and appropriate curriculum for them and to achieve this, we group them into curriculum pathways. These are not necessarily static for the pupil's school career, i.e. a pupil may move from one pathway into another should their progress deem this appropriate. In addition, pupils may straddle two pathways for some or all of their school career, particularly if their academic profile is uneven. However, on arrival at Springwater an appropriate curriculum pathway(s) is identified for each pupil, allowing them access to the most suitable curriculum offer.

Our four curriculum pathways are; EYFS (for learners aged 2-5), pre-formal (for learners broadly working between P1-4), semi-formal (for learners broadly working between P5-8) and formal (for learners broadly working within the National Curriculum assessment standards). We have curriculum pathway handbooks (and an EYFS policy) as well as a generic sixth form curriculum handbook, containing more detailed information on each.

The content of our curriculum is largely developed from the National Curriculum programmes of study and the subsequent differentiated EQUALS units. The leadership team work alongside subject coordinators and department heads to agree a breadth of coverage. Primary and secondary have a three year rolling programme based on a variety of topics which change termly. Sixth form run a life skills-based curriculum with many opportunities to work within and around the local community. Their curriculum is underpinned by ASDAN modules and OCR Life and Living Qualifications (for formal learners) (Jan 2019).

Please read our full curriculum policy and curriculum pathway handbooks for further, detailed information about our practices and procedures surrounding curriculum implementation.