



# Curriculum Policy

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Sean Pond  
Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.



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## Introduction: Curriculum Purpose and Intent

The curriculum at Springwater School is underpinned by our vision and key values:

### Vision

Our vision is that all learners access outstanding teaching and facilities, personalised to their individual learning needs, within a happy, confident and proud school.

### Values

**Achieve**  
**Self esteem**  
**Positive**  
**Inclusive**  
**Respect**  
**Enjoyment**

Our purpose is to provide a well-rounded, balanced education that supports the progress of the whole child or young person. We want pupils to be happy, and to flourish and thrive, both at school and in society. At Springwater, pupils have a wide range of abilities and disabilities and our curriculum aims to meet these in a carefully considered and creative way. We believe that our pupils should have the same opportunities as any others to access a broad and balanced, relevant and interesting curriculum.

We intend our curriculum to be meaningful, appropriate and accessible for all our students. We are determined that every pupil will be the best that they can be and we aim to prepare them for the world beyond school, through high-quality, personalised teaching and learning opportunities and high expectations for all learners. We want our pupils to be active and engaged learners who can effectively communicate their likes and dislikes, needs and wants. Our intention is that pupils leave school as independent and autonomous as possible, with the skills to make and communicate their own choices in life, whether this is at home, engaged in activities in the community, courses of further study, or employment.

The pupils at Springwater all have Education, Health and Care Plans (EHCPs). Aspirations for each pupil are captured in their EHCP through consultation with themselves, their parents, teachers and other professionals. The EHCP also outlines challenges and barriers to learning for each individual. Outcomes addressing these barriers to learning are set in four main areas: cognition and learning; communication and interaction; social, emotional and mental health; sensory and physical. Our school curriculum is aligned to the main areas of pupils' EHCPs and aims to address pupils' individual barriers to learning so that they can develop to reach their true potential.



Our school population consists of pupils with a wide range of learning needs including those with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD) and moderate learning difficulties (MLD). Our school curriculum comprises all the learning and other experiences that we plan for our pupils. The Early Years Foundation Stage (EYFS) and National Curriculum (NC) form part of our school curriculum and are differentiated at a level to meet our pupils' individual learning needs. For many pupils, the curriculum also includes therapy programmes and teachers work closely with speech and language therapists, physiotherapists and occupational therapists as appropriate to carry out these programmes.

Many of our pupils have additional, multi-layered challenges, including autism, fetal alcohol spectrum disorders (FASD), communication difficulties, multi-sensory impairments, complex medical needs and physical disabilities. Such complex needs can make it difficult for pupils to be in a 'ready state' for learning. Therefore, meeting pupils' sensory needs and helping them learn how to self-regulate is an integral part of our curriculum, too. We are part of the North Yorkshire Attachment Aware schools programme and have recently introduced Emotion Coaching practices and the Thrive Approach.

At Springwater, our intention is to deliver a curriculum that:

- Is broad, balanced and well planned, so that individuals cumulate relevant knowledge, understanding and skills for their next stage in education, training or employment.
- Creates a learning environment in which pupils are happy, confident and secure.
- Provides a personalised approach linked to each pupil's individual needs and learning intentions.
- Provides opportunities for all pupils to develop key skills for life, including the ability to communicate, socialise and be as independent as possible.
- Promotes high expectations and challenges pupils to achieve their very best.
- Promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.
- Enables pupils to become active, lead healthy lifestyles and enjoy physical activity.
- Enriches pupils' lives with a wide range of on and off-site learning experiences, which promote participation in community life.
- Recognises achievement, through school systems and external accreditation.

The purpose and intentions described above inform the development of our curriculum area and subject plans, provide focus for the work of the school and establish a reference point when reviewing curriculum provision.



## Policy detail

### 1. Curriculum Pathways

As described above, our school population consists of pupils with a wide range of complex learning needs and we believe that each pupil is entitled to an appropriate curriculum, tailored to their developmental stage. To achieve this, we group pupils into curriculum pathways. On arrival at Springwater, the most appropriate curriculum pathway is identified for each pupil, allowing them access to the most suitable curriculum offer. The pathway is not necessarily static for a pupil's time at school i.e. a pupil may move from one pathway onto another, should this be deemed appropriate. Alternatively, pupils may straddle two pathways for some or all of their time at school, particularly if their academic profile is uneven.

#### Early Years Foundation Stage (EYFS)

The EYFS curriculum is for learners aged 2-5 years. Once they reach the end of their Reception year, some may stay on within the EYFS setting until the end of Key Stage 1, whilst others may be placed in an appropriate curriculum pathway group. All pupils move out of the EYFS class before they reach Key Stage 2.

In the Nursery and Reception class, we work to the EYFS curriculum which is organised into seven areas of learning and development:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children's earliest experiences help to build a secure foundation for learning throughout their school years. Therefore, all our activities are planned to ensure maximum learning takes place throughout the day, whilst ongoing observations are completed to assess learning. Pupils enjoy a wide variety of activities throughout the week which are designed to help them learn new skills, gain confidence and have the opportunity to form good relationships with staff and pupils alike.

Please see our separate EYFS Policy for more detailed information.



## **Pre-formal Pathway**

The pre-formal curriculum pathway is typically for pupils with profound and multiple learning difficulties (PMLD) who need a very special approach to their learning.

The Department for Education's (DFE) definition of pupils with PMLD is: "Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment, or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language."

The pre-formal curriculum continues the early years' approach to teaching and learning, recognising the importance of play and the need for multi-sensory experiences, enabling pupils to explore and make sense of the world around them. It is designed to meet the needs of pupils by focusing on early communication, physical, and personal, social and emotional skills that are the foundations of learning – the prime areas of learning and development as described in the Early Years' framework. These areas correlate to the main EHCP sections and ensure that each pupil's learning is directly linked to the outcomes in their EHCP.

In the pre-formal curriculum, there is a significant focus on specialist provision such as hydrotherapy, Rebound therapy, physiotherapy, massage stories, Intensive Interaction and physical movement programmes.

## **Semi-formal Pathway**

The semi-formal curriculum pathway is for pupils with severe learning difficulties (SLD) who need a highly differentiated approach to learning.

The DFE's definition of pupils with SLD is: "Pupils with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. These pupils have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Some individuals with severe learning disabilities may also be diagnosed with another condition or syndrome."



The semi-formal curriculum also remains rooted in an Early Years' approach. As well as continuing to support pupils to develop their communication, physical, and personal, social and emotional skills, there is an increasing emphasis on the specific areas of learning and development. Pupils are supported to acquire knowledge, understanding and skills in literacy, mathematics, understanding the world and expressive arts and design. Teaching and learning is related to pupils' own interests and experiences and is developmentally appropriate. Some pupils may learn through structured play whilst others will learn more effectively through functional activities or topic-based approaches. Most learners in this pathway will continue to require concrete resources and help with their learning through scaffolded and adult directed support.

### **Formal Pathway**

The formal curriculum pathway is typically for pupils with moderate learning difficulties (MLD) who still need a differentiated approach to learning.

The DFE's definition of pupils with MLD is: "Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills."

The formal pathway is for pupils who are working at the level of National Curriculum attainment targets. The curriculum is delivered through individual subjects such as English and mathematics and pupils receive an adaptation of the National Curriculum, focused on developing knowledge, understanding and skills that are relevant and meaningful. We recognise that each pupil has a range of abilities and needs and may still require access to specialist provision and approaches. Some pupils may access formal teaching in some curriculum areas but still benefit from a semi-formal approach in other areas.

The designation of a formal curriculum pathway will be dependent on the age and stage of the learner. There are few formal learners within our primary and secondary departments because appropriate support may be provided for these children and young people in mainstream settings. The majority of our formal learners are within our sixth form provision, as we are one of the few education providers for learners of this age within the local area.



## Sixth Form

The Sixth Form curriculum is driven by our intention to develop students' independence skills and prepare them for adulthood. We provide a curriculum that focuses on learners' long-term aspirations and identifies the appropriate steps that need to be made to progress towards achieving these aims.

Students are encouraged to take as much responsibility for their learning as possible and independence is encouraged at all academic levels. Students access a curriculum that is designed and directed by themselves, as well as parents, carers and professionals. The curriculum is based on pupils' aspirations and the outcomes from their EHCPs and continues to link to the main EHCP areas.

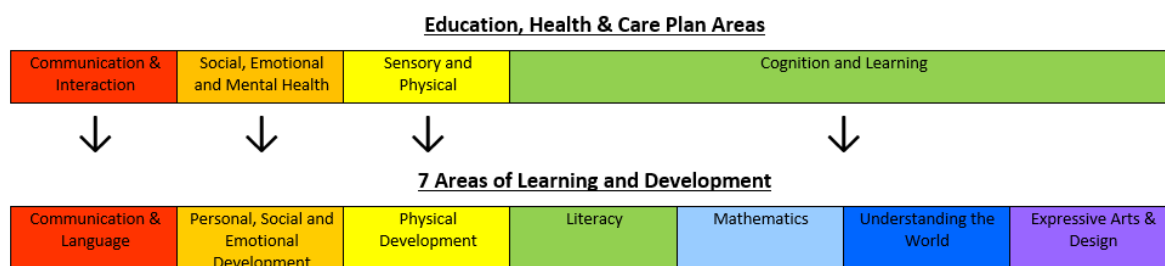
The Sixth Form curriculum is organised into different pathways: Employment and Being Independent, Towards Independence and Communication and Interaction.

The Sixth Form curriculum is structured around ASDAN Personal Progress (PP) or ASDAN Personal and Social Development (PSD) modules and all students work towards ASDAN Diplomas. In addition, students may study for several different qualifications and accreditations, including Northern Council for Further Education (NCFE) Functional Skills (English and Maths), Q Arts Award, John Muir Award, Duke of Edinburgh Award, Sports Leaders I Can Lead Award and ASDAN short courses.

Please see our separate Sixth Form Prospectus for more detailed information.

## 2. Curriculum Areas

In the EYFS, primary and secondary departments, we use the Early Years Foundation Stage framework to guide our delivery of the curriculum in seven key areas of learning and development. These seven areas reflect early childhood development and link to the main EHCP areas, as illustrated below:







The following is a summary of our approaches to teaching and learning in each of the seven curriculum areas:

### **Communication and Language**

One of our main priorities is to provide children and young people with an effective and consistent method of communication. The development of communication and language underpins all other areas of learning and development.

We work closely with experienced Speech and Language Therapists who support children and staff, ensuring our pupils receive appropriate provision and strategies throughout the school day.

In order to meet the needs of all pupils, we use a Total Communication approach to maximise both pupils' understanding and their ability to express themselves in the most effective way possible. This may be through eye-pointing, facial expression, gesture, signing or spoken language. Communication may be aided by objects of reference, symbols, or low-tech and high-tech communication aids.

Whatever the favoured communication method, back-and-forth interactions and adult modelling form the foundations for language development. The number and quality of interactions pupils have with adults and peers throughout the day is crucial. By commenting on what children are interested in and doing, echoing back and extending what they communicate, and modelling high quality communication, staff help to build pupils' language effectively.

To support pupils' communication and language development, staff are trained in and use a range of approaches including: Intensive Interaction, Tassels tactile signing, Picture Exchange Communication System (PECS), and Makaton signing.

### **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for them to lead healthy and happy lives, and is fundamental to their cognitive development. Our intention for PSED is:

- To enable pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- For children to learn how to stay healthy and safe, to make a positive contribution to their community, to have opportunities that enable them to achieve a positive state of wellbeing, to enjoy fulfilling relationships and to reach their potential.



- To cover a balanced and broad curriculum, via the three core themes identified by the PSHE Association, of 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.
- To enable pupils to be resilient, empowered, engaged members of society, who understand their rights and value as citizens of the world.

Through adult modelling and guidance, pupils learn how to look after their bodies, including healthy eating, and manage their personal needs independently. We promote independence through real-life experiences, where pupils have opportunities to develop their self-help and life skills.

Strong, warm and supportive relationships with adults help pupils learn how to understand their own feelings and those of others. All staff are trained in positive behaviour support approaches with a focus on helping pupils to understand and manage their emotions and develop a positive sense of self.

We use the Thrive Approach to promote children's positive mental health and wellbeing. Each class has a Thrive Action Plan and profile, meaning that as a group they have targeted sessions to develop their personal, social or emotional skills. In addition, Thrive Practitioners offer targeted 1:1 sessions for children and young people with identified personal, social and emotional needs.

We are an Attachment and Trauma Aware school and staff have been trained in Emotion Coaching approaches. Through supported interactions with adults and other children, pupils learn how to make good friendships, co-operate and resolve conflicts.

In September 2020, when all pupils returned to school after a period of partial school closure, we provided a recovery (or return to school) curriculum to support pupil's personal, social and emotional needs and respond to this time of relative instability. Following from the success of this, we now provide a recovery curriculum at the beginning of each new term. For up to three days at the beginning of the new term, the curriculum focuses on PSED development in the areas of caring friendships, respectful relationships, mental wellbeing, shared responsibilities and communities. In addition, secondary and Sixth Form students focus on the areas of growth mindset, economic wellbeing, aspirations, work and career.

Through the PSED curriculum, pupils participate in activities that promote self-confidence, wellbeing and becoming actively involved in the world around them. Pupils are encouraged to work towards goals, to persist and have confidence in their own abilities. The knowledge, skills and attributes they develop provide the foundations to help them achieve at school and in later life.



## **Physical Development**

Physical activity is vital for children's all-round development, enabling them to pursue happy and healthy lives. We aim to provide opportunities for pupils to become physically confident in a way which supports their mobility, health and fitness.

By providing a wide range of physical activities both indoors and outdoors, staff support children to develop their positional awareness, strength, stability, balance, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination, which can lead to mark making, writing and effective self-care.

Pupils have individualised targets to support their physical development. We have regular input from physiotherapists and occupational therapists who give training and advice on maintaining or increasing levels of balance and mobility, ensure all pupils can access the curriculum, and provide specialist equipment where needed.

Pupils have the opportunity for weekly swimming sessions on-site or in the local community swimming pool. Children and young people also have regular opportunities to use the trampoline in our dedicated Rebound centre. These are just two of the motivating activities we offer to ensure our pupils keep moving and keep healthy.

Other aspects of our physical development curriculum include our Movement programme and the Motor Activity Training Programme (MATP). The aim of these programmes is for all children to gain as much independent movement as possible, improving their health, wellbeing and engagement in the world around them.

## **Literacy**

At Springwater, we recognise that literacy skills help to lay the foundations for future learning: they are important across the curriculum and out in the world beyond school. For this reason, we aim to nourish these skills in every aspect of our curriculum, as well as in discrete English lessons, where this is appropriate. To be able to communicate, to be able to read, to be able to write, means to be able to learn, and opens the door to a wider range of opportunities. It is our intent to provide pupils with the confidence and skills needed to communicate, read and write to the best of their ability, to enable them to express themselves, their ideas and emotions effectively, to understand the world around them, and to play a positive and fulfilling role within the wider community.

Reading is a skill that opens up a wide range of experiences and opportunities. For that reason, we aim to deliver a rich and meaningful reading curriculum. We hope to nurture



a love of books and reading for our pupils. We intend that, by the end of their time with us, pupils will have had access to a wide range of texts and will have been allowed the time to enjoy and explore books and stories every day, either independently or supported by peers or adults.

Termly learning projects have recommended text lists which include a variety of books (stories, non-fiction, rhymes and poems) to meet different reader's interests and needs. Being situated around the corner from the local library also gives pupils the opportunity to access a wide variety of different books.

At Springwater, we see writing as a valuable means of communication, which is a key priority in school. We believe that writing cannot be taught effectively in isolation, rather we aim to teach it alongside reading and speaking and listening within the contexts of a meaningful curriculum.

As well as the understanding that writing has a purpose, we aim to foster creativity in our pupils, instilling in them the skills to write, or communicate, within a range of contexts. For some, this is predominantly based around developing fine motor skills and speaking and communication skills whilst, for others, we work towards supporting them to become independent writers. We intend for every pupil, however, to have access to a varied and high-quality writing curriculum that is appropriate for their needs and demonstrates our high expectations for all.

The skills of communication, reading and writing are taught through a variety of different approaches including the use of phonics, symbol supported text, Colourful Semantics, Intensive Interaction and Makaton signing. Speech and Language Therapists work with staff to identify and implement the most appropriate strategies to support pupils.

## **Mathematics**

Learning mathematics gives pupils opportunities to develop an interest in, and curiosity about, themselves and the world around them. Through our mathematics curriculum, pupils are given opportunities to explore and investigate their environment and have first-hand experiences of differences in space, position, shape and quantity. Pupils encounter and learn about mathematical concepts and ideas through active exploration, investigation and play.

Our aim is to support pupils to link and apply mathematical knowledge, understanding and skills to their everyday experiences. For example, to develop an awareness of and anticipate familiar events and actions, to gain an understanding of simple patterns and



relationships, to tell the time, to use money, and to use quantity and measures in practical, real-life activities.

Pupils are supported to develop their awareness of number patterns and counting through daily routines, number activities, rhymes and songs. Children are helped to develop an understanding of numbers, the relationships between them and the patterns within them, and to be able to count. As pupils progress, our aim is that they will consolidate their understanding of number, including counting skills, and use counting as a tool for practical number activities and problem solving.

By providing frequent and varied opportunities for pupils to build and apply an understanding of numbers and counting – such as anticipating events when an adult or peer counts to three, representing numbers using their fingers, simple recording systems or conventional numerals, using manipulatives for organising counting – our aim is for children to develop an appropriate knowledge base and vocabulary which they can apply to practical, everyday situations.

The mathematics curriculum at Springwater includes opportunities for children to develop their spatial reasoning skills and includes learning about space, position, shape and measures. Pupils are encouraged to explore and make direct comparisons between everyday objects, shift their attention between items, compare and make choices, sort and match objects. With encouragement, pupils use mathematical language to communicate position, and to compare differences in size, weight or quantity. Pupils are taught to recognise time sequences, for example, by using a symbol timetable to understand the order of their day and know the times at which key events occur. Experiencing and developing mathematical language and understanding in work on space, position, shape and measures enables pupils to solve simple spatial problems in play and real-life contexts.

Pupils are given opportunities to acquire specific mathematical language in familiar and practical contexts. The development of mathematical language and understanding helps pupils apply labels to small quantities, recognise and describe objects and shapes by name, and describe positions in space.

By providing learning opportunities, through the mathematics curriculum, that are relevant to everyday life, our aim is to equip pupils with the tools they can use to solve simple real-life problems, offer reasoned views and make choices.



## **Understanding the World**

The understanding the world curriculum at Springwater supports children to make sense of their physical world and communities. We encourage pupils to develop a sense of excitement and curiosity about natural phenomena and provide pupils with the foundations to understand and comment on the world around them.

Pupils have opportunities to experience and engage in exploratory and investigative activities. We encourage pupils to use their senses to explore and investigate their surroundings through touch, sight, sound, taste and smell.

Pupils learn about the natural world, including the human body and the environment around them. We want pupils to develop an awareness of, and interest in, themselves, understand their own bodies and health, recognise that they are growing and learn about how their bodies change.

Pupils learn about materials, how they are different and how they can be changed. This can help pupils to develop their daily living skills, for example, through food and cooking or by choosing appropriate materials for functional purposes.

Pupils learn about how things work, by investigating simple phenomena, for example, light, sound, forces and electricity. We support pupils to develop an understanding of cause and effect and to be able to control their surroundings.

The understanding the world curriculum helps pupils to develop an awareness of their own past, learn about the passage of time through daily routines, develop a sense of chronology through sequencing events, and gives them opportunities to experience stories and evidence relating to significant people and events from the past.

Pupils have hands on experiences exploring their immediate space and environments at a local scale. Pupils have opportunities to navigate their immediate surroundings and community and learn how to remain safe. Pupils explore features of physical geography and learn about seasons and weather patterns. They engage in caring for the immediate and wider environment, taking part in activities which support school and the local community.

At Springwater, we believe that students should have opportunities to learn about and experience a wide range of faiths, beliefs, languages and cultures. We understand that reading and hearing sacred texts, exploring artefacts and meeting people from living religions helps us to understand belief, practice and acknowledge differences within our school, our community and our world. We embrace opportunities across the curriculum



for social, moral, spiritual and cultural development through termly projects and special events.

Regular educational visits help to widen the range of children's personal experiences and increases their knowledge and sense of the world around them. Educational visits include visiting parks, libraries and other local community facilities and include memorable experiences linked to our termly projects.

Visits into school from important members of society, such as the emergency services and religious figures also form part of our understanding the world curriculum. Family members may also come and talk to pupils and share information about their professions and interests. Educational visits and visitors into school play an important role in developing pupils' cultural capital, providing the broad experience we want all pupils to have during their time at Springwater.

We aim to provide pupils with outdoor learning opportunities and several staff are trained Forest School leaders. Children develop curiosity about the world when they are motivated and engaged, and learning actively outdoors enables pupils to explore and experience the natural world for themselves.

We also support pupils to use technology to the best of their abilities and become digitally literate. We provide cross-curricular opportunities for pupils to use technology for entertainment, to source information, to connect with others, to express themselves and to develop their own ideas. Pupils are given opportunities to engage with a range of technologies and understand that they have the power to control technology and cause different effects. We have a range of hardware and software to support pupils' computing and technology skills, including our sensory room, tablets, touchscreens, PCs, laptops, switches and accessible keyboards. In addition, we teach pupils how to keep themselves safe online, use technology safely and respectfully, keep personal information private and identify where to go for help and support when they have concerns.

### **Expressive Arts and Design**

At Springwater, we believe that children and young people should have regular opportunities to engage with art and design, as it supports their curiosity, imagination, creativity, self-expression and wellbeing. We love being creative whenever we can and promote this through our expressive arts and design curriculum.

Textures and colour are all around us and pupils are given access to a wide range of stimulating materials which they can explore and experiment with. Pupils have regular





opportunities to control and manipulate different media to express themselves and the freedom to make their mark in different ways.

The development of children's artistic and cultural awareness is supported by displays around the school. Children are surrounded with art and design – their own work on display, their peers' and quality examples from inspirational and influential artists from around the world.

Our expressive arts curriculum also includes music and dance, with some sessions delivered by specialist dance teachers and music therapists. Our intention is for pupils to experience and engage in a wide range of music and dance activities, develop confidence with their actions, experience a range of musical genres and the joy of hearing live music, and have their own hands-on experiences with a variety of musical instruments.

Developing knowledge, understanding and skills in the expressive arts enables pupils to access other curriculum subjects too. Art can inspire and stimulate thinking, engage pupils through visual representation, and enable pupils to explore and express their ideas in different ways. Art can also be a starting point to engage pupils' imaginations and act as an impetus to creative writing.

Expressive arts also provide an important outlet for pupil wellbeing. Engaging in the arts has a therapeutic function, allowing pupils to explore emotions or to escape from them through mindfulness.

Learning about design helps children and young people to develop their curiosity about everyday objects. To question what they are used for, why and how they work?

Design is about encouraging pupils to solve problems. How could they make something or change something to solve a problem? This may be in simple play activities such as building dens or water play. What materials can they use? What structures can they make? How can they get the water to go where they want? Does it work? If not, what can they change? If it does work, can it be done better? Design activities give pupils opportunities to build or make something, using tools with care to achieve this, where appropriate. Staff support is critical in facilitating problem solving activities, exploring how objects work and modelling the language of design and technology.

Food preparation and nutrition are another important part of the design curriculum. Pupils have opportunities to explore and prepare different foods, try new tastes and textures and learn about healthy eating. We support pupils to identify where foods come from by growing our own fruits and vegetables on our community allotment, visiting farms and accessing the countryside during educational visits. When preparing food, we

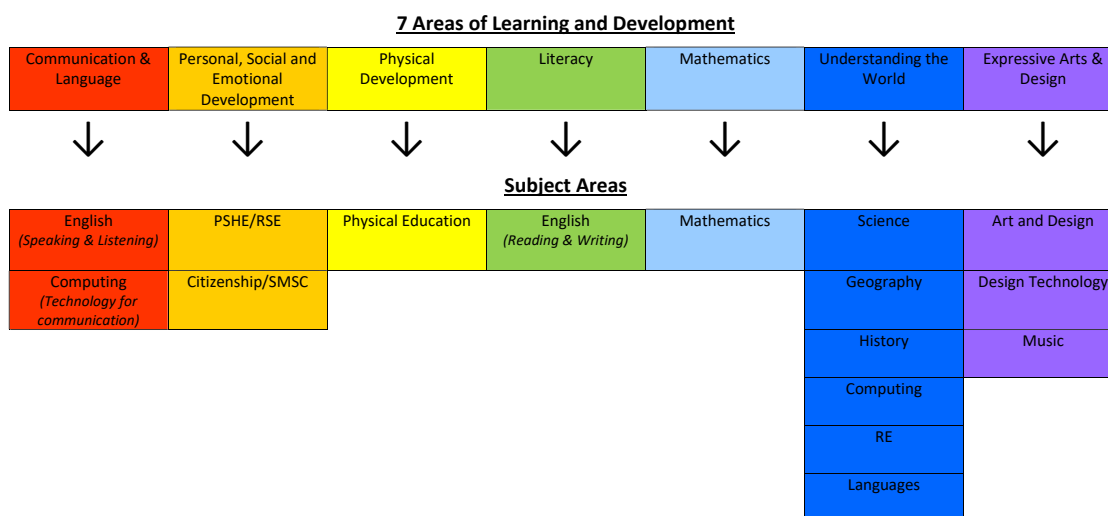


encourage pupils to plan what they will make, cook it using the required ingredients and equipment, test or taste it, then seek to refine or improve it.

The expressive arts and design curriculum at Springwater enables pupils to develop the knowledge, understanding and skills needed to make their creative mark, to experiment with and explore different materials and resources, and provides opportunities for pupils to be inspired, design, make and create.

In the EYFS, primary and secondary departments, the curriculum for pre-formal and semi-formal pupils focuses on the seven areas outlined above.

Gaining knowledge, understanding and skills in these seven curriculum areas also provides the foundations necessary for pupils to progress to subject-specific study, if and when they are ready to do so. The following image illustrates how the seven areas of learning and development link to subject areas:



Pupils who progress to subject-specific study are described as engaging in formal learning. Children engaged in formal learning receive an adaptation of the National Curriculum with a focus on developing knowledge, understanding and skills that are relevant and meaningful. Where a pupil is working within the National Curriculum attainment targets for a specific subject, they will access a formal approach for that subject and a semi-formal approach for the other areas of learning and development.

Our approach of structuring teaching and learning around the main EHCP areas and seven curriculum areas continues into Sixth Form, with an increasing emphasis on developing students' independence skills and preparing them for adulthood. Curriculum leaders are aware of how ASDAN units fit with their curriculum area and how relevant

knowledge, understanding and skills are consolidated and applied in a functional way. Some accreditations link directly to curriculum areas, for example, NCFE Functional Skills (English and Maths), Q Arts Award and Sports Leaders I Can Lead Award. Curriculum leaders support teachers across the whole school to ensure their curriculum area is well planned and taught effectively.

### 3. Curriculum Planning

At Springwater, we use the Cornerstones Curriculum as the foundation for providing a broad and balanced curriculum to pupils in the Early Years, primary and secondary departments. School staff have developed a three-year rolling programme which identifies termly learning projects for Early Years, primary and secondary classes from Cornerstones.

Curriculum leaders produce three-year curriculum plans to identify the key knowledge, understanding and skills for each project in the rolling programme. The leadership team work alongside curriculum leaders to agree a breadth of coverage. The curriculum plans identify additional areas to be covered each term, ensuring breadth of content and appropriate coverage for each curriculum area.

Termly overviews summarise the teaching and learning for specific projects in each of the seven areas of learning and development. The following is an example of a termly overview for primary pre-formal and semi-formal learners:

<p><b>Communication and language</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>Twinkle, twinkle, chocolate bar - share food-related poems. Encourage children to say which rhyme is their favourite. Listen for and predict rhyming words and join in with repeated refrains. <i>Can show interest in play with sounds, songs and rhymes. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Will not ever never - talk about food likes and dislikes in response to a story, begin to use wide vocabulary describe - share ideas and express themselves. begin to speak in sentences and link and sequence ideas.</li> <li>Love Monster's chocolates - answer an open question - share ideas and express themselves. begin to speak in sentences and link and sequence ideas.</li> </ul> <p><b>Literacy</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Shopping lists - explore shopping lists and show interest in pictures and print. know information can be shown in print. match food items. begin to read words and labels</li> <li>Kitchen disco - join in with actions and repetitive phrases in a book. predict rhyming things.</li> <li>A tip to the shops - go to the shop for characters in the story - show understanding of a text. repeat key words and phrases.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Making marks - mark making in dry foods with different tools - begin to copy letters and/or attribute meaning to the marks they make.</li> <li>My favourite meal - talk about a photo of themselves - what is their favourite meal and why? Then write a sentence about it - mark making - begin to copy letters and/or attribute meaning to the marks they make. begin to use phonics knowledge when attempting writing.</li> <li>Love Monster's chocolates - write a letter - understand writing for a purpose - mark-making - begin to copy letters and/or attribute meaning to the marks they make. begin to use phonics knowledge when attempting writing.</li> </ul> <p><b>Key texts:</b> Twinkle, Twinkle, Chocolate Bar I Will Not Ever Never Eat a Tomato; Kitchen disco; Love Monster and the Last Chocolate.</p>	<p><b>Physical development</b></p> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>Feely foods - May be beginning to show preference for dominant hand. Use one-handed tools and equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</li> <li>Little chefs - Shows control in holding and using jug to pour, hammers, books and mark-making tools. Use one-handed tools and equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>See FO lead (Jack) for health and self-care activities. Know the importance for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (E.G.).</li> </ul> <p>Coast motor activities: Rebound, swimming, MATP, DMP, PE activities.</p>	<p><b>Personal, social and emotional development</b></p> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>Breakfast - making and choosing breakfast as a memorable experience - visiting a café. Confident to speak to others about own needs, wants, interests and opinions. Expresses own preferences and interests. Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</li> <li>Super sandwiches - deconstructing a range of sandwiches - Expresses own preferences and interests. Can select and use activities and resources with help. Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Love Monster's chocolates</li> </ul> <p><b>Work on choices:</b> link to 'I like Bees, I don't like Honey' book.</p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other <b>behaviours</b> (e.g. the impact of alcohol on diet or health).</li> <li>Drugs, alcohol and tobacco</li> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p>See annual calendar of events for this term's spiritual, moral, social and cultural development links.</p>
<p><b>Primary pre-formal &amp; semi-formal termly overview</b></p> <p><b>– Summer 2022</b></p> <p><b>'Why can't I have chocolate for breakfast?'</b></p> <p><b>Expressive arts and design</b></p> <p><b>Using Media and Materials</b></p> <ul style="list-style-type: none"> <li>Pipes and Guttering - Offer pipes, guttering, crates and blocks for children to build structures that can transport water from one place to another. Guttering is also excellent for rolling ice beads or frozen jelly marbles down.</li> <li>Can the children use the materials to create stable structures?</li> <li>Can they combine the materials to achieve their intentions?</li> <li>Both Time - Fill a toy bath with soapy water for the children to 'bath the babies' in the home corner.</li> <li>Offer towels for drying.</li> <li>Do the children engage in role play based on their own first-hand experiences?</li> <li>Do they play with other engaged in the same theme?</li> <li>Gorilla Art - Fill spray bottles with watery paint or water and ink. Show the children how to use the trigger to spray the paint onto different surfaces. Then make a giant mural by taping a net of paper to an outdoor wall and invite the children to spray it using the colours provided.</li> <li>Innovate 3 - Decorating umbrellas. What <b>colours</b> will you use?</li> <li>Being imaginative</li> <li>See EAD lead (Jo) for being imaginative activities. Children use what they have learnt about media and materials in original ways, thinking about use and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (E.G.).</li> </ul> <p><b>Understanding the world</b></p> <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>No activities - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions (E.G.).</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Small pots / Pots / Chocolate / What am I? - Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Looks closely at similarities, differences, patterns and change.</li> </ul> <p>Science areas covered: Animals (Inc. humans) - The 5 Senses: Plants - Growing plants from seeds and parts of a plant.</p> <p>See termly calendar for this term's spiritual, moral, social and cultural development links and events.</p> <p>See 3-year RE plan for SACRE questions focusing this term on humanism.</p>		



Individual teachers develop medium term plans which adapt and expand on the identified learning for each project, personalising activities and approaches to suit the needs and interests of the pupils in their classes. Medium term plans describe the main teaching activities and organisation, they suggest the equipment, resources and key words to be used and they identify expected learning outcomes.

Short term (daily or weekly) plans set out the content of a single lesson or sequence of lessons and provide greater detail about the teaching activities, support strategies and the intended outcomes for pupils. Short-term plans are not compulsory and teachers have autonomy with how they organise their short-term plans. However, teachers are clear that planning is critical and underpins effective teaching, playing an important role in supporting pupils' understanding and progress.

In addition to planned sequences of lessons and learning activities, pupils are encouraged to learn independently and provided with the resources and opportunities to do so. Continuous provision for learning is made possible in each classroom through the environment and resources that are available all of the time. Continuous provision is enhanced by linking the available resources to the termly learning projects. Children have opportunities to take part in independent play with themed resources, which supports the development of motor skills, critical thinking and creativity and enables them to learn and progress.

When pupils reach Key Stage 4, in addition to the regular secondary curriculum, they are also enrolled on the ASDAN Towards Independence programme of study. Towards Independence provides a framework of activities to develop and accredit personal, social, work-related and independent living skills. Units of study are selected based on pupil interest and developmental stage.

The Sixth Form curriculum is planned around ASDAN Personal Progress (PP) or ASDAN Personal and Social Development (PSD) modules and all students work towards ASDAN Diplomas. The curriculum provides many opportunities for students to develop life skills within and around the local community, including through work experience placements. Students may also study for additional qualifications and accreditations, including NCFE Functional Skills, Q Arts Award, John Muir Award, Duke of Edinburgh Award, Sports Leaders I Can Lead Award and ASDAN short courses.

#### **4. Planning for Individual Needs**

At Springwater, the learning needs of individual children and young people are paramount. Every pupil at Springwater has an EHCP which identifies their individual

needs, the specialist provision required to support their learning and their long-term and short-term outcomes. When planning teaching and learning opportunities across the curriculum, these criteria are given important consideration.

The aspirations and outcomes from pupil's EHCPs are summarised on learning intentions posters and displayed in each pupil's classroom. This ensures that staff are aware of each pupil's individual outcomes and can support them to achieve their specific objectives. The following is an example of an aspirations and outcomes poster:

<div>Pupil photo</div> <div>Pupil name</div> <div>My aspirations</div> <div>To be a happy, confident and outgoing individual.</div>	<div>Long term outcomes</div> <p><b>C&amp;I:</b> By the end of KS3 they will have developed a greater understanding of the English language and developed their knowledge of numeracy.</p> <p><b>C&amp;I:</b> By the end of KS3 they will be able to communicate their wants, needs and preferences consistently via a range of strategies and will use a broader vocabulary.</p> <p><b>SEMH:</b> By the end of KS3 they will be able to identify a range of emotions in others such as happy and sad and begin to understand about their own personal history.</p> <p><b>S&amp;P:</b> By the end of, KS3 they will become more independent with feeding, getting dressed and moving.</p>	<div>Cognition and learning</div> <ul style="list-style-type: none"> <li>• They will produce meaningful marks or symbols associated with their name (Writing).</li> <li>• They will trace, overwrite or copy shapes and straight line patterns (Writing).</li> <li>• They will select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from them (Reading).</li> <li>• They will sort objects and materials according to a single given criteria (U&amp;A).</li> <li>• They will demonstrate an understanding of one to one correspondence (Number).</li> <li>• They will find big and small objects on request (S&amp;P&amp;M).</li> </ul>
		<div>Communication and interaction</div> <ul style="list-style-type: none"> <li>• They will respond appropriately using single key words and signs to answer questions about familiar or immediate events or experiences</li> <li>• They will recognise and use 20 Makaton signs of high-frequency functional vocabulary spontaneously and consistently</li> <li>• They will follow requests and instructions containing at least two key words signs or symbols</li> </ul>
		<div>Social, emotional and mental health</div> <ul style="list-style-type: none"> <li>• They are aware of others' feelings, for example, look concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>• Enjoys pictures and stories about themselves, their families and other people.</li> </ul>
		<div>Sensory and physical</div> <ul style="list-style-type: none"> <li>• They will put their arms into the sleeves of coat with minimal assistance.</li> <li>• They will be able to sit independently on a bench.</li> <li>• They will sit themselves up from the floor consistently.</li> <li>• They will demonstrate some early writing skills.</li> </ul>

As part of the EHCP annual review process, we report on the progress made towards long-term and short-term outcomes and new outcomes are discussed and agreed. An integral part of this process is the contribution pupils and their parents or carers make. Each pupil's voice is heard as part of the annual review process, through pupil statements which highlight what pupils enjoy learning, what they are good at, where they've made progress and which skills they'd like to develop further. New outcomes are agreed as part of this collaborative process and updated learning intentions are then reflected within teachers' medium and short-term planning.

In addition to the EHCP review process, regular updates on pupil progress are shared through termly parents' evenings, by sharing evidence of pupils' learning with parents and carers at the end of each term and in end of year reports.

## 5. Extended Curriculum Opportunities

At Springwater, we recognise the benefits to the development of our pupils that extended curriculum activities offer. We are committed to providing pupils with a rich and broad



range of experiences outside of the normal classroom environment to offer motivating learning opportunities and to maximise their cultural capital.

Within school, Rebound therapy (in our purpose-built trampoline building), music therapy (delivered by an external music therapist) and swimming (in our on-site hydrotherapy pool) are part of the weekly timetable. Forest school and other outdoor learning opportunities take place in the school playground and out and about in the local community. Lunchtime leisure opportunities are promoted, with some of these delivered by our Sixth Form students.

Classes have regular opportunities to take part in educational visits. These include visiting parks, libraries and other local community facilities and include memorable experiences linked to our termly projects. Primary pupils have the chance to go horse riding at a local riding centre. Secondary and Sixth Form pupils regularly visit our local community swimming pool. Year 11 and Year 14 students also have the chance to take part in residential trips. In recent years, students have been on residential trips to Bewerley Park, East Barnby and Nell Bank.

Sixth Form students on our Being Independent and Employment pathways engage in a wide range of work experience placements, both within school and out in the community. Sixth Form students also plan and deliver additional events throughout the year as part of their planned enterprise sessions. Recently these have included Valentines, Easter and Halloween experiences for the other children and young people in school to take part in.

## **6. Curriculum Monitoring and Development**

Overall responsibility for the co-ordination and quality of the school curriculum lies with the senior leadership team. The Deputy Headteacher is the Curriculum Lead and works closely with the leaders for each of the separate curriculum areas. Department Heads also have a responsibility for overseeing curriculum planning and delivery within their departments.

Curriculum leaders are responsible for advising and leading the school in relation to their curriculum area. They monitor the delivery of the curriculum and support staff across the school to understand and utilise the best approaches to teaching and learning for pre-formal, semi-formal and formal learners.

In order to ensure the quality of teaching and learning and develop consistency across the school, curriculum leaders monitor classroom practice using a range of approaches. Curriculum monitoring may include:



- Work scrutiny and inspection of assessments.
- Classroom observations and learning walks.
- Talking to pupils or the school council.
- Questionnaires or surveys to staff and to parents and carers.

In addition, curriculum leaders are responsible for keeping curriculum plans and relevant policies up-to-date; organising, auditing and purchasing resources; understanding and tracking pupil progress; reviewing national guidance and leading on new developments; advising the leadership team regarding any necessary developments; maintaining curriculum area action plans; and producing an end of year report for the governing body.

Class teachers and teaching assistants are responsible for delivering the personalised curriculum for pupils in their classes and for ensuring individual pupil progress.

Curriculum development is one of the key areas in the School Improvement Plan (SIP). Our aim is that the curriculum at Springwater continues to develop and improve, ensuring that it effectively maximises the achievements of our pupils, and responds to and addresses the needs of all our children and young people. Ongoing curriculum monitoring and development ensures that we deliver a curriculum that:

- Is broad, balanced and well planned, so that individuals cumulate relevant knowledge, understanding and skills for their next stage in education, training or employment.
- Creates a learning environment in which pupils are happy, confident and secure.
- Provides a personalised approach linked to each pupil's individual needs and learning intentions.
- Provides opportunities for all pupils to develop key skills for life, including the ability to communicate, socialise and be as independent as possible.
- Promotes high expectations and challenges pupils to achieve their very best.
- Promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.
- Enables pupils to become active, lead healthy lifestyles and enjoy physical activity.
- Enriches pupils' lives with a wide range of on and off-site learning experiences, which promote participation in community life.
- Recognises achievement, through school systems and external accreditation.



## Additional information to support the policy

### **Sources used in writing this policy:**

Development Matters – Non-statutory Curriculum Guidance for the Early Years Foundation Stage, Department for Education, 2021

The Equals National Numeracy Strategy for pupils with Learning Difficulties, Equals, 2003

<https://www.cherrygardenschool.co.uk/>

<http://www.fountaindale.notts.sch.uk/>

<http://www.willowdene.greenwich.sch.uk/>

### **Related policies:**

Early Years Foundation Stage Policy (Jo Giles)

Sixth Form Prospectus (Andrew Mullane)



## Policy definitions

Springwater, We, Us	- Refers to Springwater School staff; the policy author
Colleague(s)	- Refers to colleagues directly in the employ of Springwater School
Policy reviewer	- The Governing Body of Springwater School

## Policy review schedule

Review Schedule (years)	2
Next Review Date	01/09/2023