



'ACHIEVE' Curriculum

Working together to **ACHIEVE** success for all!

Our Vision

ACHIEVE

Aspirational

Confident communicators

Happy

Independent

Enjoy

Valued

Explore school and community.

Pathways - Overview

Early Years Foundation Stage (Nursery to Year 2) – Pupils follow the EYFS Curriculum.

Seven areas of learning and development (from the EYFS framework)

- Three Prime Areas:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Specific Areas
 - Literacy
 - Mathematics
 - Understanding of the World
 - Expressive Arts and Design

PMLD/Pre-formal

- Communication and Social Relationships
- Sensory
- Physical
- Cognition and Challenge
- Self-determination and Independence
- Creative
- Well-Being

Informal Pathway

- My Communication
- My Outdoor School
- My Physical Well-Being
- My Independence
- My Play and Leisure
- My Cognition

Semi-Formal Pathway

- My Communication and Literacy
- My Thinking and Problem Solving
- My Independence
- My Creativity (Art, Music, Drama, Dance)
- My Physical Well-Being
- My Play and Leisure
- My World (History, Digital Photography, Festivals, Food, Life Cycles, People, Recycling, Seasons, Weather, Water)
- My Outdoor School

Formal Pathway

- English
- Mathematics
- Independence
- Play and Leisure
- Physical Well-Being
- The World About Us
- Outdoor Schooling



Curriculum Pathways – Rationale

PMLD/Pre-formal

For pupils with Profound and Multiple Learning Difficulties.

Pupils will have profoundly complex learning needs.

Pupils are likely to have other significant difficulties such as:

- Physical disabilities
- Sensory impairments
- Severe medical conditions

Working consistently and over time within P-scale range WSP1-WSP3, perhaps reaching some elements of WSP4 throughout whole school life.

Pupils will generally communicate by facial expression, body language and other non-verbal methods.

Following a process-based curriculum.

On Engagement Model

Informal Pathway

For pupils with Complex SLD, SLD/ASC.

Pupils will have complex learning difficulties (CLD).

CLD may include:

- Complex communication difficulties.
- Severe difficulties with abstract concepts
- Severe difficulties in concentration and attention.
- Difficulties with both short term and long-term memory.
- Difficulties with sequential memory
- Difficulties with working memory
- Inefficient and slow information processing speed.
- Poorly developed strategies for thinking and learning.
- Difficulties with generalisation and problem solving.
- Considerable sensory processing difficulties
- Pathological Demand Avoidance (PDA)
- Only engaging on their own terms

Working consistently and over time at the extreme end of the spectrum, withing range WSP4-WSP5.

Following a process-based curriculum.

On Engagement Model



Semi-Formal Pathway

For pupils with SLD, SLD/ASC

SLD may include:

- Difficulties with reading and writing and number.
- Difficulties in communication
- Difficulties in concentration and attention
- Difficulties with abstract concepts
- Difficulties with long term memory
- Difficulties with working memory
- Poor general knowledge
- Difficulties with thinking and problem solving.

Pupils with SLD struggle with academic teaching. Engagement needs to be primary focus of teaching.

Working consistently and over time within WSP4 to the early reaches of NC.

Following a combination of process based and skills-based curriculum.

Formal Pathway

For pupils with GLD, GLD/ASC.

GLD may include:

- Consistently and over time working at levels considerably below their neuro-typical peers.
- Difficulties in communication
- Difficulties with reading and writing and number.
- Difficulties in concentration and attention
- Difficulties with abstract concepts
- Difficulties with long term memory
- Difficulties with working memory
- Poor general knowledge
- Difficulties with problem solving.

Working consistently and over time below age related expectations.

Pupils should be meeting Pre-Key Stage Standard 6 for Mathematics and Reading
- *see below.*



Formal Pathway – KS2 Standards

KS2 Pre-Key Stage Standard 6 for Mathematics (working at the KS1 expected standard).

Pupils can:

- read scales in divisions of ones, twos, fives and tens. (The scale can be in the form of a number line or a practical measuring situation.)
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.

Formal Pathway – KS2 Standards

KS2 Pre-Key Stage Standard 6 for Reading. (Working at the KS1 expected standard)

Word reading.

Pupils can:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- In age-appropriate books, the pupil can:
 - o Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
 - o Sound of most unfamiliar words accurately, without undue hesitation

Language Comprehension.

Pupils can:

- In a book that they can already read fluently, the pupil can:
 - o Check it makes sense to them, correcting any inaccurate reading.
 - o Answer questions and make some inferences.
 - o Explain what has happened so far in what they have read



Intent

Aspirational – For all pupils to:

- Access an ambitious curriculum with high expectations.
- Achieve a high level of success in everything they do.
- Be challenged to reach their full potential.
- Access differentiated learning opportunities driven by individual EHC Plans.

Confident communicators – For all pupils to:

- Become effective and confident communicators.
- Establish a system of expressive and receptive communication in whatever form is appropriate to them.
- Feel safe to express themselves.
- Understand and feel that they are listened to and heard.

Happy – For all pupils to:

- Feel happy and safe.
- Have opportunities to play and to have fun.
- Learn strategies to cope with and adapt to change.
- Be supported with their physical and emotional wellbeing.

Independent – For all pupils to:

- Become as independent as possible by developing their self-help, communication, and personal care skills.
- Develop social skills.
- Develop self-confidence.
- Develop a range of life-skills.

Engage – For all pupils to:

- Have access to an individual, bespoke curriculum which meets their individual needs.
- Have fun and enjoy their learning through activities based around individual interests that increase engagement.
- Be supported to express themselves creatively.



Beaufort School



Valued – For all pupils to:

- Know they are important and valued.
- Feel their achievements are recognised, no matter how small.
- Know that differences are celebrated and accepted.
- Develop high self-esteem.

Explore school and community – For all pupils to:

- Be able to share their learning experiences with their families.
- Be prepared for their journey beyond Beaufort School
- Be able to contribute to their community.
- Access learning opportunities in school and in the community
- Have access to real life experiences.
- Learn skills that will support them in all aspects of their life.
- Have access to enrichment opportunities, inclusion, and cultural experiences.