



The Hive Curriculum

Intent, Implementation, and Impact



BADSLEY
PRIMARY SCHOOL

<p>Intent</p>	<ul style="list-style-type: none"> • Through a highly personalised and bespoke curriculum, our Hive aims to provide our most complex and challenging pupils with a unique learning environment and educational activities that will help them to regulate, develop behaviour for learning and increase their engagement so that they can gain the skills to become functional and independent young people. • It is key that pupils can transfer skills and can regulate themselves across all areas in school and when out in the local community. • Our key fundamental is in ensuring our pupils gain a sense of belonging, feel safe and secure, and are encouraged to build positive attachments and reciprocal relationships with staff members to aid their physical and emotional regulation. • Our curriculum intends to build confidence, resilience, self-help strategies so that pupils are ready to learn new knowledge and skills appropriate to their level of development and appropriate to their learning style and pathway.
<p>Implementation</p>	<p>Our Hive curriculum is bespoke and can be highly personalised for each pupil and encompasses the following areas:</p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Social, emotional, and mental health • Physical and sensory • Independence and self help • Behaviour for learning <p>We offer 2 learning pathways dependent upon our pupils learning needs.</p>
<p style="text-align: center;">Pioneers Navigators</p>	
<ul style="list-style-type: none"> • 1:1 adult support • High level of support • Personalised sensory diet • Individualised timetable • Repetition learning • Developing independence • Making choices • Developing attention and concentration skills • Supported participation 	<ul style="list-style-type: none"> • 1:1 adult support • Adult led, small group learning • Personalised sensory diet • Individualised timetable • Repetition learning • Developing independence and independent learning • Making choices/showing preference • Developing early learning skills • Developing a readiness to learn • Application of skills and knowledge within functional situations
<p>Impact</p>	<p>Within The Hive, our pupils will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for the next phase in their educational setting. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>

Explorers

Pupil Voice:

Pupils have a way of communicating their wants, needs and frustrations and have trust and confidence in trusted adults to support them.

Evidence in Skills:

Pupils have communication skills which they can apply for a functional purpose. They need support to acquire new skills and accept new experiences.

Evidence in Knowledge:

Pupils know trusted adults can meet their needs and keep them safe.

Preparation for Adulthood:

Pupils can influence their immediate environment. They begin to accept and build new trusting relationships and are becoming more prepared for transitions.

Adventurers

Pupil Voice:

Pupils have an effective way of expressing themselves and have an awareness of and can control their immediate environment. They begin to understand the value of and may initiate reciprocal conversations. When communicating, pupils are becoming more confident, self-assured and begin to understand and celebrate their strengths.

Evidence in Skills:

Pupils accept new experiences and have the skills to regulate with the support of trusted adults. Pupils have established communication skills and show more confidence with support in applying learnt skills in a range of contexts.

Evidence in Knowledge:

Pupils can successfully communicate with others in their preferred way and with support, begin to understand a range of ways to regulate and can indicate if they need help. Pupils know a range of functional skills which they can apply in familiar situations with more independence and when supported, in unfamiliar situations.

Preparation for Adulthood:

Pupils can confidently influence their immediate environment. Pupils are developing a range of functional life skills which they can apply in different contexts with reduced support. With support they can apply a range of strategies to self-regulate outside of their immediate environment.