

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Our curriculum enables our pupils to:</p> <ul style="list-style-type: none"> • Be Confident learners • Be independent learners • Be emotionally resilient and regulate/manage their emotions • Communicate successfully with others • Know their rights and responsibilities • Know how to keep themselves safe • Understand their place as a global citizen • Know how to be healthy – physical and mental health 	<ul style="list-style-type: none"> • We use a cross-curricular approach to teaching and learning • Topic webs link subjects together • Our curriculum aims to engage pupils • There is a high focus on English and Maths –a range of foundation subjects are taught- usually in the afternoons • A KPA wide English focus per term is planned into the topic web. This allows for a holistic approach. • We use elements of emotional and social development taken from our Social Independence Scales and have a PARTICULAR FOCUS UPON THE AREAS OF RESILIENCE, MANAGING MYSELF AND COMMUNICATION. Each element is focused upon specifically over the course of a term and built into assemblies, PSHE and as many curriculum subjects as possible. • RESILIENCE, MANAGING MYSELF AND COMMUNICATION are linked to individual/class LOs –daily or weekly. • Lessons are differentiated to meet the needs of all our learners • At times the curriculum may be highly personalised to meet the needs of individual pupils 	<ul style="list-style-type: none"> • The Curriculum Intent is reviewed 6 x times a year – alongside the topic web planning –to ensure that we include each element of our Intent in our planning. • Reading (including phonics) and spelling are assessed on entry using formal tests and Lexia. Reading and spelling is re-tested • Teacher assessments take place 5 x a year –using Go4Schools • Writing and Maths teacher assessments are moderated internally and externally across the year. • Learning walks and book scrutinies inform our assessments about the suitability of the curriculum and the progress of pupils. • Individual Social Independence Scales are reviewed 6 x a year and link in with SEN Support Plans. We expect progress in the termly focus in particular: RESILIENCE, MANAGING MYSELF AND COMMUNICATION • Pupil Progress Meetings are held across the year –this allows classteachers and SLT to focus upon individual pupils / groups who may need additional support. Targets for the Pupil Progress Meetings may come directly from the SEN Support Plans • The KPA wide English focus is assessed via a termly piece of extended writing which is marked specifically in relation to the English focus. • Some aspects of the physical curriculum are assessed through the use of the Sports Grant . • Feedback from stakeholders informs our future planning and delivery • Pupil engagement is tracked via SLEUTH , learning walks, tracking reports and pupil feedback

	<ul style="list-style-type: none">• The use of educational visits enhances the curriculum• External providers at times are used for specialist subjects –eg percussion, swimming, some aspects of personal safety• We link assemblies and PSHE to our work on Rights Respecting Schools• We use subject and topic related vocabulary which are visually displayed to teach and support communication• We build in speaking and listening sections into our lessons• Our PE lessons and playtimes are aimed at engagement and the development of competition	<ul style="list-style-type: none">• Attendance is reviewed weekly (daily for some pupils)
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