

# Saxon Wood School Curriculum



## Principles:

We believe that every child is entitled to an appropriate, relevant, broad and balanced curriculum,

We believe that any barriers to learning need to be addressed to ensure the curriculum is accessible to every child

We believe the curriculum should prepare all children for the opportunities and experiences of later life, ensuring that they can be as independent as possible, equipped with the necessary skills to be positively included in society.

We believe that whilst the aim of the curriculum will be the same across the school – to ensure children have the skills to be as independent as possible, the content and focus will be different for every child as it will be dependent on their starting point, needs and individual priorities

We believe that children learn best through practical, hands on activities and through outdoor learning opportunities and ensure that our curriculum is delivered in this way.

## Curriculum Organisation

The curriculum at Saxon Wood School comprises the school curriculum and identified priorities for learning.

Our core curriculum is taken from the following documentation:

- Engagement for Learning,
- Early Years Foundation Stage
- Pre key Stage National Curriculum Standards.

Each stage in our curriculum has the same aim of ensuring that all children have the skills to be as independent as possible however, the content and delivery will be different in each one.

## Phonics and Reading scheme

We use Letters and sounds for our Phonics teaching  
Our reading scheme is Oxford Reading Tree.

## Topic Approach

There is a termly topic focus for each class and suggested objectives which identify different aspects of learning.

1. Knowledge based learning which promotes understanding of the world to support independence, which would include how to keep safe, how to access the community, knowledge of cause and effect, how things work
2. Skill based learning – providing the context to practice skills necessary to be as independent as possible, which would include communication, self-help skills, life skills, tolerance, collaboration and social skills
3. Creative/sensory based experiences – promoting an awareness and enjoyment of arts, relaxation skills/emotional regulation, sensory regulation skills.

For some children the topic will provide the focus to achieve identified outcomes in aspects of learning such as Understanding the world, PSHE, RE and develop creative skills. Whereas for some children the topic provides the context to practice skills, focus on individual targets and participate in creative/sensory experiences.

The topic based aspect of our curriculum is designed to provide a range of learning opportunities which can be tailored to the needs and priorities for learning of each child. This use of topics enables appropriate clear links between subjects to be made to encourage pupils to generalise skills and make connections in their learning.

## Religious Education

We use the Living Difference scheme of work.

## Individualised Learning

As part of every child's review of their EHCP, priorities for learning for the coming year are identified. These will be next steps in learning and will also address any particular priorities for the child e.g. feeding, toileting, keeping safe.

These objectives are identified in the child's Individual Education Plan, which is then broken into smaller steps termly over the year. These objectives will be delivered throughout the day by both direct teaching and also opportunities and activities such as playtime, snack time, soft play, outdoor visits, etc.

The following areas of learning form our IEPs:

- Functional communication skills
- Cognitive skills – Functional Reading, Writing and Number skills
- Independence – organisational skills, toileting, dressing, eating, life skills (money, cooking, safety), generalising and applying skills
- Personal and Social Development – interaction, turn taking, play, tolerance, coping strategies, emotions, sensory processing skills
- Physical – physio, health and fitness, gross motor, fine motor, swimming, well-being

IEP targets are directly taught and reinforced through all activities during the school day including snack, playtime.

## **Generalising Learning**

Activities such as outdoor visits, cooking, playtime, snack and shopping trips enhance learning and provide opportunities to generalise skills, particularly communication, Independence and Personal and Social Development

The curriculum provides opportunities for overlearning, repetition, generalising and applying skills and acquiring new knowledge.