



Usworth Colliery Primary School Base Provision Curriculum Narrative



Usworth Colliery Primary School Curriculum Vision

Enjoy achieving together...to be the best that we can be!

At Usworth Colliery, we have high expectations and aspirations for all. We pride ourselves on providing a safe, happy and healthy environment which supports our children to become confident, caring and independent learners. As a highly inclusive school, we support all our learners to access an education pathway that supports them to build on their starting points, considers their social and emotional needs and challenges them to thrive. Our ethos and core values, along with our engaging curriculum, prepares our children for modern day life and their next stage of learning. We aim to deliver a curriculum that supports our children to be ready for the real world with opportunities to problem solve, develop resilience, be inspired, curious and creative and develop aspirations for their futures. We are determined that our children will make strong progress regardless of their starting points through a well sequenced, broad and balanced curriculum. Oracy development is at the heart of the entire curriculum: children use key stem sentences to develop language structures and progression is designed across the curriculum in the Physical, Linguistic, Cognitive and Social & Emotional strands. Lessons are crafted to support pupils to build on prior knowledge, revisit key learning, practise key skills and make links, to help them learn more and remember more. We actively encourage respectful, positive relationships for all and promote British Values to maintain a strong whole school community.

Safety, Resilience, Care, Aspiration.

SEND INTENT

We hold very high ambitions for all of our learners by adopting a curriculum model which seeks to enable each and every learner to be the best they can be and do the best they can do, regardless of the challenges they face. Our SEND offer is an ongoing, developing process that seeks to accurately assess attainment and progress of children on our SEND register and work with other agencies because we believe that children are entitled to a sense of achievement both academically and personally. We work with parents, listening to their concerns and seek support from other professionals in developing SEND Support Plans to detail extra support that will help children to make appropriate progress from their starting points.

All children accessing the provisions have an Educational Health Care Plan or SEND support plan with individual outcomes which support both their global development and learning. Children will be engaged in an adaptive learning process incorporating the Equals Curriculum and the National Curriculum. We want our children to be independent learners who can recognise basic emotions in themselves and others and develop their ability to self-regulate.

Within our provisions, children will access a curriculum that meets their individual needs. This curriculum is designed to develop resilient learners who aspire to meet their full potential.

We INTEND that our curriculum will:

Independence	The long-term goal for all of our children is to develop their life skills in preparation for maturation and adulthood.
Communication	Children will communicate more effectively to express their wants and needs.
SEMH	We give the children the opportunity to use taught strategies to self-regulate.
Learning	Our adaptive and bespoke curriculum is tailored to the needs of our different children.
Health and Wellbeing	Children will become more aware of their own self care needs and be more resilient when faced with everyday challenges.

SEND IMPLEMENTATION

Our curriculum is adapted, designed and developed to be ambitious and meet the needs of children with SEND, increasing their fluency and independence.

In everyday learning, we will use the following strategies:

- Quality first teaching (using the EEF 5-a-day Principles of: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology) to enable children to access as much mainstream learning with their peers as possible.
- An adapted Equals curriculum for children working in the provision classes to ensure they access the best possible educational and wider outcomes.
- Small group support and interventions to help children catch up and keep up.
- Practical hands-on approaches to make learning relevant to children's experiences.
- Visual support using pictorial and practical resources.
- Social Stories to support communication and interaction.
- Communication in Print throughout the school.
- Interventions for emotional literacy and dysregulation such as the Friends programme.
- Calming strategies including mindful breathing and yoga.
- Sensory breaks including sensory circuits, time on outdoor equipment: the gym and trim trails.
- De-escalation strategies.
- EHC Plans and individual SEND support plans to highlight the individualised support children need.
- PIVAT tracking to maximise progress through small steps of learning.
- Experiential learning through exploration of a range of different environments and experiences including educational visits.

Real-world Opportunities:	Big ideas:
<p>Educational visits to places of interest. Using a variety of resources to solve real-life problems in a range of contexts. Opportunities to explore the world around them. Participation in different curriculum enrichment and cultural celebrations. Learning about money and measuring practically in a range of real-life contexts. Developing awareness of their place in the world and their own safety.</p>	<p>The general principles of our curriculum are that they are developmental in nature and open to personalisation. They start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible.</p> <p>We determine the needs of our pupils based on the four areas of the SEND Code of Practice:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, emotional and Mental Health • Sensory and/or physical

SEND IMPACT

At Usworth Colliery Primary provision, our curriculum endeavours to have a positive impact in all areas of pupils learning and development. This ensures pupils can leave school with the confidence, self-help and life skills that promote overall independence. We equip our learners with the foundational skills and knowledge to confidently transition to Secondary School and beyond.

The IMPACT of our curriculum will create pupils who are:

Caring	Able to develop and sustain meaningful relationships and positive social interactions.
Independent	Able to use their skills to help them navigate everyday life.
Safe	Able to approach situations with an awareness of potential consequences, problems and dangers.
Resilient	Able to persist with difficulty and challenge in everyday life.
Emotionally Aware	Able to regulate themselves using taught and embedded strategies.