

## Secondary Department Intent

Intent	Curriculum Aims	<div>Communication &amp; Interaction</div> <div>Use of : language, symbols, Makaton, OofR, AAC's Motivation &amp; intent to communicate Use of expressive and receptive language Ways to communicate needs/wants/ preferences, opinions Play behaviour and communicating with others Conversation skills (intensive interaction to verbal conversation) Skills to be included with WPS peers and wider peers. Forming and developing relationships with staff and students</div>	<div>Cognition &amp; Learning</div> <div>Understanding and using cause and effect Sequencing Looking Listening Concentrating Problem solving Ownership/responsibility Respond appropriately to changing environment/plans/ people Investigating and being curious Generalising skills across a range of contexts Growth Mindset / Metacognition skills / Teenage brain</div>	<div>Social, Emotional, Mental Health</div> <div>Turn taking Winning/losing Sharing adults/space with others Self-control Self-regulation Making positive / healthy choices Empathy Facial expression/body language Relationships Positive social interaction with others Resilience Participating in different types of play Navigating reward systems</div>	<div>Sensory / Physical</div> <div>Fine motor skills— threading, functional tray tasks e.g. shoe laces. Gross motor skills—agility, Self regulation skills / emotion coaching / Citizenship Award Skills Sensory workout skills—engaging in and requesting Awareness of learning styles /schemas Healthy living—mental and physical</div>	<div>Self Care / Independence</div> <div>Personal care—toileting, showering, dressing Eating and drinking skills Travel training— WPS or South Glos Community learning Functional skills / Life &amp; Living Skills Work experience</div>			
		Key Skills	<div>Listening</div>	<div>Speaking</div>	<div>Problem Solving</div>	<div>Creativity</div>	<div>Staying Positive</div>	<div>Aiming High</div>	<div>Leadership</div>
Implementation	Areas of learning	<div>Literacy &amp; Numeracy</div> <div>Reading, writing, number</div>	<div>Functional Skills</div> <div>Speaking &amp; listening, reading, writing, number</div>	<div>Creative Development</div> <div>Music, art, drama, dance, animation , music therapy, pottery</div>	<div>The Wider World</div> <div>Geography, History</div>	<div>Physical Development</div> <div>PE, swimming, hydro, rebound</div>	<div>Independent Living Skills</div> <div>PSHEC, cooking &amp; cafe, personal care, careers and WEX, life &amp; living skills, emotional literacy</div>	<div>Community Awareness</div> <div>Travel training, community visits, outdoor education, environmental issues</div>	<div>Science &amp; Technology</div> <div>Science, Design Technology, ICT, e-Safety</div>
		Cross curricula approaches : KS3 Topics / KS4 Adventure Challenge and ASDAN							
	Assessment	<div>Approaches</div> <div>Pre-Formal - a therapeutic, needs led approach based on EHCP outcomes. / Semi- Formal - content chosen to maximize engagement and build relationships with peers and adults / readiness for learning and progression to formal curriculum Formal - a subject specific approach based on the national curriculum subjects and other areas (above)</div>							
		<div>Assessment</div> <div>Person centred assessment based on IEP's (taken from EHCP's) / ASDAN Transition Challenge (KS4) / Reading Schemes / Evidence—SeeSaw—progress over time / Assessment informs future planning / Pupil voice</div>							
Impact	Progress: EHCP outcomes, IEP targets, lesson content, behaviour for learning, accreditation, relationships, healthy and positive lifestyle choices , well being surveys, enhancing future choices								