

Secondary Department Intent

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