

Curriculum Intent

Our priority is for our curriculum to be inclusive by design, inspiring, progressive and ambitious, ensuring that every child is supported to achieve their full potential. We strive to provide a curriculum that meets the individual needs of all learners while preparing them for the next stage of their learning journey. Through personalised learning opportunities, meaningful experiences and high expectations, we aim to develop confident, independent learners who are equipped with the skills they need for future success

Curriculum Impact

We want every child within the Resource Base to feel safe, happy, valued and confident in their learning environment. We endeavour to ensure that all children reach their full potential and make meaningful progress through high-quality teaching, appropriate support and targeted interventions.

Our curriculum enables children to develop independence, communication skills, resilience and self-confidence. We also want our children to feel included within the wider school community, celebrate their successes and be proud of their achievements. Through personalised learning experiences, we support children to make progress academically, socially and emotionally, preparing them for their next stage of education and life.

Assessment

Every child is continuously assessed against the most appropriate benchmarks for their individual learning pathway. Assessment may include:

Early Learning Goals - Little Wandle Phonics - National Curriculum objectives - Formative and summative assessments - 1:1 observations

In addition, all children are assessed against the targets and outcomes identified within their Education, Health and Care Plan (EHCP) and their Individual Pupil Profile. Ongoing assessment allows staff to monitor progress closely; identify next steps and ensure learning is appropriately tailored to each child's needs.

Resource Base at Zouch



Curriculum Implementation

Every child in our Resource Base has a bespoke learning journey which is intentionally planned to support their individual needs within Goldfinch Classes A and B.

Some children follow the same curriculum as the rest of the school and spend time learning within mainstream classes. Their learning is carefully adapted and scaffolded to ensure they can access the curriculum successfully, make progress and experience success alongside their peers.

Other children follow the Equals Curriculum, a specialised, multi-tiered teaching framework designed for pupils with severe, profound or complex learning difficulties who are unable to access the standard National Curriculum. This bespoke curriculum focuses on the following areas and ensures that children make progress at their own level and pace:

- Communication and Interaction (using approaches such as Makaton, PECS and Objects of Reference)
- Cognition and Early Learning
- Physical and Sensory Development
- Personal, Social, Health and Economic (PSHE) Education and Life Skills

Through a highly personalised approach, we provide appropriate teaching, intervention and support to enable every child to achieve meaningful outcomes.

Our values

Our Resource Base is inclusive by design.

Our values