

# *Beaucroft School*

## Curriculum Handbook



*Engage. Empower. Achieve.*

## Curriculum at Beaucroft Foundation School

At Beaucroft School, we see every one of our pupils as unique. With this in mind, we believe that there needs to be a breath of learning throughout the pupils' time at our school and that there should be variation in experiences and learning that are developmentally appropriate.

We believe that there are five essential areas of learning and these must be part of everything that we do. Learning takes place all day in every type of situation, location, and activity.

The five areas of learning are:

- Independence
- Communication
- Social and Emotional
- Sensory and Physical
- Cognition.

These areas are the backbone of our curriculum that is enriched with our topics.

The rolling plan of topics has not been written to enable progression. Learning and Progress is through the five essential areas of learning.

*"The curriculum covers a wide range of subjects which excite and motivate pupils to learn well" (OFSTED, 2018).*

Each pupil drives the direction of their own 'curriculum'. Whilst there may be whole school or department 'topics', the planning, learning and delivery may vary between classes. Priorities based upon EHCP outcomes, pupils' age, need, motivation and learning style will help to build the curriculum. In addition to this reference is made to 'Preparing for Adulthood'.

*"The school adapts the curriculum effectively for each pupil to reflect the requirements of the EHCP. There are five key areas of learning and these are carefully threaded through pupils learning". (OFSTED, 2018)*

It is our job to *"provide a setting that provides an equality of opportunity for all our pupils. However, this does not mean that all pupils should be treated the same but that the unique skills and abilities of each child should be recognised and developed"* (EYFS, 2012).

***Through our curriculum offer we want our children and young people to:***

Feel:

***Safe***

***Happy***

***Valued***

***Successful***

***Nurtured***

***Important***

***Included***

***Confident***

***Empowered***

***Secure***

***Proud***

Be:

***Engaged***

***Curious***

***Enabled***

***Resilient***

***Inspired***

***Motivated***

***Aspirational***

***Respected***

***Communicative***

***Prepared***

***Challenged***

Receive:

***Stimulating environment***

***Enrichment***

***Differentiated curriculum***

***Positive role models***

***Creative opportunities***

***Consistency***

***Equity resulting in Equality***

***Quality learning experiences***

***Needs met***

***Strong, Supportive Home / School partnerships***

Achieve:

***Individual best outcomes***

***Accreditation***

***Functionality***

***Physical wellbeing***

***Emotional wellbeing***

***Independence***

***A voice***

***Positive relationships***

***Sense of community***

***Opportunities for further learning***

***Skills towards independence***

## Curriculum Pathways

### Early Years Foundation Stage

#### Pre-Formal Curriculum (Sensory)

*Designed to meet the needs of our pupils with severe and complex needs who are working at the lower end of the P Scales.*

*This curriculum enables pupils to develop their sense of security in the school environment, which is comprehensible and meaningful to them.*

*The focus is on enabling pupils to establish positive, interactive relationships with others and to proactively explore the world around them.*

*All pupils are given maximum opportunities to achieve the highest level of independence possible.*

*Pupils learn best via a multi-sensory approach.*

#### Semi-Formal Curriculum

*Designed to meet the needs of our pupils who learn best when learning is related to their own experience.*

*Some pupils may learn through play, some may learn through more functional activities and some may learn through a topic-based approach.*

*The curriculum consists of five areas of learning – communication, cognition and learning, SEMH, Independence and Physical and Sensory.*

*The curriculum echoes the ground covered in EYFS but extends across the school where pupils are functioning within the P scales.*

*Older pupils pursue accreditation through ASDAN – Personal Progress.*

#### Formal Curriculum

*Designed to meet the needs of our pupils who are functioning within the National Curriculum.*

*The curriculum has been modified and adapted for pupils considering their developmental needs as well as their SEN.*

*Life skills and independence skills form a large part of the curriculum and links are made to practical activities.*

*The curriculum is further enhanced by elements of the Nurture Curriculum according to individual needs.*

*Older pupils pursue accreditation pathways in Literacy and Numeracy Functional Skills.*

#### Nurture Curriculum

##### (Self-directed)

*Designed to focus on raising self-esteem and reducing anxieties within a calm and low stress environment.*

*The curriculum is pupil led and focuses on individual interests and area of strength.*

*Individual 'Roots and Fruits' documents support the planning of interventions. Strategies and activities for individual pupils.*

*Strategies used for individuals include the use a 'small garden' – a planned and controlled intervention. It provides a safe and successful starting point on which to develop positive behaviours and feelings.*

## **Whole School Curriculum: Intent, Implementation, and Impact**

### **Intent**

- To provide a curriculum which meets the individual needs of our pupils.
- To provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding individual progress.
- To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.
- To provide a curriculum which develops the five key areas of learning: *Communication, SEMH, Independence, Cognition and Learning and Physical and Sensory*.
- To provide a curriculum which prepares pupils for the next stage of their education, employment, or training.
- To provide a curriculum which effectively promotes pupils' holistic development, enhances their self-esteem, and enables them to celebrate and feel pride in the acquisition of new skills and achievements.
- To provide a learning rich environment within which each pupil can reach their full potential.

### **Implementation**

- Different curriculum models – Pre-Formal, Semi-Formal, Formal and Nurture.
- Topic based approach providing stimulating learning experiences. The same overall topic is covered by all curriculum models ensuring that classes can use a variety of approaches to support individualisation and accessibility.
- Links to Individual EHCP's and outcomes specifically in the five key areas of learning – Communication, SEMH, Independence, Cognition and Learning and Physical and Sensory.
- Varied and frequent use of the local and extended community, giving the pupils opportunities to transfer knowledge, skills, and concepts into real life settings.
- Use of therapies including SaLT, OT, physio, play therapy and music therapy.
- Differentiated group and individual lessons and resources.
- Learning beyond the classroom – contextualised trips and visits, exploring the community, residential outings, and parent/carer liaison.
- Total communication approach including PECS, symbols, signalong, AAC and intensive interaction.
- Personalised learning including assessment learning journey, EHCP's, annual reviews, individual targets, and outcomes.
- Therapeutic approach to behaviour management (Dorset STEPS) including Behaviour support policy, individual roots and fruits and individual risk management plans.

### **Impact**

- Pupils are motivated and engaged and display positive attitudes to their learning.
- Individual pupils achieve the best possible outcomes.
- Pupils are readily prepared for the next stage of education, employment or training including transitions at Year 11 and Year 14.
- Pupils achieve relevant accreditation and qualifications to continue to their learning journey into adult life.
- Pupils successfully transition between school phases and build upon prior learning.

- Pupils leave with maximised communication, confidence, self-help, and independent life and living skills.

#### **Measuring Impact**

- Individual Assessment Learning Journey
- EHCP outcomes.
- Examples of work.
- Annotated work.
- Internal Moderation.
- Photographic and Video Evidence.
- Observation notes
- Roots and Fruits
- Behaviour records including RAG charts, anxiety mapping.
- Annual reviews
- Annual reports
- Parent consultations
- Pupil outcomes and future pathways
- Accreditation and Qualifications.
- Pupil progress meetings between Team leader, Curriculum Lead and Class Teacher.
- Attendance
- Therapy reports.
- Levels of engagement

## **Early Years Foundation Stage: Intent, Implementation, and Impact**

### **Intent**

- To deliver a curriculum to meet the diverse learning needs of our pupils.
- To provide a meaningful curriculum that effectively prepares and enables the pupils to learn and to progress through their time at Beaucroft or alternative provision.
- To ensure that each individual has access to relevant and meaningful learning which is shaped around the needs and interests of the individual.
- To offer an environment which is creative and exciting and promotes learning.
- To encourage the children to be aware, active, and independent in their choices and their learning.
- To give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- To enable the children to work and play in a curriculum that will give them the opportunity to work towards the Early Learning Goals of the Foundation Stage.
- To value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school, and other professionals.

### **Implementation**

- Topic based environment providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches, teaching styles, differentiation, and personalisation.
- Responding to pupils' play, ensuring time to build relationships, share in joint attention, following their interests and adding to the environment to further develop learning.
- Child initiated opportunities that enable the pupil to control the direction of the narrative of their play and meaningful leisure opportunities.
- Enabling environments that foster independence, invite pupils to engage and present stimulating resource and learning opportunities.
- Personalised learning including assessment learning journeys, EHCP's, annual reviews, individual targets, and outcomes.
- Structures and routines including visual timetables, first -then, and the use of objects of reference.
- Total communication approach including signalong, PECS, PEIC-D, Attention Autism, and intensive interaction.
- Learning beyond the classroom including contextualised trips and visits and exploring the local community.
- Use of therapies including SaLT, OT, physio, and music therapy.

### **Impact**

- Individual pupils achieve the best possible outcomes.
- Pupils are curious about the world around them.
- Pupils develop methods of communication from the use of concrete ways (body language and the use of real objects) towards the abstract (pictures, symbols, print, signs, ICT, and the spoken word).
- Pupils develop a range of responses to social interactions with individuals and in groups, from resisting contact with others to tolerance, passive cooperation, and supported involvement, to enjoying social interaction and experiences.

- Pupils show the same achievement on more than one occasion.
- Pupils show an ability to maintain, refine, generalise, or combine skills over time and in a range of circumstances, situations, and settings.
- Pupils transfer skills between different contexts or combine or use skills in different ways.
- Pupils show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils show a reduced need for artificial reinforcement as they become motivated by naturally occurring events or consequences.
- Pupils move from dependence on a secure or predictable routine to a greater degree of autonomy, shown by increased risk-taking and increased confidence.
- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.
- Pupils show willingness and engage in adult led activities.

### **Measuring Impact**

- Individual Assessment Learning Journey
- EHCP outcomes.
- Observation recordings and reflective planning
- Use of technology and multimedia including video, photographs and IT-based hardware and software applications.
- Internal Moderation
- Roots and Fruits
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings between Team leader, Curriculum Lead and Class Teacher
- Therapy reports.
- Early Years Profile
- Examples of work.
- Annotated work.
- Internal Moderation.
- Photographic and Video Evidence.
- Observation notes
- Behaviour records



## Pre-Formal Curriculum Intent, Implementation, and Impact

### Intent Connecting and Responding

- To deliver a curriculum to meet the diverse learning needs of our pupils.
- To ensure that each individual has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- To support pupils to develop independence and communication strategies so they have a voice.
- To enable pupils to build connections and problem solve within the classroom and beyond.
- To enable pupils to lead the learning process wherever possible.

### Implementation

- The Pre-Formal curriculum is less prescriptive than other models. This approach allows for flexibility in curriculum delivery and ensures that we can work with our pupils in the learning style that best suits them.
- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches, teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal.
- Links to Individual EHCP's and outcomes specifically in the five key areas of learning – Communication, SEMH, Independence, Cognition and Learning and Physical and Sensory.
- A focus on active exploration of the environment.
- Sensory Cues, Objects of Reference, Intensive Interaction, Total Communication, PECS, symbols, PEIC-D and signalong.
- Learning beyond the classroom including contextualised trips and visits and exploring the local community.
- Personalised learning including assessment learning journey, EHCP's, annual reviews, individual targets, and outcomes.
- Use of therapies including SaLT, OT, physio, play therapy and music therapy.

### Impact

- Individual pupils achieve the best possible outcomes.
- Pupils demonstrate increasing engagement and participation.
- Pupils develop methods of communication from the use of concrete ways (body language and the use of real objects) towards the abstract (pictures, symbols, print, signs, ICT and the spoken word).
- Pupils develop a range of responses to social interactions with individuals and in groups, from resisting contact with others to tolerance, passive cooperation, and supported involvement, to enjoying social interaction and experiences.
- Pupils show the same achievement on more than one occasion.
- Pupils show an ability to maintain, refine, generalise, or combine skills over time and in a range of circumstances, situations, and settings.
- Pupils transfer skills between different contexts or combine or use skills in different ways.

- Pupils show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils show a reduced need for artificial reinforcement as they become motivated by naturally occurring events or consequences.
- Pupils move from dependence on a secure or predictable routine to a greater degree of autonomy, shown by increased risk-taking and increased confidence.
- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.

#### **Measuring Impact**

- Engagement Model / Profile
- Observations and reflective pedagogy
- Use of technology and multimedia including video, photographs and IT-based hardware and software applications.
- Internal Moderation
- Roots and Fruits
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings between Team leader, Curriculum Lead and Class Teacher
- Therapy reports.

## Semi-Formal Curriculum Intent, Implementation, and Impact

### Intent Life Skills and Engagement

- To deliver a curriculum to meet the diverse learning needs of our pupils.
- To ensure that each individual has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- To develop skills which support independence, social, emotional, and physical wellbeing whilst encompassing communication development.
- To provide real life opportunities for the pupils to feel part of and understand their community and wider world as well and encouraging social communication and opportunities to apply these skills in their local community.
- To enable pupils to be successful learners who enjoy learning, make progress, and achieve.
- To enable pupils to engage with a positive learning environment, a range of curricular activities and resources.

### Implementation

- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches, teaching styles and lessons including collaborative active learning and multisensory learning which is differentiated and individual.
- Learning beyond the classroom including contextualised trips and visits, exploring the local community and residential outings as appropriate.
- Total communication approach including signalong, PECS, communicate in print, AAC as appropriate, intensive interaction.
- Personalised learning including assessment learning journey, EHCP's, annual reviews, individual targets, and outcomes.
- Links to Individual EHCP's and outcomes specifically in the five key areas of learning – Communication, SEMH, Independence, Cognition and Learning, with the introduction of some subject specific learning and Physical and Sensory.
- Use of therapies including SaLT, OT, physio, play therapy and music therapy.
- Therapeutic approach to behaviour management (Dorset STEPS) including Behaviour support policy, individual roots and fruits and individual risk management plans.
- Child initiated learning opportunities including through play and meaningful leisure opportunities.
- Work related learning at appropriate level including role play shops, life skills teaching and for older pupils' enterprise and travel training.
- Routines and structures.

### Impact

- Individual pupils achieve the best possible outcomes.
- Pupils develop the skills needed to be effective communicators in different contexts.
- Pupils are equipped to make choices.
- Pupils develop the skills needed to access their community facilities such as shops, playgrounds, and cafes.
- Pupils are engaged in active learning through meaningful opportunities to generalise and apply their skills.

- Pupils develop their early reading, writing and numeracy skills.
- Pupils develop an understanding of everyday events, activities, and experiences.
- Pupils develop their skills to take turns, share and co-operate with others through daily routines.
- Pupils develop confidence, self-esteem, and resilience.

#### **Measuring Impact**

- Classroom monitor data
- Examples of work
- Annotated work
- Internal Moderation
- Photographic and Video Evidence
- Observation notes
- Roots and Fruits
- Behaviour records
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings between Team leader, Curriculum Lead and Class Teacher
- Therapy reports
- Accreditation for KS4 pupils.

## **Formal Curriculum Intent, Implementation, and Impact**

### **Intent**

#### **Life skills and Knowledge and Understanding**

- To deliver a curriculum to meet the diverse learning needs of our pupils.
- To ensure that everyone has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- To deliver a curriculum which prepares pupils for the next stage of their education, employment, or training.
- To develop practical skills in a positive and stimulating environment.
- To enable pupils to become successful learners, make progress and achieve.
- To enable pupils to be confident individuals.
- To enable pupils to be responsible citizens who make a positive contribution to the communities that they are part of.
- To support pupils to be able to express themselves creatively and imaginatively.
- To support pupils to use their preferred mode of communication to communicate effectively with others in a range of contexts.
- To use taught skills to explore, investigate and understand the world around them.

### **Implementation**

- Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility.
- A range of approaches, teaching styles and lessons including collaborative active learning, practical lessons, individual learning styles and subject based lessons.
- Learning beyond the classroom including contextualised trips and visits, exploring the local community, inclusion opportunities, residential outings as appropriate and work experience and collage link for older pupils.
- Total communication approach including signalong, PECS, communicate in print, written word, language to support independence and AAC as appropriate.
- Personalised learning including assessment learning journey, EHCP's, annual reviews, individual targets, and outcomes.
- Links to Individual EHCP's and outcomes specifically in the five key areas of learning – Communication, SEMH, Independence, Cognition and Learning, subject specific learning and Physical and Sensory.
- Therapeutic approach to behaviour management (Dorset STEPS) including Behaviour support policy, individual roots and fruits and individual risk management plans.
- Environments that support independence, social, and emotional skills.
- Work related learning at appropriate level including role play shops, life skills teaching and for older pupils' enterprise and travel training.
- Routines and structures.

### **Impact**

- Individual pupils achieve the best possible outcomes.
- Pupils successfully transition between school phases and build on prior learning.
- Pupils are readily prepared for the next stage of education, employment or training including transitions at Year 11 and Year 14.

- Pupils can effectively communicate using their preferred method e.g. spoken language, symbols, signs, communication aids, gesture.
- Pupils use their knowledge and skills to take an active role in their communities, everyday life, educational setting and where appropriate the workplace.
- Pupils use their knowledge and skills to operate confidently, effectively, and independently in life, in the classroom, community and where appropriate the workplace.
- Pupils are motivated and engaged and display positive attitudes to their learning.
- Pupils can form meaningful relationships and understand feelings through childhood into adult life.
- Pupils develop a holistic understanding of everyday events, activities and experiences of everyday events, activities, and experiences.

### **Measuring Impact**

- Classroom monitor data
- Examples of work
- Annotated work
- Internal Moderation
- Photographic and Video Evidence
- Observation notes
- Roots and Fruits
- Behaviour records
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings between Team leader, Curriculum Lead and Class Teacher
- Therapy reports
- Qualifications for KS4 pupils

## Nurture Curriculum Intent, Implementation, and Impact

### Intent Positive Experiences

- To deliver a curriculum which generates positive experiences for our pupils.
- To deliver a curriculum which generates positive feelings and raises pupil's self-esteem.
- To deliver a curriculum which supports the development of positive behaviours.
- To reduce anxiety and reduce incidents of difficult and dangerous behaviours.

### Implementation

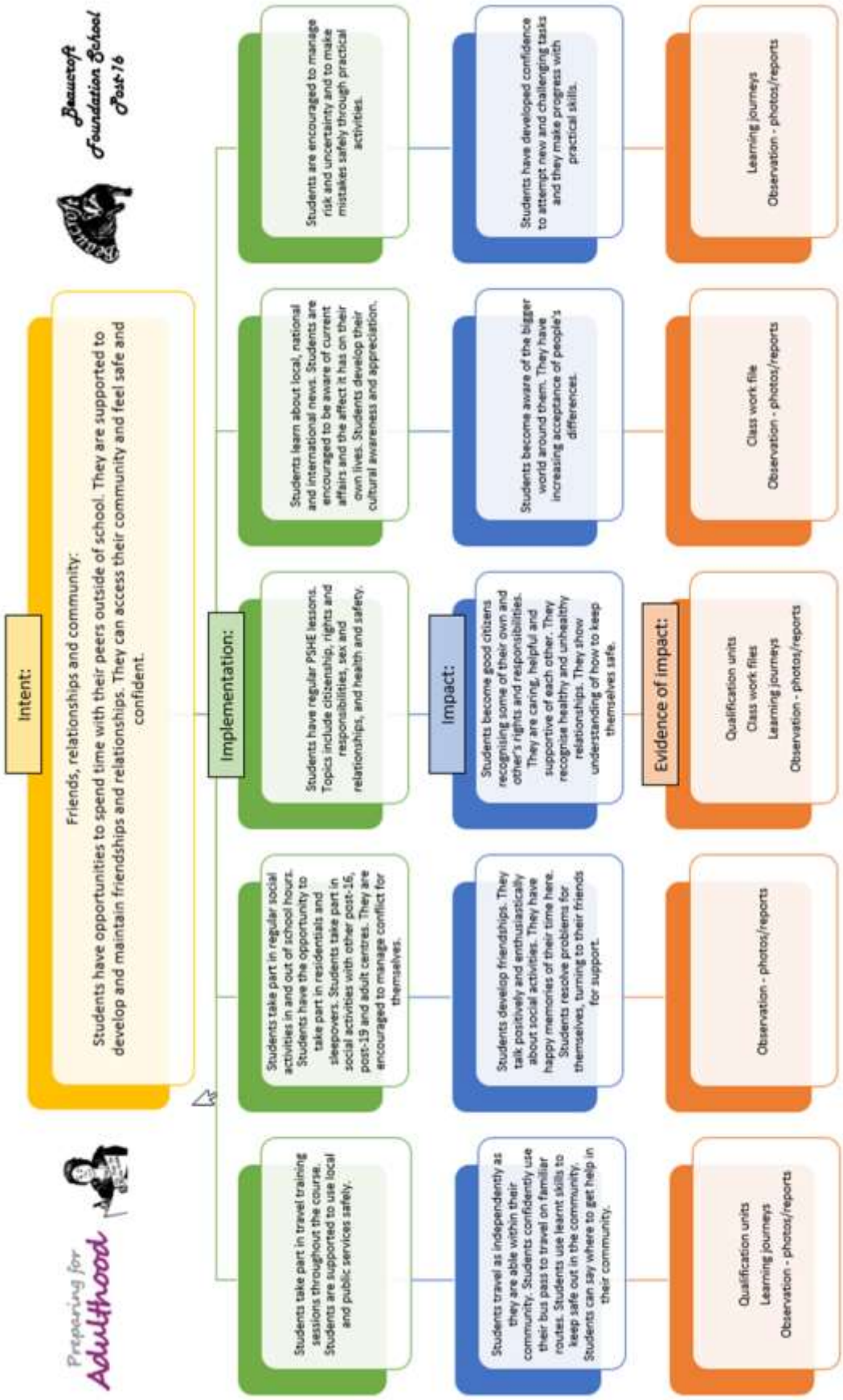
- The Nurture Curriculum is pupil led.
- It focuses on the pupil's special interests and areas of strength and activities undertaken are initially chosen and led by the pupil.
- Individual roots and fruits are used to support the planning of interventions, strategies, and activities.
- Pupils can follow this curriculum model in an individualised teaching area, known as a 'small garden' for a time limited period.
- Increased access to learning beyond the classroom e.g. additional off-site visits, work experience on site.
- Increased staffing ratios to facilitate activities and experiences.
- Therapeutic approach to behaviour management (Dorset STEPS) including Behaviour support policy, individual roots and fruits and individual risk management plans.
- Use of therapies including SaLT, OT, physio, play therapy and music therapy.

### Impact

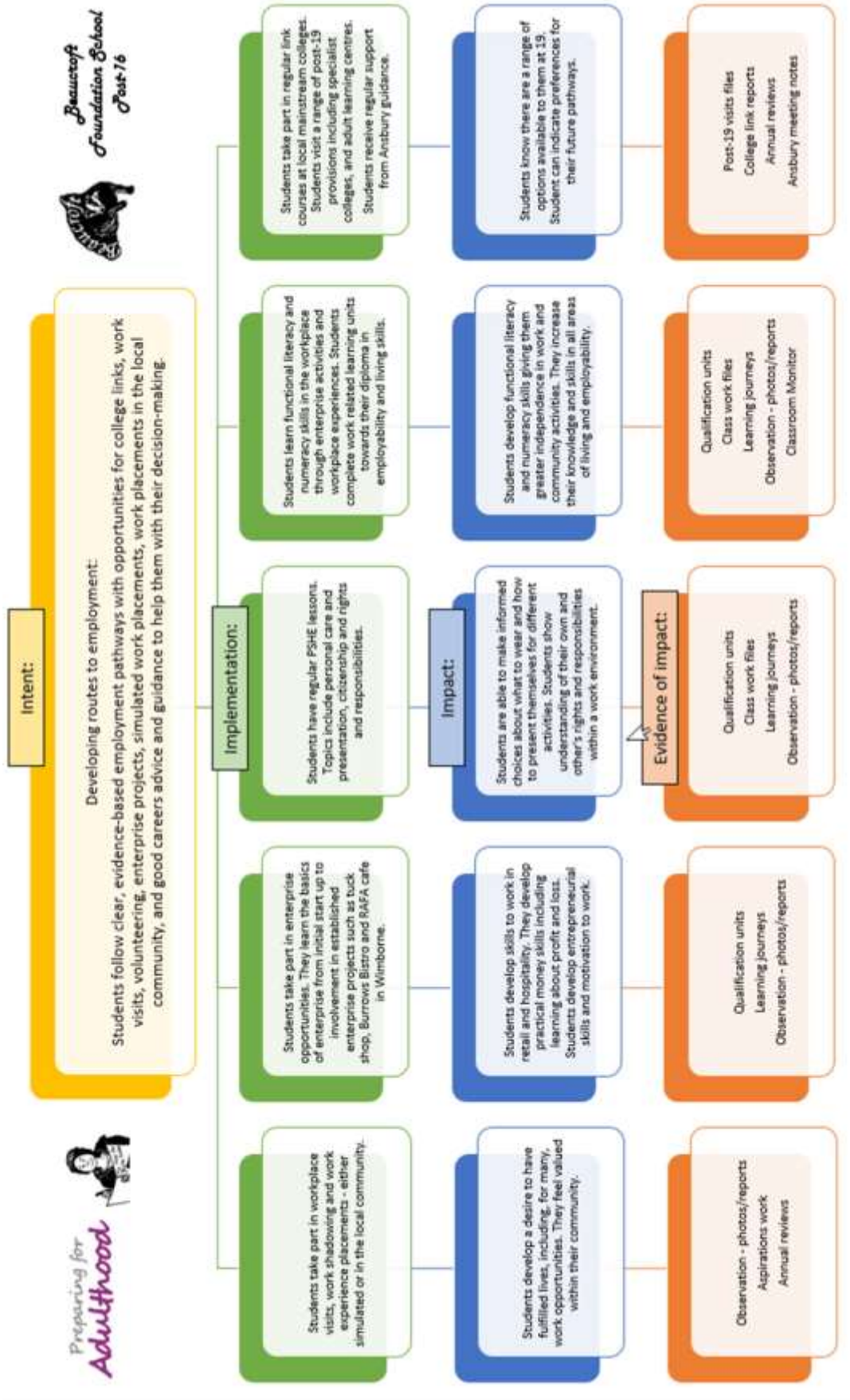
- Individual pupils achieve the best possible outcomes.
- Pupils engage with positive, self-directed activities.
- Pupils experience positive, pro social feelings.
- Pupils display positive, pro social behaviour.
- Reduction of serious incidents and incidents resulting in the use of restrictive physical intervention.
- Over time, increased time spent within class with peers, participating in adult led activities.

### Measuring Impact

- Roots and Fruits
- Behaviour records
- Annual reviews
- Annual reports
- Parent consultations
- Therapy reports







**Intent:**

Developing independent living skills:  
Students develop skills for independent living such as personal care, finance, shopping, travel training and making their own food. Students learn about housing options and are encouraged to think about where and who they would like to live with in adult life.

**Implementation:**

Students complete units towards their diploma in employability and living skills at Entry Levels. Students develop their functional literacy and numeracy skills through practical life skill activities.

Students make visits to supported living houses, independent living flats, residential colleges and residential adult centres. Ex-students return to share their experiences of living 'independently'. Parents are supported to recognise the benefits of independent living.

Students have regular PSHE lessons. Topics include independent and supported living awareness, parenting, health and safety, and personal care and presentation.

Students are encouraged to think for themselves and are given appropriate levels of support when solve problems and to have the confidence to make and learn from mistakes in a safe environment.

Students learn practical life skills such as, shopping, cleaning, cooking and washing. They take part in travel training, practising road safety and using public transport.

**Impact:**

Students use qualification, and knowledge and skills gained, to achieve placements in further education. Students are able to transfer learnt functional literacy and numeracy skills into real life situations. Some students take further qualifications in functional skills.

Students know that there are a range of living/housing options available to them in adult life. Student begin to express preferences for future living/housing options.

Students have developed their independent living skills and have some awareness of how to keep themselves safe. They take some responsibility for their own personal care and they are aware of the challenges of parenting.

Students demonstrate the confidence to answer questions when they are unsure of the answer. Students recognise that mistakes are part of their journey towards success. They strive to improve their own learning.

Students gain greater independence in adult life. They have greater choice and control over their housing and activity options.

**Evidence of impact:**

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Classroom Monitor

Post-19 visits files  
Annual reviews  
Ansbury meeting notes

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports

Annual reviews  
Learning journeys  
Observation - photos/reports

Annual reviews  
Learning journeys  
Observation - photos/reports

**Intent:**

Having an active and healthy lifestyle:

Students take part in sport and leisure activities in the community, learning how to maintain good health and fitness in adult life. They are encouraged to take part in sport and leisure activities out of school hours. Students plan their own menu learning about diet and nutrition. Students are supported to manage their own physical and mental health as they move into adulthood.

**Implementation:**

Students take part in weekly sport and leisure activities, predominantly in the local community e.g. public swim sessions, aerobics classes, use of public gyms, bowling.

Students take part in active residential and the Duke of Edinburgh Award.

Students have regular PSHE lessons. Topics include mental health and wellbeing, sexual health, and drugs and alcohol education.

Students plan their own menu and shop for their own food. They are taught about healthy eating, portion control and nutrition labels on food.

Students develop their confidence and self-esteem through taking part in activities that provide challenge within an environment in which they feel safe.

**Impact:**

Students know of activities they can do in adult life/post-education to keep active and healthy. Students are confident to take part in classes available to the public, and for some, including booking and paying.

Students are willing to take on new challenges. Students enjoy time away from home. Students develop enjoyment of activities without technology.

Students understand that they need to look after their body and mind. Students know that alcohol should be consumed in moderation. They know that there are good drugs and bad drugs. Some students are aware of safe sex practices.

Students know that some foods and drinks are bad for you in excess. With support, they can prepare balanced and appropriately sized meals. They can name healthy foods. When shopping, some students can use nutrition labels to help them make healthy choices.

Students are able to recognise their mistakes and suggest ways they can improve. They are able to manage disappointment when they do not succeed.

**Evidence of impact:**

Qualification units  
Observation - photos/reports

DofE reports and certificates  
Observation - photos/reports

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports

Learning journeys  
Observation - photos/reports

