

INTENT

Within the 5 areas of learning we categorise our learning journeys in, we can build a holistic overview of individuals needs and how we intend to meet these through our curriculum. These 5 areas are:

Communication

Cognition and learning

Social and emotional

Independence

Physical and sensory

Literacy appears most prevalently in the area of 'cognition and learning' and 'communication', though runs as a thread through almost all learning experiences in the 5 areas.

Through a diverse range of opportunities, each pupil will receive an enriching and challenging literacy curriculum to meet their needs and extend them toward the next area of their development, area of education, and into adulthood. These are adapted to reflect EHCP outcomes, age, learning style and for individual's needs.

Their literacy programme is likely to contain teaching opportunity for emotional literacy, raise self-esteem and a desire to engage and extend themselves with the support they need.

Following a literacy audit, we recognise that with a changing cohort, a whole school approach to literacy was not appropriate, and have prioritised developing strategies that ensure our complex learners needs are met in a variety of learning opportunities, stated in our literacy policy (Sept 2017, reviewed 2021)

IMPLEMENTATION

From Early years to Post 16, each learner will follow a different curriculum model (pre-formal, semi-formal, formal or nurture) which allows staff to deliver programmes of study that are informed by the pupils learning need.

We continue to be resolute in providing functional literacy skills, including accreditation at KS4/5. We promote the joy of reading and exploring a broad range of texts, from books, magazines, newspapers and the internet, and encourage utilising a combination of teaching approaches that include phonological awareness, decoding skills, whole word recognition/sight vocabulary, vocational vocabulary, and high frequency words.

As we develop our literacy curriculum further, we continue to explore technological advances which will benefit our learners, including programmes such as Clicker, speech to text, and use of devices including ipads with programmes like Proloquo-2-go, Siri for iphone/ipad users, and google mini voice activated search, ensuring also to teach safe use of internet and community awareness.

The broad scope of literacy, (reading, writing, speaking, and listening) means that at almost every point in the school day literacy plays a part- our communication packages, our routines and sequencing of the day, what we watch, listen to and who we chose to engage, and tasks we are motivated to complete, literacy runs through our every day. And its implementation is individualised at all points, from those supported in a small garden environment to those able to work in a formal curriculum setting. This is paramount during all stages of the school and essential in ensuring individuals are best prepared for adulthood.

IMPACT

Evidence based data gathering show pupils are achieving the best possible outcomes and can read and communicate at a level appropriate to their development, be that using spoken language, written, symbols, signs, AAC or gesturally.

They are prepared for the next stage of their development, education, employment or training, with an accredited qualification in functional skills, and build on prior learning with a positive attitude and motivation. They are supported in preparation for adulthood and life beyond Beacroft.

Please see B2 connecting steps (including observation notes, photo, video, annotated work) learning journeys, planning documents, annual reports, annual reviews of EHCPs, and qualification and accreditations.