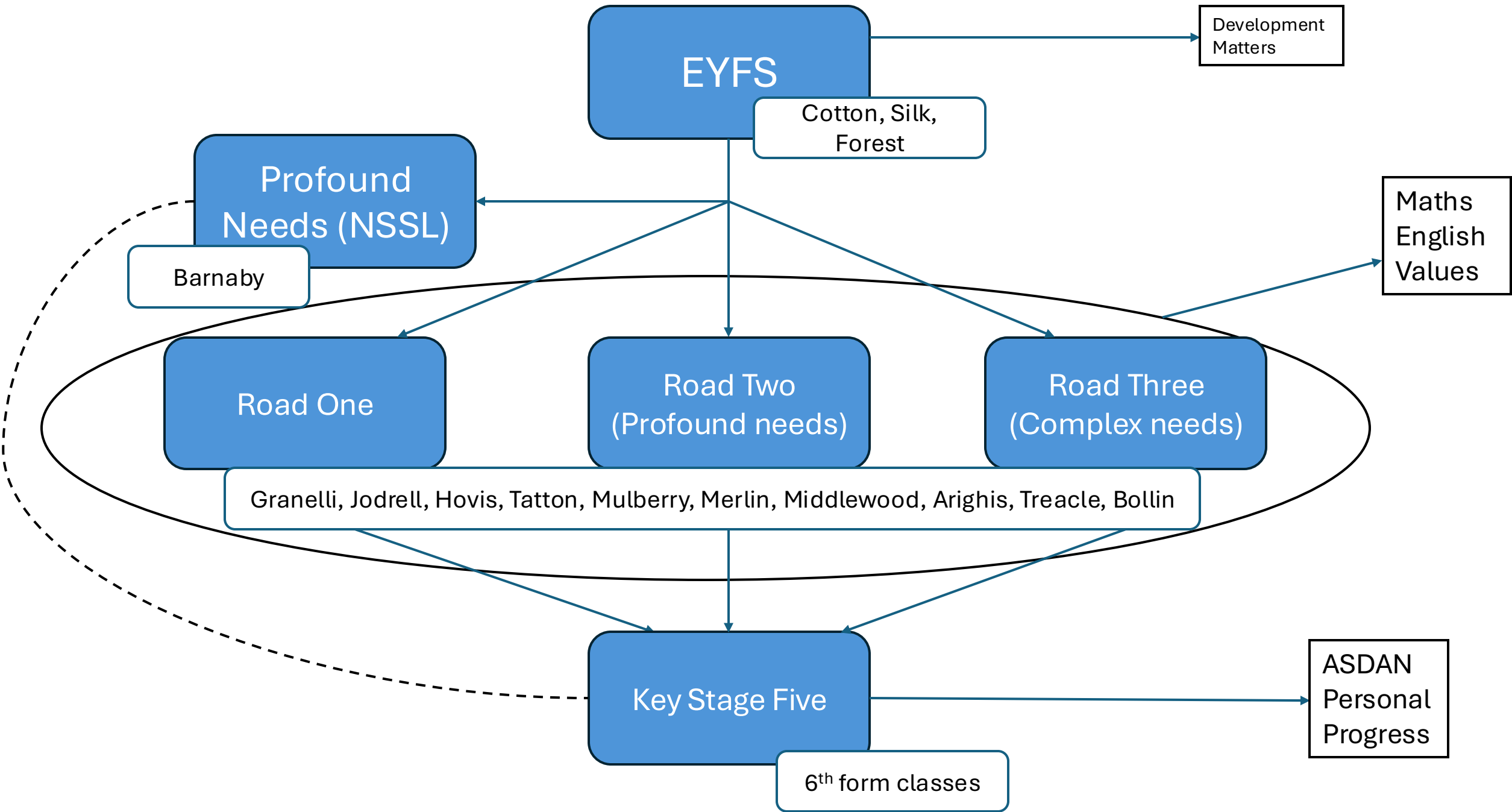




Curriculum and Assessment
Pathway Model

Park Lane Special School





Development Matters- National Curriculum
EYFS framework adapted to meet the needs of
our learners

English-
National
Curriculum
framework
targets from
primary level
through to
ASDAN awards
and Entry Level
qualifications

Maths-
National
Curriculum
framework
targets from
primary level
through to
ASDAN awards
and Entry Level
qualifications

Values- National Curriculum framework
targets from primary level
Individuality- PE, PSHCE & RSHE
Creativity- Art & Music
Community- History, Geography & RE
Challenge- Science, DT, ICT/Computing

SMSC and
British Values

Preparing for
Adulthood

Careers
education

ASDAN- Personal Progress qualification

Curriculum Intent, Implementation and Impact Statement

At Park Lane School we offer a curriculum, which is broad and balanced, where entitlement is maintained for each and every pupil no matter what their disability may be. Park Lane School classes are mostly in accordance to age but in cases where a pupil will benefit from being with a different peer group this is implemented. We have a class dedicated to our more medically vulnerable pupils giving them the space and calm environment to access a sensory based curriculum whilst accessing therapeutic input, such as postural management.

Park Lane School:

- Develops communication, literacy and numeracy skills.
- Prepares students at our school for the opportunities, responsibilities, and experiences of later life.
- Promotes the spiritual, moral, cultural, mental, and physical development of all students at our school.
- Prepares the students for life in modern Britain and promotes British values.
- Ensures the curriculum is relevant, purposeful, engaging and exciting.

The curriculum is implemented by teachers planning and adapting their lessons to meet the needs of each learner. After pupils leave the EYFS classes, they move into one the age related classes unless they are best placed in the complex needs class. There are two classes per key stage and within each class there is a wide range of abilities. Some pupils are on the subject specific pathway, some are non-subject specific and some are AET. The teacher will plan for all pupils using the National Curriculum framework. This may involve being split into smaller groups within each class and pupils receiving input based on their needs, This may be more sensory based for some learners, for some it will be workstation based and for others it will be a more formal teaching, learning and recording.

The impact of the teaching is monitored through continual assessment on the framework relevant to each pupil. Formative assessments are inputted onto the school system Evidence for Learning daily and summative assessments are gained at the end of every term. The results of these assessments are analysed by the curriculum and assessment lead and discussed with class teachers and subject leads in termly pupil progress meetings.

EYFS Intent, Implementation and Impact Statement

- Our intent is to ensure that each child is provided with a nurturing, inclusive and ambitious environment which celebrates differences and embraces the fact that our children will all learn and develop in different ways and at different stages. We are committed to be adaptable and flexible, identifying any emerging needs, removing barriers to learning and providing high-quality interactions with all our children.
- We will offer learning through play alongside adult-led activities that are ambitious, personalised and quality first to ensure meaningful progress is made that has a child-centred approach.
- Our overall intent is to provide a warm, responsive, and enabling environment where every child, regardless of need, is supported to develop a strong sense of belonging, curiosity, and confidence as a learner.
- This is implemented using the Development Matters curriculum which we have adapted to meet the needs of all our learners.
- The impact of the curriculum is regularly monitored through:
 - Regular EYFS meetings
 - Formative and summative assessments using the school assessment system
 - Learning walks and visits

Road One Intent, Implementation and Impact Statement

Intent

We want every pupil to enjoy learning, feel successful, and make strong progress. Our subject-specific learners follow the National Curriculum, but everything is carefully adapted so that each child can achieve their personal best. We aim to:

- Give pupils the right level of challenge so they keep moving forward.
- Build communication, independence, confidence and resilience.
- Help pupils develop real subject knowledge and skills that prepare them for adult life.
- Make sure learning links closely to each pupil's EHCP outcomes and individual needs.

Implementation

- Our lessons follow the National Curriculum but are personalised for each child.
- Using adapted teaching methods such as visual supports, simplified steps, modelling and breaking tasks into manageable parts.
- Planning learning around each child's strengths, interests, communication style and sensory profile.
- Working closely with therapists (SaLT, OT, Physio, music and animal) to support communication, movement and regulation in lessons.
- Teaching a broad range of subjects including English, maths, science, computing, art, PE, humanities, music, careers and preparing for adulthood.
- Giving pupils lots of hands-on experiences, trips, and real-world learning to make learning meaningful and enjoyable.
- Ensuring staff understand each learner well and can adjust lessons in the moment to keep them engaged and successful.

Impact

- Making progress in National Curriculum subjects at a level that is right for them.
- Growing in confidence, independence, communication and resilience.
- Becoming more motivated and engaged in learning.
- Developing important life skills that help prepare them for adulthood.
- Achieving personal goals linked to their EHCP.
- Leaving school with the knowledge, skills and confidence they need for college, supported employment or community life.

Each subject-specific pupil is measured through our bespoke assessment system of Lanes. Lane one crosses over with EYFS levels and all subjects go up to Lane 10 which equates to year six levels.

Road Two Learners Intent, Implementation and Impact Statement

Intent-

Our non-subject specific curriculum is designed for pupils who are not yet engaging in subject specific learning. These learners often have profound, complex or multiple learning needs. The curriculum focuses on developing the core foundations of learning, including communication, engagement, sensory processing and early cognition.

The aim is to:

- Build engagement and awareness through meaningful, motivating experiences
- Develop communication using vocalisations, gestures, AAC, eye gaze or behaviour
- Support emotional wellbeing through trusted relationships, co-regulation and consistent routines
- Foster early cognitive skills, including anticipation, exploration and cause and effect
- Promote independence through participation in daily routines and personal care
- Provide multi-sensory learning that help pupils understand their environments
- Celebrate small steps of progress that have a big impact on each pupil's life

Implementation-

Learning is delivered through highly personalised, holistic, relationship-centred approaches. Staff use specialist strategies and consistent routines across the day

Learning is linked to EHCP outcomes, therapy guidance and developmental needs

Communication, sensory and physical needs form the basis of planning

A variety of engagement focused approaches such as Intensive Interaction, Attention Autism, Sensology, TacPac and many more

Pupils attend the majority of national curriculum lessons alongside their peers but are assessed using the non-subject specific framework.

Impact-

Progress is measured through meaningful gains in communication, engagement, independence and emotional wellbeing.

The key areas of progress that are assessed are engagement, communication, early cognition, emotional wellbeing, physical and sensory development and independence.

We use Evidence for Learning as a platform to record progress through summative and formative assessments in the form of photos, videos and written observations alongside the Engagement Model, therapy assessments and multi-disciplinary team feedback.

Road Three Learners Intent, Implementation and Impact Statement

Intent-

Road three assessment is based on the AET framework which is for learners who are working above the non-subject specific framework in terms of their understanding and early cognition but their sensory needs prevent them from being able to access the subject specific curriculum.

The aim is for all pupils to feel safe, understood and included

To be able to communicate in whichever way works best for them such as speech, AAC, gesture, symbol, sign or object of reference

To build independence through small, meaningful steps

To develop emotional regulation and positive wellbeing

To enjoy learning through activities based on their strengths and interests

To be supported by staff who understand autistic difference and adapt teaching accordingly

To have a personalised curriculum that prepares them for life, relationships, community and adulthood

Implementation-

AET pupils are able to attend their age related peer lessons and also utilise intervention groups for more personalised learning opportunities

AET pupils have access to the same learning opportunities as their peers but need frequent sensory breaks

AET pupils have the opportunity to have personalise timetables in which they can access a mixture of sensory input and subject specific input with a high ratio of staffing

Learning is supported with a high level of visual and concrete objects of reference to facilitate understanding

There are clear routines, and calm environments to support the needs of the learners and aid their understanding.

Learning goals and targets are taken from the AET framework and focus on communication, social understanding, emotional regulation, independence and life skills, sensory processing and thinking and problem solving. These targets are devised along multi-disciplinary agencies including OT and behaviour support.

Impact-

Every small step is celebrated

Choices and independence skills

Communication skills

Tolerance and acceptance

Progress within the AET framework and improvement in engagement shown through the engagement model

Key Stage Five Intent, Implementation and Impact Statement

Intent-

Our KS5 (16-19) curriculum prepares learners for independence, employment and community inclusion in line with Preparing for Adulthood (PfA) outcomes.

We aim to equip learners for adult life through person centred pathways linked to aspirations, strengths and EHCP outcomes.

Deliver high-quality, impartial careers education structured around the 8 Gatsby Benchmarks

Provide fair access to all pathways complying fully with the provider access legislation requiring schools to give all learners meaningful encounters

Promote independence, communication, employability, decision-making and resilience as core skills for adulthood

Implementation-

We provide a clear PfA curriculum with opportunity to receive qualifications in ASDAN Personal Progress and where appropriate, maths and English Entry Levels.

There is a well established careers curriculum that follows the 8 Gatsby Benchmarks and gives a stable careers program and access to workplace experiences, labour market information and personal careers guidance.

Pupils also continue to receive PSHCE, RSHE and PE lessons to continue the important skills that they have worked on in keeping themselves safe, increase their independence and work on their physical skills and fitness.

Impact-

Pupils will move onto their desired destinations post 19

Pupils will gain meaningful work experience

Pupils will not be at risk of not being in education, employment or training (NEET)

Pupils will have engaged in travel training, managing money, daily living routines and improving their personal care skills

They will gain the PFA qualifications

English Intent, Implementation and Impact Statement

Intent-

Our English curriculum is designed to help every pupil communicate, enjoy stories and develop the literacy skills they need for life. Because our pupils have a wide range of abilities, we provide learning that works for both sensory learners and subject specific learners.

We aim for every child to:

- Communicate using the method that suits them through sound, gesture, symbols, AAC, signing or speech
- Enjoy books, stories, songs and language rich experiences
- Make progress in reading, writing, speak and listening at a level right for them
- Build confidence, independence and real life communication skills
- Work towards Entry Level qualifications or ASDAN awards as appropriate as they move into adulthood

Implementation-

Sensory and early learners:

- Sensory stories with music, movement, objects, lights and textures
- Repetition and routine building confidence and anticipation
- Intensive Interaction and lots of opportunities for shared attention
- Objects of reference, symbols, switches and eye gaze technology

Subject specific learners:

- A tailored version of the National Curriculum
- Reading taught through Twinkl phonics and See and Learn
- Writing supported through mark making, handwriting, word banks, scaffolding, word processing and AAC
- Speaking and Listening taught through drama, discussion, role play and communication activities.

Impact-

- Making progress toward their EHCP outcomes
- Becoming more confident, motivated and independent communicators
- Gaining essential skills that will support them into adulthood

Maths Intent, Implementation and Impact Statement

Intent-

Our Maths curriculum is designed to ensure that every pupil—whatever their needs, abilities or starting points—can access meaningful mathematical learning. We aim to:

- Build confidence with numbers, patterns, shapes and problem-solving.
- Learn functional maths skills they can use in everyday life (e.g., counting, measuring, time, money).
- Develop early mathematical awareness through sensory exploration.
- Access a challenging and meaningful Maths curriculum if they are working at subject-specific levels.
- Work towards Entry Level qualifications or ASDAN awards as appropriate as they move into adulthood
- Strengthen independence and life skills linked to their EHCP outcomes.

Implementation-

Sensory and early learners

- Maths is taught through sensory activities using lights, music, textures, movement and objects
- Early concepts are explored through play: big/small, more/less, patterns, cause and effect
- Sensory stories and routines to help with sequencing and anticipation
- Use of symbols, objects of reference, switches and AAC to support communication

Subject specific learners

- A personalised maths curriculum based on the National Curriculum
- Teaching using concrete resources, pictures and simple written methods
- Functional maths taught through real life tasks – shopping, cooking, travel, money and time
- Clear scaffolding, visuals, chunked instructions and practical activities
- Opportunities for challenge at the right level and pace for each pupil

Impact-

- Progress towards EHCP goals linked to communication, independence and cognition
- Increased confidence, independence and enjoyment
- A growing understanding of how maths fits into daily life

Physical Education Intent, Implementation and Impact Statement

Intent-

Our PE curriculum is designed so that every pupil, whatever their needs, can enjoy being active, develop physical skills and feel proud of their achievements

We aim to help all pupils:

- Improve coordination, mobility, body awareness and physical confidence
- Take part in enjoyable, inclusive physical activities at their level from sensory movement to higher level skills
- Build independence, resilience and teamwork
- Experience a wide range of sports and outdoor activities
- Take part in inclusive sports events and for some, The Duke of Edinburgh awards
- Understand the importance of health, exercise and wellbeing

Implementation-

- Sensory movement sessions using lights, music, equipment and textures
- Activities that support regulation, body awareness and gentle physical development
- Hydrotherapy
- Therapeutic input from physiotherapists and occupational therapists
- Adapted PE lessons taught in accessible lessons
- Activities such as dance, gymnastics, athletics and outdoor learning
- Clear modelling, visuals, simplified rules and supportive equipment
- Opportunities to develop teamwork, problem solving and confidence in sports

Impact-

- We see impact through progress towards physical and wellbeing goals
- Increased enjoyment of being active and having physical experiences
- Better confidence, communication, resilience, teamwork and independence

Our PE curriculum ensures every child, no matter their needs, can enjoy physical activity, develop new skills and experience success.

PSHCE and RSHE Intent, Implementation and Impact Statement

Intent-

All PSHCE and RSHE lessons are taught at a level that is inclusive of age, need and understanding

- For every child to feel happy, confident and safe
- To understand their feelings and emotions and learn ways to manage them
- To build positive, safe relationships with friends, family and staff
- To learn about personal boundaries, privacy and keeping safe
- To develop independence from personal care through to life skills such as travel, money and decision making
- To be able to communicate their needs and choices in whatever way works for them
- To be ready for their next stage of life including adulthood and the wider community

Implementation-

PSHCE and RSHE lessons are taught using a range of speech, visuals, objects of reference, social stories, signing, role play and practical activities that are meaningful for the individual pupils.

We utilise schemes such as MyHappyMind, SoSAFE!, Zones of Regulation and other software and resource generators to scaffold learning and adapt the content to meet individual needs. In Key Stage three, pupils work on the ASDAN New Horizons award as part of their curriculum.

PSHCE and RSHE teaching is also embedded throughout the school day matching up with individual EHCP targets for life skills such as personal care, eating and drinking, self help, play skills, turn taking, sharing, concentration, attention, taking breaks, assemblies, educational visits and preparing for adulthood.

Impact-

We see impact through:

- Pupils showing better emotional understanding
- Independence in all areas of school and home life
- Appropriate social behaviours and understanding of boundaries
- Keeping themselves safe
- Enjoying friendships
- Confidence and real life skills

This is measured and demonstrated through formative and summative assessments and observations, learning journeys and EHCP reviews.

Music Intent, Implementation and Impact Statement

Intent-

The music curriculum aims to provide every pupil, regardless of need, ability or communication profile, with meaningful, joyful and accessible musical experiences. We recognise that music has a unique power to motivate, regulate, connect and communicate, especially for pupils with SEND. Our intent reflects our belief that all pupils can participate, express themselves and achieve success in music.

We want every pupil to:

- Enjoy music and feel confident taking part
- Express themselves through singing, movement, instruments or technology
- Improve communication, attention and interaction through musical activities
- Use music to help with emotion regulation and well-being
- Explore music from different cultures and styles
- Build independence, teamwork and confidence through shared music making.

Implementation-

Schemes of work are designed by the subject coordinator to reach all abilities by taking a multi-sensory approach

Lessons are designed to incorporate a range of musical instruments within school and different technologies

The school has close links with Love Music Trust who provide workshops and exciting musical experiences for all age groups that compliment the schemes of work

There are whole school musical opportunities such as assemblies, choir, school performances and cross curricular musical experiences

Impact-

We aim for pupils to:

- Show an awareness of sounds, rhythms or patterns
- Respond to music with movement, vocalisation or gesture
- Play instruments with increasing confidence
- Take part in musical interactions
- Show joy, excitement or calmness during music sessions
- Work with others in group music making
- Participate more independently

Art Intent, Implementation and Impact Statement

Intent-

We believe that every child is an artist. Art is not just about drawing or painting, it is about exploring, expressing, communicating and enjoying new experiences. Our curriculum aims for your child are:

- Enjoy being creative and feel proud of their creations
- Use art to express their ideas, feelings and choices
- Explore lots of materials
- Develop fine motor skills, hand-eye coordination and sensory awareness
- Learn about different artists, cultures and styles in a way they can understand
- Build confidence, independence, communication and a sense of wellbeing

Art is accessible to every pupil, whatever their starting point, communication style or sensory need.

Implementation-

We teach art in engaging, practical and sensory-rich ways suit that suit the needs of pupils from 4-19

Art activities are adapted for each child's abilities, needs and targets

We use visuals, symbols, demonstrations, modelling, scaffolding and sensory supports

Pupils utilise specialist or adapted tools where needed

Pupils are taught through a wide range of activities and skills such as painting, drawing, printing, sculpting, modelling, collage, textiles, natural objects, digital art and apps.

This is celebrated through whole school displays, art themed days, workshops, sensory art lessons, enterprise projects, community projects and working towards the Arts Award and Arts Mark in upper school.

Impact-

- Pupils are able to explore more materials
- Use tools with increasing control
- Create artwork with more independence
- Make choices
- Show preferences
- Express ideas
- Engage with staff and peers
- Show pride in their work

History Intent, Implementation and Impact Statement

Intent-

History is about helping pupils understand themselves, their families and the world around them. We make History meaningful, practical and enjoyable for pupils with a wide range of needs. Lessons are adapted to suit the developmental stages, communication styles and sensory needs.

They will:

- Develop and sense of time
- Explore personal and family history in ways they can understand
- Learn about important people, events and places from the past
- Build curiosity by exploring objects, pictures and stories
- Improve communication by talking about what they feel, see and notice
- Develop social understanding and empathy
- Enjoy history through hands-on, sensory rich experiences

Implementation-

History is made accessible, engaging and practical through carefully adapted lessons

Lessons are tailored to each pupil's abilities

Teachers make use of visuals, objects of reference, timelines, sensory items and simple vocabulary

Pupils learn in a way that suits them, through touch, exploration movement or pictures

There are lots of hands on, sensory experiences such as experiencing real and replica objects

Costumes and role play

Photographs and simple timelines

Sensory items linked to the past such as smells, textures and music

Stories, drama and reenactments

Impact-

- Pupils understand what past and now means
- Pupils can remember simple facts about people or events
- Pupils show interest in old objects, photos or stories
- Pupils will relate past events to their own experiences

Geography Intent, Implementation and Impact Statement

Intent-

Geography is about helping pupils understand their world, starting with what is familiar and meaningful to them. We want every child, whatever their needs, to explore places, notice environmental changes and develop skills that support independence and confidence.

Pupils will:

- Learn about places from school and home to the wider world
- Gain awareness of the weather, seasons, landscapes and environments
- Build real life skills like recognising places, following simple routes and exploring the community
- Develop independence through outdoor learning and local visits
- Ask questions, investigate, explore and show curiosity
- Communicate ideas using words, signs, symbols, pictures or AAC
- Develop confidence and enjoyment when exploring different environments.

Implementation-

Geography is practical, sensory and hands on, helping pupils understand the world through real experiences, not just pictures.

Learning is supported through clear visuals, simple language, symbols, objects of reference, photos and maps

Lessons include movement, exploration and outdoor activities

Pupils explore natural materials,

- Weather sounds
- Maps, globes, photos or videos
- Sensory items linked to different locations
- Fieldwork such as looking closely at plants, buildings or landscapes
- Real world experiences such as local walks and community visits

Outdoor learning sessions

Impact-

- Progress is measured in ways that reflect each child's individual needs, abilities and communication methods
- Pupils will learn new words, signs and symbols related to locations, environments, weather or seasons
- Pupils will gain more cultural awareness
- This will be demonstrated through formative and summative assessments

RE Intent, Implementation and Impact Statement

Intent-

RE helps pupils learn about different beliefs, celebrations, values and traditions from around the world. It is taught in an inclusive, accessible and respectful way recognising that all families and young people have their own experiences and backgrounds.

Pupils will:

- Understand and respect different cultures, religions and ways of life
- Build a sense of who they are and what is important to them
- Explore celebrations, festivals and stories in fun, hands on ways
- Develop communication skills by making choices, expressing ideas and sharing their thoughts
- Experience kindness, respect, tolerance and empathy in their learning
- Enjoy RE through sensory experiences, stories, music, food, role-play and real-life activities

Implementation-

Children and young people explore artefacts, music, sensory trays linked to festivals, costumes, role play and drama, videos and simple texts about celebrations

Pupils will learn about family celebrations, special people, stories from different religions, routines and traditions and festivals.

This will lead onto learning about different world religions, beliefs, symbols and places of worship, Moral values, similarities and differences between faiths and cultural diversity.

There will be opportunity for enrichment experiences in order to bring RE to life such as visits to churches, mosques, temples or community spaces. Special celebration days, tasting foods from different cultures, visiting speaker and whole school festival events.

Impact-

Pupils will use new words, signs or symbols

- Express preferences
- Respond to stories or artefacts
- Participate in group activities
- Recognise familiar celebrations
- Show kindness and empathy

This will be demonstrated through formative and summative assessments presented through learning journeys.

Science Intent, Implementation and Impact Statement

Intent-

Our Science curriculum is designed to be inclusive, ambitious and accessible for all learners aged 4–19. We aim to develop pupils' understanding of the world through meaningful, practical and engaging scientific experiences.

The curriculum:

- Builds knowledge and skills progressively from EYFS to Post-16, tailored to individual developmental levels.
- Reduces barriers to learning through adaptive teaching, multisensory approaches and personalised pathways.
- Promotes curiosity, independence and functional understanding of science in real-world contexts.
- Prepares pupils for adulthood by developing problem-solving, communication and life-skills linked to health, safety and the environment.
- Ensures all learners, including those with complex needs, experience success, enjoyment and purposeful challenge

Implementation-

- Adaptive teaching: Lessons are scaffolded with visuals, structured routines, repetition, pre-teaching, simplified language and appropriate challenge.
- Practical, experiential learning: Hands-on investigation is central. Activities are differentiated to be safe, engaging and accessible.
- Communication rich: Use of Signing, symbols, AAC, modelling of key vocabulary and structured opportunities for pupils to express ideas in their own way.

Impact-

- Pupils make sustained progress from their starting points, demonstrating improved understanding, practical skills and scientific reasoning.
- Learners develop greater independence, applying scientific knowledge to everyday life (e.g., health, safety, cooking, environmental awareness).
- Pupils show increased engagement and confidence, participating actively and safely in practical work.
- Communication improves as pupils use scientific vocabulary, symbols or AAC to share observations and ideas.
- By age 19, learners are better prepared for adulthood, equipped with functional scientific understanding and, where appropriate, recognised accreditation supporting progression to college, supported employment or adult living

DT Intent, Implementation and Impact Statement

Intent-

Our Design & Technology curriculum provides accessible, meaningful and engaging learning for pupils aged 4–19. It develops creativity, problem-solving, independence and confidence through practical experiences tailored to a wide range of SEND needs.

We aim for pupils to:

- Build functional life skills such as tool use, food preparation and safe working habits.
- Develop creativity and problem-solving, learning to explore ideas and overcome challenges.
- Engage through multi-sensory, practical and real-world activities that are relevant to daily life.
- Grow in independence, communication and collaboration through shared projects.
- Prepare for adulthood through vocational and enterprise opportunities.

Implementation-

- Progression 4–19: sensory exploration and simple making in early years; structured design tasks in secondary; functional and vocational DT in sixth form.
- Adapted teaching: small steps, modelling, visuals, symbols, task sequencing and differentiated tools/equipment.
- Multi-sensory learning: exploration of textures, materials, movement and flavours to stimulate curiosity and motivation.
- Real-life outcomes: cooking, textiles, resistant materials, basic construction, enterprise projects and home-living skills.
- Safe practice: consistent teaching of risks, hygiene, tool handling and safe working environments.
- Inclusive assessment: progress captured through observation, photos, finished products and personalised targets, focusing on independence, engagement and skill development.

Impact-

The DT curriculum supports pupils to become more independent, confident and capable young people prepared for life beyond school.

By engaging in DT, pupils will:

Improve fine/gross motor skills, coordination and practical competence.

Gain functional life skills relevant to home, community and employment.

Demonstrate increased independence, resilience and decision-making.

Communicate and collaborate more effectively through practical tasks.

Experience success, pride and creativity, boosting self-esteem and motivation.

Apply skills in real contexts such as preparing food, repairing items or contributing to enterprise activities.

Overall, the curriculum equips pupils with meaningful, transferable skills that enhance their quality of life and readiness for adulthood.

ICT and Computing Intent, Implementation and Impact Statement

Intent-

Our ICT and Computing curriculum aims to ensure all pupils aged 4–19 develop the digital skills, confidence and understanding needed to participate safely and purposefully in an increasingly technological world. We recognise the wide range of needs within our school and design a curriculum that is inclusive, functional and empowering.

Our intent is to:

- Provide accessible pathways into ICT and computing for pupils with diverse learning, communication and sensory needs.
- Develop practical digital skills that promote independence, communication, creativity and access to information.
- Build understanding of how technology works in an age-appropriate way, including early computation, sequencing and basic programming.
- Ensure pupils learn how to use technology safely, understanding online safety, consent, digital boundaries and responsible behaviour.
- Prepare pupils for adulthood by teaching real-life digital skills such as using devices, online forms, emails, applications, and assistive technologies.
- Support pupils to communicate using AAC, communication apps, switches, touchscreens and other adaptive technologies where appropriate.

Implementation-

Exploration of technology, cause-and-effect activities, basic mouse/touch control, simple sequencing and early coding using programmable toys.

Functional ICT skills, word processing, graphics, data handling, coding with accessible tools, e-safety, and responsible digital communication.

Real-world digital skills including online transactions, emails, CV creation, digital portfolios, workplace technologies, and assistive technology for independence.

Impact-

Pupils will be able to use ICT to communicate effectively

Pupils will have gained valuable experiences with up to date technologies to support their cross curricular learning

Overall, pupils leave school equipped with the essential digital competencies needed for modern life, independence and future opportunities.

ICT and Computing Intent, Implementation and Impact Statement

Intent-

Our SMSC (Spiritual, Moral, Social and Cultural) and British Values curriculum aims to support pupils aged 4–19 to become confident, respectful, responsible and inclusive members of society. We recognise the diverse needs of our learners and ensure that personal development is woven through all aspects of school life.

Our intent is to:

- Promote self-awareness, emotional understanding and wellbeing.
- Encourage pupils to explore their own beliefs, values and sense of identity.
- Develop skills for forming positive relationships, social interaction and communication.
- Teach pupils to make safe, responsible choices, understanding right and wrong and the consequences of actions.
- Celebrate diversity and support pupils to value different cultures, faiths, backgrounds and viewpoints.
- Embed the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- Prepare pupils for adulthood through meaningful experiences of community participation, shared responsibility and personal independence.
- The curriculum ensures every pupil is supported to flourish socially, emotionally and morally.

Implementation-

SMSC and British Values are delivered through a holistic, whole-school approach, adapted to the cognitive, social and emotional needs of our pupils. It is woven into every scheme of work and forms the calendar of whole school events such as charity days or cultural celebrations.

Impact-

SMSC and British Values curriculum is seen in pupils who are more confident, self-aware, respectful and prepared for life beyond school.

Pupils will:

Demonstrate improved emotional regulation, resilience and understanding of themselves.

Build positive relationships, showing empathy, cooperation and respect for others.

Make safe, informed choices in school and the wider community.

Show increasing independence, responsibility and confidence in expressing their views.

Engage with cultural diversity, showing curiosity, acceptance and tolerance.

Careers Intent, Implementation and Impact Statement

Intent-

Our careers curriculum aims to prepare all pupils aged 4–19 for successful, meaningful adult lives. We recognise the wide range of SEND needs in our school and ensure that every pupil receives a personalised, accessible and ambitious CEIAG programme. We aim to:

- Develop pupils' self-awareness, confidence and understanding of their strengths, interests and aspirations.
- Equip pupils with employability skills, including communication, teamwork, problem-solving and independence.
- Provide meaningful experiences of the world of work, both within school and through community partnerships.
- Support pupils to understand the choices and pathways available to them as they move into adulthood.
- Align careers education with Preparation for Adulthood outcomes: Employment, Independent Living, Community Participation and Health & Wellbeing.
- Offer high-quality, impartial careers advice and guidance to pupils and families.
- Build strong partnerships with employers, colleges, training providers and external agencies to broaden opportunities.
- Our intent is that every pupil leaves school as a more confident, independent and well-prepared young adult.

Implementation-

- Personalised support: differentiated tasks, visual aids, modelling, task sequencing, AAC use and job-coach support.
- Gatsby Benchmark alignment: employer encounters, workplace experiences, further education visits, personal guidance and curriculum links.
- Embedded work skills: communication, teamwork, organisation, self-management and problem-solving across subjects.
- Employer and community links: internal and external work experience placements, workplace tours, guest speakers and careers focus weeks
- Family involvement: careers meetings, transition planning, information sessions and support with next-step applications.

Impact-

Pupils leave school better prepared for adulthood with improved independence, confidence and practical skills.

They will:

- Understand their strengths, needs and aspirations.
- Demonstrate improved communication, social skills and independence in real-life situations.
- Gain meaningful work-related experience and understand workplace expectations.
- Build employability through portfolios, qualifications and vocational evidence.
- Make informed decisions about their next steps, supported by high-quality guidance.
- Transition successfully to further education, training, supported internships, employment pathways or adult social care services.
- Use functional life skills (travel training, money management, communication, community confidence) in daily life.
- Ultimately, our careers programme ensures pupils develop the knowledge, skills and confidence they need to lead fulfilled, purposeful and empowered adult lives.

PfA Intent, Implementation and Impact Statement

Intent-

Our PfA curriculum aims to ensure that every pupil aged 4–19 develops the knowledge, skills and confidence they need for a fulfilling adult life. We recognise that independence looks different for every learner, and we provide a personalised, ambitious programme that supports the four core PfA pathways:

- Employment: building communication, teamwork, problem-solving, vocational skills and an understanding of the world of work.
- Independent Living: developing daily living skills, personal care, routines, decision-making and increasing independence in familiar and new environments.
- Community Inclusion: enabling pupils to safely access and participate in their community, including travel, leisure, volunteering and social interactions.
- Health & Wellbeing: supporting pupils to understand and manage their physical and emotional health, personal safety, relationships and self-regulation.
- We aim for all pupils to leave school with improved independence, confidence and a clear pathway for their next steps.

Implementation-

PfA is delivered through a whole-school, progressive and personalised programme embedded across the curriculum, therapies, enrichment and daily routines.

- 4–11 (EYFS/Primary): early independence skills, making choices, communication development, early responsibilities, sensory regulation and community awareness.
- 11–14 (KS3): functional skills, healthy lifestyles, money awareness, simple travel practice, teamwork, problem-solving, enterprise and exploring interests.
- 14–16 (KS4): vocational options, internal/external work experience, household skills, community visits, travel training, relationships education and transition planning.

Post-16 (16–19): personalised vocational pathways, supported work placements, independent living programmes, accredited learning, FE tasters, community access and real-life experiences.

Throughout all phases:

- Learning is adapted for SEND with visuals, modelling, task sequencing, AAC, sensory supports and overlearning.
- Therapists (SALT, OT, physio) embed functional skills into daily routines.
- Strong partnerships with families, colleges, employers and agencies support transition preparation.
- Opportunities include enterprise, volunteering, workplace visits, travel training and social communication programmes.
- EHCP outcomes are embedded into planning and reviewed regularly.

Impact-

Pupils leave school more independent, confident and prepared for adulthood in ways that are meaningful to them.

Overall, pupils develop the functional skills, independence and confidence needed to lead purposeful, fulfilling and empowered adult lives.