

PARK LANE SCHOOL

Curriculum and
Achievement

parklaneschool.co.uk



PERSONAL LEARNING GOALS (PLGS)

All pupils have annual Education, Health and Care Plan (EHCP) reviews to gain input from all agencies on pupil progress

Teachers review educational targets, summarise progress and create new targets in partnership with parents and therapists

These targets are broken down into manageable objectives to work on over the year throughout their weekly timetable, these are called PLGs.

Pupils will have PLGs for Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and Sensory and Preparing for Adulthood



CURRICULUM

At Park Lane School, we provide a personalised and engaging curriculum that helps every pupil develop communication, independence and life skills while achieving their individual potential. Through a balance of learning, therapy and enrichment opportunities, we prepare pupils for successful and fulfilling futures.

Early Years start the pupils off on an adapted Development Matters curriculum and then pupils move into a Values based curriculum bespoke to Park Lane School.

Creativity Value- Art, Music and Drama
Individuality Value- PE and PSHCE
Challenge Value- Science, DT and ICT
Community Value- History, Geography and RE

All pupils will access carefully planned English and Maths lessons that are adapted to meet the needs of each learner. Some will be formal subject specific lessons and some will be sensory based depending on which Road the pupil is baselined onto.



ROADS

Road One – Formal Subject Specific learning

Road Two – Sensory based learning for pupils with profound and multiple difficulties

Road Three – A combination of formal and sensory learning for learners with complex needs

LANES

All pupils are regularly assessed using our bespoke assessment system – Lanes.

Road One have Lanes One to Ten that map progress using academic learning objectives designed by our subject leads in line with the National Curriculum.

Road Two has a non-linear Lane that assesses small steps of progress in all areas of early development

Road Three has a non-linear Lane that is based on the Autism Education Framework and focusses on social and emotional development.

SHARING ASSESSMENTS

Formative Assessments are made throughout each week through photographs and observations. These are uploaded to our assessment tool- Evidence for Learning. These assessments are monitored by the subject and curriculum leads and form the Learning Journeys shared before annual EHCP reviews.

Summative Assessments are inputted at the end of every term and the data is analysed in termly Pupil Progress meetings in which gaps in progress are discussed so that interventions and strategies can be put into place to ensure that the gaps are addressed

