Every Child a Confident Learner

Our curriculum at a glance

Our Inclusion Base supports pupils with significant speech, communication and language needs (SCLN) who are pre-verbal or minimally speaking, including pupils diagnosed with autism spectrum condition (ASC) or awaiting assessment. The curriculum is age-respectful, developmentally responsive and ambitious: communication is both an essential outcome and the means of accessing wider learning.

INTENT

Every child has a right to communicate, belong and experience a broad, meaningful education. We aim to develop intentional communication, shared attention, understanding, independence, emotional security and curiosity. Six familiar themes from our Communication, Language and Literacy Curriculum provide coherent contexts for selected knowledge and skills from the wider curriculum. Pupils encounter real objects, sensory experiences, books, places, people and creative activities; they are not expected to demonstrate learning through speech. We adopt a total communication approach, recognizing and valuing all forms of communication, including speech, vocalisations, facial expressions, body language, gestures, signs, symbols, objects of reference, communication boards and AAC.

IMPLEMENTATION

Teaching is personalised from baseline assessment, EHCP outcomes, communication profiles and the Cherry Garden Branch Maps where appropriate. Adults use consistent aided AAC modelling, objects of reference, symbols, gesture, signing, spoken language, predictable routines, processing time and motivating play. Short explicit teaching is followed by purposeful practice and revisiting across environments. The core-word focus supports, but never limits, each pupil's full communication system. Literacy includes reading, writing, sensory stories, the explicit teaching of core words and appropriately adapted phonics where indicated. Staff plan sensory regulation and accessible participation. Therapists and families inform individual provision where relevant.

IMPACT

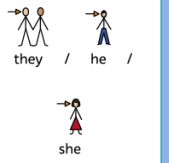
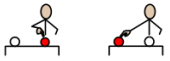
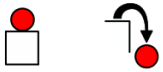
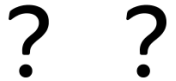
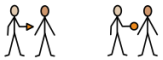
Success is demonstrated through increased engagement, communication initiation, comprehension, meaningful choices, refusal, commenting, interaction, practical understanding and generalisation with different adults and in different places. Teachers assess starting points, level of support and independence, recording observations and examples of learning, and reviewing progress termly against individual targets and curriculum steps. Leaders evaluate whether pupils experience coherent breadth and depth, not merely whether activities have been completed.

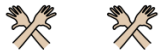
Curriculum design principles

Core entitlement	How it works
Communication and literacy	**Daily AAC access and modelling; stories, interaction, symbols, reading and emergent writing.**
Mathematical development	**Practical number, sorting, shape, time and measure through routines and themed tasks.**
Physical and personal development	**Movement, coordination, self-care, safety, sensory regulation and independence.**
Selected foundation subjects	**Two to four meaningful links each half-term; coverage across the full year, not artificial links to every theme.**
Personalised progression	**Engagement → anticipation → participation → understanding → independent application; not a fixed age-stage ladder.**

Half-term overviews

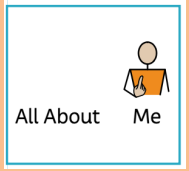
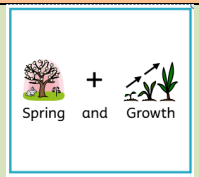
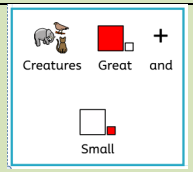
Core Word Curriculum

Autumn A All About Me	Autumn B Weather and Seasons	Spring A Spring and Growth	Spring B Creatures Great and Small	Summer A Community and Culture	Summer B Our School
 want	 stop	 up / down	 here / there	 they / he / she	 all
 yes	 go	 in / out	 when	 it	 this / that
 no	 wait	 on / off	 now / next	 is / are	 over / under
 I / Me / My	 turn	 different	 who	 get	 make
 like	 need	 what	 you / your	 put	 open
 help	 see	 where			

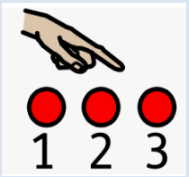
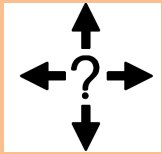
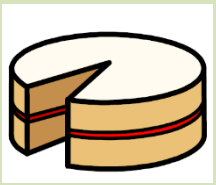
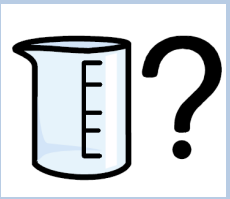
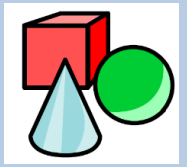
	 more / again					
	 finish / all done					

Previously introduced core words are revisited and reinforced throughout the year.

Literacy, Language and Communication

Term	Communication and literacy theme	Priority wider-curriculum links
Autumn A		PSHCE, Art, RE, PE
Autumn B		Science, Music, DT, PE
Spring A		Science, DT, Art, PE
Spring B		Science, Computing, Music, PE
Summer A		Geography, RE, History, PSHCE, PE
Summer B		Geography, Computing, History, PE

Mathematics

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Number & Using and Applying 					
Uni	Measure- Time 	Geometry- Exploration 	Geometry- 2D shape 	Fractions 	Measure- Capacity 	Measure- 3D shapes 

The Mathematical Development Curriculum runs alongside the Literacy, Language and Communication, Core Word and Physical Development curricula, providing a cohesive and interconnected approach to learning, with each pupil accessing the curriculum at an appropriate developmental level informed by ongoing assessment, individual starting points and identified next steps.

Autumn A | All About Me

KEY ENQUIRY What makes me unique?

Communication and literacy anchor: Body parts; familiar people; likes/dislikes; hygiene and movement.

Core-word links (revisit flexibly): want, yes, no, I/me/my, like, help, more/again, finished/all done

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
	Recognise familiar people, preferences, feelings and safe ways to express needs or boundaries.	Choose a preferred activity or communicate stop/no; use mirrors and photographs to identify familiar people.
	Explore self-portraiture through mirrors, textured collage and mark-making.	Select facial features or colours; assemble a portrait using supported choices.
	Explore belonging, families and people who are important to us, respecting varied family structures.	Match familiar people/photos and share an object or picture representing belonging.

Assessment: what progress could look like

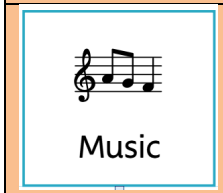
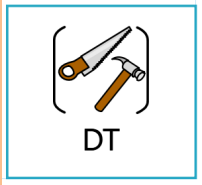
Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Autumn B | Weather and Seasons

KEY ENQUIRY How do we prepare for changing conditions?

Communication and literacy anchor: Weather, seasons, clothes, temperature and outdoor observations.

Core-word links (revisit flexibly): stop, go, wait, turn, need, see

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
	Observe daily weather and changes in the environment.	Match real weather to photograph/symbol; investigate rain, wind or sunlight safely.
	Listen to and create contrasting weather sounds, pulse and dynamics.	Choose instruments to represent rain/wind; respond to loud/quiet or start/stop.
	Select materials for a practical purpose, such as staying dry.	Test paper, fabric and plastic with water; help make a simple rain shelter or waterproof cover.

Assessment: what progress could look like

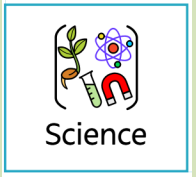
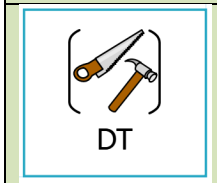
Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Spring A | Spring and Growth

KEY ENQUIRY How do I look after living things, including myself?

Communication and literacy anchor: Seeds, plants, water, food, care and growth.

Core-word links (revisit flexibly): up/down, in/out, on/off, different, what, where

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
	Explore what plants need and observe changes over time.	Plant seeds; revisit photographs of growth; indicate water/light needs.
	Prepare a simple healthy food item or plant container using tools safely.	Choose fruit/vegetables and assemble a snack; make or decorate a planting pot.
	Observe colours, patterns and forms in nature.	Print with leaves, make flower collages or represent a growing plant through marks.

Assessment: what progress could look like

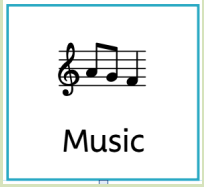
Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Spring B | Creatures Great and Small

KEY ENQUIRY How do we care for animals?

Communication and literacy anchor: Pets, farm and wild animals; minibeasts; habitats and caring.

Core-word links (revisit flexibly): here/there, when, now/next, who, you/your

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
	Identify familiar animals and their basic needs; notice habitats.	Match animal to photograph/object or habitat; observe minibeasts respectfully. Educational visit to a farm.
	Use digital photographs to collect and organise simple information.	Take supported photographs on a minibeast hunt; choose images for a simple class display.
	Explore animal sounds, movement and musical contrasts.	Respond to animal-themed music; choose an instrument or movement to represent an animal.

Assessment: what progress could look like

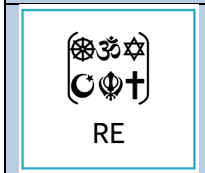
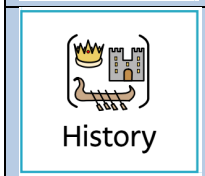
Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Summer A | Community and Culture

KEY ENQUIRY What communities am I part of?

Communication and literacy anchor: People who help us; local places; celebrations; different communities.

Core-word links (revisit flexibly): they/he/she, it, is/are, get, put

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
	Recognise community places, jobs and simple routes.	Match photos of shops, parks or places of worship; visit or role-play familiar locations.
	Encounter diverse celebrations, stories, symbols and ways people belong.	Explore music, objects and photographs from celebrations with respectful choice and opt-out.
	Notice changes and continuity in personal and community life.	Compare familiar objects or photographs from past and present; order two events.
	Practise seeking help, safe community interactions and belonging.	Identify trusted adults; practise requesting help and communicating preferences in role-play.

Assessment: what progress could look like

Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Summer B | Our School

KEY ENQUIRY What is in my local environment?

Communication and literacy anchor: Classroom and school spaces; people; familiar routines; local places.

Suggested functional core-word links (revisit flexibly): all, this/that, over/under, make, open

Selected subject	Knowledge and skill focus	Accessible learning experiences / possible evidence
 Geography	Recognise purposes of familiar school places and begin to follow routes.	Use object/photo cues to visit the library, hall or playground; choose where to go.
 Computing	Explore cause and effect and simple sequencing through switches or programmable toys.	Activate a switch; direct a Bee-Bot or toy along a simple familiar route with support.
 History	Notice personal and school routines over time; sequence now/next and familiar events.	Arrange two photographs of a familiar routine; compare an earlier and current school photograph.

Assessment: what progress could look like

Engagement and anticipation	Participation and understanding	Independent application and generalisation
Notices a familiar object, sound, person or repeated routine; anticipates an event.	Makes a supported choice, matches an object or symbol, participates in an action, or responds to a model.	Initiates a message or action; demonstrates learning in another routine, with another adult, or using less prompting.

Assessment, access and accountability – Links to pupils EHCP targets

Area	Expectations and evidence
Communication	Baseline and termly review of intentional communication, functions used (request/refuse/comment/ask), communication partners and independence.
Learning across subjects	Record 1–2 meaningful knowledge or skill steps per selected subject, using photographs, observations, practical work or AAC responses.
Access and regulation	Plan sensory adjustments, predictable transitions, safe movement, assistive technology and communication access; review pupil participation.
Reading and literacy	Track engagement with books, meaning-making, sound awareness, print, mark-making and phonics access as appropriate to assessment.
Family and specialist partnership	Share functional vocabulary and successful approaches; incorporate SALT/OT advice and pupil/family priorities when relevant.
Leadership review	Termly sampling of planning, engagement evidence, pupil work/communication records and EHCP progress; refine subject links and teaching.

Relationship to the mainstream curriculum

The wider-subject links are selected from Heald Place subject overviews and adapted for the Inclusion Base. They are not a claim that pupils have completed all Year 1–4 National Curriculum content. Teachers should ensure each pupil's statutory curriculum entitlement and any agreed adaptations are considered alongside this base offer, including opportunities to access mainstream learning, peers and enrichment when appropriate.