



## Downs View Curriculum Statement

### *“Respect Aspiration Resilience”*

*‘An **aspirational** learning environment with dignity and **respect** at its core, where everyone reaches their potential through effective communication, building **resilience** and having fun’*

We recognise the importance of preparing students for the next stage in education and adult lives. The foundation for this is the preparation which takes place at school through the delivery of an appropriate high-quality curriculum delivered at a personalised level. We have planned our curriculum to support our students to develop the knowledge skills, and understanding to enable them to achieve and enjoy a quality life, now and in their future.

We are determined that all the children and young people attending Downs View should:

- Enjoy coming to school/College and take part in a range of activities which are meaningful and interesting for them
- Make progress through the curriculum, gaining knowledge and skills which are useful to them now and will continue to help them as they grow older;
- Experience positive relationships with adults and peers in school, feel good about themselves and gain in confidence and character
- Be mentally and emotionally healthy so that they will be able to make positive choices in later life, in their relationships and play an active part in the community

We strive to provide a high quality, personalised curriculum through a range of pathways supported by positive links with families, other professionals and the local community. All our pupils’ diversity, special needs, abilities and disabilities are celebrated and their well-being is fundamental to our curriculum design and their successful outcomes.

Our whole school approach to learning and care is relationship based- this means that through relationship, we support emotional regulation and physical regulation, which in turn leads to children feeling safe, and then they are ready to learn.

### **INTENT**

Downs View’s is committed to the provision of a curriculum which both responds to the needs of individual pupils, whilst at the same time ensuring access for all to a broad, relevant and aspirational range of educational activities and experiences. We maximize the learning potential of each child,

and facilitate the development of personal autonomy and independence skills in preparation for adulthood.

Our curriculum aims to:

- Focus on core knowledge and skills for communication, phonics and reading, numeracy, personal, social and health development (PSHE)
- Enable each pupil to develop a functional mode of communication which they're able to use confidently at school, home, and when accessing the community.
- Provide breadth and pupils' pre-requisite skills for learning in other areas and objectives set out in the EHC Plan, including careers and financial education, computing, physical, expressive arts, relationship and sex education, science, food Technology and a range of life skills
- Prepare pupils for their next stage in education, training, employment or placement when they leave
- Ensure each pupil is enriched by their time at school and challenged to fulfil their unique potential
- Support young people to be as independent as possible in their self-care, including dressing, food preparation and eating, shopping, hygiene, whilst respecting their dignity at all times
- Equip pupils with the skills and knowledge required to keep themselves safe and healthy including in their relationships, so they can actively contribute to their community, and safely access a range of indoor and outdoor environments/settings.
- Support pupils to develop their character; resilience, confidence, and strong selfadvocacy skills and actively promote pupils' Spiritual, Moral, Social, and Cultural (SMSC) development
- Promote British Values throughout, supporting all pupils to experience these concepts at a level that is meaningful for them:

Democracy – teaching functional requesting and appropriate refusal/rejection; respecting choices and using our understanding of pupils' individual differences to personalise their offer; engaging with School Council elections. The rule of law – class rules; clear boundaries and expectations; supporting pupils to selfregulate and maintain positive behaviour

Individual liberty – personalised reinforcement schedules and constant assessment of motivation; teaching functional communication (e.g. no, stop) Mutual respect – modelling empathy and compassion; teaching functional communication, including requesting for attention politely and accepting no; honouring communicative attempts

Tolerance of those of different faiths and beliefs – celebrating special events relating to the diverse backgrounds of our pupils, families and staff, through assemblies, parades, stories, arts and craft, music and making these accessible and meaningful for all pupils

What is distinct about our curriculum is the focus not only on subject specific learning but also a wider focus across 5 key Skills areas – assessed by our Skills Ladders, covering: Collaboration, Problem Solving, Self-Regulation, Curiosity and Choice making. Teachers support the students in learning the components of these skills and then integrating them, developing functional life skills alongside subject specific knowledge. All learning programmes are bespoke: the curriculum is viewed as a framework of experiences and expectations in which pupils are able to progress at their own pace, ensuring that all are able to make progress in the subject specific areas, the skills ladders, the 4 areas of needs as identified in their EHCP and their own personal targets.

To ensure an interesting and motivating curriculum, the content is enriched by a 3 year topic cycle. In the primary phase, the key topics are embedded across all skill and subject areas. As our students progress into the secondary phase, the key themes are developed to link with our core value of

Sustainability and are taught across specific topic lessons. When moving into college the focus is on developing work based and life skills.

Teachers continuously refine and create new approaches and share expertise, making sure that our curriculum teaches what is meaningful- with clear views about the intent of what we are doing, how we are doing it (implementation) and what will be the impact of what we do on each individual pupil .We understand the importance of co-production with parents and carers who are our partners in setting termly targets, which we call areas of learning.

We also support our Governors in holding us accountable, by sharing how the systems work and encouraging their regular and well informed challenge.

### **How the Curriculum is structured.**

Our curriculum is tailored to meet the needs of individuals and our Pathways are designed to give clarity about how our students learn and what we need to put in place to facilitate this learning. Starting in the primary phase our students follow a holistic curriculum covering a wide range of formal and pre- formal learning and life skills. Then moving onto the secondary phase, the curriculum focus is to integrate those skills and embed into everyday activities and then moving on to a more subject specific focus. In the secondary phase

Fundamentally the curriculum is bespoke and flexible and as such students can move between the different pathways if and when this is appropriate to them.

The curriculum is grouped into 3 stages, dependent on the student's learning profile and needs. The 3 stages are Early developmental stages EDS, Mid learning route MLR and Extended Learning Route.

To support the developing of reading at Downs View we follow Twinkl phonics, a DfE validated full systematic, synthetic phonics programme.

### **IMPLEMENTATION**

The Downs View School Curriculum is the tool, which in combination with staff expertise and individual target setting is the means by which the development of each student is maximized to their full potential. The way this is translated into educational experiences and activities will vary according to the needs, age, stage and ability of individual students. A wide range of teaching experiences will be employed to maximise the learning opportunities for all pupils which will include whole class teaching, small group and individual teaching depending upon the needs of the group and the nature of the activity

#### **Early Developmental stages curriculum: EDS**

The students who follow the Early Development Stage (EDS) are our most complex students who have Profound and Multiple, or Severe Learning Difficulties (PMLD/SLD), who are at the very early stages of their development. These students require a high level of adult support, both for their learning needs and also for their personal care.

They are likely to need a high level of sensory stimulation and a curriculum broken down into very small repetitive steps. All students have individualised communication systems with students communicating by gesture, eye pointing, symbols, vocalisations and simple language. They may use

switches to access ICT as well as speech buttons or Eye Gaze technology. The approach is a multidisciplinary one collaborating with a team of therapists.

The EDS assessment was developed in conjunction with a range of professionals including Speech and Language Therapists, Physiotherapists and Occupational Therapists to ensure areas of learning followed the developmental milestones in these areas.

We want our pupils to become as independent as possible in their engagement and support them to become increasingly fluent following these stages.

- Encounter
- Awareness
- Interest and engagement
- Co-active exploration
- Intentional exploration
- Persistent exploration

The EDS route is divided into the following areas:

### **Early Communication**

- Visual Skills (pre-reading)
- Auditory Skills including Level 1 of phonics
- Early comprehension (early reading skills)
- Early expression
- AAC including eye gaze and switch progressions pathways

### **Physical Development**

- Gross motor skills
- Fine motor skills (early writing skills)

### **Early self help**

- Health and Well being
- Health and self help

### **Curiosity and exploration**

- Early scientific skills

### **Problem solving**

- Early maths skills (cause and effect, object permanence)

### **Mid Learning Route**

The students who follow this route are working below the standards of the National Curriculum

All pupils also make progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

This route is designed to focus on developing students skills to communicate effectively, become independent and less prompt dependent, self regulate, cooperate with others as well as subject specific skills and knowledge interests including:

- **English:** Communication and interaction (Expressive Communication and Social Interaction) ,Listening and attention (Receptive Communication and Attention), Writing , Reading (Phonics, Decoding and Comprehension)
- **Maths:** A focus on mastery of key concepts, including Number, Shape, space and measure ,Using and applying (then geometry)
- **Science:** Investigating and topic linked focus
- **PHSE** Health and wellbeing, Relationships and sex education, Citizenship- Living in the wider world
- **ICT:** including E Safety
- **Humanities:** Focus on key topics

### Extended Learning Route

The students who follow the Extended Learning Route are working towards the standards of the National Curriculum but all significantly below age related expectations (ARE).

- **English:** Communication and interaction (Expressive Communication and Social Interaction) ,Listening and attention (Receptive Communication and Attention), Writing , Reading (Phonics, Decoding and Comprehension)
- **Maths:** A focus on mastery of key concepts with linked to functional use in everyday living including Number, Shape, space and measure ,Using and applying (then geometry)
- **Science:** Investigating and core science topics.
- **PHSE** Health and wellbeing, Relationships and sex education, Citizenship- Living in the wider world
- **ICT:** including E Safety
- **Humanities:** Focus on key topics

This route is designed to focus on developing students' subject specific more technical knowledge across all subject areas alongside embedding life skills, generalise previous skills and develop independence.

All pupils continue to focus on making progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

## Key Stages

### Primary Phase

Students are based in key stage classes with peers of similar age and cognitive stage. Students in a class may be working across different learning routes dependent on their learning needs e.g. EDS, MLR and ELR.

### Foundation / Key stage 1

The Foundation/Key Stage 1 curriculum is a holistic curriculum delivered through a topic based 3 year cycle.

<b>Cycle One</b>	<b>My senses</b>	<b>Weather</b>	<b>Picnic</b>
<b>Cycle Two</b>	<b>Colour and Light</b>	<b>Circus</b>	<b>The Seaside</b>
<b>Cycle Three</b>	<b>Celebrations</b>	<b>Animals and Plants</b>	<b>In the Garden</b>

The foundation stage headings of Communication, Language and Literacy; Mathematical Development; Personal and Social Development; and Knowledge and Understanding of the World have been found useful in delivering the Curriculum at this age and stage. The emphasis of the curriculum is on developing early communication and independence skills and the development of early concepts, through both formal and informal play activities. All pupils are introduced to early phonics and sound awareness as appropriate to their comprehension.

All pupils continue to focus on making progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

## Key Stage 2

The delivery of the Curriculum at Key Stage 2 is characterized by more formal teaching of concepts and skills, including subject specific lessons as appropriate. The Key Stage 2 curriculum is delivered through a topic based 3 year cycle.

<b>Cycle One</b>	<b>Festivals and Celebrations</b>	<b>Outdoor Explorers</b>	<b>Dinosaurs</b>
<b>Cycle Two</b>	<b>Space</b>	<b>Pirates</b>	<b>Magic</b>
<b>Cycle Three</b>	<b>The Rainforest</b>	<b>Asia</b>	<b>Under the Sea</b>

There is still an emphasis on cross – curricular experiences appropriate to the needs of the group with a focus on developing communication skills, and self-care skills according to the needs of individual pupils, with encouragement given to develop an increasing sense of independence and responsibility for both themselves and others.

All pupils continue to focus on making progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

## Secondary Phase Key Stage 3/4

<b>Cycle One</b>	<b>Habitats</b>	<b>Global cultures</b>	<b>Waste</b>
<b>Cycle Two</b>	<b>Happiness</b>	<b>Exploring the natural world</b>	<b>Changing climates</b>
<b>Cycle Three</b>	<b>Earth Care</b>	<b>Global Movement</b>	<b>Awe and wonder</b>

The delivery of the Curriculum for pupils at Key Stage 3 is characterized by the discrete teaching of each curriculum area according to the needs of the pupils. The 3 year topic cycle is linked to the key theme of ‘Sustainability’ and is delivered in both topic sessions and subject specific teaching. The more formal elements of the curriculum are taught in meaningful and practical contexts. The emphasis of the curriculum continues to be on developing effective language and communication skills, alongside developing basic skills in literacy and numeracy. There is an increasing emphasis on

progression in independence and social skills in a range of everyday contexts, and developing individual responsibilities and preparation for adulthood.

All pupils continue to focus on making progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

#### Key Stage 4

The KS 4 curriculum pathway has specific assessment routes, linked to externally accredited courses and programs. Those working predominantly within the MLR pathway, to celebrate their individual successes follow the ASDAN Lifeskills challenge program. Those working within the ELR pathway follow NOCN Functional skills qualifications in Skills for employment, personal development and training, as well as functional skills in English & Maths. The units are reviewed each year to ensure they celebrate the individual successes of each student and focus on the key skills for their next stage of education and life. The key topics are taught in subject specific lessons, alongside a greater focus on Preparation for adulthood, including a range of work experience opportunities

All pupils continue to focus on making progress against the Skills Ladders:

- Collaboration
- Self-Regulation
- Choice Making
- Curiosity, exploration and interests
- Problem solving

For further information on careers pathways please see separate careers policy.

#### **Assessment**

At Downs View our vision is to ensure that all students have the skills, opportunities and appropriate accreditations to prepare them for their next stage in education and their journey towards adulthood. The curriculum is linked to a bespoke assessment system

'Onwards and Upwards' which informs teaching, to ensure students make effective progress, across all areas. This assessment system is a helpful curriculum spine which allows teachers to understand student performance on a continuing basis, enabling them to identify any barriers to progress and identify when learning is consolidated and the student is ready to progress and deepen their understanding or move on to a new topic/skill. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future teaching and learning accordingly.

We are also starting to use Tapestry to assess our Reception students.

#### **IMPACT**

- All pupils lives will be enriched by their time at school and they will be challenged and able to fulfil their unique potential
- Each pupil will develop a functional mode of communication which they're able to use confidently at school, home, and when accessing the community



- Pupils will be equipped with the skills and knowledge required to keep themselves safe and healthy including in their relationships, so they can actively contribute to their community, and safely access a range of indoor and outdoor environments/settings
- Pupils will develop their character; resilience, confidence, and strong selfadvocacy skills.
- All learners will have knowledge and skills for communication, phonics and reading, numeracy, personal, social and health development (PSHE) to the best of their ability
- Pupils will develop pre-requisite skills for learning in other areas and objectives set out in the EHC Plan, including careers and financial education, computing, physical, expressive arts, sex and relationship education, science, food technology and media.
- Pupils will be prepared for their next stage in education, training, employment or placement when they leave
- Young people will be as independent as possible in their self-care, including dressing, food preparation and eating, shopping, hygiene, whilst respecting their dignity at all times