

Cambian Brook View School

Curriculum Policy

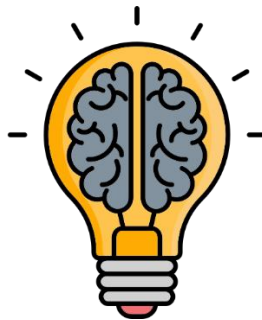
Contents

1. Our vision	1
2. Our aims	2
3. Our curriculum drivers	2
4. Legislation and guidance	4
5. Roles and responsibilities	4
6. Education, Health and Care Plans – ‘The Golden Thread’	6
7. Curriculum intent	8
8. Curriculum content	11
9. Curriculum provision	25
10. Curriculum implementation	27
11. Curriculum subjects	30
12. Inclusion, Post-16 and Third-Party Providers	35
13. Curriculum impact	37
14. Monitoring arrangements	38
15. Links with other policies	38

1. Our vision



To provide developmentally appropriate experiences that challenge and support pupils to access the world around them.



To provide pupils with skills and knowledge that is relevant to them, their life and their future.



To teach transferable skills and nurture holistic progress within the key areas of development and beyond.



2. Our aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations



- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

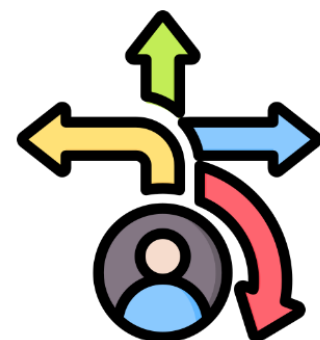
These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

3. Our curriculum drivers

1. Flexible Curriculum Pathways

At Cambian Brook View School we have flexible curriculum pathways. These pathways at their core are the Pre-Formal, Informal and Semi-formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Learning for Life, careers education, SMSC, Fundamental British Values, Independence and Life Skills, health education and Preparation for Adulthood. Students can move between the pathways or experience elements of more than one.



2. Specialist Pedagogies



We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.

3. Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.



4. Communication



Communication is important as everyone deserves a voice, to share their wishes and feelings and have their opinions heard. The explicit teaching of communication is essential for our students as they may not yet have acquired communication skills for them to be able to communicate effectively. All our students benefit from developing their communication. Our curriculum strikes an appropriate balance between functional communication and enriching communication. The

development of communication is not restricted to academic development but also enriches personal development.

5. Spiritual, Moral, Social and Cultural development (SMSC)

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.



4. Legislation and guidance

This policy reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of the [Independent School Standards](#).

This policy complies with our funding agreement and articles of association.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governing Board will also ensure that:



- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to ensure a broad and balanced curriculum in line with the expectations of the Independent School Standards
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils at Key Stage 4 and above lead to accreditations/qualifications, such as ASDAN Personal Progress, ASDAN Personal Development, Pearson Entry Level English and Maths, Pearson Functional Skills etc.
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

5.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:



- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet the expectations of the Independent School Standards
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

5.3 Teachers, Higher Level Teaching Assistants (HLTAs)/Instructors and Teaching Assistants (TA's)



Other staff will ensure that the school curriculum is implemented in accordance with this policy; some examples of which are detailed below.

	Teachers	Teachers / HLTAs / Instructors	Teaching Assistants
Responsibility	Using the structure provided to create: <ul style="list-style-type: none"> • Yearly overviews • Medium Term Plans Review EHCP Targets and update IEP's	Under the direction of a teacher, HLTAs often plan, prepare and deliver learning activities with individual pupils, groups and (in the short term) whole classes, and also assess, record and	<ul style="list-style-type: none"> • Getting the classroom ready for lessons • Listening to children read, reading to them or telling them stories • Helping children who need extra support to complete tasks



	<p>Assessments against IEP's and Curriculum content</p> <p>Assessment data tracking</p> <p>IEP reviews</p> <p>Assessment / Pupil Progress meetings with Senior Leadership Team</p>	<p>report on pupils' progress.</p> <p>They may manage other classroom-based staff, develop a specialist curriculum area within the school and often liaise with parents and carers on sensitive issues for particular pupils.</p>	<ul style="list-style-type: none"> • Helping teachers to plan learning activities and complete records • Supporting teachers in managing class behaviour • Supervising group activities • Looking after children who are upset or have had accidents • Clearing away materials and equipment after lessons • Helping with outings and sports events • Taking part in training • Carrying out administrative tasks
--	--	---	---

The above is not an extensive list.

6. Education, Health and Care Plans – '*The Golden Thread*'

Each student has an Education, Health and Care Plan (EHCP) which sets out long term outcomes within five areas:

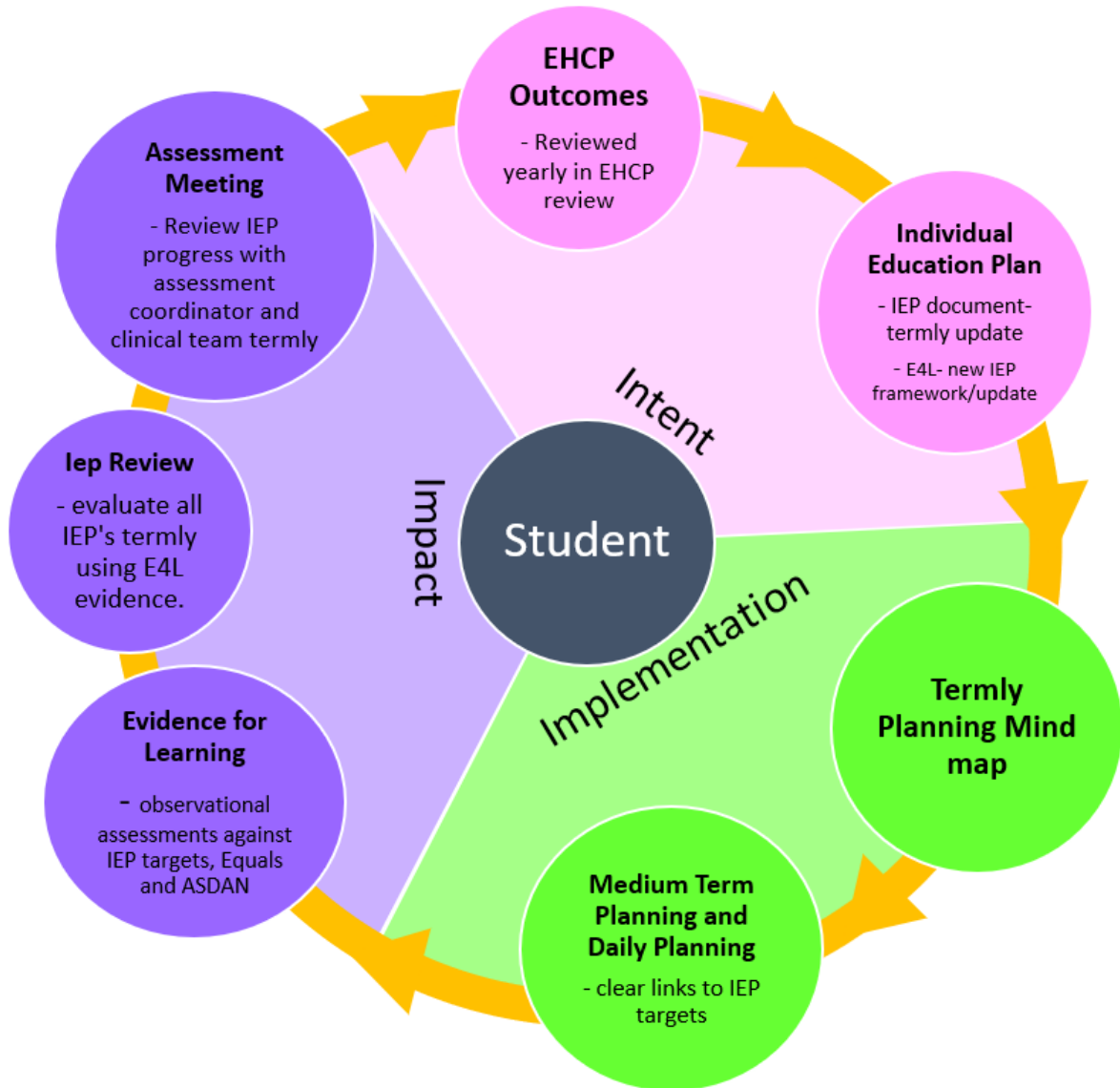
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence- Although only statutory from Year 9, all students have an independence target which supports them in Preparing for Adulthood.



These EHCP outcomes form the golden thread of each student's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each students' education.

Yearly targets are written from the EHCP outcomes and are directly linked into the Individual Education Plan (IEP), as well as formative and summative assessment tools.

Each students' curriculum and assessment links back to their EHCP outcomes and yearly education targets. The process that this takes is shown below.



7. Curriculum intent



The curriculum is split into areas by age/key stage, each with a different curriculum which builds on the previous one. There are three pathways available those being; the Pre-formal, Informal, and Semi-formal routes, please see Appendixes at the end of this policy for further details. All young people will be placed on a pathway depending on their age, ability, additional needs and information within the EHCP which is all considered when choosing the appropriate pathway. These curriculums all support the development of communication, functional literacy and numeracy, problem solving, awareness of the community and world around them as well as social skills and citizenship.

Each student's personalised planning places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their personalised timetable designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a predominantly thematic focus
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home, care-setting and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible
- is broken into small steps and provides frequent opportunities to repeat and practice skills
- has an emphasis on experiential and sensory learning

The curriculum includes all routines of the school day such as transition time, lunchtime, snack time, leisure time etc. These occasions are regarded as an integral part of the curriculum for students with autism and complex needs. Each class has access to a weekly onsite outdoor learning session which supports the development of appropriate risk taking, social skills and sensory exploration. Students also regularly take part in activities in the local community, including shopping, library, swimming, horse riding and café experience. Links with local businesses will be established to support work experiences when applicable.



Pre-Formal Curriculum

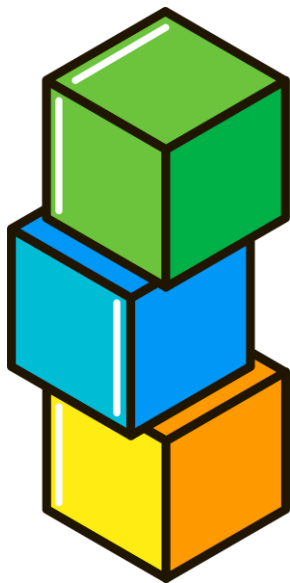
At Cambian Brook View School, our Pre-formal Curriculum is supported by The Engagement Model. Due to the cognitive levels and medical needs of our learners, we do not focus on development through the key stages, but more of an individualised curriculum per child based upon their EHCP targets as well as theirs and their family's goals for the future. The aim is to enable our pupils to have the best possible outlook to life after Cambian Brook View School, to ensure they are able to express their wants and needs as best as possible and living which as much independence as they can, whether that be physically, cognitively or communicatively.



The Pre-formal curriculum should allow learners to decide what direction the learning will take; teachers can only help to build routines, facilitate change, offer alternatives, observe and guide. Therefore, the Pre-formal curriculum is a curriculum of ideas designed collaboratively by the pre-formal staff based upon successes and failures recognised over time, proving that the success will depend upon the students we teach, and is therefore ever evolving and changing

Our Pre-formal curriculum plays great emphasis on developing recognition, anticipation and realisation skills relevant to our engagement model. This is why we suggest covering the same lesson for a pro-longed period in order to harness and develop these skills. Therefore, pupils will revisit the same learning for an entire term before moving on to a new activity or topic, evident throughout individual teacher planning.

Informal Curriculum



The Informal Curriculum is an explorative learning approach that provides pupils with a broad, balanced, rich and meaningful curriculum to support individual progress in key developmental areas.

Informal learning opportunities reflect the needs of the individual and aim to provide experiences that are engaging and beneficially challenging to them. This curriculum allows us to promote personal progress by utilising what our pupils need before potential development into identified indirect formal learning opportunities.

The Informal Curriculum is designed to provide pupils with complex learning needs the skills needed to cope with wider life experiences and personally challenging environments. The personalised learning provided by the Informal curriculum enables pupils to successfully navigate the wider world in their own way.



Additional flexible learning opportunities are regularly explored and delivered to provide additional opportunities that support pupils with a range of experiences and learning opportunities, as appropriate to that individual and their needs.

The Informal Curriculum Structure

- The Informal curriculum is delivered through a series of linked explorative learning opportunities. These provide a holistic and integrated teaching method. Further promoting coverage of the curriculum's key principles through interconnected activities and ideas.
- Concepts are connected to and reinforced through these linked learning opportunities, where appropriate. This allows pupils to make real life connections resulting in richer understanding and further supporting generalisation of transferable skills and powerful knowledge in different contexts and situations.
- Linking learning opportunities ensures depth of learning through effective provision. This then informs meaningful progression when assessed through independence, maintenance, fluidity and generalisation of personal learning progress and skills

Semi-Formal Curriculum

The Semi-Formal Curriculum is an explorative learning approach that provides pupils with a broad, balanced, rich and meaningful curriculum.

Semi-Formal learning opportunities reflect the needs of the individual and aim to develop skills that are purposeful and beneficial to them. This curriculum allows us to promote personal progress utilising what our pupils need before potential development into identified direct formal learning opportunities.



The Semi-Formal Curriculum is designed to prepare pupils with additional learning needs for life after school, including be able to access further learning opportunities beyond Cambian Brook View School. The functional and personalised learning enables pupils to successfully navigate the wider world in their own way. Additional flexible learning opportunities are regularly explored and strategized to provide additional opportunities to support pupils with a range of experiences and learning opportunities.

The Semi-Formal Curriculum Structure

- The Semi -Formal curriculum is delivered through a series of linked learning opportunities. These provide a holistic and integrated teaching method. Further promoting coverage of the curriculum's key principles through interconnected activities and ideas.
- Concepts are connected to and reinforced through these linked learning opportunities, where appropriate. This allows pupils to make real life connections

resulting in richer understanding and further supporting generalisation of transferable skills and powerful knowledge in different contexts and situations.

- Linking learning opportunities ensures depth of learning through effective provision. This then informs meaningful progression when assessed through independence, maintenance, fluidity and generalisation of personal learning progress and skills.

8. Curriculum content



At Cambian Brook View School we work with a diverse range of students with challenging and complex needs. Our curriculum focusses on empowering pupils through consistent support that builds upon their individual foundation skills in; communication, engagement, play and lieusre, indpendence and thinkinging and problem solving. Ensuring our students make progress holistically is at the heart of our curriculum to ensure they achieve their potential.

Pre-formal Curriculum Map

Areas of Cambian Brook View School Curriculum	NC Subjects	Key stages 2 & 3	Key Stage 4 ASDAN Personal Progress (PP), Towards Independence & Personal and Social Development (PSD) (Entry Level 1)
Literacy and communication	English Languages	Pre-formal Literacy and Communication PIVATs Creative/Sensory Literacy and communication	Year A – Towards Independence <ol style="list-style-type: none"> 1. (TISM61) - Developing communication skills: Introduction 2. (TISM62) - Developing communication skills: Progression 3. (TISM38) – Myself and others 4. (TISM52) – Engaging with the world around me: People 5. (TISM13) Out in the community 6. (TISM90) Making choices: Sensory Year B - ASDAN Personal Progress <ol style="list-style-type: none"> 1. (DCS) Developing communication skills 2. (DRS) Developing reading skills 3. (DWS) Developing writing skills 4. (PPI) Providing personal information 5. (RAQ) Making requests and asking questions in familiar situations 6. (ILHS) Developing independent living skills: having your say
Maths	Maths	Pre-formal Mathematics PIVATs	Year A – Towards Independence <ol style="list-style-type: none"> 1. (TISM64) Developing numeracy skills: Introduction 2. (TISM65) Developing numeracy skills: Progression



		<p>Creative/Sensory Maths</p>	<ol style="list-style-type: none"> 3. (TISM57) Money: Introduction 4. (TISM58) Money: Progression 5. (TISM44) Time management and self-organisation 6. (TISM49) Business Enterprise <p>Year B - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (EMNS) Early mathematics: Developing number skills 2. (EMM) Early mathematics: Measure 3. (EMP) Early mathematics: Position 4. (EMSO) Early mathematics: Sequencing and sorting 5. (EMSH) Early mathematics: Shape 6. (TRE) Recognising time through regular events 7. (UMF) Understanding what money is used for
<p>Sport and leisure</p>	<p>Physical Education</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Outdoor education 2. Athletics 3. Dance 4. Horse Riding 5. Yoga 6. Swimming <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<p>Year A - ASDAN Towards Independence</p> <ol style="list-style-type: none"> 1. (TISM25) Sport and Leisure 2. (TISM35) Residential experience 3. (TISM26) Sports studies 4. (TISM50) Using leisure time 5. (TISM29) Water skills 6. (TISM32) Yogacise <p>Year B - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (CPSA) Developing community participation skills: Participating in sporting activities 2. (ILBH) Developing independent living skills: Being healthy 3. (CPT) Using a community facility over a period of time 4. (EEPT) Encountering experiences: Being a part of things <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> 1. (HLE1) Healthy living 2. (LTE1) Making the most of leisure time
<p>Community access</p>	<p>PSHE/RSE/ citizenship Physical Education Geography History</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Self-care, support and safety 2. Health and well-being 	<p>Year A - ASDAN Towards Independence</p> <ol style="list-style-type: none"> 1. (TISM37) The world around us 2. (TISM41) Citizenship 3. (TISM01) Coping with people 4. (TISM06) Getting to know a group 5. (TISM10) Knowing about myself 6. (TISM23) Self-advocacy



		<ol style="list-style-type: none"> 3. Geography / History 4. Citizenship and community access 5. Science <p>PIVATs – Social awareness and relationships</p> <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar and key events</p>	<p>Year B - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (CPCE) Developing community participation skills: Caring for the environment 2. (CPOA) Developing community participation skills: Getting out and about 3. (EWNE) Engaging with the world around you: The natural environment 4. (CGP) Travel within the community: Going places <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> 1. (CAE1) Community action 2. (EAE1) Environmental awareness
<p>Forest School / Horticulture</p>	<p>Science Geography PSHE/RSE/ citizenship</p>	<p>ASDAN Challenges & AQA Unit Awards covering the following topics:</p> <ol style="list-style-type: none"> 1. Forest school 2. Horticulture 3. Animal care <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<p>Year A - ASDAN Towards Independence</p> <ol style="list-style-type: none"> 1. (TISM51) Engaging with the world around me: Objects 2. (TISM43) Multi-sensory experiences 3. (TISM47) Animal care (with horse riding and stable management) 4. (TISM08) Horticulture 5. (TISM87) World of work: Animal care 6. (TISM81) World of work: Horticulture <p>Year B - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (DWCP) Developing skills for the workplace: Growing and caring for plants 2. (DWCA) Developing skills for the workplace: Looking after and caring for animals 3. (MEP) Participating in a mini-enterprise project 4. (EECR) Encountering experiences: Creativity 5. (NCA) Engaging in new creative activities 6. (DWHS) Developing skills for the workplace: Health and safety
<p>Independence and life skills</p>	<p>PSHE/RSE/ citizenship Maths (cooking) Science</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Money 2. Travel training 3. Cooking 4. Looking after my home 	<p>Year A - ASDAN Towards Independence</p> <ol style="list-style-type: none"> 1. (TISM09) Independent living: Introduction 2. (TISM54) Meal preparation and cooking: Introduction



		<p>5. Shopping 6. Self-help & people who can help me</p> <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar, key events and specific needs of individuals</p>	<p>3. (TISM78) Persona care routines: Introduction 4. (TISM28) Using transport 5. (TISM15) Personal safety 6. (TISM40) Relationships</p> <p>Year B - ASDAN Personal Progress</p> <p>1. (ILOE) Developing independent living skills: Looking after your own environment 2. (DPS) Dealing with problems 3. (DRA) Taking part in daily routine activities 4. (LHS) Using local health services</p> <p>ASDAN Personal and Social Development</p> <p>1. (PSE1) Personal safety in the home and community 2. (MME1) Managing own money</p>
<p>Creativity</p>	<p>Music Design Technology Art and design</p>	<p>ASDAN Challenges covering the following topics: 1. Arts and crafts 2. Drama and music 3. Design technology</p> <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<p>Year A - ASDAN Towards Independence</p> <p>1. (TISM68) Craft making 2. (TISM33) Making pictures 3. (TISM14) Performing arts 4. (TISM45) Photograph / Multimedia 5. (TISM19) Pottery and ceramics 6. (TISM21) Printing 7. (TISM24) Sound, rhythm and music</p> <p>Year B – Arts Award Explore</p> <p>1. Part A: Take part 2. Part B: Explore 3. Part C: Create 4. Part D: Share</p>
<p>Learning for life</p>	<p>Careers / Employability</p>	<p>ASDAN Challenges covering the following topics: 1. Careers / employability</p>	<p>Year A - ASDAN Towards Independence</p> <p>1. (TISM30) Work awareness 2. (TISM76) My future choices 3. (TISM75) Looking smart: Introduction</p> <p>ASDAN Personal Progress</p> <p>1. (RAR) Rights and responsibilities: Everybody matters 2. (GOP) Getting on with other people 3. (DWFI) Developing skills for the workplace: Following instructions</p> <p>Year B - ASDAN Personal Progress</p>



			<ol style="list-style-type: none"> (DWTD) Developing skills for the workplace: Getting things done (DWLA) Developing skills for the workplace: Looking and acting the part (EWEW) Engaging with the world of work: Exploring work (EWWE) Engaging with the world of work: Work experience (DLS) Developing learning skills: Learning to learn <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> (PWE1) Preparation for work
Computing	Computer Science / ICT	Computing during key stage 2 & 3 will not be taught as a discrete topic and Teaching staff will work to build in cross-curricular links throughout the curriculum.	<p>Year A - ASDAN Towards Independence</p> <ol style="list-style-type: none"> (TISM69) E-Safety (TISM22) Recognising and using everyday signs (TISM63) Using Computer technology <p>Year B - ASDAN Personal Progress</p> <ol style="list-style-type: none"> (DIS) Developing ICT Skills (EWTE) Engaging with the world around you: Technology <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> (UTE1) Using technology in the home and community

Informal Curriculum Map

Areas of Cambian Brook View School Curriculum	NC Subjects	Key stages 2 & 3	Key Stage 4 ASDAN Person Progress (PP), Personal and Social Development (PSD) & Supporting Aspirations (Entry Level 1 & 2)
Literacy and communication	English Languages	Informal Literacy and Communication PIVATs Creative/Sensory Literacy	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> (DCS) Developing communication skills (DRS) Developing reading skills (DWS) Developing writing skills (PPI) Providing personal information (RAQ) Making requests and asking questions in familiar situations (ILHS) Developing independent living skills: having your say <p>Year B – Pearson Entry Level 1</p>



			<ol style="list-style-type: none"> 1. Component 1 – Speaking and listening 2. Component 2 – Writing 3. Component 3 – Reading <p>*Option of progressing to/going straight on to Entry Level 2 where appropriate for students</p>
<p>Maths</p>	<p>Maths</p>	<p>Informal Mathematics</p> <p>PIVATs</p> <p>Creative/Sensory Maths</p>	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (EMNS) Early mathematics: Developing number skills 2. (EMM) Early mathematics: Measure 3. (EMP) Early mathematics: Position 4. (EMSO) Early mathematics: Sequencing and sorting 5. (EMSH) Early mathematics: Shape 6. (TRE) Recognising time through regular events 7. (UMF) Understanding what money is used for <p>Year B – Pearson Entry Level 1</p> <ol style="list-style-type: none"> 1. Number: Count, read, write and order; fractions and decimals; pattern; facts; equipment 2. Geometry: 2D shapes; 3D shapes; Position; movement and pattern 3. Measures: Units; Measuring instruments 4. Statistics <p>*Option of progressing to/going straight on to Entry Level 2 where appropriate for students</p>
<p>Sport and leisure</p>	<p>Physical Education</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Outdoor education 2. Aerobics 3. Ball skills 4. Cycling 5. Leisure facilities 6. Swimming <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line</p>	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (CPSA) Developing community participation skills: Participating in sporting activities 2. (ILBH) Developing independent living skills: Being healthy 3. (CPT) Using a community facility over a period of time 4. (EEPT) Encountering experiences: Being a part of things <p>Year B - ASDAN Personal and Social Development (Entry 2)</p> <ol style="list-style-type: none"> 1. (HLE2) Healthy living 2. (LTE2) Making the most of leisure time 3. (TGE2) Working towards goals 4. (WGE2) Working as part of a group



		<p>with young people interests</p>	<p>ASDAN Supporting Aspirations</p> <ol style="list-style-type: none"> 1. Good health <ul style="list-style-type: none"> • My healthy lifestyle • My sensory and physical wellbeing • Understanding my behaviour
<p>Community access</p>	<p>PSHE/RSE/ citizenship Physical Education Geography History</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Self-care, support and safety 2. Health and well-being 3. Geography / History 4. Citizenship and community access 5. Science <p>PIVATs – Social awareness and relationships</p> <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar and key events</p>	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (CPCE) Developing community participation skills: Caring for the environment 2. (CPOA) Developing community participation skills: Getting out and about 3. (CPPE) Developing community participation skills: Personal Enrichment 4. (CGP) Travel within the community: Going places 5. (PFE) Planning and preparing food for an event 6. (DSA) Developing self-awareness: All about me <p>Year B - ASDAN Personal and Social Development (Entry Level 2)</p> <ol style="list-style-type: none"> 1. (CAE2) Community action 2. (EAE2) Environmental awareness 3. (PSE2) Personal safety in the home and community <p>ASDAN Supporting Aspirations</p> <ol style="list-style-type: none"> 1. Friends, relationships and community <ul style="list-style-type: none"> • My community • My friends • My relationships
<p>Forest School / Horticulture / Animal Care</p>	<p>Science Geography PSHE/RSE/ citizenship</p>	<p>ASDAN Challenges & AQA Unit Awards covering the following topics:</p> <ol style="list-style-type: none"> 1. Forest school 2. Horticulture 3. Animal care <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line</p>	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (DWCP) Developing skills for the workplace: Growing and caring for plants 2. (DWCA) Developing skills for the workplace: Looking after and caring for animals 3. (MEP) Participating in a mini-enterprise project 4. (EECR) Encountering experiences: Creativity 5. (NCA) Engaging in new creative activities 6. (DWHS) Developing skills for the workplace: Health and safety



		<p>with young people interests</p>	<p>Year B – ASDAN Supporting Aspirations</p> <ol style="list-style-type: none"> 1. Employment <ul style="list-style-type: none"> • My enterprise project • My work experience • My workplace visits <p>*Year B can be supplemented with ASDAN Life Skills Challenges and/or AQA Unit Awards for options supporting young people interests/aspirations</p>
<p>Independence and life skills</p>	<p>PSHE/RSE/ citizenship Maths (cooking) Science</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Money 2. Travel training 3. Cooking 4. Looking after my home 5. Shopping 6. Self-help & people who can help me <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar, key events and specific needs of individuals</p>	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (ILOE) Developing independent living skills: Looking after your own environment 2. (DPS) Dealing with problems 3. (DRA) Taking part in daily routine activities 4. (LHS) Using local health services 5. (ILKS) Developing independent living skills: Keeping safe 6. (ILPC) Developing independent living skills: Personal care 7. (ILPP) Developing independent living skills: Personal presentation <p>Year B - ASDAN Personal and Social Development (Entry Level 2)</p> <ol style="list-style-type: none"> 1. (MME2) Managing own money 2. (DLE2) Dealing with problems in daily life 3. (SRE2) Managing social relationships 4. (RRE2) Individual rights and responsibilities <p>ASDAN Supporting Aspirations</p> <ol style="list-style-type: none"> 1. Independent Living <ul style="list-style-type: none"> • Engaging with the environment • Looking after myself • My technology
<p>Creativity</p>	<p>Music Design Technology Art and design</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Arts and crafts 2. Drama and music 3. Design technology <p>*There may also be some additional</p>	<p>Year A - Arts Award Explore</p> <ol style="list-style-type: none"> 1. Part A: Take part 2. Part B: Explore 3. Part C: Create 4. Part D: Share <p>Year B – Arts Award Bronze</p> <ol style="list-style-type: none"> 1. Part A: Explore the arts as a participant



		<p>lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<ol style="list-style-type: none"> 2. Part B: Explore the arts as an audience member 3. Part C: Arts Inspiration 4. Part D: Arts skills share – Passing on arts skills
<p>Learning for life</p>	<p>PSHE/RSE/ citizenship Careers History (personal history) Science</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Careers / employability 	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (RAR) Rights and responsibilities: Everybody matters 2. (DWFI) Developing skills for the workplace: Following instructions 3. (DWTD) Developing skills for the workplace: Getting things done 4. (DWLA) Developing skills for the workplace: Looking and acting the part <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> 1. (PWE2) Preparation for work 2. (DSE2) Developing self <p>Year B – ASDAN Employability (Entry Level 2)</p> <ol style="list-style-type: none"> 1. (EJO) Exploring job opportunities 2. (CWO) Communicating with others at work 3. (HSW) Health and safety in the workplace 4. (TTW) Travelling to work 5. (WWO) Working with others 6. (TPW) Tackling problems at work
<p>Computing</p>	<p>Computer Science / ICT</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Online safety 2. Technology at home and in the community 3. Exploring different types of technology 4. Interactive technology 5. Communication and technology 6. Real world application 	<p>Year A - ASDAN Personal Progress</p> <ol style="list-style-type: none"> 1. (DIS) Developing ICT Skills 2. (EWTE) Engaging with the world around you: Technology <p>ASDAN Personal and Social Development</p> <ol style="list-style-type: none"> 1. (UTE1) Using technology in the home and community <p>Year B - ASDAN Personal and Social Development (Entry 2)</p> <ol style="list-style-type: none"> 1. (UTE2) Using technology in the home and community <p>ASDAN Challenges</p> <p>(5473) Keeping safe online</p> <p>(10246) Functional digital skills</p>



			<p>(6873) Research and present information</p> <p>(9154) Developing skills in the use of word processing</p> <p>(3264) Staying safe on social media</p>
--	--	--	---

Semi-formal Curriculum Map

Areas of Cambian Brook View School Curriculum	NC Subjects	Key stages 2	Key Stage 3	Key Stage 4
Literacy and communication	English Languages	<p>Literacy and Communication</p> <p>Differentiated version of the National Curriculum – adapted to meet the needs of the students</p>		<p>Year A – Pearson Entry Level</p> <ol style="list-style-type: none"> 1. Entry Level 2 or; 2. Entry Level 3 <p>Year B – Pearson Entry Level / Functional Skills</p> <ol style="list-style-type: none"> 1. Entry Level 3 or; 2. Functional Skills Level 1
Maths	Maths	<p>Maths</p> <p>Differentiated version of the National Curriculum – adapted to meet the needs of the students</p>		<p>Year A – Pearson Entry Level</p> <ol style="list-style-type: none"> 1. Entry Level 2 or; 2. Entry Level 3 <p>Year B – Pearson Entry Level / Functional Skills</p> <ol style="list-style-type: none"> 1. Entry Level 3 or; 2. Functional Skills Level 1
Sport and leisure	Physical Education	<p>ASDAN Challenges & AQA Unit Awards covering the following topics:</p> <ol style="list-style-type: none"> 1. Outdoor education 2. Dance 3. Cycling 4. Athletics 5. Ball skills 6. Racket sports <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>		<p>ASDAN Short Courses (Entry Level 3 – Level 1)</p> <p>Options to be selected below:</p> <ol style="list-style-type: none"> 1. Sports and Fitness 2. Adventure and Residential 3. Football 4. Activities and peer tutoring



<p>Community access</p>	<p>PSHE/RSE/ citizenship Physical Education Geography History</p>	<p>Bespoke curriculum with guidance from the PHSE Association and recommendations from National Curriculum topics under the following topics:</p> <ol style="list-style-type: none"> 1. Families, friends and safe relationships 2. Respecting ourselves and others 3. Belonging to a community and keeping safe 4. Physical / mental health & growing and changing 5. Citizenship and community access 6. Geography / History <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar and key events</p>	<p>Bespoke curriculum with guidance from the PHSE Association and recommendations from National Curriculum topics under the following topics:</p> <ol style="list-style-type: none"> 1. Health and well-being 2. Living in the wider world 3. Relationships 4. Citizenship 5. Community access 6. Geography / History <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar and key events</p>	<p>Year A - ASDAN Personal & Social Development – Entry 3 (Certificate)</p> <ol style="list-style-type: none"> 1. (CAE3) Community Action 2. (PSE3) Personal safety in the home and community 3. (EAE3) Environmental Awareness 4. (DSE3) Developing Self 5. (SRE3) Managing Social Relationships 6. (RRE3) Individual Rights and Responsibilities <p>Year B - ASDAN Personal & Social Development – Level 1 (Certificate)</p> <ol style="list-style-type: none"> 1. (CA1) Community Action 2. (PA1) Parenting Awareness 3. (EA1) Environmental Awareness 4. (ICD1) Identity and Cultural Diversity 5. (MSR1) Managing Social Relationships 6. (IRR1) Individual Rights and Responsibilities
-------------------------	---	---	--	--



<p>Forest School / Horticulture / Animal Care</p>	<p>Science Geography PSHE/RSE/ citizenship</p>	<p>ASDAN Challenges & AQA Unit Awards covering the following topics:</p> <ol style="list-style-type: none"> 1. Forest school 2. Horticulture 3. Animal care <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<p>ASDAN Short Courses (Entry Level 3 – Level 1)</p> <p>Options to be selected below:</p> <ol style="list-style-type: none"> 1. Land-based Sector (Vocational Taster) 2. Animal care 3. Gardening 4. Foodwise
<p>Independence and life skills</p>	<p>PSHE/RSE/ citizenship Maths (cooking) Science</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Money 2. Travel training 3. Cooking 4. Looking after my home 5. Shopping 6. Self-help & people who can help me <p>*There may also be some additional lessons provided in line with our schools Enrichment calendar, key events and specific needs of individuals</p>	<p>Year A - ASDAN Personal & Social Development – Entry Level 3 (Certificate)</p> <ol style="list-style-type: none"> 1. (HLE3) Healthy Living 2. (MME3) Managing own money 3. (LTE3) Making the most of leisure time 4. (TGE3) Working towards goals 5. (DLE3) Dealing with problems in daily life 6. (WGE2) Working as part of a group <p>Year B - ASDAN Personal & Social Development – Level 1 (Certificate)</p> <ol style="list-style-type: none"> 1. (HL1) Healthy Living 2. (MOM1) Managing own money 3. (MLT1) Making the most of leisure time 4. (FSC1) Food safety in the



				<p>home and community</p> <ol style="list-style-type: none"> (HE1) Healthy Eating (YFM1) Your money in the future
Creativity	<p>Music Design Technology Art and design</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> Arts and crafts Drama and music Design technology <p>*There may also be some additional lessons provided by external providers to further develop our core offer and in line with young people interests</p>	<p>Year A - ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> Arts and crafts Drama and music Design technology <p>Year B – Arts Award Explore</p> <ol style="list-style-type: none"> Part A: Take part Part B: Explore Part C: Create Part D: Share <p>Year C – Arts Award Bronze</p> <ol style="list-style-type: none"> Part A: Explore the arts as a participant Part B: Explore the arts as an audience member Part C: Arts Inspiration Part D: Arts skills share – passing on arts skills 	<p>Year A & B - Arts Award Silver</p> <ol style="list-style-type: none"> Unit 1 <ul style="list-style-type: none"> Part A: Plan an arts challenge Part B: Implement and review the arts challenge Part C: Review arts events Part D: Arts research Unit 2 <ul style="list-style-type: none"> Part A: Plan a leadership project Part B: Plan the practical issues Part C: Effective arts leadership Part D: Working effectively with others Part E: Leadership project review
Learning for life	<p>PSHE/RSE/citizenship Careers History (personal history) Science</p>	<p>Bespoke curriculum with guidance from the PHSE Association and ASDAN Challenges etc. under the following topics:</p> <ol style="list-style-type: none"> Careers / Employability 	<p>Year A - Bespoke curriculum with guidance from the PHSE Association and ASDAN Challenges etc. under the following topics:</p> <ol style="list-style-type: none"> Careers / Employability 	<p>Year A – ASDAN Employability (Entry Level 3)</p> <ol style="list-style-type: none"> CE) Career Exploration (AJB) Applying for a job (EJO) Exploring job opportunities



			<p>Year B – ASDAN My Independence Exploring Aspirations</p> <ol style="list-style-type: none"> 1. Friends, Relationship’s and community 2. Good Health 3. Independent Living 4. Employment <p>Year C – ASDAN New Horizons</p> <ol style="list-style-type: none"> 1. Personal 2. Social 3. Health 4. Citizenship 5. Relationships, changes and feelings 	<ol style="list-style-type: none"> 4. (HSW) Health and safety in the workplace 5. (OLW) Opportunities for learning and work 6. (OBW) Overcoming barriers to work <p>Year B – ASDAN Employability (Level 1)</p> <ol style="list-style-type: none"> 1. (LWE) Learning through work experience 2. (ES) Enterprise skills 3. (CWO) Communicating with others at work 4. (CS) Customer service 5. (MPF) Managing personal finance as an employee 6. (TP) Tackling problems
<p>Computing</p>	<p>Computer Science / ICT</p>	<p>ASDAN Challenges covering the following topics:</p> <ol style="list-style-type: none"> 1. Online safety 2. Technology at home and in the community 3. Exploring different types of technology 4. Interactive technology 5. Communication and technology 6. Real world application 	<p>Year A - ASDAN Personal and Social Development (Entry 3)</p> <ol style="list-style-type: none"> 1. (UTE3) Using technology in the home and community <p>ASDAN Challenges</p> <p>(5473) Keeping safe online</p> <p>(10246) Functional digital skills</p> <p>(6873) Research and present information</p>	



			<p>(9154) Developing skills in the use of word processing</p> <p>(3264) Staying safe on social media</p> <p>Year B - ASDAN Short Courses (Entry Level 3 – Level 1)</p> <ol style="list-style-type: none"> 1. Computing (Vocational Taster)
--	--	--	--

* The list above is not extensive and units may change to suit individuals and provide a more bespoke learning package.

** Young people may not access all of these units and above is a list of units available but, you people with progress through at a pace that meets their additional learning needs.

*** In addition, children may sit within a different pathway to their key stage depending on their additional needs, ability and/or their future aspirations and next steps in their learning journey.

9. Curriculum provision

Below is a table that sets out an example of what the provision may look like at during each stage of the curriculum pathways. The below is not an extensive list and the can be adapted to meet the needs of individual pupils. We will work collaboratively with therapy team, parents, carers, other professionals to ensure the correct package of education is provided to each individual young person.

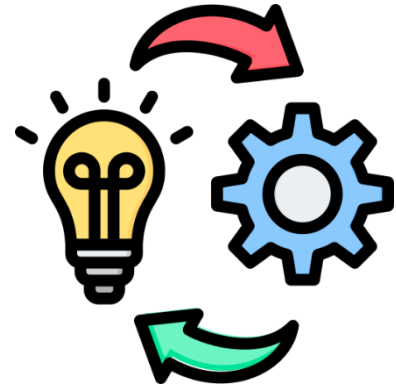
	Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum
Curriculum pathway	<p>PMLD Profound and Multiple Learning Disabilities</p>	<p>Complex SLD. SDL/Autism Working consistently and over time at the most complex end of the SDL spectrum</p>	<p>SLD, SLD/Autism Working consistently and over time at or below the earliest reaches of the NC.</p>
Communication strategies	<p>Non-verbal Objects of reference Talking tins Eye gaze systems AAC devices</p>	<p>Non-verbal Daily schedule Choice boards Social stories Talking tins Symbols Makaton AAC devices</p>	<p>Verbal Daily schedule Choice boards Talking tins</p> <p>*Supported with an AAC device if required</p>



Independence	Be supported with their learning – independence developed through life skills/daily routine	Be supported with their learning Independence promoted through structure and routine	Will be supported with their learning in small groups Can be independent for some activities Will be able to maintain some skills independently
Social skills	Awareness of others Supported to interact and play	Awareness of others Supported to interact and play Limited ability to play independently	Working through stages of play Support to interact with others Independent play alone of with others
Self-help skills	Full support with personal care Full support with eating	Full support/monitored support with personal care Some support with eating Starting to engage with some life skills	Independent personal care Independent eating Actively improving life skills
How we learning	Repetition Learning through play Sensory processing learning Real life experiences Attention autism	Repetition Through sensory stories and activities Real life experiences Social stories Attention Autism Practical situations Interest centered work Problem solving Modelling Use of 'Now and Next' schedules Memory building	Repetition Practical activities – 'doing' Real life experiences Modelling Scaffolding Tasks Working with peers
Phonics	Pre-Phonics Activities Environmental sounds Instrumental and animal sounds Body percussion	Pre-Phonics Activities Instrumental and animal sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting FFT Phonics if applicable	FFT Success for All Phonics

10. Curriculum implementation

Our curriculum is carefully sequenced starting with curriculum maps, moving through to yearly overviews and then medium-term plans. Curriculum maps in place have details of what will be taught and when; taking into consideration the need to develop upon prior knowledge, recap previously learning and create opportunities for new learning to take place in a safe and stimulating environment.



At Cambian Brook View School we have a creative and bespoke way of delivering and organising our curriculum which takes into account the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of the pupils as well as giving pupils experience in English, Mathematics, Science, Technology, Human and Social, Physical, Aesthetic and Creative education. We also have an extensive outdoor and enrichment curriculum at Linton School which provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values and SMSC.

We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

Curriculum subjects are taught by baselining the young people upon entry, establishing their strengths and areas for development and creating a curriculum where bespoke, achievable and subject specific targets are used to close the gaps in their learning and provide the young people with a basis on which they can make progression.

Most teachers at Cambian Brook View School teach a number of subjects and staff are provided with training to help support the teaching of these. Training and support is offered by both internal and external providers to develop their knowledge and understanding as well as regular feedback and monitoring from the Senior Leadership Team within the School.

Teaching assistants support the young people and they are the consistent figures within the classroom. As the lessons change throughout the day, the teachers will visit classrooms, meaning that the students remain in a space that is familiar to them.

Classes at Cambian Brook View School are organised in a variety of ways, taking into account the additional learning needs and starting points of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the



currently cohort / class groups. Children may not be with peers in the same year group and maybe with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

High Impact Teaching Strategies

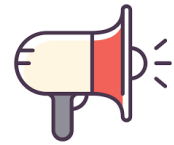
- **Explicit teaching** - Teachers model the activity and content to students as well as check for understanding during their explicit teaching time. They then review the content at the end of the lesson, linking it with the bigger picture of the unit
- **Asking questions** - By asking effective questions, teachers can build an immediate understanding of students. Effective questioning supports ongoing assessment and helps teachers to plan for future teaching and learning experiences. Asking questions allows students to discuss and express their ideas and possibly argue a point of view, engaging students in the content and allowing them to link their learning to their own lives
- **Goal setting** - There are clear learning intentions and success criteria which are all explained to or developed with students. This means that the students know what they are learning, why they are learning it and how they know when they have achieved the goal
- **Feedback** - Feedback tells students about their performance in relation to the learning intention and success criteria. It also provides a deeper understanding for teachers around the students' knowledge and skills in relation to the learning goals. Feedback can be provided by both teachers and peers and is used to redirect or refocus teacher and student effort in the following learning actions. Feedback can take many forms, including verbal and written
- **Modelling examples** - Teachers demonstrate the content and activity using modelled examples that are worked through with the students, showing the steps that are required to complete the task or solve a problem. The students will use these steps during the group or independent learning time to develop and acquire the new skill or knowledge
- **Well-structured lessons** - A well-structured lesson not only reinforces routines and scaffolds learning, but ensures quality time on tasks and includes smooth transitions. Well-structured lessons link lesson and unit learning objectives and keep students engaged to maximise learning
- **Multiple exposures** - Students are more successful at achieving and expanding on skills and knowledge when they are provided with multiple opportunities to encounter, engage with, discuss and explain in their own words their new knowledge and skills. These learning opportunities may occur over a period of days, using a variety of different learning tasks or activities
- **Metacognitive strategies** - Metacognitive strategies support and teach students to consider their own thinking. Students gain control over their learning when they

become aware of the learning process that they are engaged in. Metacognition also links to self-regulation and supports students to manage their motivation towards their own learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress and monitoring comprehension

- **Differentiation** - No matter where a student's knowledge or skill level is, a differentiated activity or task provides a starting point for all students. Differentiation is a way for teachers to adjust the content, process and/or end product specifications according to student needs. This allows for the further development of skills, knowledge and abilities so that all students can be successful learners
- **Collaborative or small group learning** - Completing meaningful learning tasks in structured small groups sees students actively participating in organising roles and responsibilities, as well as sharing in the outcomes of the activity or task. This learning style also provides for peer learning, where students take note of what their peers are doing to be successful and apply these techniques or strategies to their own learning

Attention Autism

Attention Autism is a learning approach that aims to develop natural and spontaneous communication skills in autistic pupils and pupils with additional learning needs. Pupils develop the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking. Through the use of visually based and highly motivating activities.



Zones of Regulation

The Zones of Regulation organises pupils' feelings, states of alertness, and energy levels into four coloured Zones: **Blue**, **Green**, **Yellow**, and **Red**.

Each zone has distinct identifiers and strategies to support self-regulation. By using simple, common language and visual structure, The Zones of Regulation helps make the complex skill of regulation more concrete for pupils and those who support them. Pupils learn to regulate their Zones to meet their goals and engage with tasks and demands, whilst supporting their overall well-being.

Intensive Interaction

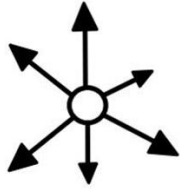
Intensive Interaction is a social communication approach that supports the establishment and development of improved social communication exchanges. Such as:

- Using and understanding eye contacts and facial expressions
- Learning to share personal space
- Using and understanding sociable physical contacts
- Using vocalisations with meaning
- Taking turns with another person.
- Enjoying being with another person.

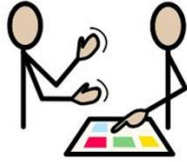


These skills and understandings develop over time within, and across, a range of responsive and dynamic interactions with identified staff. Regular access to Intensive Interaction

activities support development in content, duration and complexity of interactions as the pupil develops.



Total



Communication

Total Communication

All pupils benefit from a total communication environment. We support individual access to preferred means of communication, this may include Verbal communication, signing, gesture, objects of reference and use of symbols.

Cambian Brook View School encourages symbols to support vocabulary development, choice making and reference. A combination of identified timetabled visuals support consistency, alongside personalised symbols or photo references.

Staff also encourage pupils with consistent Makaton signs that support the school day. Additional signing is encouraged on an individual level to empower all pupils with effective communication.

Additional information and reference of topics is supported through visual displays and working walls, these are targeted to individual groups and appropriateness of student needs. Pupils with visual or hearing impairments benefit from the total communication access and are then supported further in their individual needs.

11. Curriculum subjects



Literacy and communication

Literacy and communication are taught across all key stages in a functional and meaningful way. We aim to develop each student's communication skills so that they can communicate their needs, wants, views and feelings in the most meaningful and appropriate way for them.

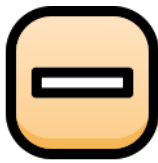
Literacy and communication are taught through standalone and thematic literacy lessons as well as embedded through all aspects of the students' day. All students have a communication passport, written by the onsite Speech and Language Therapist, in liaison with the key staff members and family. This document is used to ensure that communication strategies are appropriate and relevant targets are set and followed.

Literacy lessons are planned, primarily in a thematic way, to develop communication skills, including reading and writing where appropriate as well as develop a passion for reading and books. The content of the books covered is wide ranging and includes a range of fiction, non-fiction and poetry texts over the year. The texts used in lessons, and available in the library, include a wide range of characters including those of different ethnicities, disabilities, genders, religions and sexualities. There are books available that represent all of our students in the school. These texts also challenge typical stereotypes, discuss emotions and promote the British values of rule of law, democracy, individual liberty, mutual respect and tolerance of other faiths and beliefs.



Our students are supported by a range of communication strategies, as set out in their communication passport, which may include the use of visual support tools, high and low tech augmentative and alternative communication, photos/symbols/ object of reference, written support tools and Makaton.

Separate to literacy lessons, all students also take part in daily communication or phonics sessions and reading activities. We initially ensure all students have developed the foundations of speaking and listening skills through the use of Letters and Sounds phase 1 resources. This stage will support students in attuning with the sounds around them and readies them to begin developing oral blending and segmenting skills. Once students have developed these skills they work through the FFT programme of phonics. Some of our students then progress onto reading for pleasure.



Maths

Maths is taught as a standalone lesson for all students. The aim is to develop the mathematical skills and awareness of all students to benefit them, functionally, for lifelong independence where possible.



The areas covered in maths are set out in the yearly planning overview document to ensure the breadth of coverage across the academic year. The areas covered include:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Handling data
- Shape
- Fractions
- Problem solving
- Position and direction
- Time
- Capacity and weight
- Money
- Length



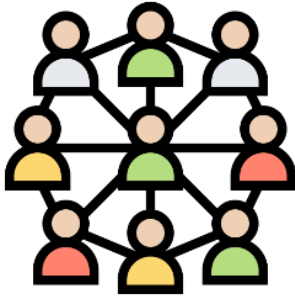
Sport and leisure

All of the students at Cambian Brook View School engage in a wide range of physical activity interspersed throughout their curriculum to aid regulation. This is suggested in each students' individual sensory motor passport where it is relevant. These physical activities are benefited by onsite facilities including, indoor and outdoor waterplay, play equipment and onsite trikes and our 'outside in' classroom. Cambian Brook View School also utilises its rural location and the students take part in regular walks in the local environment.



Formal PE sessions are focussed on a number of areas that develop gross motor skills in a variety of areas. These include:

- Sports- invasion games; net and field games; striking and fielding
- Athletics and basic movement
- Outdoor and adventurous activities
- Fitness
- Gymnastics and movement including dance and yoga
- Swimming and aquatic sports



Community access

All students at Cambian Brook View School have regular access to offsite and community access in the most appropriate way for them. Our aim is for all students to be able to live the most independent lives possible where they can access a range of facilities and be able to make contributions to their community.

When students start at Cambian Brook View School these community visits are built upon gradually in line with individual needs. Although not prescriptive these visits usually start as walks onsite and then the local area before short car rides in the local area. These extend over a relevant time frame and appropriateness for each student to accessing a range of facilities including local parks, shops, including supermarkets, clothes shops and post offices as well as leisure facilities, swimming pools, horse riding, public transport and cafes and restaurants.

Community access supports the students in developing independence e.g. following a shopping list when in a supermarket, using public transport, understanding and using money as well as developing the ability to communicate with members of the public and regulate their emotions, both through co and self-regulation, away from their secure environments.

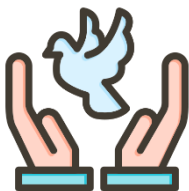
At Cambian Brook View School and pupils will also take part in our 'Things to do before you leave Brook View School'. These activities will be based onsite, within the local community and where possible further afield and are aimed to support the personal development of all the young people who attend our school.

Cambian Brook View 'Things to do before you leave'								
Activity	tick	Date	Activity	tick	Date	Activity	tick	Date
Visit a farm	<input type="checkbox"/>		Create a piece of art for an exhibition	<input type="checkbox"/>		Go bird watching	<input type="checkbox"/>	
Paint a self portrait	<input type="checkbox"/>		Look up at stars on a clear night	<input type="checkbox"/>		Learn a song from another culture	<input type="checkbox"/>	
Plant some bulbs and watch them grow	<input type="checkbox"/>		Perform a date	<input type="checkbox"/>		Walk barefoot on a beach	<input type="checkbox"/>	
Go on an autumn walk	<input type="checkbox"/>		Go on a hunt for some insects or small creatures	<input type="checkbox"/>		Start a collection of something	<input type="checkbox"/>	
Make leaf rubbings	<input type="checkbox"/>		Make a home for an insect or small creature	<input type="checkbox"/>		Walk to a local landmark	<input type="checkbox"/>	
Make a sandwich	<input type="checkbox"/>		Create a class collage	<input type="checkbox"/>		Make a mask	<input type="checkbox"/>	
Taste a new fruit	<input type="checkbox"/>		Create a comic strip	<input type="checkbox"/>		Take part in a Roman banquet	<input type="checkbox"/>	
Visit a place of worship	<input type="checkbox"/>		Take part in a play day	<input type="checkbox"/>		Create a mosaic	<input type="checkbox"/>	
Fly a kite	<input type="checkbox"/>		Roll down a hill	<input type="checkbox"/>		Make a musical instrument	<input type="checkbox"/>	
Make a paper boat and see if it floats	<input type="checkbox"/>		Make a daisy chain	<input type="checkbox"/>		Learn a new game	<input type="checkbox"/>	
Perform a song	<input type="checkbox"/>		Join an extra-curricular club	<input type="checkbox"/>		Make something out of wood	<input type="checkbox"/>	
Re-tell a story to an audience	<input type="checkbox"/>		Build a den	<input type="checkbox"/>		Cook outdoors	<input type="checkbox"/>	
Post a letter	<input type="checkbox"/>		Perform in front of your class	<input type="checkbox"/>		Try yoga	<input type="checkbox"/>	
Meet a friend's pet	<input type="checkbox"/>		Plan a party	<input type="checkbox"/>		Eat something you have grown	<input type="checkbox"/>	
Search for butterflies outdoors	<input type="checkbox"/>		Play a board game	<input type="checkbox"/>		Make a sculpture	<input type="checkbox"/>	
Take a photograph	<input type="checkbox"/>		Learn a poem off by heart	<input type="checkbox"/>		Explore inside a cave	<input type="checkbox"/>	
Make a treasure map	<input type="checkbox"/>		Take a trip to the seaside	<input type="checkbox"/>		Walk through a forest	<input type="checkbox"/>	
Dress up like a pirate	<input type="checkbox"/>		Bake a cake	<input type="checkbox"/>		Visit a castle	<input type="checkbox"/>	
Look up where you live on a map	<input type="checkbox"/>		Buy something and check your change	<input type="checkbox"/>		Take part in a treasure hunt	<input type="checkbox"/>	
Have a teddy bears picnic	<input type="checkbox"/>		Write a weather report	<input type="checkbox"/>		Make paper mache objects	<input type="checkbox"/>	
Record different sounds and ask other to guess what they are	<input type="checkbox"/>		Build a bridge and test its strength	<input type="checkbox"/>		Walk to the top of a hill	<input type="checkbox"/>	
Make some biscuits	<input type="checkbox"/>		Become a nature detective	<input type="checkbox"/>		Litter pick in your local area	<input type="checkbox"/>	
Make and taste chapattis	<input type="checkbox"/>		Dress up as a superhero	<input type="checkbox"/>		Ride on a bus	<input type="checkbox"/>	
Make a puppet	<input type="checkbox"/>		Make a film	<input type="checkbox"/>		Ride on a train	<input type="checkbox"/>	
Put on a shadow puppet show	<input type="checkbox"/>		Start a vegetable patch	<input type="checkbox"/>		Be part of a charity event	<input type="checkbox"/>	
Borrow a book from a library	<input type="checkbox"/>		Pick fruit	<input type="checkbox"/>		Create a time capsule	<input type="checkbox"/>	
Discover what is in a pond	<input type="checkbox"/>		Get soaking wet in the rain	<input type="checkbox"/>		Go on a picnic	<input type="checkbox"/>	



Forest Schools / Horticulture

All students at Cambian Brook View School have access to weekly Outdoor Learning. These sessions take place onsite. Forest Schools/Horticulture sessions support students in developing an appreciation and awareness of the natural world whilst also developing tolerance of and shared working with peers. Students also take part in weekly horticulture sessions where they take part in growing and caring for a range of plants. There is a horticulture area onsite such as a selection of planters and bedding boxes across site.



Independent and life skills

Students access a curriculum that develops skills for lifelong independence. These are embedded throughout the whole school day within lessons and also through transitional times such as snack and lunchtime. The skills supported include developing interactions with peers, preparing drinks and snacks, cleaning and personal hygiene.



Creativity

Students creativity is supported throughout the curriculum within all subjects. Dance, drama, art and music are all planned for over the term and embedded within the thematic planning. All lessons are made fun, hands on and incorporating a range of creative sensory resources where possible to support engagement in sessions. Students' sensory profiles

are taken into account when these sessions are planned.



PHSE / RSE

The PSHE/ RSE curriculum supports students in developing emotional awareness of self and others, develop and build on relationships with others as well as an understanding of their body and how to care for it. The PSHE/ RSE curriculum is taught to all students at an appropriate developmental level and all individual needs are considered. The statutory requirements from the Relationship and Sex Education and

Health Education guidance (2020) are considered throughout and all lessons are taught in an inclusive way that is non-discriminatory against any protected characteristics.



Computing

Computing is taught to all students at an appropriate level. As a minimum all students will have access to the following units every year:

- E-Safety
- Developing ICT Skills
- Using ICT for Communication
- Keeping safe online; Online relationships

- Social media

These may be taught through lessons or during enrichment days.



Religious Studies and Culture

Religious studies are embedded into the other curriculum areas as opposed to being standalone sessions on the timetable. Religious studies are also sometimes covered through enrichment days over the year that arise as part of the calendar e.g. religious festivals. At Cambian Brook View School we also ensure all students' religious views are supported and celebrate these across school to support all students mutual respect and tolerance of other faiths.

Students' Spiritual, Moral, Social and Cultural development is supported throughout the curriculum and through staff instilling appropriate values in all of their interactions and support of students.

To develop spiritual awareness students are supported to develop a sense of self and explore their own views and beliefs as well as respect others views. This may be through choice making, taking turns or listening to others.



At Cambian Brook View School we support students to develop their moral awareness through assisting them in understanding what is right or wrong and the consequences of their actions as they arise.

Social development is embedded in the whole daytime routine of all students. Each class has a shared registration and circle time each day as well as other opportunities throughout the day for development of social skills including shared lessons and meal times as well as assemblies, Forest School and play times. These shared activities support students in developing their fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others.

Students' awareness of their own and others' cultures are supported through all aspects of the curriculum. At Cambian Brook View School we are proud of our multicultural community and ensure all are treated with respect. We ensure all students feel included, regardless of their cultural background and ensure that learning resources represent all students and cultures. Cultural events are celebrated as a school through events run over the year.

12. Inclusion, Post-16 & Third-Party Providers

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with Additional Learning Needs (ALN)
- Pupils with English as an additional language (EAL)
- Pupils who have a social worker
- Pupils who have been or previously been looked-after



Teachers will plan lessons so that ALL pupils can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our Additional Learning Needs (ALN) policy and information report.

Post-16 Provision

The curriculum in Post-16 ensures that study programmes are designed to contribute to the student's preparation for adulthood.



All students continue to study English and Mathematics. This is referred to as Functional Literacy and Functional Numeracy. Literacy, language and numeracy skills embedded into a curriculum that supports the broadening and deepening of skills in a practical way.

All Study Programmes are informed by aspirations in relation to the four areas of Preparing for Adulthood.

Preparing for Adulthood Opportunities

Preparing for Adulthood Opportunities are also reflected in opportunities with our many partners including:

Employment

- Internal work experience including: Café, Tuck Shop, Office Work, Premises Work and Mentoring.
- Enterprise Projects
- Partnerships with external companies
- Skills Builder Accelerator
- Links with Post-19 providers including opportunities to visit open days.
- Careers Fair
- Careers Calendar including: National Careers Week and National Apprenticeship week.

Good Health

- Partnerships with local sport and leisure facilities including access to outdoor adventurous activities
- Daily Mile programme
- Fitness programmes through enrichment opportunities
- Visit to local health services
- Visiting speakers

Independent Living

- Food Technology lessons weekly
- Life Skills sessions
- Supported by Functional Literacy and Functional Numeracy sessions

Friendships, Relationships and Community

- Tailored RSE lessons
- Access to the community for: shopping, leisure, placement and educational enhancement such as art galleries and museums.

Each Post-16 pathway will be tailored to meet the individual needs, aspirations and next steps for each young person. The pathway design and content will be agreed in consult with stakeholders such as parents, carers, social workers, local authorities etc. during the summer term of Year 11.

Third Party Providers

At times, Cambian Brook View School may choose to use third party providers to enhance the curriculum offered and provide the young people with quality experiences in a chosen subject. Cambian Brook View School has previously worked with local colleges and enrolled students on their 14-16 programme. These courses also help provide a scaffolded transition into further education.

Each third-party provider will be assessed thoroughly before any sessions take place including their safeguarding arrangements for example: safer recruitment etc.

13. Curriculum impact



At Cambian Brook View School, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on reports.

Cambian Brook View School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils.

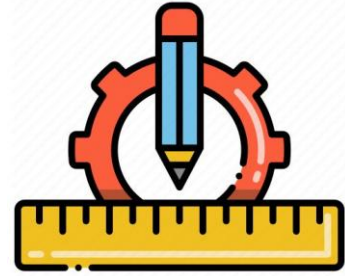
Enjoyment of the curriculum promotes achievement, confidence and positive engagement and behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.



We will measure the impact of curriculum through:

- Pupil achievement data
- Attendance data
- Incidents and behaviour data
- Stakeholder questionnaires
- Pupil Voice
- Progress towards EHCP and PEP targets
- Future destinations data
- Qualifications data
- IEP termly update
- Engagement trackers/module



14. Monitoring arrangements

This policy will be reviewed on an annual basis by the Principal and Regional Lead. It will be due for review in **May 2027**.

15. Links with other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Safeguarding Policy
- Additional Learning Needs policy
- Equality statement
- Online safety