

Semi-Formal Curriculum Pathway

Believe, Inspire, Achieve

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|-----------------------------------|---|--|---|--|---|
| INTENT (Why?) | L ove of Learning | LIFE Through Communication and Life Skills | | | F uture |
| | I ndependence | | | | E nrichment |
| | Holistic Well-being | | | | |
| IMPLEMENTATION (What/How?) | <p>Continuous Provision Communication, social skills, contextual life skills and self help skills, PSHE, emotional literacy, curiosity, engagement, self advocacy, mark making, physical activity, problem solving and memory building</p> | | | | |
| | Skills Development | | | | |
| | | <p>Cultural Capital Live music, BSO, Pavilion Dance, ETO, immersive theatres: Bamboozle, Oily Cart, World Book Day, work experience/community integration, Salisbury Cathedral schools programme, Bennett's Water Gardens, Roche Court Sculpture Park and Educational Trust, Harold Hillier Gardens, Art in the garden and Sensory workshops, Sea Music Sculpture on Poole Quay</p> | | | |
| Learning Approaches | <p>Lessons</p> <ul style="list-style-type: none"> Total Communication Observation Assessment/Evidence Attention Autism, sensory stories, call and response, structured play, Contextual learning, functional activities Sabotage/ recognition of a problem e.g. missing resources | <p>Community</p> <ul style="list-style-type: none"> Trips out Preparation for adulthood Work related learning Outdoor learning Radio School council | <p>SMSC</p> <ul style="list-style-type: none"> Assemblies Rewards ladder Expressive Arts Social stories/SULP Mindfulness Links with local church | <p>Personalised learning</p> <ul style="list-style-type: none"> PLPs Therapy goals EHCP EfL Personalised communication strategies Zones of regulation | <p>Therapy provision</p> <ul style="list-style-type: none"> Integrated therapy Individual sessions Nursing Rebound Therapy risk assessments EfL Swimming and hydrotherapy |
| IMPACT (So what?) | Outcome Measures | <p><u>EHCP Outcomes</u></p> <ul style="list-style-type: none"> Annual reviews Annual reports PLPs Parents' Evenings | <p><u>Attainment and Progress</u></p> <ul style="list-style-type: none"> Accreditation Insights Analysis Standardised therapy tests Reading tests | <p><u>Attendance</u></p> | <p><u>Behaviour and attitudes</u></p> <ul style="list-style-type: none"> VEC wellbeing groups PBMPs Engagement profiling |
| | | Successful Learners | | Confident Individuals | |