



# Special Schools Curriculum

“Putting Children First”



**Lime** Trust

Leadership . Innovation . Motivation . Excellence

# Curriculum Aims

To enable each individual pupil to achieve the fullest degree of personal autonomy and have an equal opportunity to reach their maximum potential and have as much personal independence as possible within a multicultural society.

To enlarge each individual pupil's knowledge, experience and imaginative understanding so that they can be a contributing member of their social group.

To provide an educational framework within which the individual's self-identity is nurtured, enabling them to achieve the highest possible standards in all areas, with opportunities to achieve recognised accreditation where appropriate.

To work closely with parents/carers ensuring that all aspects of pupil progress are fully inclusive, shared and supported.

To pursue excellence in all its activities within school including therapeutic, play and life-long learning opportunities and to raise awareness of the needs of our pupils though forging links with our local school communities.

The Lime Trust is unique both in the way these aims are achieved and how the balance is accomplished between pupil's educational programmes and the other aspects of the learning environment. Every effort is made to discover the wishes of parents/carers regarding their children's education. These aims are met by creating a well organised learning environment that is challenging, stimulating and based on fun and enjoyment.

# Curriculum Values

We value:

A climate that fosters fun, learning for all and a positive self-image.

Good relationships between staff and children, school and home, school and the wider community.

An environment where everyone is treated with dignity, respect and is of equal worth.

The different interests, strengths, rates of working and ways of learning for all.

“Putting Children First”





# Curriculum Purpose

At the Lime Trust we believe that one of the central aims of the educational opportunities we deliver is to enable the children who arrive at the school to leave as young adults who are as independent as possible. To help achieve this it is essential to recognise that irrespective of the pupil's level of ability, the provision available throughout the school as they become older needs to reflect their changing age. This is achieved in a number of ways, such as ensuring that the work provided is developmentally appropriate in terms of both the learning contexts and the resources used, that teaching and social areas are designed to reflect changing interests and social dynamics and that the curriculum provided adapts to the changes in emphasis and priority.

## Assessment Link

At the Lime Trust we believe that it is essential that the achievements of our pupils are celebrated with as wide an audience as possible and as such we use an electronic formative assessment tool 'Evidence for Learning' to showcase the achievements of all of our pupils.

This includes photographs and video footage distributed throughout the year and as an end of year summary. As well as highlighting individual achievements, we also celebrate whole class achievements and experiences such as involvement in school productions or going on day trips and residential visits.

“Putting Children First”

# Areas of Need

## Communication and Interaction

Communication and interaction is an area of need that focuses on Speech, Language and Communication Needs (SLCN), and, Autism Spectrum Disorder (ASD). For children and young people with speech, language and communication needs finding ways that can help them express themselves and participate in life is key.



## Cognition and Learning

Children and young people experiencing difficulties in this area require additional support around their ability to learn and do well at school. A wide range of needs are covered including moderate learning difficulties (MLD) to severe learning difficulties (SLD); and profound and multiple learning difficulties (PMLD).



## Social, Emotional and Mental Health

Social, Emotional and Mental Health Needs is an area of need that encompasses Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.



## Physical and Sensory

Sensory and/or physical needs is an area that encompasses: Hearing Impairment (HI) Vision Impairment (VI) Multi-sensory Impairment (MSI) Physical Disability (PD).

# Topic Overview



Year 1	Early Years	Lower KS2	Upper KS2	Key Stage 3	Key Stage 4
Autumn "How we live"	In the Home	Egyptians	Myths and Legends	Native America	Celebrations and Festivals
Spring "Into the wild"	All About Animals	African Safari	Rainforests	India	Conservation
Summer "Water around us"	At the Seaside	Splash	Under the Sea	Blue Planet	Coast to Coast

Year 2	Early Years	Lower KS2	Upper KS2	Key Stage 3	Key Stage 4
Autumn "Going places"	On the Move	Journeys	London	Europe	Travel
Spring "Distant worlds"	Up in Space	Fairy Tales	Explorers	Mystical Places	Legends
Summer "Our world"	Into the Woods	Gardener's World	Environment	Holidays	Horticulture

POST 16	Autumn	Spring	Summer
	Special Occasions	The Seasons	Friends of the Earth

# Curriculum Pathways

## Engage

On this pathway learners develop three 'Foundations of Learning', in addition to working on EHCP targets from our core skills curriculum.



## Inspire

On this pathway pupils learn about six 'Areas of Learning', in addition to working on EHCP targets from our core skills curriculum



## Empower

On this pathway pupils learn about six 'Areas of Learning', in addition to working on EHCP targets from our core skills curriculum and are assessed using appropriate accreditations.





Each of our sessions is pitched towards a specific curriculum pathway

## ENGAGE

Pupils learning on this pathway may have profound and multiple learning disabilities or be at the earliest level of development due to their young age. They may also have physical disabilities, sensory impairment or complex medical needs. Their learning sessions will be planned to incorporate multi-sensory approaches and sequential repetition of early learning skills. Lessons for learners on the Engage pathway will be non-subject based and instead focus on early communication, learning, social and physical skills starting from the child's interests.

## INSPIRE

Pupils learning on this pathway may have a severe learning disability, communication difficulties and/or delayed attention and engagement. They may also have physical disabilities, sensory impairment or complex medical needs. Their learning sessions will be planned to incorporate creative approaches to engaging learners in key skills development, independence and life-long learning. Lessons for learners on the Inspire pathway will be more subject based and begin to build English and Maths skills alongside a broad and balanced curriculum offer.

**If you are unsure which pathway lessons would be appropriate for your child please speak to their teacher or come along and give it a try!**





# Engage Pathway

On this pathway learners develop three 'Foundations of Learning',

Reactive      Responsive      Proactive

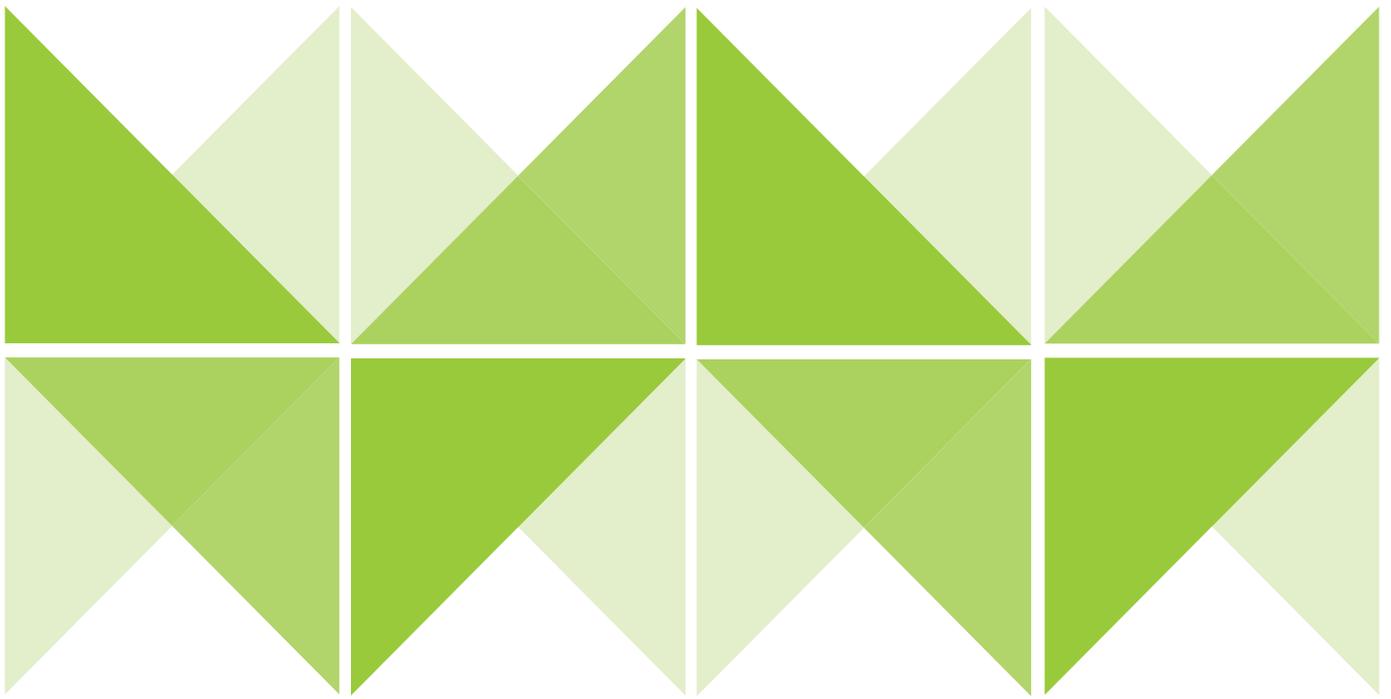
Each foundation is divided into the four areas of need, to link to and provide a framework for Education Health and Care Plan outcomes.

Communication and Interaction

Cognition and Learning

Social and Emotional

Physical and Sensory



# Inspire Pathway

On this pathway learners develop six 'Areas of Learning',

English   Mathematics   Science

The World Around Us   Wellness   Creative Arts

in addition to working on EHCP outcomes from our core skills curriculum. These are woven within the content of this pathway, overarching all areas of learning under the following areas of need,

Communication and Interaction   Cognition and Learning

Social and Emotional   Physical and Sensory



# English

Including Literacy



# Mathematics

Including Problem Solving



# Science

Including Design Technology and Computing



# The World Around Us

Including History, Geography and Religious Education



# Wellness

Including Physical, Personal, Social and Emotional Education and Citizenship



# Creative Arts

Including Art, Music, Dance and Drama



# Empower Pathway

At Post-16 our learners transition to the Empower pathway as they prepare for adulthood.

On this pathway learners follow the 'Preparing for Adulthood' outcomes,

Employment

Independent Living

Friends, Relationships and Community

Good Health

in addition to working on EHCP targets woven within the Engage, Inspire and Discover pathways. This also includes applied literacy and numeracy targets embedded across the PfA outcomes. Learners aim to achieve accreditations in OCR Life and Living Skills and the Duke of Edinburgh award scheme.

Learners on this pathway will embed the skills achieved within the 'areas of learning' and apply these skills for life long learning.

# Preparing for Adulthood (PfA) Outcome Guidance

The Preparing for Adulthood Outcomes, designed by the Department for Education (DfE), will support the achievement of four PfA outcomes, outlined in the SEND Code of Practice. These are:

## Employment

Moving into paid employment and higher education

## Independent Living

Developing skills to live a more independent life

## Friends, Relationships and Community

Having friends and relationships and being part of your community

## Good Health

Being as healthy as possible

The Preparing for Adulthood programme, funded by DfE as part of the delivery support for special educational needs and disability reforms, said:

Outcomes need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible.

The outcomes tool can be used to support the development of imaginative and achievable ways to support progress; it can also be used as a starting point to develop EHC plans across a wide range of need.

Teachers should focus on outcomes that are transferable to the real world.

“Making a Difference for Everyone”

