











CURRICULUM STATEMENT

Curriculum Aims

Independence

Developing independence as much as possible and applying learning in everyday situations to generalise.



Curriculum Values

Relationships and communication

To nurture positive and trusting relationships between staff and learners and develop communication skills

Ambition

Encouraging learners to meet their full potential through progressive steps in learning.



To develop the skills to live the life we



Individualised

To determine each individuals educational needs through comprehensive assessment and collaboration with professionals



Focusing on self-regulation, resilience, and safety.

learners and make learning fun



want





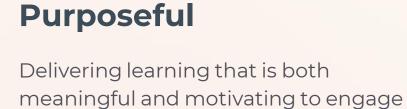
Structured and sequential

To deliver a rich curriculum through highly structured and sequential teaching and well planned activities



Celebrate achievements

To celebrate achievements using positive reinforcement, praise and record achievements





Inclusive

Providing an adaptive curriculum for a diverse range of needs empowering learners to become active citizens as they transition into adulthood.



Collaboration and coproduction

To encourage partnership with parents and carers to ensure collaboration and coproduction



Our curriculum is ambitious to meet the needs of all learners to an enable them to have, 'the skills to live the life they want'. The curriculum provision caters for learners with a wide range of intellectual disabilities alongside sensory, physical and/or behavioural barriers to learning. The curriculum is designed to deliver the provision and outcomes outlined in the learners Education, Health and Care Plan (EHCP). Our learners are diverse in their socioeconomical background; many of our learners live in some of the most deprived areas in Europe.

Unique learners

Our learners have a wide range of needs, including autism, severe learning difficulties, and profound and multiple learning disabilities



Ambitious

The curriculum is sequential, building on existing knowledge and skills to prepare learners for future learning and outcomes. We use continuous assessment to ensure that learners are challenged from their individual starting points.

Generalisation

Learning is embedded throughout the curriculum and is continuously applied across different contexts to ensure generalisation.



Pathway model

By offering curriculum pathways, we are able to tailor education to the specific abilities of our learners, focusing on what they can achieve.



Independence

Developing independence is central to all that we do, as we aim to provide learners with the tools to apply their knowledge in everyday situations



we deliver meaningful experiences that develop knowledge and skills, while nurturing each learner's interests.









Cognition and Learning

PfA - Employment

Communication and Interaction

PfA: Good Health



Social Emotional and Mental Health

PfA: Independent Living

Physical and Sensory

PfA: Friends, Relationship and Community

Each curriculum pathway is tailored to meet the needs and requirements outlined in each learner's EHCP

Calthorpe Curriculum Pathways

The curriculum allows flexibility for learners to move between pathways as their needs change. Approaches and strategies may be blended across pathways to ensure the most effective support. Pathway placement is determined by the suitability of the curriculum offer and capable environment expectations, rather than by primary need alone.

Early Years Foundation stage - EYFS prime and specific areas delivered through capable environment expectations



Engagement for Life

This pathway provides a personalised, stable, and engaging environment that supports learners' self-expression, communication, and participation.

Individual targets are addressed through multi-professional and therapeutic approaches, with a focus on mobility, postural management, and generalisation across curriculum areas.



Foundations for Life

This pathway offers a highly structured, routine-based environment where skills are taught sequentially and reinforced through repetition and motivation.

Strategies for self-regulation are embedded throughout the day. Visual supports and AAC are used to support learning, communication, and independence. Learners are encouraged to generalise skills across the curriculum



Learning for Life

This pathway delivers an adapted national curriculum through sequenced, multi-sensory, and creative approaches.
Skills are broken into manageable objectives, reinforced through repetition, scaffolding, and encouragement, with AAC used to support communication and generalisation across the curriculum.

Post 16 - 'Preparing for Adulthood' outcomes, personalised offer linked to learner aspirations, future destinations and their transition into adulthood.

EARLY YEARS FOUNDATION STAGE (EYFS)

Across all pathways



Overarching principles

Secure foundation
Unique child
Positive relationships
Enabling environments
Importance of learning and
development
Quality and consistency



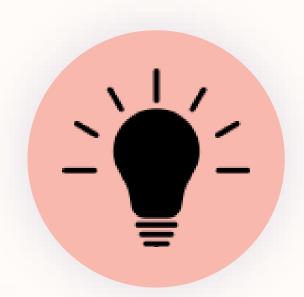
Areas of learning and development

Prime:

Personal, Social and Emotional
Development
Communication and Language
Physical Development
Specific:
Expressive Arts and Design
Understanding the World

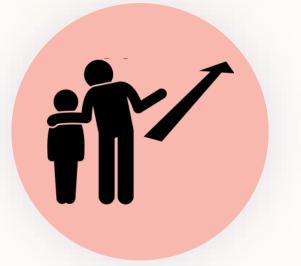
Mathematics

Literacy



Delivered through

Access to continuous provision
Play-based and experiential
learning environment
Continued observation by
skilled staff
Access to child led time and
resources
Adult directed tasks



Approaches to T&L

AAC to support
communication
Multi-sensory approaches as
needed
Pathway specific strategies
embedded in line with
capable environment
expectations

ENGAGEMENT FOR LIFE



PMLD/complex SLD

Profound intellectual and multiple learning difficulties Mostly non-speaking early communicators
Significant physical disabilities, multi-sensory impairments or severe medical condition/s



Curriculum areas

Communication

Motor skills

Thinking skills

Social emotional wellbeing

Water mobility

Widening participation in

community inclusion



Delivered through

Individual targets
Generalisation across
curriculum areas
Multi-professional working
Personalised and engaging
Therapeutic approaches
Enabling and adaptive
environments



Approaches to T&L

Routine, stability and consistency of care
Focus on mobility and postural management
Creative and multi-sensory
Promote functional communication skills
Eliciting responses including making choices and requests
Support participation

FOUNDATIONS FOR LIFE



Profound autism

Mostly non-speaking
communicators who rely on
AAC
Need support with adaptive
functioning
Need support with sensory
processing and regulation
Restricted and repetitive
behaviours



Curriculum areas

My Communication and literacy
My thinking and problem solving
My care and life skills
Me and my community
My physical wellbeing
My play and leisure/Creativity
My food skills
My outdoor school
My self regulation



Delivered through

Individual targets
Generalisation across
curriculum
Skills and knowledge broken
down and taught sequentially
Develop strategies for
regulation
Highly structured environment
Focus on routine



Approaches to T&L

Repetition and skill
maintenance
Reinforcement for learning
using motivation and interests
Sensory regulation embedded
throughout the day
Visual supports for learning
and independence
AAC to support
communication

LEARNING FOR LIFE



Severe Intellectual Disabilities

Severe intellectual difficulties and other associated difficulties (ASD/PMLD)

Need support in adapting and applying skills to daily life and

generalising skills and knowledge



Curriculum areas

Numeracy
PSHE
The world around us
Independence and community
inclusion
Physical skills
Creative and expressive arts
Citizenship and RE
Food skills

Digital skills



Delivered through

Adapted national curriculum delivered through a range of subjects that are mapped out sequentially
Generalisation across curriculum
Skills broken down into manageable objectives



Approaches to T&L

AAC to support communication
Learning across the curriculum
Multi-sensory approaches as
needed
Creative teaching approaches
and personalised resources
Need for scaffolding, repetition,
reinforcement, encouragement
and praise

POST 16



Includes all pathways

Severe intellectual
difficulties and other
associated difficulties
Profound Autism
Profound intellectual and
multiple learning difficulties



Curriculum areas

Literacy/ Communication

Numeracy/Thinking and problem
solving/Cognition
Health and Wellbeing
Independent Living
Community Participation
Work based learning
Functional skills



Delivered through

Preparing for Adulthood outcomes
Personalised targets linked to
learner aspirations, future
destinations and their transition
into adulthood
Accreditation as appropriate
Opportunities for work or work
related learning



Approaches to T&L

AAC to support
communication
Multi-sensory approaches as
needed
Community based learning
Focus on independence
Pathway specific strategies
embedded in line with
capable environment
expectations



At Calthorpe Academy we use a PBS framework which is embedded through the curriculum as a vital part of learning. PBS aims to improve quality of life and reduce behaviour that challenges (Gore et al., 2022). It ensures learners' needs are at the centre of what we do and involves developing an understanding of the broader context in which behaviour occurs. As part of our curriculum we teach vital skills such as communication, personal skills, regulation skills and coping strategies to ensure our learners are as independent as they can be.

Capable Environment

Adapting the environment (both the social and physical environment) has been shown to improve quality of life.



Communication

We want all learners to have:

- Means- way of communicating
- Reasons something to communicate for
- Opportunities times when they can communicate

Sensory Aware



We provide an environment that is aware of the sensory needs of our learners, proactively adapting our environments and educational practices to meet the diverse sensory needs of our learners.

Capable environment expectations



Features are broken down into expectations for each pathway so staff are clear how this is implemented in day to day practice

Communication support

Access to appropriate AAC systems throughout the day to support and encourage functional communication across the curriculum

Regulation

We understand the importance of regulation for our learners leading to positive social relationships, academic success and improved wellbeing

A capable environment is one that reduces barriers, supports communication, and promotes well-being. We adapt the social, physical and organisational environment to meet individual needs.

Wellook o

Personal care and health





Meaningful learning activities

Onklon

Sensory aware environment







Consistent and predictable

Positive social interactions







Independent functioning

Support for communication



Opportunities for choice





Mindful and skilled staff

Relationships with others







Effective organisational context





Effective support for all staff



Wellbeing throughout the curriculum

We want our learners to feel a sense of belonging to our school community, to feel valued and be supported to thrive

Regulation

We teach emotional regulation skills and embed regulation into routines





Sensory approaches

We understand sensory processing needs and embed this into learning opportunities

Self esteem and resilience

We teach independence and life skills to build resilience, self esteem and self confidence







Learner Voice

We value every child and promote choices and learner voice in a meaningful way for each learner

Relationships

We build positive relationships with learners and encourage building and maintaining friendships with peers





Personalised learning

We personalise learning, using learner strengths, interests and motivations with a flexible approach



Principles of Instruction in SEN

Rosenshine (2010) stated 10 principles of instruction, based on strategies of how new information is acquired and used, using evidence from cognitive science, research into classroom practices and various cognitive supports. We adapted these principles to ensure they were relevant for learners with SEN and these underpin our pedagogical approach to learning.



Present new materials using small steps



Provide models



Provide scaffolds for difficult tasks



Ask Questions



Check for understanding



Guide learner practice



Obtain a high success rate



Independent practice



Daily review



Weekly and monthly review

OUR FOCUS FOR PEDAGOGY

We have adapted these strategies from the Teaching Walkthrus to ensure they are relevant for learners with SEN. They are used to support our teaching and learning as part of professional development to strengthen and improve practice



Positive relationships



Worked
examples and
backward
fading/chaining

Deliberate vocabulary development



Questioning and check for understanding

Feedback as actions



Building fluency

Consolidation





MULTIDISCIPLINARY SUPOPRT



Speech and Language Therapy

Up skill staff to provide consistent communication support and link with NHS



Occupational Therapy

Upskill staff in supporting learners sensory and regulation needs and functional occupations



Physiotherapy

Work with identified learners, and create individual physiotherapy programmes to help develop and maintain their mobility skills and upskill staff



Move programme

Activity based practice that uses
the combined approach of
education, therapy and family
knowledge to teach the skills of
sitting, standing, walking and
transitioning between



Music Therapy

Musical experiences to support with engagement, psychological, emotional, cognitive, physical, communicative and social needs.



School nurses, Educational Psychology, Sensory Support, Hydrotherapy, Rebound Therapy, Forward Thinking Birmingham, Orthotics.



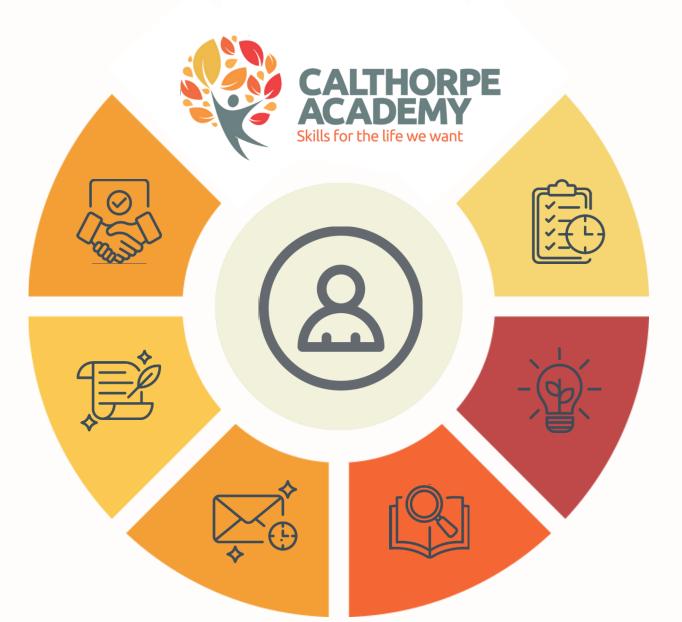
CURRICULUM ENRICHMENT AND GENERALISATION

Educational partnerships

We have strong community partnerships to enhance our provision including links with Ladywood Interfaith Project, Narthex Food bank, Miniature Shetland Pony Therapy, Mobile Library

Creative Arts

Partnerships with Jessie's Fund, Open Theatre, Birmingham Ormiston Academy and Birmingham Royal Ballet provide memorable opportunities and experiences



Purposeful Environment

To support the delivery of our curriculum we have a range of facilities on site:

- Hydrotherapy Pool
- Outdoor learning areas
- Food skills room
- Sports Hall, gym & Multi use games area
- Sensory provision
- Creative Arts studio

Careers Education

Our vision is to support and prepare learners for increased opportunities and experiences such as functional learning, varied social enterprise activities, transition encounters and visits and Work encounters, experience, placements and employment where appropriate.

Community Access

Our strategy provides a sequenced approach to build confidence and independence for learners to be part of their local community:

1. Building readiness - school environment to prepare.

2. Community Entry - Local environment for structured visits.

3. Generalising learning - wider community visits to transfer skills

Physical Experiences

Initiatives such as sports leaders giving our learners opportunities to lead activities in local primary schools and benefit from others leading events here, events with school games to compete against other learners in a range of sporting events and access to offsite provisions enhance opportunities for community connections and teamwork.



Reading Strategy

Vision: For our learners to gain a life-long enjoyment of reading, and reach a level of reading where functional language can be used and understood in a range of contexts and across the curriculum. The ability to read information is fundamental to support greater access to our curriculum and beyond. It is important learners develop an understanding that words have meaning, power and purpose.





Reading for purpose is developed throughout the curriculum. This is an important skill as spoken language is not always easy to process for our learners and they rely on visual representations to support their understanding. There is a focus on developing language and vocabulary knowledge with application to pictures, symbols, objects and words. Reading for our learners takes many forms such as referential objects, pictures or environmental cues/sounds, symbols, words and we use various strategies to teach reading.



Phase 1 Phonics

Embedded within all curriculums and concentrates on building listening, attention and sound awareness as foundations for the later phonics phases. We use a multi sensory approach to teach reading.

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
 - Alliteration
 - Voice sounds
- Oral blending and segmenting



Phase 2 Phonics

Learners begin to learn to recognise and pronounce letter sounds progressing from oral blending and segmenting to written word building, reading simple sentences and captions.

- Systematic synthetic phonics programme developed by Read, Write, Inc.
- Learners comprehension is assessed which then determines the book band stage and key word level.
- Phonics assessments are conducted half termly and inform the stage of programme.



Reading for Pleasure

Reading takes many forms and is not just a cognitive process but an emotional response so it is vital at all levels that we inspire a love of reading. We expose our learners to multisensory stories and experiences, develop a range of associated skills through access to pictures, symbols and text. This can include enjoying the communication aspect of reading and being able to access the world around them. Learners who are fluent readers access stories to gain pleasure from reading.

MONITORING, EVALUATION AND REVIEW

External reviews Teacher and TA feedback Learner/parent, carer LGB reviews feedback **Lesson observations Capable environment audit Curriculum in action Progress data and** reviews reviews **Moderation Quality of learner work Review of planning Destinations data**