



**CALTHORPE
ACADEMY**
Skills for the life we want

CURRICULUM STATEMENT

Curriculum Aims

Independence

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



Ambition

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



Safety and Wellbeing

Focusing on self-regulation, resilience, and safety.



Purposeful

Delivering learning that is both meaningful and motivating to engage learners and make learning fun



Inclusive

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



Curriculum Values

Relationships and communication

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



Individualised

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



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



Collaboration and coproduction

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



To develop the skills
to live the life we
want



**CALTHORPE
ACADEMY**
Skills for the life we want



Our curriculum is ambitious to meet the needs of all learners to 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 socio-economical 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



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.



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.

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



Generalisation

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



Meaningful

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



Education, Health and Care Plans

Cognition and Learning

PfA - Employment

Social Emotional and Mental Health

PfA: Independent Living

Communication and Interaction

PfA: Good Health

Physical and Sensory

PfA: Friends, Relationship and Community

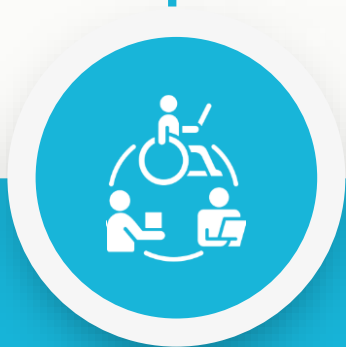


Each curriculum pathway is tailored to meet the needs and requirements outlined in each learner's EHCP

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



ENGAGEMENT FOR LIFE



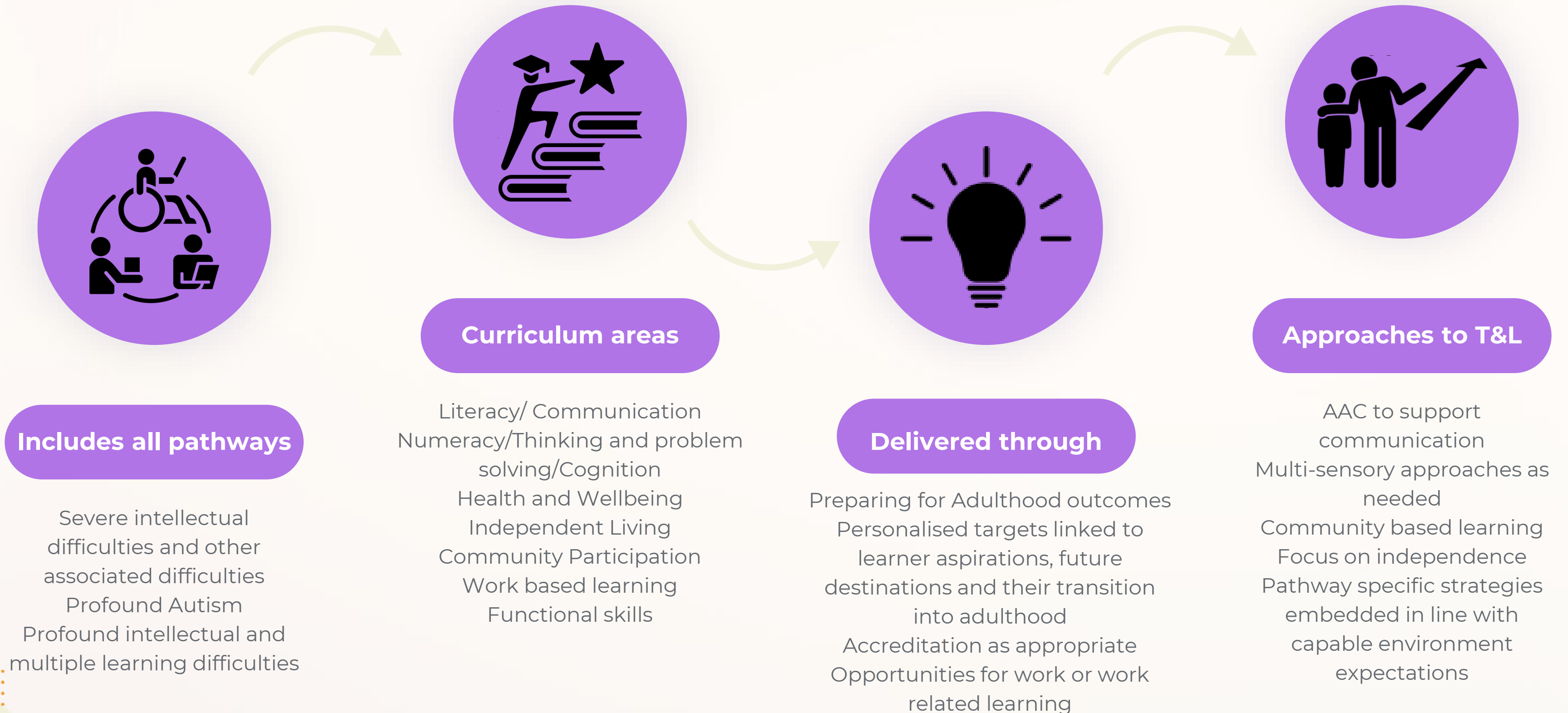
FOUNDATIONS FOR LIFE



LEARNING FOR LIFE



POST 16





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.



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

We want all learners to have:

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



Communication support

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



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.

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.



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



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.

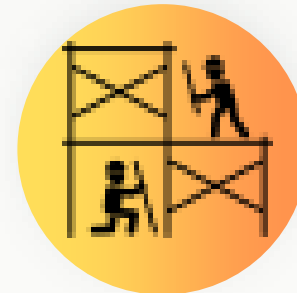
We adapted these principles to ensure they were relevant for learners with SEN and these underpin our pedagogical approach to learning.



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



TEACHING
WALKTHRUS

MULTIDISCIPLINARY SUPPORT



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.



Additional support

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

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



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.

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.

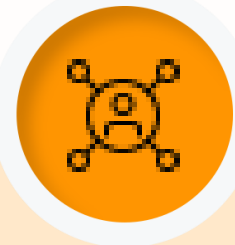
Reading Strategy

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

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 multi-sensory 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

Teacher and TA feedback

Learner/parent, carer
feedback

Lesson observations

Curriculum in action
reviews

Quality of learner work

Review of planning



External reviews

LGB reviews

Capable environment audit

Progress data and
reviews

Moderation

Destinations data