

Fiveways School

A Specialist School for Communication & Interaction

Reviewed January 2024
Next Review January 2026



Curriculum Policy

“What does a good life look like for me now and in the future?”

This policy should be read in conjunction with:

- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Preparation for Adulthood Policy
- Careers Education Information and Guidance (CEIAG)

Safeguarding

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School Aims

- Create a happy and secure learning environment rich in stimulation and challenge.
- Ensure all members of the school community can grow in self esteem and develop to their full potential.
- Provide developmentally related experiences responding to pupils' individual needs.
- Provide pupils with an education appropriate to the world beyond the classroom.
- Develop pupils' communication and interaction skills enabling them to make positive relationships and decisions and giving them more control over their lives.

Curriculum Intent

At Fiveways School the curriculum is both inclusive and ambitious. Pupils work within the Engagement Model and Pre Key Stage Standards (PKSS), both subject specific and non subject specific, with the ambition to work towards National Curriculum subjects and, importantly, achieve outcomes for life as a successful adult and British citizen. It is bespoke with personalised high ambitions based on the individual strengths and needs of pupils. Personalised is defined as focusing on what is important and relevant for individuals. The curriculum is founded on the principle that pupils who have severe, profound, and multiple learning disabilities have different not only delayed needs and therefore require a different approach to the curriculum. Specialist teaching and resources are used to reduce barriers to learning and enhance access to curriculum and learning. The focus is on promoting a good life, learning to learn, building on skills to increase future opportunities, preparing for life beyond school, transitions and into adulthood. This preparation for next stages and adulthood begins in the Early Years Foundation Stage, from the moment pupils enter school.

“What does a good life look like for me now and in the future?”

Our curriculum ensures pupils receive experiences & opportunities to develop their knowledge, acquire new skills & attributes in ways that ensure learning is relevant. The curriculum promotes holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts. Opportunities for sequences of repetition and practice in a range of contexts are essential as pupils often have difficulties in maintaining, generalising, and applying learning in different contexts. Our curriculum includes a focus on developing and sustaining good physical and emotional wellbeing so pupils are as healthy as possible to participate in school and beyond. Participation in first hand and sensory curriculum activities helps them make meaningful sense of the world. It also enhances pupils' confidence, self-esteem and enables them to recognise, celebrate & feel pride in their achievements. Pupils obtain meaningful awards and qualifications to prepare them well for their next stage in life.



PRINCIPLES OF INTENT

A collaboration of pupil, parent carer and staff views



Equal Opportunities and Inclusion

We provide an ambitious, relevant and equitable curriculum by matching the challenge of activity and subjects to pupil strengths and needs. In summary we achieve this by:

- Personalising the curriculum where pupils engage in activities relevant to their Personal Learning Goals whilst also providing entitlement to subject specific learning as appropriate.
- EHCP cycle and annual analysis of Strengths and Needs.
- Considering pupil aspirations, interests and motivations.
- Careful and flexible groupings e.g. ability, social or age related.
- Setting activities which are open ended and can have a variety of responses.
- Using a system of prompts and scaffolds that provide support and challenge.
- Targeted deployment of teachers, teaching assistants and specialist staff.
- Provision of resources to underpin implementation e.g. AAC and mobility.
- Working as a multi-disciplinary team with parents, carers and specialists to implement advice, guidance and targeted interventions.

CURRICULUM STRUCTURES

Curriculum Policy

*Describes the curriculum vision and intent.
Outlines the framework, structure and delivery which defines entitlement for all pupils.*

Curriculum Framework Map

Summarises curriculum journey, sequence and progression from early years to post 16 linked to preparation for adulthood.

Curriculum Subject Policies and Developmental Progressions

*Each policy includes aims and details of the specific curriculum area. They are structured through “Fiveways Phases” which are structured as developmental progressions working towards National Curriculum Year 1.
These run alongside pupil Personal Learning Goal milestones.*

Curriculum Progression of Opportunities

Illustrates broad, balanced curriculum coverage and thematic experiences for Lower School, Upper School and 6th Form.

Medium Term Planning

This show lesson sequences, opportunity for repetition, overlearning and progression. They are working documents that provide structure and guidance for curriculum delivery. Developmental Phases are identified for individual pupils for teaching sessions.

Weekly & Daily Timetables

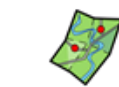
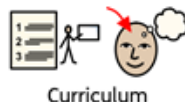
Overarching department and class timetables provide structure for pupils and staff. Individual timetabling is flexible in response to pupils needs e.g. engagement, alertness, medical, physical, sensory and emotional.

Personal Learning Goals (PLGs)

PLGs & milestones are set for each pupil annually based on strengths and needs analysis. These are the learning priorities for the year and are reviewed regularly. Curriculum is the vehicle for delivery of experiences to work on PLG milestones.

Assessment, Recording & Reporting

Medium term planning reviews, Developmental Phases tracker and PLG assessment / recording systems provide evidence of learning including as part of EHCP cycle. This enables adaptation in the moment, planning next steps, robust review in pupil progress meetings and reporting at Annual Review.



"What does a good life look like for me now and in the future?"

Early Years

PRIME & *SPECIFIC AREAS of LEARNING

*COMMUNICATION & LANGUAGE

EYFS: Listening & Attention, Understanding, Speaking
Core EHCP links: Communication & Interaction

*LITERACY

EYFS: Reading, Writing incl. phonics
Core EHCP links: Communication & Interaction
Cognition & Learning

*MATHEMATICS

EYFS: Numbers, Shape, Space & Measures
Core EHCP links: Cognition & Learning

*UNDERSTANDING THE WORLD

EYFS: People & Communities, The World, Technology
Core EHCP links: Cognition & Learning
Self-help, Independence Skills & Keeping Safe

*PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

EYFS: Self-Confidence & Self-Awareness, Managing Feelings & Behaviour, Making Relationships
Core EHCP links: Social, Emotional & Well-Being

*PHYSICAL DEVELOPMENT

EYFS: Moving & Handling, Health, Self-Care
Core EHCP links: Sensory &/or Physical Needs
Self-help, Independence Skills & Keeping Safe

*EXPRESSIVE ARTS & DESIGN

EYFS: Exploring & Using Media & Materials, Being Imaginative
Core EHCP links: Cognition & Learning
Self-help, Independence Skills & Keeping Safe

Lower School

MY COMMUNICATION

Core EHCP links: Communication & Interaction, Cognition & Learning
Main NC Links: English incl. (pre) phonics, PSHE

MY LANGUAGE & LITERACY

Core EHCP links: Communication & Interaction, Cognition & Learning
Main NC Links: PSHE, English incl. reading & phonics

MY NUMERACY / SENSORY COGNITION

Core EHCP links: Cognition & Learning
Main NC Links: Maths, Citizenship (money)

LEARNING FOR LIFE

Core EHCP links: Self-help, Independence Skills & Keeping Safe
Main NC Links: PSHE, D&T, Computing, Citizenship

MYSELF & OTHERS

Core EHCP links: Social, Emotional & Well-Being, Communication & Interaction
Main NC links: PSHE, RHSE, RE

MY BODY

Core EHCP links: Sensory &/or Physical Needs
Social, Emotional & Well Being
Main NC links: PE, PSHE, RHSE

MY WORLD

Core EHCP links: Cognition & Learning, Self-help, Independence Skills & Keeping Safe
Main NC links: Science, History, Geog., MFL, RE

MY IMAGINATION

Core EHCP links: Cognition & Learning, Self-help, Independence Skills & Keeping Safe
Main NC Links: Art, Design, Music

Upper School

MY COMMUNICATION

Adulthood Pathways: Communication
Core EHCP links: Comm. & Int., Cognition & Learning
Main NC Links: English, PSHE

MY LANGUAGE & LITERACY

Adulthood Pathways: Communication
Core EHCP links: Comm. & Int., Cognition & Learning
Main NC Links: PSHE, English

MY NUMERACY / SENSORY COGNITION

Adulthood Pathways: Work
Core EHCP links: Cognition & Learning
Main NC Links: Maths, Citizenship (money)

LEARNING FOR LIFE

Adulthood Pathways: Independent Living, Work
Core EHCP links: Self-help, Independence, & Keeping Safe
Main NC Links: PSHE, D&T, Computing, Citizenship

MYSELF & OTHERS

Adulthood Pathways: Community
Core EHCP links: Social, Emotional & Well-Being, Communication & Interaction
Main NC links: PSHE, RHSE, RE

MY BODY

Adulthood Pathways: Health
Core EHCP links: Sensory &/or Physical Needs
Social, Emotional & Well Being
Main NC links: PE, PSHE, RHSE

MY WORLD

Adulthood Pathways: Independent Living (Leisure)
Core EHCP links: Cognition & Learning, Self-help, Independence Skills & Keeping Safe
Main NC links: Science, History, Geog., MFL, RE

MY IMAGINATION

Adulthood Pathways: Independent Living (Leisure)
Core EHCP links: Cognition & Learning, Self-help, Independence Skills & Keeping Safe
Main NC Links: Art, Design, Music

Sixth Form

COMMUNICATION

Adulthood Pathways: Communication
Core EHCP links: Communication & Interaction, Cognition & Learning, Self-help, Independence Skills & Keeping Safe

WORK

Adulthood Pathways: Learning, Work & Careers
Core EHCP links: Communication & Interaction
Cognition & Learning, Self-help, Independence Skills & Keeping Safe

INDEPENDENT LIVING

Adulthood Pathways: Independent Living
Core EHCP links: Self-help, Independence Skills & Keeping Safe, Communication & Interaction,

COMMUNITY

Adulthood Pathways: Community Inclusion
Core EHCP links: Social, Emotional & Well Being, Self-help, Independence Skills & Keeping Safe

HEALTH

Adulthood Pathways: Health
Core EHCP links: Sensory &/or Physical Needs
Self-help, Independence Skills & Keeping Safe, Social, Emotional & Well Being,

AWARDS & ACCREDITATION: AQA Unit Awards, Duke of Edinburgh

NEXT STEPS, PREPARATION FOR ADULTHOOD & CAREERS

Progression of opportunities, skills & knowledge

Broad and Balanced Curriculum

Our personalised curriculum is not reliant on rigid linear next step learning goals. It provides frameworks and sequences which teachers and teams use to support strengths and needs analysis, set Personal Learning Goals (PLGs), identify progress and opportunities for next steps.

Each curriculum area is designed with 'Progression of Opportunities' and 'Developmental Progressions' in Phases from 1-5. Formal subject specific learning begins at Phase 4/5 dependent on the curriculum subject. Pupils assessed as achieving beyond these Phases and cognitively ready for formal study of specific subjects will access key skills, concepts and knowledge at the level of National Curriculum.

Broad:

- A rolling programme of topic themes
- Learning experiences in a range of different contexts
- Visits & visitors
- All moments are learning opportunities e.g. play, snack, lunch, toileting, transitions
- Themed days and special events
- Shared information and activity between school and home

Balanced:

- Timetabling, group and individual sessions
- Knowledge, skills and process
- Both functional & curriculum specific teaching
- Personalised for individuals
- Flexible and responsive in the moment and over time
- Both educational and therapeutic approaches
- Different contexts and communication partners

Curriculum Delivery

Refer also to curriculum framework map and curriculum subject progressions of opportunities (rolling programmes).

Through shared vision and understanding of curriculum principles, all staff have a responsibility, collectively and individually, to deliver a curriculum of the highest quality that meets the learning needs of all pupils. A high quality, frequent and cyclical CPD programme is provided for all staff to ensure secure subject knowledge and skills plus ongoing reflection, shared vision and understanding. Implementation and impact of CPD is monitored through a self-evaluation calendar e.g. learning walks, staff meetings, observations, pupil progress meetings.

To meet the complex and varied needs of pupils with severe, profound and multiple learning disabilities our curriculum is delivered in ways that provide and promote:

- Personalised approaches through PLGs (Personal Learning Goal milestones)
- Structure and familiar, repeated routines or activities
- Sequence and progression
- Repetition and overlearning
- Breadth and balance through a range of multi-sensory experiences

- Flexibility and responsiveness over time and in the moment. To accommodate changing pupil physical, medical, alertness and emotional states
- Delivery at the right pace, giving time for responses
- Specialist resources to reduce barriers to learning and enhance access
- Links to what pupils find intrinsically motivating and engaging; fun and enjoyment
- Meaningful first hand and practical learning experiences
- A focus on pupil independence and choice
- Opportunities to practice in multiple contexts for generalisation

Department Work

Fiveways has adopted a departmental approach where each department has a lead teacher responsible for supporting and monitoring high quality of education including curriculum delivery. The department leads ensure consistency, sequence and progression across department by working collaboratively to plan and review in liaison with the Assistant Head for Curriculum.

Transitions

The curriculum is structured and personalised to facilitate smooth transitions and successful progressions for each pupil's next step. In addition to class and department transitions, there is a multi-professional approach including home, respite and external providers.

Curriculum Topics / Themes

Themed lessons occur weekly. The themes may be included in other areas of learning throughout the week but in topic themed lessons and event days they are explored specifically. Refer to curriculum subject policies for curriculum subject focus, lower and upper department plans.

The topics provide richness of experience and bring the curriculum together across the school in a cohesive structure and sequence.

- To make good use of cross curricular links and enhance a holistic approach
- To enable teachers to plan and review collaboratively
- To ensure breadth and balance and build in flexibility to deliver the curriculum through subject specific, themed or therapeutic work
- To provide opportunities for pupils to experience and work on Personal Learning Goals (PLGs) in differing contexts and bring greater coherence to their learning
- To provide sequence and progression
- To enable pupils to work in more depth, repeat work over consecutive sessions or as ongoing weekly lessons throughout each term
- To revisit similar themes and subjects to embed prior learning and skills
- To provide opportunities for special themed and enrichment events

In addition, there are a series of themed 'Special Event' days throughout the year. These may be used to extend, celebrate, inspire learning or for special charity events.



Summary of Curriculum Topics / Themes

EYFS & LOWER SCHOOL			
Year 1	Year 2	Year 3	Year 4
Keeping Healthy Food and exercise	Colour, Light & Sound	Seasons	My Body & Senses
People Who Help Us	Weather	Animals Zoo animals	Transport
In the Town Shops & public facilities	Animals Pets & farm animals	Plants & gardening	At the Seaside

UPPER SCHOOL			
Year 1	Year 2	Year 3	Year 4
Superheroes	Our changing bodies	Entertainment Toys, games & movies	Inventors & Inventions
Plays, Poems & Performance	Our Material World	Houses and homes	Space
Journeys	Rivers, Lakes & Ponds	Habitats	Music Festivals & Musicians

6 th FORM		
Year 1	Year 2	Year 3
Clothes & Fashion	Festivals & Celebrations	Body & Mind
Sustainability	Helping Others & Those Who Help Us	Leisure & Free Time
Plants & Gardens	Travel & transport	Our World, Our Rights

Sixth Form

The 16-19 curriculum provides progression from Key Stage 4 and follows 5 Pathways to Adulthood: Communication, Work, Independent Living, Community and Health. There is also greater emphasis on careers and transitions. These pathways are delivered via personalised programmes based on the cohort's strengths, needs and aspirations with a purposeful emphasis on preparing for adulthood. They offer frequent and varied opportunities for each young person to engage in ways that are meaningful to them with particular emphasis on self-advocacy e.g. indicate preferences, likes / dislikes and taking control. The programme also includes social Enterprise projects tailored to the needs of each cohort of learners. These projects support them to participate in transition activities, practice skills and use knowledge in school and the wider community which prepare them for life when they leave school.

Specialist Teaching Approaches and Interventions

At Fiveways School specialist approaches and interventions are both specifically timetabled and embedded into the curriculum. They are used flexibly in response to pupil changing strengths, needs and priorities as identified by school staff, external specialists and pupils or their parent carers. They may be delivered by school specialists or our highly trained teaching staff under the guidance of the specialists. The list below identifies some of the specialist approaches and interventions but is not exhaustive.

- Total Communication e.g. Signalong, objects of reference, pictures / symbols, physical and musical cues
- Visual timetables e.g. now, next and then
- Aided Language Modelling: Communication Boards and Books
- PECS (Picture Exchange Communication System)
- VOCAs (Voice Output Communication Aids) including iPads
- Eye Gaze
- Intensive Interaction
- Attention Autism
- TEACCH
- Multi-sensory stories and activities
- TacPac
- MOVE (Mobility Opportunities Via Education) and physiotherapy
- Rebound
- Halliwick swimming
- Mechanical Horse and RDA (Riding for Disabled)
- Sensory Integration
- Music Therapy
- SEMH approaches and strategies
- Team Teach
- Medical
- Inclusion placements

A range of specialists deliver and support delivery of these interventions e.g. communication and interaction lead, physiotherapist, school nurse, music therapist,

occupational therapist, speech and language therapist, educational psychologist, visual and hearing impairment advisory teachers.

Planning

Refer also to Teaching and Learning Policy

Long term (annual) planning includes consideration of pupils' EHCP, annual strengths and needs analysis which inform setting of Personal Learning Goals and milestones.

Curriculum subject frameworks and rolling programmes are reviewed for planning.

Teachers collaborate to plan the timetable and curriculum learning activities for the years rolling programme theme and themed 'special event' days.

Medium term planning (termly or half termly) focuses on the content of a series of lessons which includes repetition and development of prior learning. To ensure continuity and shared understanding there is a standard format for this planning across the school. Timetables and staffing may be reviewed in response to changing need.

Short term planning is created using either the standard weekly or daily format.

Timetables may be adjusted daily by department leads e.g. in response to staffing and pupil absence and shared with teaching teams. Daily morning class briefings provide opportunity to share planning with teaching teams.

Awards and Accreditation

At Fiveways we have selected accreditations that recognise achievements in a way that is meaningful within the context of needs of pupils, curriculum and life beyond school.

These include:

- AQA unit awards
- Duke of Edinburgh
- Signalong

Assessment

Refer also to Assessment, Recording and Reporting Policy

Assessment is an integral part of daily curriculum implementation. Teaching staff continuously monitor, assess, celebrate and respond to learning and achievement no matter how small. Recording is carried out on a daily basis, using school wide consistent systems, to identify progress, areas of challenge and to inform next steps for building on learning. Curriculum subject 'Developmental Progressions' ~~and~~ or 'Phases' provide the frameworks for identifying progress and next steps. Curriculum impact is measured through progress towards pupil PLGs.

Curriculum Impact: Monitoring & Review

There is a rolling programme of curriculum subject review and monitoring. Senior Leadership Team and Department Leads have responsibility for this working with teachers to ensure ownership. Curriculum impact is measured through its impact on pupil learning and progression against PLGs and curriculum phases. Identified through observation, functional and summative assessment, pupil progress meetings and moderation, annual reviews (Refer to Assessment, Recording and Reporting Policy).

Ultimately impact is defined by leavers and destinations. Fiveways liaises, and supports transition and development, as far as practicably possible, with local adult education providers, businesses and other bespoke settings to provide the best outcomes possible beyond school. Our Alumni events act not only as a reunion celebration but also as an opportunity to track destinations and inform practice.