

**Sladewood Academy
Curriculum
2022-2023**



**SLADEWOOD
ACADEMY**

An overview of the curriculum



Intent/ What:

At Sladewood we ensure a knowledge-rich learning curriculum that has breadth, depth and relevance to meet the needs and interests of all pupils. The curriculum is successfully planned sequentially and managed to ensure all pupils gain **knowledge and skills** to ensure they are well prepared for the next stage in the education. Learning is an integral part of our day and takes place throughout the day in all areas.

Implementation/ How:

Our aim is for all pupils to have fun whilst learning key skills that will equip them for life. Developing independence is a key focus for our school and no matter how severe the disability or need, we will aim to support our pupils to become more independent in all areas of their lives.

Sladewood School provides high quality teaching. Teachers carefully assess **each pupil's** abilities. Teachers work with parents/carers and any linked professionals to target the next **key steps** in priority areas. Teachers also plan the next individual pupil's steps in all curriculum areas. **Teaching is informed by the planned and sequenced knowledge and skills** in all areas of teaching and learning. Alongside this, teachers identify the strategies that each pupil needs to access the curriculum and engages to achieve and make progress.

The core subjects at our school are English, Maths and Personal, Social and Emotional Development (PSHE) and the rest of our week is made up of Foundation subjects that meet the wider academic and emotional needs of our pupils. The academic curriculum is supported by a wealth of extra-curricular opportunities that will further add to the development of the whole child.

When judging the outcomes of the pupils' achievements we take the following into account:

- the age and starting point of the pupils
- the extent of their special educational needs
- the National expectations
- the individual targets/outcomes for the pupils
- the preparation needed for the pupil to be successful in the next stage of their education.

Throughout the school; life skills, practical skills, functional skills and personal skills form an integral part of the curriculum. Active learning and physical activities play a high profile in the curriculum. Alongside this, health and well-being of all pupils is paramount and, in this context, healthy lifestyles and mental health is actively promoted across all curriculum areas through targeted activities and interventions such as THRIVE, Sensory circuits and Restorative Practice.

Through drop down curriculum days, pupils gain a greater understanding of the world around them with a specific focus on international countries, cultures and foods. Pupils are also made aware of the local community through links with members of the public, local businesses and other relevant parties.

Environmental/Outdoor education is encouraged through recycling and horticulture as well as being delivered in relevant curriculum areas. Pupils are offered a range of activities to enrich the curriculum.

Parents and carers are informed of the curriculum units being covered in termly Medium-Term plans and newsletter items. All stakeholders have access to the Long-Term plan for each subject via the website. This shows the content, skills and progression mapped out for each subject.

Impact/ Why:

The aspiration for all pupils that attend Sladewood is that they achieve their potential in all aspects of their development. The outcome of the curriculum ensures that pupils are prepared for their next steps in education and beyond. Sladewood school works with Secondary education providers to ensure the curriculum prepares them for their next steps in education. Each year the curriculum is monitored, reviewed and evaluated to ensure it suits the needs of the pupils.

All achievements and progress are celebrated. Our pupils leave Sladewood with the confidence to take their next steps independently, having gained the necessary life skills to support this, at the appropriate level for their need.

The curriculum will be an inclusive and therapeutic which ensures that all individuals feel safe, happy, curious and purposeful within their learning. All pupils will have opportunities to progress academically as well as socially & emotionally to reach their full potential.

Everyone at Sladewood will ensure we will work towards our vision of **"Together we will Thrive"**.
Where we create a school community of play, laughter, acceptance, curiosity, empathy and a love for learning.

On leaving the Sladewood community pupils will have been exposed to a broad and balanced education where they have the knowledge, skills and confidence to thrive in their next steps of education.

Below is the breakdown of the subjects that will be covered at Sladewood;



SLADEWOOD ACADEMY



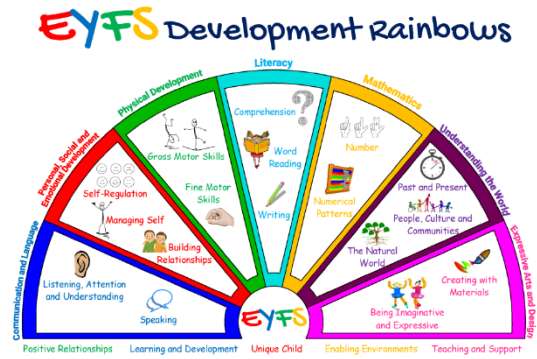
EYFS

EYFS In line with Trust policy, Early Years pupils will follow the curriculum as outlined in the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 of these areas are known as the prime areas – these are seen as particularly important for igniting curiosity and enthusiasm for learning, for building children’s capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



The approach to EYFS delivery is effective in SEND schools with strategies such as continuous provision extended in to primary (and even secondary) depending on pupil need. Staff will plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff will also take into account individual EHCPs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Staff will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding the children’s activities, practitioners reflect on the different ways that children learn and include these in their practice to create individualised learning pathways. Each area of learning and development will be implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff will respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older and as their development allows, the balance will gradually shift towards more adult-led activities to help children prepare for more formal learning in Year 1.

English

We recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language and communication in order to learn, and to play a full and active part as individuals within society. We therefore view the acquisition and development of language and communication skills as an essential part of the school curriculum. Consequently, English is given a high priority in the school.

Communication & Interaction

In terms of Communication, Language and Interaction, our intention is to help children to: listen, understand and respond appropriately to others; express their ideas and learn to use the vocabulary and grammar of standard English. Their thoughts and experiences are valued by the teacher and they learn to take turns and to listen to others making use of 'talk partners'.

Phonics & Reading

Our intention is to teach children to: read accurately, fluently and with both understanding and enjoyment; respond appropriately to the texts they read from a variety of genres; use reference materials with confidence for a range of purposes and take part and discuss books in guided and shared reading sessions.

Children are grouped according to their ability for daily phonic sessions. As children enter the school, the teachers continue/introduce children to 'Read Write Inc.' to develop their phonic reading skills. Their progress continues to be carefully monitored teachers. Once children have learnt to read, they are encouraged to read to learn. Strategies such as Shared, Guided, Independent or Paired Reading provide the context in which the teacher can help children to become more reflective and critical readers and to develop their ability to talk about their reading.

Writing

Our intention is to teach children to: write with growing confidence and precision using a variety of forms for different purposes; develop their skills of communicating in a lively and appropriate style; draft and re-draft their work through the process of editing (when appropriate to the task and their developmental level) in order to produce work which is 'the best it can be!' and finally have the knowledge and ability to apply spelling, punctuation and grammatical conventions. To support the implementation of writing across the classes we will use talk for writing schemes to support our vision for purposeful writing.

In the course of their work, children will also be involved in drama and role-play activities. These elements of English will extend their ability to communicate and to understand the communication of others. ICT will be used to extend their access to information and to develop the skills required for the 21st Century.

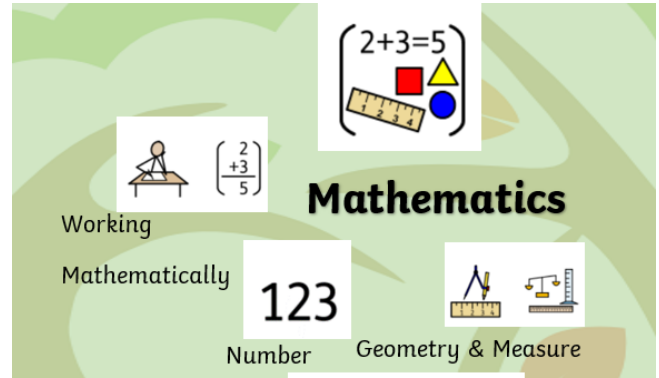
Maths

A mastery approach has been adopted when delivering the maths curriculum allowing to explore with the students on a topic and progress at their pace, allowing learning to be present in different forms allowing children to gain deeper understanding of mathematical concepts.

The graphic features a central 'English' title in a large, bold font. Above it is a box containing 'ABC'. Below the title are four icons: a hand writing on a notepad (Writing), two people talking (Communication & Interaction), a hand holding a card with 'Abcd' and a speaker icon (Phonics), and a person reading a book (Reading). The background is a light green with a stylized tree graphic.

A topic-based approach has been taken to support the idea of cross-curricular links and ensure that students see Maths as a life skill that they will need.

Children engage in problem solving, reasoning and number practical activities daily. The National Curriculum framework is adapted and differentiated to meet the individual needs of our children. In the Maths lessons there is a strong emphasis on oral work, developing mathematical language, fluency and the basic numeracy skills. Leading to pupils engaging in: the development of mental strategies, written methods, practical work, investigational work, problem solving, mathematical discussion, the consolidation of basic skills and number facts. Children at this stage will have good use of mathematical language and will be engaging within the mastery maths approach and understanding the meaning of problem solving. This will provide them with good foundation skills into their next steps of education.



Personal, Social and Emotional Development



Personal, Social and emotional Development is the umbrella name for the following subject areas; PSHE, Citizenship, Thrive, RE and enrichment. Are goal with regards to personal social and emotional development is to build individuals who are able to play, laugh, accept, show curiosity, empathy and have a love for learning where relationships are at the heart of their education. Due to our proactive curriculum individuals will show increased resilience and confidence and have healthy social, emotional well-being.

PSHE

Our PSHE education provides our pupils with the opportunity to develop the knowledge and skills required to live a happy, healthy and safe life, by enabling them to understand risk and make safe and informed decisions. Pupils learn about topics based within 6 strands – Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feelings and Emotions, The World I live In and Relationships. The main aim of the primary curriculum is to begin to develop the children's awareness of themselves and others and develop key skills that will enable the children to communicate and interact positively and safely with others and their surroundings. Some examples of topics covered are: hygiene, emotions, friendships, safety awareness and healthy bodies and healthy minds.

The topics covered and the way the topics are delivered has been chosen to ensure that the specific needs of our pupils have been met in all key stages.

Our PSHE curriculum and whole school ethos, provides our young people with the tools needed to live independently, build positive relationships, be a good citizen, maintain positive mental and physical health and take steps towards being ready for the world of work. We aim to nurture the appreciation of diversity, encourage self-love and understanding, develop emotional intelligence and literacy and educate our young people about all aspects of safety, including online safety. The PSHE curriculum is enhanced and supported by Citizenship.

Citizenship

Our Citizenship curriculum will support our PSHE and enable individuals to see themselves as active and proactive citizens with the local community. We will explore our roles in local and wider communities and endeavour to involve the local community within Sladewood's values.

RE

Religious Education

Our RE lessons are intended to offer a broad and rich curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.

We aim for pupils to get a coherent and progressive experience of the subject, with scope for cross-curricular learning.

Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC (spiritual, moral, social and cultural), personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.

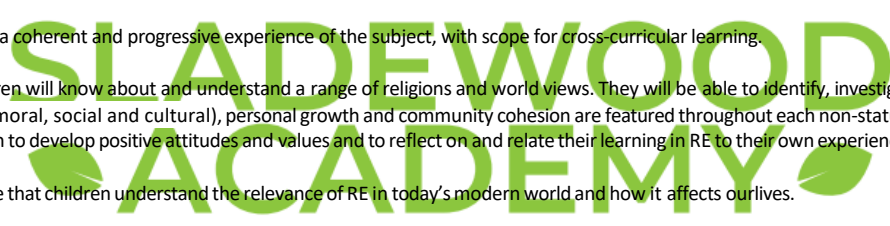
The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.
- enable pupils to build their sense of identity and belonging;

THRIVE

Thrive is a whole school intervention which will be used to support pupils' emotional health and well-being, child development, emotional regulation, supporting self-identity/ belief and forming relationships with one another. All children will be assessed on thrive and classes will build in a thrive session to develop the sense of Place within their classrooms. (Play, Love, Acceptance, curiosity and Empathy). Thrive focuses on 6 core strands and within a primary school setting we will be focusing on Being, Doing, Thinking, Power and Identity as well as skills and structure. We will be providing the children with the right foundations to build interdependence within their next stage of education.



For those children who need more support socially and emotionally they will be identified for individualised Action plans and interventions for thrive.

Enrichment

Every Friday afternoon pupils complete the week with an Enrichment session. The numerous choices that pupils select from allows them to further develop their social skills with pupils across the school and to work on outcomes on their EHCP whilst having fun! These activities include: cycling, arts and crafts, football, gardening, meditation, yoga, music and many more.

Understanding the world.

Understanding the world is the umbrella term for the following group of subjects; Our World (Geography, History, Science), Computing, Product Design and Food technology. The purpose of these subjects is for the children to have a greater understanding of the world they live within and their place within the world. The other aspect is to focus on key life skills to enable them to access more independence in the wider world.

Our world

'Our World' as a whole subject is unique with Sandtrust schools incorporating sessions in science, geography and history to form a rounded and accessible curriculum for our pupils.

Across this curriculum, there are five learning strands which pupils will access across the academic year. Four of these combine science and geography topics and one history which are named;

- Me, You and Where We Live
- The Senses
- Things That Go
- Understanding My World
- History

Each of these strands contains different topics. For example, in 'Understanding My World', topics include;

- Animals and Birds
- Plants, Flowers and Trees
- The Earth
- Space
- Weather and the Seasons

Across the six terms within the school year, pupils will access 5 topics taken from the science and geography strands and one term covering a history topic.

The Our World curriculum has been adapted to ensure that it is relevant and correctly targeted towards the needs of our pupils. We ensure that teaching is strongly sequential and allows pupils to build upon their prior knowledge in order to enable deep and retainable learning.

The classes may use a reading book as a starting point to develop the ideas within each topic. For example, 'We're Going on a Bear Hunt' could introduce themes such as materials, the senses, and maps. History topics are based around ideas such as castles, knights or myths and fairy tales.

Computing

Computing covers everything from learning to use computers and iPads through to coding and using Microsoft Office.

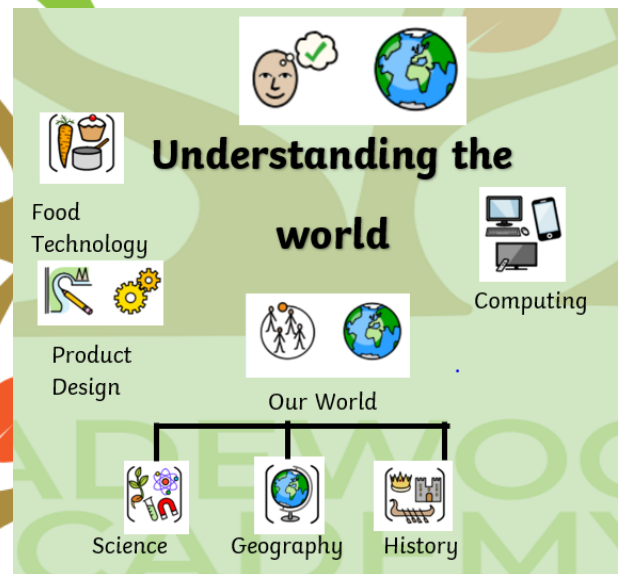
Our students learn the basics of coding using robots and iPads. They also learn to use different iPad apps and begin to use laptops using a keyboard and mouse. As they get older, students begin using different software for coding and begin to explore word processing and presentations. Students also begin to develop an understanding of how to stay safe online in line with their PSHE work on the topic.

Product Design

In their Product Design work, the pupils will develop a range of skills from cutting different materials and using different joining techniques. Making investigations of different materials, such as wood, metal, plastics, card and textiles. They will be introduced to using moving joints, using tools safely and developing their construction and craft skills. Pupils will have the opportunity to explore various materials and textures as well as being encouraged to plan, design and share their creation with others. Where possible the product design work will fit in with the whole class topics and themes.

Food Technology

In Food Technology the pupils will begin to develop an awareness of food hygiene and basic skills when preparing foods. The groups will be exploring where food comes from, healthy life style choices and the different food types for a balanced diet. We will be doing lots of practical activities to explore how to use a range of tools safely. The long term breaks down the skills into 3 main sections, where food comes from, Diet, cooking skills and safety. These skills are revisited and built upon throughout the curriculum.



Physical Development

This is the umbrella for the following subjects; Active Skills (PE), Swimming, Outdoor learning, Sensory Circuits and Sensory room. This group of subjects is all about promoting physical health and well-being. Exposing pupils and individuals to a range of activities that may turn into areas of interests and hobbies for the children. Exposing them to physical activities which can promote a positive relationship with physical activities.

Active Skills

The younger pupils will be developing their basic skills to actively participate in different sports such as ball games. The older pupils will then use these skills to play simple games. Pupils will also have the opportunity to participate in gym, dance and movement lessons and also develop their fine motor skills doing sensory circuits. All pupils throughout the year have the opportunity to have swimming lessons and to compete in external competitions when possible. Sladewood will work with All-Sorts a sports organisation to support us in offering a wide range of Physical activities and offering valuable CPD opportunities to our staff working in providing the best Active education to our pupils.

Swimming

Sladewood will work with local leisure facilities to provide regular opportunities for our pupils to participate in swimming lessons. The aim is for each class to get a block of swimming lessons to promote a key life skill and water confidence.

Sensory Circuits/ Sensory Room

Sladewood are committed to working with Occupational therapists to ensure that we provide the right sensory/ movement breaks for the children to support with their physical development (Vestibular and prospective development) as well as supporting their regulation and shared attention to be able to access other areas of education. Sladewood will be timetabling numerous opportunities for sensory/ movement breaks throughout the day.

Outdoor Education

As a school we will be committed to providing as many learning opportunities as possible in the outside environment. It is important for our pupils to learn about the environment and how we can care for it. We will also actively take part in horticultural and forest school-based activities to broaden their understanding about the environment and nature around them. Where possible we will take other curricular activities outside for the children to experience outdoor education where we know they can thrive.



Expressive Arts Education

This is a subject in which every pupil can have fun and succeed. Each pupil will nurture their own strengths and talents in a wide range of creative disciplines including Music, Art, Dance and Drama. The course will explore the elements of each of these, enabling the pupils to experience a range of activities and tasks through the most up to date and exciting projects.

Working by project enables the pupils to work as a team with their class to develop key skills such as communication, teamwork, leadership and problem solving. Alongside these, pupils will develop their confidence in appreciating, making and sharing their artwork with others – **connect, create, communicate!**

We will aim to showcase are work through art exhibitions, Sladewood shows and bringing in parents and our local community to share the joy in what the pupils are achieving. Where possible we will link with external professionals to support the passion for expressive arts and supporting pupils to find hobbies and passions they may enjoy. Giving them opportunities to perform in dance festivals, choirs or class-based shows.

The Arts is an integral part of everyday life, making up most of the leisure activities that our pupils enjoy. This includes film, music, gaming and dances on social media. We encourage our pupils to look at both famous, established artists alongside the modern artforms that are most meaningful to them.

There is something in this subject for everyone, and we look forward to seeing the pupils express themselves in the way that is most enjoyable and fun for them.

International Days

Each year we will have 5 allocated International Days. International days are planned around a theme, and these are held during different terms. Teachers are all involved in planning sequence of activities linked to different countries. Generally, a whole school assembly is held in the morning to introduce the international day. Learning basic foreign language phrases are incorporated. This helps pupils improve their confidence having "Yes, I can say the words" attitude leading to an enthusiastic sense of an open mind. Holding International days at Sladewood broadens pupils' personal knowledge about different foreign cultures, landmarks, taste foreign cuisine, spiritual, moral, and cultural development and many more benefits. These days promote diversity in the school community.

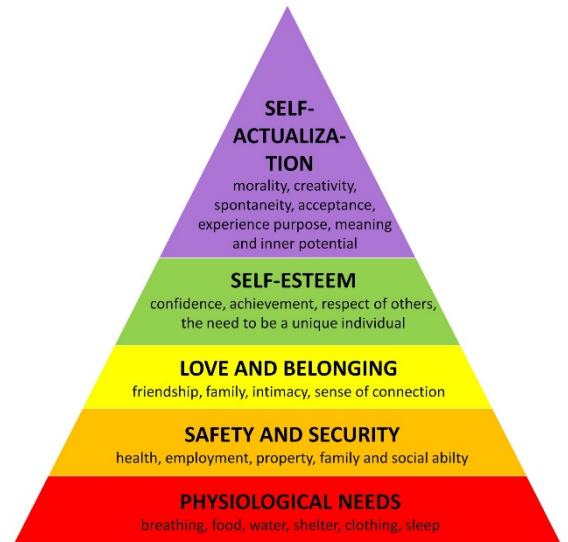


At times linking with the local community and bringing in visitors that originate from many different countries of the world to share their language, culture, and experiences with us has made these days extremely successful. International days are a fantastic way of making our pupils aware of the countries and culture of the wider world.

Interventions

Interventions will play a big part of the curriculum at Sladewood. Interventions will support pupils in being able to regulate and share attention to enable them to access a well differentiated curriculum to meet their needs. Our main interventions at Sladewood will focus on Occupational therapy guidance; often using DIR floor time and Sensory processing programs such as sensory circuits. We will be supported by an OT during the week. Another area of focus will be Speech and language, this will be another important intervention for us to ensure we have a total communication approach across the school setting ensuring that all children have the opportunities to have their voice heard in their chosen method of communication. By enabling this we should be enabling them to access the learning tasks. The school environment will be supported by the spoken word, consistent visual symbols, Makaton and AAC communication methods where needed. Sladewood would have their own speech and language therapist working within the school. Another key intervention for us will be THRIVE which focuses on child development, neuro science and mental health and well-being. There is a trained thrive practitioner at Sladewood.

Other interventions may include; Lego Friends/ communication (Social development); Motor Skills (physical development); Active Listening (counselling); Relax Kids (managing anxiety); Yoga (physical development); Therapeutic play; Behaviour Mentoring; Heartmath (managing behaviour); Self -esteem and Making Up sessions.



Outdoor play and learning (OPAL)

We believe that enriched, high quality play greatly benefits child wellbeing and is deeply connected to child's learning and achievement in the classroom. OPALs programme aims to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity and enjoyment through improved play.

OPAL (Outdoor Play and Learning Programme) is the result of 17 years testing and development in over 380 schools and is now used in Canada, France and New Zealand as well as across the UK.

OPAL is based on the idea that as well as learning through good teaching, your children also learn when they play and on average 20% of their time in school is playtime. At Sladewood this figure can be higher dependant on the individual needs of the pupils.

Play is not messing about. It is the process that evolution has come up with to enable children to learn all of the things that cannot be taught, while also feeling like it is fun.

As an OPAL school we offer creative and open-ended ways to play outside with upcycled materials and natural loose parts, opportunities for children to take the responsibility for their play, outdoor play in all weather and seasons and risk benefit approach to supervision which allows children to experience managing risk in their play. Outdoor play times offer opportunities to observe different skills and learning and development goals that children may not have opportunities to demonstrate inside the classroom setting. We strive to provide consistently high quality, sustainable play opportunities for all children.

Extra- Curricular Activities

In the mornings, breakfast club is available for pupils so they can socialise and eat a healthy breakfast before the day begins. We will aim to provide after school pupils can take part in Multi Skills, Arts and Crafts and Drama Workshop clubs throughout the year.



As a school we will look for opportunities to provide children with a variety of different activities, we hope to link with RDA (riding for the Disabled) and other therapeutic animal activities that can support our pupils to grow and develop.

Throughout the school year we will look for opportunities for trips and visits to support and enrich the curriculum we are offering the pupils.

Restorative Practice

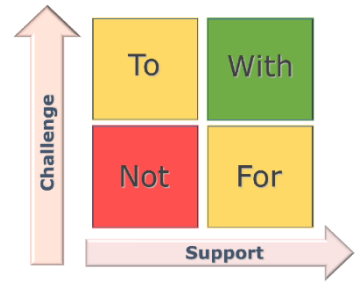
Sladewood is a Restorative Practice (RP) school. Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative Framework is based upon 'knowing the effects I have on others'. Making changes to the way we approach incidences and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

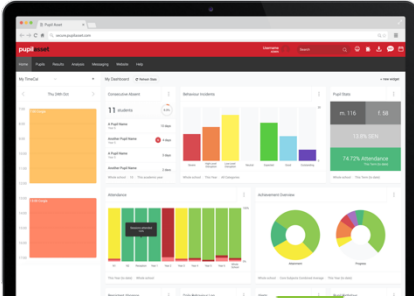


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Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others and damage relationships.



Progress & Assessment



Whilst the pupils are learning and having fun, the teachers are constantly assessing their progress within lessons and, three times per year, teachers use our bespoke Sladewood Progress Tracker on a system called Pupil Asset.

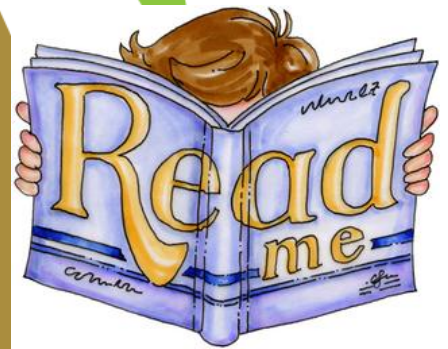
At the beginning of the year pupils are set targets in all subject areas and throughout the year teachers assess against these targets ensuring they are making outstanding progress in all areas. If the expected progress is not being made pupils are placed on one of our relevant intervention programmes that will meet their academic or social and emotional needs. Pupils are also made aware of the EHCP outcomes and teachers support them to make progress to meet their targets in these areas through lessons and interventions. Pupils are able to track their own progress: Academic, Personal, Behaviour and Attendance in the Personal Progress Files. Pupils are also assessed on their Social and emotional needs using our thrive assessments. There is also a bespoke EHCA assessment tool that links directly to the EHCP which will allow us to focus on their main areas of needs and pin

point areas of future focus for the children.

Through exceptional staff and pupils' relationships, a relevant and accessible curriculum and robust and rigorous tracking of progress, we ensure our pupils are successful in all areas of their school life and are well prepared for their next steps.

Homework

At Sladewood we ensure the pupils are working hard in every lesson and making excellent progress wherever they can. Whilst we value the additional learning at home, we do not expect numerous hours of homework to take place after a busy day at school. Each week pupils may be allocated English (reading or spellings) and Maths (Mathletics) homework. There is an expectation that pupils will be reading or exposed to reading each night at home.



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