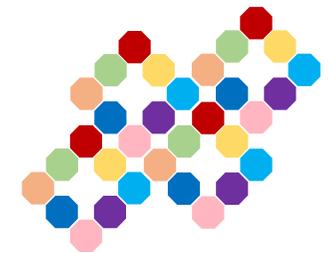
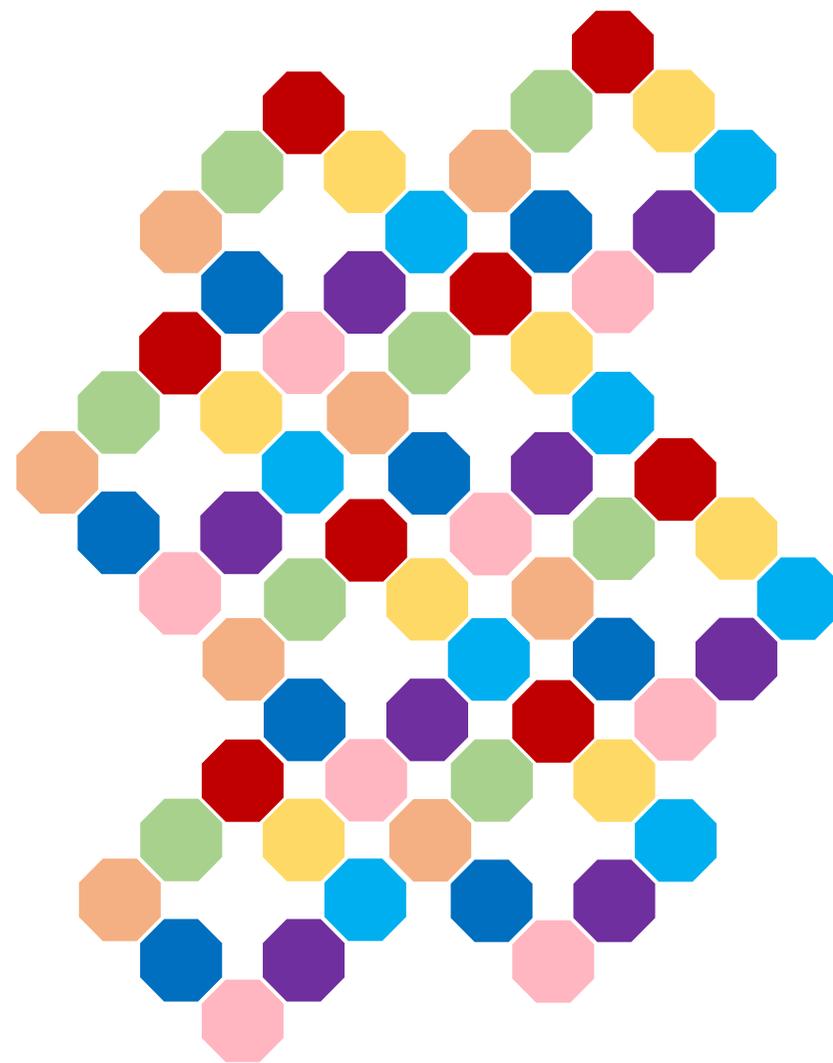


Selworthy School Curriculum Overview



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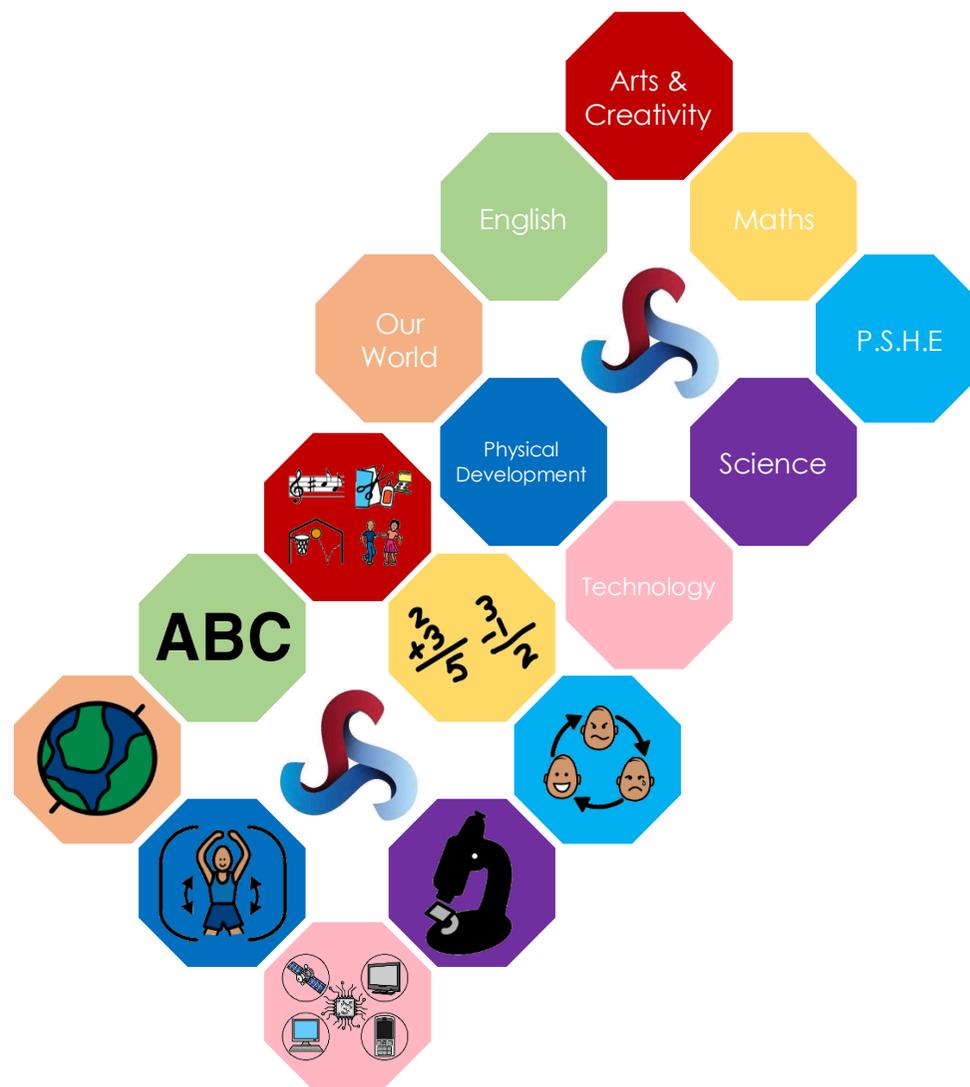
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Introduction

This document supports our **Curriculum Intent** which outlines the fundamental structure and rationale for our curriculum. This Curriculum Overview provides additional detail regarding the different component parts within our curriculum and demonstrates how these associate with each other from the overall picture of what is taught in the classroom.

Our academic learning is broken down into the domains that you can see on this page.



Curriculum Approach

Our approach to the Curriculum can be likened to travelling on a motorway. There are three lanes and a hard shoulder. There are many factors which determine which lane you travel in at any given time and you are free to move between lanes as need dictates. It is likely that you have a preferred lane but there is no expectation that you will always be found there. All areas of our curriculum are flexible and responsive. Learners may move between lanes or aspects of their curriculum at any point and for any length of time; we focus holistically on what is best for an individual at any one time. We refer to these as curriculum streams.

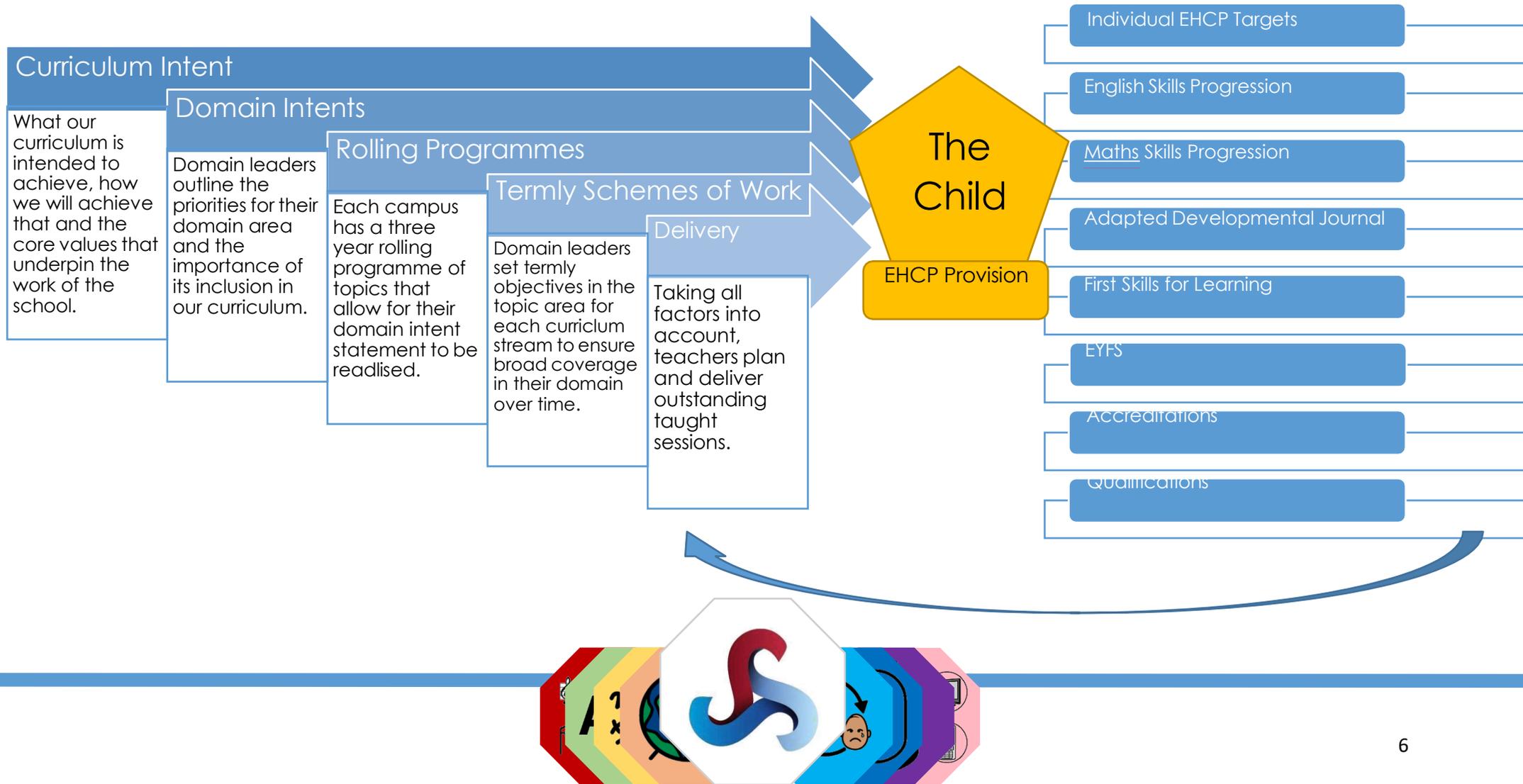


Curriculum Streams

	Exploratory learners	Developing learners	Broadening learners
Aims	For learners to find out about themselves and the world around them, how to interact with the world and how it responds to that interaction. To explore how to communicate their wants and needs and indicate preference.	For learners to begin to make links between what they know, experimenting and extending their knowledge of the world and themselves. They notice patterns and trends and widen their range of communication	For learners to explore increasingly abstract concepts and technical language. To form ideas based on prior learning and transfer learning to new situations and scenarios, to use their knowledge to predict outcomes and solve problems.
Focus for learning	Experiences and concrete interactions Using senses Manipulation of objects Developing interests Eliciting responses Giving a voice Control and choice Therapies Physical awareness and movement Resilience	Introduction to specific subjects Development of memory and imagination Understanding things symbolically The ideas of the past and future Exploring own attitudes and attributes Developing skills, knowledge and understanding Expressing opinions and feelings Simple problem solving	Subject specific Deeper understanding of fundamental concepts Increasing awareness of external events, Understanding feelings other than their own Becoming less egocentric and beginning to understand that not everyone shares their thoughts, beliefs, or feelings Use of logic to solve problems Planning for the future Application of skills, knowledge and understanding
Independence	When we talk of supporting our learners to develop their independence, what we actually mean is we want to develop creativity and intellectual curiosity, to be active rather than passive, to work out their own answers rather than being told what to think, to act and pursue their own investigations. Learners exploring for themselves is at the very core of their learning experience. We want our learners to know when they need support and know how to get that support. Our challenge is to prepare each learner that steps through our doorway as best we can for life outside of Selworthy.		

Curriculum Construction

With the child and their EHCP Provision at the centre of everything we do our curriculum is built to facilitate their learning. Classroom delivery is shaped in layers, becoming more personalised the closer to the child they become. Assessment of learner progress is constantly taking place and being used to inform future planning. Learners are assessed against the most appropriate progression frameworks based on their own previous learning.



PMLD (Profound and Multiple Learning Disability)

Intent

At Selworthy, we have a number of learners with very complex learning, physical, sensory and medical needs. They require a high level of adult support for all of their learning needs and personal care. It is our intent that these learners should have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy. The learning needs of our learners with PMLD are best met through an approach that places them at the heart of everything we do and that recognises that repetition and over-teaching is fundamental to learning.

Delivery

For learners who are at the very early stages of development, it is appropriate for them to access a more focused curriculum starting with their individual needs rather than a subject-specific curriculum written for typically developing children.

Our PMLD curriculum is underpinned by the learners' individual EHCP and therapy targets and the Routes for Learning assessment framework. In line with the rest of the school, our PMLD curriculum follows a thematic approach, with an overarching topic for each half term. Where appropriate, this may link to the EYFS or curriculum domain areas but with the freedom to explore a very person-centred approach to learning and development. Sessions are deliberately flexible to allow staff to work contingently upon learner's responses and to

accommodate the mood, health and fatigue levels of the learners.

As learners move through the school, they will be exposed to a progression of opportunities, driven by the 3 Cs of classroom, campus and community. Learners in the EYFS will focus predominantly on the classroom, developing their transition skills within their immediate environment. In the primary phase, learners will focus on their classroom and build up to transitioning throughout the Oakhill Campus when they are ready to. Secondary and 6th form learners will focus firstly on classroom and accessing the Hazelbrook Campus, and finally expand their transitions out into the wider community in order to support their preparation for adult life.

Impact

For this cohort of learners, retention and transference of skills can be measured in a number of ways, including against their individual EHCP targets and the Routes for Learning framework on Evidence for Learning and against any other individual therapy targets. As progress is often seen in very small increments, the use of the Engagement Model indicators track engagement.

What Does PMLD look like at different ages?

EYFS

Learners in the EYFS will work towards the statutory EYFS early learning goals. This will be delivered through multi-sensory topic-based activities and sessions, allowing time for exploration, discovery, and repetition. There is a focus on learning through play and learners will have opportunities to access EYFS Discovery sessions with peers from other classes.

KS1 & 2

Learners in the Primary phase will follow Routes for Learning and the MOVE programme where appropriate. This will be delivered through multi-sensory, topic-based activities and sessions following the Primary 3 year rolling programme. Learners will have opportunities to develop their skills through sequences of repetition and practice in a range of contexts.

KS3 & 4

Learners in the Secondary phase will follow Routes for Learning and the MOVE programme where appropriate. This will be determined on an individual basis and will be delivered through multi-sensory, topic-based activities and sessions following the Secondary 3 year rolling programme. The breadth of access is dependent on individual learners' ability to access the curriculum. Learners will have opportunities to develop their skills through sequences of repetition and practice in a range of appropriate contexts.

6th Form

Learners in our sixth form follow a curriculum that is focused solely on providing them with as much independence and as many essential life skills as possible. This is informed primarily by their EHCP targets but may be enhanced by the Routes for Learning and/or MOVE programme. Where appropriate they work towards a Selworthy Award (an internal qualification).



Art and Creativity

Arts & Creativity provides the opportunity for learners to develop imagination, participation and experimentation. It encourages self-expression and aims to build confidence and a sense of individual identity. It broadens experiences and understanding of the wider cultural community, breaking down barriers of difference. It provides a stage upon which all can shine.

Art and Creativity exposes our learners to creative opportunities. It provides an accessible medium for communication and expression, often easier to access than traditional language. It enables learners to explore and develop their ideas and creativity using a range of tools and media, building fine motor and problem solving skills. It can enable learners to develop hobbies and interests which can continue to be enjoyed into their lives beyond school.

Art and creativity supports our learners to develop their independence through teaching them transferable skills, developing their autonomy through choice making and giving them an outlet for their ideas. It provides our learners with creative tools to support them through life challenges in school and beyond. It fosters a confidence and level of self-awareness, developing a strong 'I can do' attitude, which promotes self-esteem and motivation to succeed. It also provides opportunities to work collaboratively with others, and develop skills in interaction and co-operation.

Learners have access to a broad range of materials and equipment to allow them to experiment freely. Skills progression is taught discretely, and opportunities given to practise these. The freedom to choose how to create is fundamental to developing autonomy and a 'process over product' philosophy is encouraged.



English

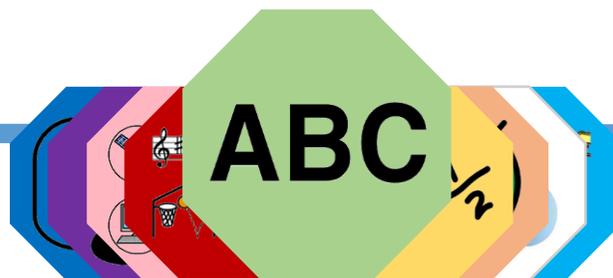
English is a crucial part of the curriculum at Selworthy school as it provides the first skills for learning, enabling our learners to access the skills needed to reach their full potential and become a lifelong learner.

We support every learner to find their voice and facilitate them being able to communicate with others and be understood. They are actively encouraged to exercise their right for their voice to be heard and to express themselves in their preferred method of communication. English provides our learners with the communication skills, the written skills (in their preferred method of recording) and the comprehension skills to be able access the world around them. This is crucial to creating lifelong independence.

As learners journey through Selworthy, the English curriculum adapts and changes with them to meet their individual needs. We recognise our learners work in a range of different and complex ways and so does our English teaching, ranging from providing the first skills for learning to teaching the skills to complete a recognised qualification. Topics and genres are carefully selected to engage learners, to develop a love of learning and develop and refine their English skills.

Our starting point is a focus on developing attention and communication. We deliver formal phonics sessions and have adopted a whole school approach to teach reading. To support learners to interact and communicate with the wider world, the teaching of everyday life skills are woven throughout our English curriculum.

Learners have access to a broad and varied range of literature allowing them to explore their own likes and dislikes and pursue areas of interest. Families are encouraged to engage with and help foster a love of reading. We aim for each learner to leave Selworthy having reached their full potential in reading and communication.



Maths

"Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems." (National Curriculum) Learning Maths also gives us skills for life which is why Maths is incorporated within everything we do at Selworthy. It is fundamental to understanding the world, underpins skills needed for critical thinking and reasoning, and is essential for most forms of employment. It is important that learners develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, develop a can-do attitude to problem solving, talk to adults and peers about what they notice and not be afraid to make mistakes.

We understand the significance of maths skills in supporting independence; by learning how to recognise numbers you know which bus to take or when your birthday is; practising how to tell the time helps you know when your favourite programme starts; learning how to measure helps with cooking; knowing how to follow directions allows you to follow a map in a park or tourist attraction.

Maths sessions are meaningful, functional and enjoyable. The learners know what they have to do and why they have to do it; activities are tied to specific interests of the learners or real-life events, while using hands-on real-life materials.

Maths encourages perseverance when solving problems and the transfer of skills and knowledge between mathematical concepts. We explore maths practically and creatively, independence is encouraged through practising critical thinking skills and promoting collaborative working with peers.



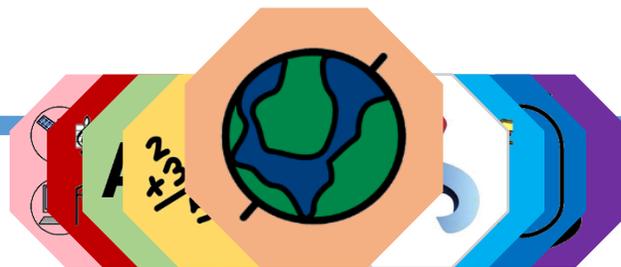
Our World

Our World aims to give our learners a sense of belonging and an understanding of their society and the wider world and how to interact within it. It widens horizons and supports the recognition that there is a world of possibilities outside their doors. Our World encourages learners to explore different beliefs and viewpoints and to begin to form their own as well as accepting that others may have different viewpoints. These skills are key for life in 21st Century multi-cultural Britain.

Our World gives learners a grounding to understand where they fit. Learners explore and develop their own thoughts and ideas to support them in making choices about their lives. It supports learners in their growth into young people who are confident in accessing their local environment as well as the wider world. It helps the understanding of how everyone is different and the foundations for building relationships. By offering various different viewpoints through Our World sessions, we encourage learners to become independent thinkers, to develop their analytical skills and to ask questions.

We aim to build the skills needed for long term independence, using map work and field work to support the skill of being able to physically navigate in the world beyond their doorsteps in a way that is relevant to the individual learner.

The initial focus is an individual's immediate world with this expanding as they get older. When an individual is secure in their transitions, Our World sessions may involve visiting their local community, a place of interest or taking part in a workshop. Real life objects and artefacts are used to illustrate different elements and support the learning of respect and gentle interaction.

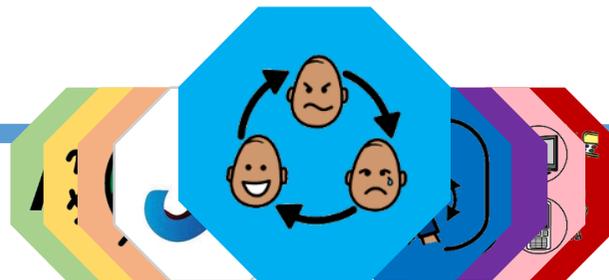


Personal, Social and Health Education (PSHE)

PSHE aims to prepare our learners for the future by exploring the skills needed for managing all areas of everyday life and supporting them to realise their hopes, dreams and aspirations. PSHE is taught as both a discrete lesson within our curriculum and is also taught throughout all other areas of the curriculum, across the whole school day. This looks different for every learner, depending on their interests, developmental stage and their personal targets within their EHCP. The statutory Relationships, Sex and Health Education (RSHE) is also incorporated into our PSHE curriculum.

Self-regulation is one of the first skills needed for learning and without this, learners can struggle to access any other areas of the curriculum. PSHE provides our learners with opportunities to develop the ability to self-regulate and develop their resilience. They are taught to express their likes and dislikes and ask for support when needed. They are supported to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Opportunities are created to allow learners to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks and challenges.

Life beyond Selworthy is a recurring theme and learners are given opportunities to explore a range of activities, careers and environments, both within the school site and the surrounding community, in order to develop their understanding of their hopes for the future. They are taught the skills needed in order to set goals and work towards them. Termly units and topics help our learners to embrace the challenges of creating a happy, healthy and successful adult life, fostering safe, rewarding relationships and a sense of purpose in their communities.



Physical Development

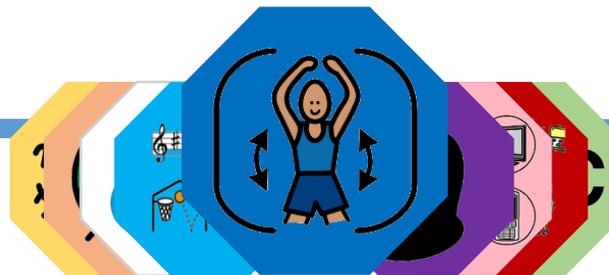
Physical Development provides our learners with the opportunity to develop gross and fine motor skills, it encourages learners to make healthy choices and to become physically active and develop skills that are relevant in the wider world.

The curriculum is broken down into different parts which includes; PE lessons, swimming, playground equipment, bikes and physiotherapy.

Physical development supports learners to develop problem solving skills, make choices and use different equipment in a variety of environments safely. There will also be aspects of turn taking, waiting and following instructions. All learners are encouraged to engage in some sort of physical activity that involves both their fine and gross motor activities and through which they have the opportunity to develop their fundamental movement skills. Peer to peer interactions are encouraged and the social aspect of sport celebrated.

Swimming takes place in our therapy pools. The focus is on developing water safety and confidence which gives learners the skills that allow them to be around bodies of water with increased safety. Sessions in the pool also develop life skills such as getting changed/unchanged, drying and using a shower: skills that are transferable to all areas of life.

Keeping up to date and maintaining therapy plans is a key component of Physical Development. It plays an essential role in meeting the needs recorded in Education Health and Care Plans.



Science

Science is a part of everyday life. Our aim is to support our learners to develop a better understanding of themselves and the world around them. We encourage greater thinking skills, empower learners to question, to not accept things at face value and explore cause and effect. The content focuses on the skills and information needed to aid an independent life.

Science is taught using over-arching topics and learners are encouraged to work scientifically both through play and investigation. Structured experiences are used as a vehicle to develop early problem-solving skills and the development of curiosity. Learners are supported to refine their exploratory skills and are encouraged to begin to enquire and develop scientific thinking as pre cursers to the knowledge of subject content. There is a focus on awe and wonder to ignite the imagination and spark curiosity. Learner led investigations and lines of enquiry are actively followed.

By having access to a range of practical, real life learning opportunities, our learners can apply their scientific knowledge and skills to their everyday lives. This approach supports the development of a range of transferable skills and supports an individual's growing understanding of how the world works.

Content is drawn from the three main scientific disciplines and is tailored to be accessible and relevant to each learner. As understanding increases, so too does the complexity of the concepts being taught, with a constant eye on the development of skills that will be useful beyond school.



Technology

Technology is ever present in our modern day lives, offering endless opportunities whilst also risks and dangers to those unaware how to use it safely.

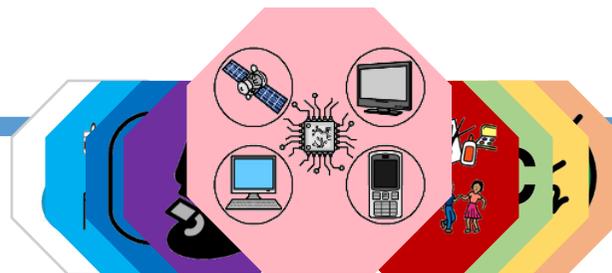
Technology offers limitless possibilities and can support our communication, search of knowledge and problem solving skills through means where otherwise would not be possible. With Technology we can give every child a voice and teach them how to use it effectively.

Through Technology we foster the curiosity for how things work, explore what outcome our actions will have and extend awareness of the digital world around us. As confidence and competence increase, we carefully interconnect with those around and more distant from us. However, without learning of the potential dangers and developing social awareness skills, the internet provides a large degree of risk.

As part of Technology, we ensure our learners know what information they should and should not be sharing, what dangers there are around the misuse of technology and how to respond to online bullying or stranger danger. The internet provides a world of opportunities and the opportunity to open opportunities for use of more complex devices which require a range of skills, awareness and understanding in application.

The practical everyday applications of Technology are also explored and a range of skills built. This may be using a camera and printer to produce a picture, navigating a robot around a set of obstacles or operating a microwave to cook a meal.

Technology is embedded in our everyday, it is incumbent upon us to ensure that our learners are able to access it in a safe and enjoyable way.



Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) at Oakhill Campus is driven by promoting learner independence, autonomy and self-regulation. Engagement with the EYFS curriculum at Oakhill improves learners lives as it provides them with key skills required.

We follow the curriculum as outlined in the 2022 statutory framework of the EYFS.

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

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners recognise each individual's prior learning, individual needs, and scaffolds that are required to support learners to overcome barriers. Providing access to an engaging, relevant, and varied curriculum.

The 'cultural capital' within the curriculum provides our learners with a wide range of experiences and can open up new interests and skills. It focuses on providing opportunities for our learners to increase their independence and develop their own interests. We recognise that it is through our interactions with the world that we make it understandable and accessible.

Throughout the EYFS all learners develop their communication and language and attention skills. They are supported to have an understanding of key learning concepts such as "looking" and "listening" through the use of clear simple language and visual support.

Teaching our learners the skill to transition is an area of development that is embedded within our EYFS. Learners are taught this skill through a structured and systematic approach and this is key to developing the learners' independence and autonomy.

Vocational

We want our learners to have the best opportunities to prepare themselves for the world of further education, employment and life after Selworthy. To support this we weave vocational elements into the curriculum.

We are constantly developing this area to reflect the interests and needs of our cohort. This means that we work with the interests of learners to develop skills for life or their future workplace. Current projects include:

- Basic animal care of on-site chickens
- Cooking and aspects of hygiene and kitchen safety for all learners.
- Bike maintenance skills via a visiting bike specialist (on your bike)
- Build a bike (offsite workshops for some learners)
- Woodwork and maintenance skills for some learners
- A polytunnel for horticulture, gardening and growing our own food.
- A vocational qualification, on offer from year 10, that enables learners to explore areas of work they may be interested in alongside the skills and attributes for employability. Work experience runs alongside the qualification.

The vocational domain prepares learners to begin thinking about their future. We want them to be informed and have experiences that will shape their ideas and thoughts for their next steps which is a crucial step in preparation for life after school.

Our aim is to be aspirational for our learners and for them to have pathways into employment and the skills to have as independent a life as possible.

Accreditations and Qualifications

Learners have the opportunity and support to access accredited programs of study that may enable them to obtain a qualification which not only is a celebration of their achievements but sets them up for a pathway into successful placement in further education or employment. The offer of qualifications is an evolving picture that is designed to meet the individual needs within a cohort at Hazelbrook and The Grove, therefore the model for offering accreditations can fluctuate to respond to be appropriate for the intake of learners at each phase.

Learners work towards vocational qualifications with units that teach skills for work combined with units developing interests in various employment sectors. Further personalised vocational offers are being developed for specific work roles.

At Selworthy we focus holistically on what is best for an individual and this has created a diverse offer which includes a personalised Entry Level qualification in Preparation for Future Learning and Employment and an award in Personal Progress. These programs allow learners to take ownership over their learning journey and evidence their engagement with the units through photographs, written accounts and adult observations.

Some learners take part in The CREST Award, which is rooted within the science domain and is developing our learners' skills to become thinkers in science rather than just acquiring scientific knowledge.

The John Muir Award is an environmental award scheme focused on wild places. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme in a spirit of fun, adventure and exploration.

Learners in The Grove work towards a portfolio of accreditations that can build an accurate profile of learners' strengths to be carried forward into Further Education, supported employment and volunteering and alternative provisions. The offer is responsive to individual needs, interests and aspirations as learners may have a placement here from one to three years. The fluctuating offer is designed to provide appropriate levels of challenge as well as the development of practical, functional skills for work, life and leisure. Coverage includes; Maths and English skills for life or a Maths or English Award, an Entry or pre-entry level diploma in Independent Living and a Preparation for Adulthood program called The Selworthy Awards.

Sixth Form

The Grove aims to collaborate with learners, families and other agencies to establish a personalised curriculum that is focussed on the future and developing the independence of all learners to their full potential.

A robust transition often begins with discussions from year 9 as part of the annual review process. Some of our learners will be ready to leave us at the end of Year 11 and move into college or training where as others will benefit from continuing their education at Hazelbrook before embarking upon the next stage of their journey into adulthood. Ultimately, our objective is for all learners to have full, enjoyable lives as adults with opportunities and choices that are right for each of them.

We strive to ensure that the offer from The Grove meets the needs, interests and aspirations of our young adults and their families with many learners working towards completing recognised entry level qualifications and a purposefully designed pre-entry level course which are relevant and purposefully equipping learners with experiences and skills for adulthood. In addition to this a skills based programme, the Selworthy Awards, is accessed by all and builds a portfolio of progress and achievement of skills for becoming an independent adult.

Our Sixth Form offer has evolved from the four principles of the Preparing for Adulthood strategy:

- **Independent Living** - opportunities to make choices about where they may live and, for some, who they may wish to live with.
- **Friends, Relationships and Community** – opportunities to make and develop friendships and supportive relationships, being involved in their local communities in ways that are appropriate for them as individuals; accessing the groups and facilities that they wish.
- **Good Health** – support to access the health services they need as independently as appropriate to them as individual.
- **Employment** – opportunities and support through strategies such as job coaching, to learn how to do a job; gradually reducing support as appropriate, for paid work or volunteering.

The offer from The Grove is flexible with adaptable pathways that adapt to an individual's needs, interests and attainment with a curriculum that is designed to build experiences, skills and opportunities that are real and valuable such as work experience, exploring the work place, careers skills lessons, enterprise projects, English and Maths for life, community access and qualifications.

SPECIAL

As a school we recognise that the progress our learners make is not limited to that seen in academic disciplines. Much progress is made in other aspects of life and we were very aware that there was no framework under which to capture this. The Selworthy SPECIAL qualities were developed to provide a framework for the **Fundamental** and **Access** components of our curriculum. The skills cover all ages and all abilities and in no way represent a hierarchy. Each learner will work on the areas that are most pertinent to them and therefore develop their own unique skills profile. Through engaging with a broad range of learning and life experiences, each learner builds a digital portfolio to take forward to their next stage of their life journey.

Evidence is also gathered against a learner's short term EHCP targets as agreed with parents at the annual review. Using professional judgement, teachers tag significant achievements or "Milestones" as indicators of progress towards a target. This area can also include targets set by therapists and external professionals which do not easily align with the short-term target areas but still represent a significant element of a learner's timetable.

The SPECIAL qualities are as follows:

		Key focus
S	Supportive	Emotional wellbeing, accessing learning, social interactions.
P	Personalised	EHCP targets and therapy goals.
E	Empowering	Learner Voice, hopes and dreams
C	Creative	Self-expression
I	Inspirational	Challenge, expanding horizons, extending experiences.
A	Aspirational	Next steps, life after Selworthy, careers and preparation for work.
L	Life long	Independent living, functioning in society, communication, awareness of self.