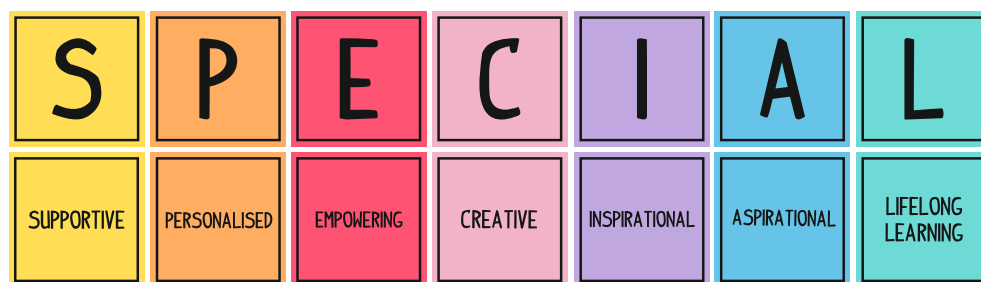




Selworthy School Curriculum Intent



Selworthy Qualities



SUPPORTIVE	Our curriculum is taught in a carefully scaffolded and responsive way. Learners are helped to identify their destination and then supported to work towards their individual goals. Staff are well versed in the Selworthy Levels of Support which allow learners to refine a skill and embed what they have learnt.
PERSONALISED	Every learner has a carefully tailored curriculum that is aligned to their interests and abilities. This is clearly documented and communicated to families and takes into account what individuals need both within and beyond school.
EMPOWERING	Learners are enabled to feel special and celebrated at every opportunity. They are given the power to make choices and influence their life in school. Our rich and diverse curriculum focuses on their personal interests, playfulness and celebration. This fosters their sense of self and the belief that anything is possible.
CREATIVE	All elements of the curriculum are delivered in unique and innovative ways to ensure maximum impact. We utilise every space as a possible learning opportunity. Learners are given regular opportunities to express themselves creatively; particularly through performance and the arts.
INSPIRATIONAL	Our curriculum is built in to instigate awe and wonder in our learners on an everyday basis and ignite their interest. Through WOW days/weeks we are able to explore topics further and provide immersive experiences with a specific purpose. Our aim is that learning is always the highlight of every school day for our learners.
ASPIRATIONAL	Through celebration of their achievements, learners are instilled with the belief that they can achieve anything. We constantly challenge and support them and their families to strive for their next goal. We explore the world of work through careers education and valid work experience to prepare our learners effectively so they can lead a purposeful and meaningful life beyond Selworthy.
LIFELONG LEARNING	Independence is the golden thread running through our entire curriculum. Preparing our learners for their future begins at the earliest ages through the development of positive behaviours for learning such as perseverance and resilience. As learners get older we introduce explicit teaching of life skills and greater integration and participation in the local community and access and interaction with a range of positive adult and peer role models.

What is our curriculum designed to do?

At Selworthy we have designed our curriculum with learners' individual needs at the heart of everything we do. We know that no two learners require the same curriculum and we have therefore built in the flexibility to meet these highly personalised needs. Our families consistently tell us that preparing their children for life after Selworthy is their highest priority. In direct response to this, we have embedded independence as the golden thread running through everything that we do. Our explicit aim is to provide learning experiences that are irresistible, motivational and contextual.


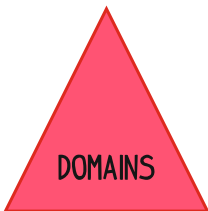




Learners between the ages of 4 and 19 attend Selworthy and all have an Education, Health and Care Plan encompassing a wide range of educational needs. As learners get older, it is important for the curriculum to develop with them and to be age appropriate. It is imperative that the curriculum reflects the differing needs of our learners ensuring it provides them with learning that is pertinent to their level of development and their areas of interest.

What does our curriculum consist of?

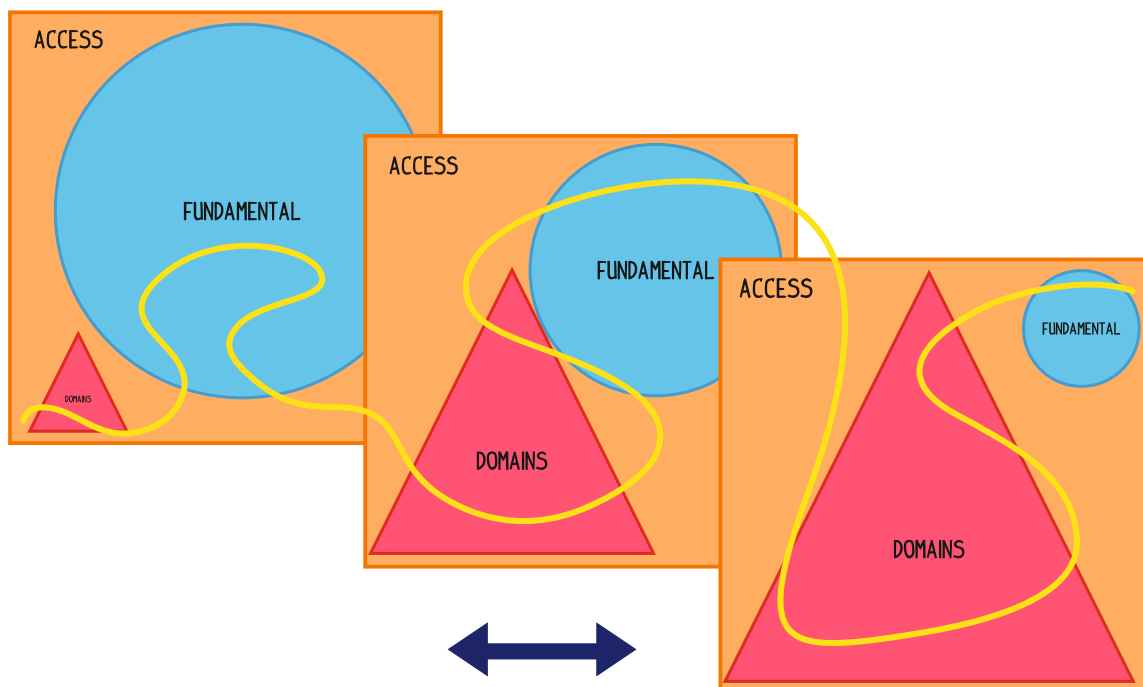
Due to the wide range of additional needs that our learners have, we have curriculum flexibility to focus holistically on what is best for them at any one time. As a special school, it is crucial for our curriculum to look deeper than the typical curriculum subjects to meet therapeutic needs alongside academic needs.

There are four key aspects of our Selworthy Curriculum:

	The fundamental areas of our curriculum ensure we develop the whole learner. These areas are prioritised and encompass the personalised therapeutic and developmental needs of our learners working towards the long term goals and provision identified in their Education, Health and Care Plans.
	Our curriculum domains each have a set of skills which inform teachers' planning. These domains are taught through a rolling programme of topics, both discretely and through a cross curricular, topic based approach.
	To ensure the curriculum is accessible to all of our learners, it is delivered with the following considerations: <ul style="list-style-type: none">• All communication needs are met• All sensory integration needs are met• Individual Learning preferences are understood and provided for• Appropriate technology and equipment is utilised• Learners have the opportunity to access and participate in their local and wider community
	<i>Independence</i> is entwined through everything that we do as our 'golden thread'. This is multifaceted and includes both preparing learners for their next steps in life as well as independent skills for learning; such as resilience and perseverance.

What does our curriculum consist of?

Every aspect of our curriculum is designed to be flexible at every level and easily personalised to meet the needs of every learner. This flexibility is demonstrated on the continuum below. Within this continuum learners are not static and can move in either direction for periods of time but generally the learners with profound and multiple learning difficulties have a curriculum that is predominantly focused on our fundamental areas (towards the left hand side of the diagram) and learners with more moderate learning difficulties have a curriculum that is more domain focused (towards the right hand side of the diagram).



The considerations regarding the delivery of the curriculum remain consistent for all learners. The golden thread of *independence* runs through every part of our curriculum for all learners. Although the proportion of focus placed on the fundamental areas and the domains is fluid, they both remain an integral part of our offer for all learners.



What is consistent within our curriculum delivery?



Communication

It is the right of every learner to have a voice and to have that voice heard. It is our duty to ensure we use all the tools at our disposal to meet the communication needs of each and every learner. By embracing a total communication approach to our teaching and learning we give our learners the best chance to access and interpret their curriculum.



Sensory Integration

Engaging with the curriculum should be an immersive, stimulating experience. We support our learners to use their own senses to try and make sense of the world around them and how they can interact with it. Curiosity is nurtured, and exploration is encouraged. Conversely, for some learners this will mean we need to reduce the amount of stimulation experienced, to maximise their opportunities for learning.



Use of Technology

Technology is an integral part of everyday life. Learners are guided in the safe use of familiar technologies and benefit from access to a range of equipment that underpins their learning. Teachers create digital portfolios for each of their learners and parents are able to contribute EHCP evidence using their own devices to connect the home/school learning partnership.



Community

A strong sense of community underpins our school ethos. Every learner has the opportunity to join whole school events. Learners are encouraged to be futures focused and consider their role in the wider community and what positive contribution they can make. Links are established and welcomed with other schools and groups. We warmly host visitors and enjoy carrying out reciprocal visits. Learners are viewed as ambassadors for the school and we access our local area and facilities as frequently as it is practical.

Relationships



The final element of the Selworthy curriculum is, arguably, the most important. At Selworthy we pride ourselves on the relationships that staff build with our learners. We know that without these relationships, even the best planned curriculum will be meaningless and inaccessible. We also work closely with families to ensure we fully understand our learners' lives and we abide by the maxim, 'No one knows more about a learner than their family.'

These co-dependent relationships allow us to better understand the holistic picture of each learner. Understanding their interests, fears, motivators, demotivators and emotional triggers allow our staff to engage and build trust. These trusting relationships provide the security that learners need to allow them to actively enjoy and interact with all elements of our curriculum, take risks, make mistakes and continue to learn and develop and lead happy, purposeful and fulfilling lives.





Selworthy School

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