BARNDALE SCHOOL

What I learn today, prepares me for tomorrow.

Curriculum, Assessment & Progress Policy

Policy Location:	Written:	Review Due:	Person Responsible:
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Rationale

This policy identifies how, we at Barndale, approach our curriculum to provide a quality education and provision to the pupils who attend the school. As all pupils attending will also have an EHCP it was also explain how the long and short term targets dovetail into our curriculum to ensure our pupils have positive future outcomes and independence into adulthood.

About us

Barndale is a specialist provision for pupils aged 3-19yrs old. The main cohort of students we cater for are those with 'communication & interaction' and 'cognition & learning' as their main area of need. We feel it is important we deliver our learning through a 'primary model' whereby all learning happens in home groups with familiar staff, routines and expectations. This has the additional benefit that pupils feel safe in their environment, specialist resources are available to them and progression can be more carefully monitored.

The school is based across two sites; Howling Lane for our youngest and oldest pupils and Windsor Gardens for the cohorts in between. Facilities and resources are shared between the two sites and pupils still get the opportunity to interact with the larger school community.

Whilst still a relatively small school, we also have a residential provision so that our curriculum offer can be extended beyond the school day- our 24 hour step curriculum programme. This allows us to ensure we are offering a bespoke and personalised approach to every child's learning and special educational needs. The residential provision has also supported parents and families through the increase of time in which pupils attend our school.

The breakdown of pupils who attend Barndale

Over the last few years the cohort of pupils attending Barndale has grown and changed. The school predominantly meets the needs of pupils with specific learning difficulties (SLD), autism spectrum condition (ASC) and those which relate to communication and learning. We do have young people with more complex difficulties and where possible they will be taught alongside their peers.

Intention- What we will offer….and why

The outcomes for adults with any form of disability are significantly less than those who don't. This injustice has formed our rationale of our curriculum offer and the importance of trying to make a difference for the children that attend Barndale.

Six per cent of adults with learning disabilities are in paid employment (March 2019)

The employment rates for adults with disabilities are dismal. In 2018, only 51 per cent of people with disabilities were in paid employment, compared with 81 per cent of the general population.

*(*https://feweek.co.uk/2019/03/12/education-that-gets-out-of-classrooms-and-into-the-community/*)*

…children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability (Rose 2011; Fink et al. 2015 Chatzitheochari et al. 2016).

https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/children-research-and-statistics

Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; PHE 2015).

..an estimated 1,200 people with a learning disability are dying avoidably each year due to a lack of good quality and timely healthcare. Furthermore, people with a learning disability still have a life expectancy that is 29.3 years lower than the general population for women, and 22.8 years lower for men.

https://www.mencap.org.uk/sites/default/files/2019-11/Mencap%20Annual%20Report%202019.pdf

Considering the evidence for outcomes for adults with SEND we have carefully reviewed our curriculum to ensure what we deliver supports pupils beyond the school day. As a school we developed the motto 'What I learn today, prepares me for tomorrow'. This is to capture that learning has a purpose and that everything we do will support our young people into adulthood.

Whilst we do follow the National Curriculum it is difficult for us to complete the breadth and depth required. As such we do our very best to ensure all of our young people have a curriculum that is fit for purpose and allows them to have sufficient skills and knowledge that is embedded, connected and transferrable. Our curriculum offer will be highly focussed on the fundamental and functional aspects that will prepare all of our young people for adulthood.

Barndale Curriculum Offer

Core Curriculum Values

Ready to Learn	Meeting Needs	Building Ambition	Developing Interests

Skills Builder

Speaking	Listening	Creativity	Teamwork	Leadership	Aiming High	Problem Solving	Staying Positive

EHCP Targets

Input from Professionals- Occupation Health, Speech and Language Therapy, Hearing/Visual Impairment Service, Physiotherapy, School Nursing, Paediatricians, CYPS	Provision maps- completed for every child Pupil on a page plan- guidance for every team

Curriculum Pathways

	Engagement	Activate	Consolidate	Accomplish
Coverage	This initial pathway uses the EYFS areas of learning to establish the fundamental areas of learning. Communication is at the heart of the curriculum and the young people will explore their environment and participate in adult led sessions to build their language, experiences and skills around thematic topics.	This pathway will be focussed on the breadth of the National Curriculum. Pupils will learn 'subjects' through topic based approaches, developing depth of learning in the core areas of; English, Maths, Science, Computing, PSHE & PE. The arts and humanities will also be taught as part of ***Activate*** and students will be joining up learning experiences.	This is our post 14 curriculum to support the transition into adulthood. This pathway will be built around the key areas of; English, Maths, Digital Skills, PSD, Employability, Preparing Food, Self-Care, Independence and Travel. All areas of the curriculum will be accredited to ensure that the transition to further education/employment can be continued.	This pathway is to support our learners continue their journey on their foundations for learning. It supports them accessing learning that is appropriate to their needs, interests and stage of development. **See Appendix 4.**
Expected Outcomes	✓ Communicate choices and needs ✓ Develop independence exploring the environment ✓ Develop confidence in physical/personal development ✓ Engage with others through play and learning ✓ Understand initial concepts of language, words, numbers and the world around them	✓ Pupils will have developed a depth of learning in the wider subject areas of the curriculum, at a level appropriate to their developmental stage. ✓ Pupils will show greater independence in meeting their own learning, educational and health/wellbeing needs ✓ Pupils will have developed the skills to be part of a wider community- engaging positively and respectfully with others ✓ Pupils will have developed an understanding of adulthood in preparation for making choices	Pupils will leave Barndale with the confidence and ability to move onto their own bespoke pathways. <u>Accreditations 22/23</u> ✓ NCFE English- Functional Skills Entry 1-3 ✓ NCFE Maths- Functional Skills Entry 1-3 ✓ NCFE ICT- Functional Skills Entry 1-3 ✓ ASDAN- PSD ✓ ASDAN- Life skills Challenges ✓ Duke of Edinburgh	Pupils on this pathways will continue onto the Accomplish P4A pathway which takes their learning into practical situations to support them in preparing for adulthood. The students will get to experience adulthood with the support of an adult and accredited curriculum.

Preparation for Adulthood Outcomes

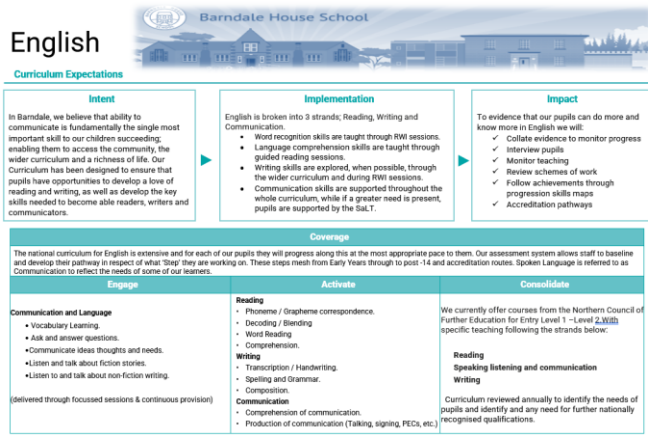
	Engagement	Activate & Accomplish	Consolidate
Life/Employment Skills	* Following instructions * Adapting to environments * Playing with others * Real world play * Real world visits * Numeracy * Language Development	* Talk about careers * Meeting role models * Building ambitions and interest * Real world experiences and visits	* Careers advisory sessions * Person centred planning * Work experience/tasters * Qualifications * Enterprise projects * Building vocational profiles * Transition work
Independent Living	* Feeding & Drinking * Toileting * Real world play * Getting dressed * Making choices	* Personal hygiene * Telling the time * Managing money (shopping) * Cooking * Staying away from home * Travel training * Safety & signs in the community	* Making decisions * Managing incomes and expenditures * Supervised access to the local area * Life skills and planning for the future * Managing time * Safety in the home * Understand types of living arrangements
Friends, relationships & Community	* Making friends * Social interaction * Visits and day trips	* Developing reciprocal friendships * Learning to be safe on and offline * Knowing the local area * Walking short distances alone * Understand bullying * Managing change * Making decisions on using free time	* Belonging to different groups * Having safe relationships * Managing social media and technology * Staying safe * Understand risks- drugs and alcohol * Understanding the criminal justice system * Knowing where to go for help
Health & Wellbeing	* Diet and food variety * Developmental checks * Immunisations	* Diet and obesity choices and checks * Physical exercise * Medical visits (optician, dentist, CYPS) * Understanding puberty and relationships	* Relationship and sex education * Managing their own health/medical need * Staying physically active and healthy * Managing own wellbeing * Healthy choices- sleep, drugs & alcohol

Implementation- How the Curriculum will be delivered/structured

The table above models our curriculum offer and further to this each class and curriculum area has a more detailed breakdown- these are detailed/referenced in the appendices attached to this policy.

Subject Specific Overviews

For each curriculum area we produce several documents. The Subject Specific Overview demonstrates the curriculum content for our youngest through to our oldest pupils. This overview details the specific rationale for intent, implement and impact measures as well coverage at each key stage. We also have an additional one that covers our Post 14 group due to the diversity of the curriculum in preparation for adulthood.



English

Barndale House School

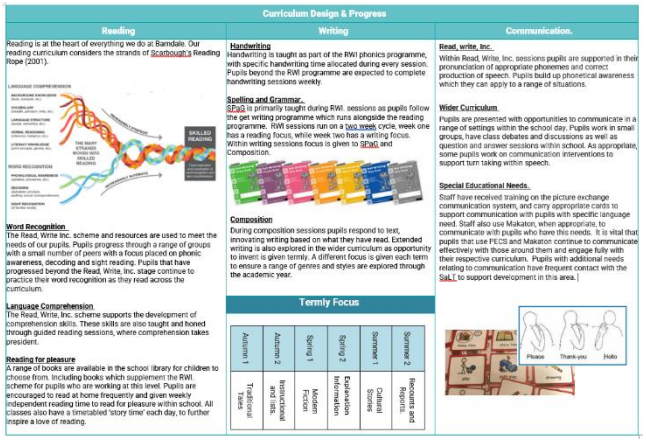
Curriculum Expectations

Intent	Implementation	Impact
In Barndale, we believe that ability to communicate is fundamentally the single most important skill to our children succeeding; enabling them to access the community, the wider curriculum and a richness of life. Our Curriculum has been designed to ensure that pupils have opportunities to develop a love of reading and writing, as well as develop the key skills needed to become able readers, writers and communicators.	English is broken into 3 strands; Reading, Writing and Communication. • Word recognition skills are taught through RWI sessions. • Language comprehension skills are taught through guided reading sessions. • Writing skills are explored, when possible, through the wider curriculum and during RWI sessions. • Communication skills are supported throughout the whole curriculum, while if a greater need is present, pupils are supported by the SaLT.	To evidence that our pupils can do more and know more in English we will: ✓ Collate evidence to monitor progress ✓ Interview pupils ✓ Monitor teaching ✓ Review schemes of work ✓ Follow achievements through progression skills maps ✓ Accreditation pathways

Coverage

The national curriculum for English is extensive and for each of our pupils they will progress along this at the most appropriate pace to them. Our assessment system allows staff to baseline and develop their pathway in respect of what 'Step' they are working on. These steps mesh from Early Years through to post -14 and accreditation routes. Spoken Language is referred to as Communication to reflect the needs of some of our learners.

Engage	Activate	Consolidate
Communication and Language • Vocabulary Learning. • Ask and answer questions. •Communicate ideas thoughts and needs. •Listen and talk about fiction stories. •Listen to and talk about non-fiction writing. (delivered through focussed sessions & continuous provision)	**Reading** • Phoneme / Grapheme correspondence. • Decoding / Blending • Word Reading • Comprehension. **Writing** • Transcription / Handwriting. • Spelling and Grammar. • Composition. **Communication** • Comprehension of communication. • Production of communication (Talking, signing, PECs, etc.)	We currently offer courses from the Northern Council of Further Education for Entry Level 1 –Level 2 With specific teaching following the strands below: **Reading** **Speaking listening and communication** **Writing** Curriculum reviewed annually to identify the needs of pupils and identify and any need for further nationally recognised qualifications.

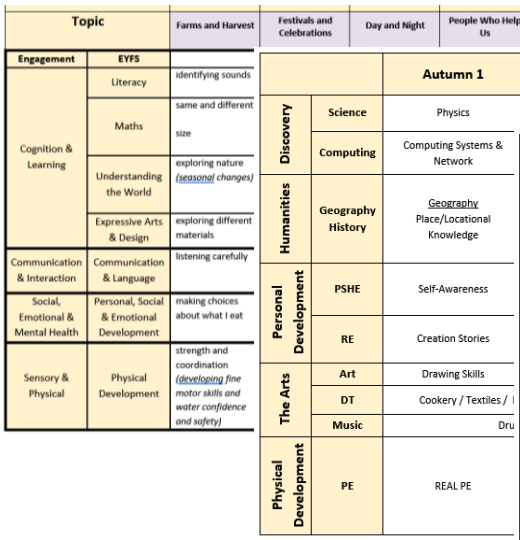


Curriculum Design & Progress

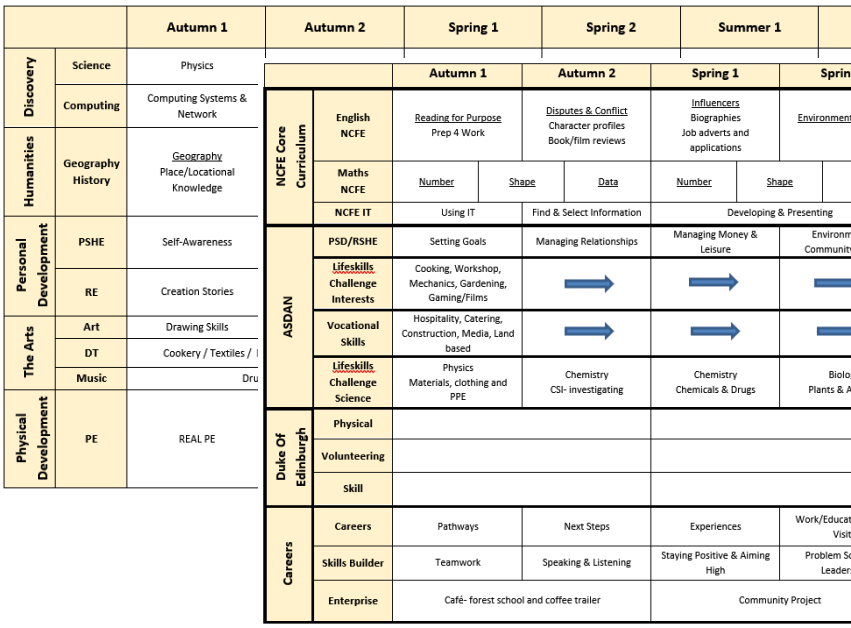
Reading	Writing	Communication.
Reading is at the heart of everything we do at Barndale. Our reading curriculum considers the strands of Scarbough's Reading Rope (2001). **Word Recognition** The Read, Write Inc. scheme and resources are used to meet the needs of our pupils. Pupils progress through a range of groups with a small number of peers with a focus placed on phonic awareness, decoding and sight reading. Pupils that have progressed beyond the Read, Write, Inc. stage continue to practice their word recognition as they read across the curriculum. **Language Comprehension** The Read, Write, Inc. scheme supports the development of comprehension skills. These skills are also taught and honed through guided reading sessions, where comprehension takes president. **Reading for pleasure** A range of books are available in the school library for children to choose from. Including books which supplement the RWI scheme for pupils who are working at this level. Pupils are encouraged to read at home frequently and given weekly independent reading time to read for pleasure within school. All classes also have a timetabled 'story time' each day, to further inspire a love of reading.	**Handwriting** Handwriting is taught as part of the RWI phonics programme, with specific handwriting time allocated during every session. Pupils beyond the RWI programme are expected to complete handwriting sessions weekly. **Spelling and Grammar.** SPaG is primarily taught during RWI. sessions as pupils follow the get writing programme which runs alongside the reading programme. RWI sessions run on a two week cycle, week one has a reading focus, while week two has a writing focus. Within writing sessions focus is given to SPaG and Composition. **Composition** During composition sessions pupils respond to text, innovating writing based on what they have read. Extended writing is also explored in the wider curriculum as opportunity to invent is given termly. A different focus is given each term to ensure a range of genres and styles are explored through the academic year. **Termly Focus** Autumn 1: Traditional Tales Autumn 2: Instructional and lists. Spring 1: Modern Fiction Spring 2: Explanation Information Summer 1: Cultural Stories Summer 2: Recounts and Reports	**Read, write, Inc.** Within Read, Write, Inc. sessions pupils are supported in their pronunciation of appropriate phonemes and correct production of speech. Pupils build up phonetical awareness which they can apply to a range of situations. **Wider Curriculum** Pupils are presented with opportunities to communicate in a range of settings within the school day. Pupils work in small groups, have class debates and discussions as well as question and answer sessions within school. As appropriate, some pupils work on communication interventions to support turn taking within speech. **Special Educational Needs.** Staff have received training on the picture exchange communication system, and carry appropriate cards to support communication with pupils with specific language need. Staff also use Makaton, when appropriate, to communicate with pupils who have this needs. It is vital that pupils that use PECS and Makaton continue to communicate effectively with those around them and engage fully with their respective curriculum. Pupils with additional needs relating to communication have frequent contact with the SaLT to support development in this area.

Coverage and Progression Map

We have taken the Subject Specific Overviews and delved into these deeper to demonstrate the coverage of knowledge, skills and progression across the school. The coverage and progression maps are produced for each pathway. Each class then has a more detailed topic/theme plan for teachers to plan appropriately for their group.



Topic		Farms and Harvest	Festivals and Celebrations	Day and Night	People Who Help Us	All About Me	Travel and Transport
Engagement	**EYFS**						
Cognition & Learning	Literacy	identifying sounds					
	Maths	same and different size					
	Understanding the World	exploring nature *(seasonal changes)*					
	Expressive Arts & Design	exploring different materials					
Communication & Interaction	Communication & Language	listening carefully					
Social, Emotional & Mental Health	Personal, Social & Emotional Development	making choices about what I eat					
Sensory & Physical	Physical Development	strength and coordination *(developing fine motor skills and water confidence and safety)*					



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovery	Science	Physics					
	Computing	Computing Systems & Network					
Humanities	Geography History	Geography Place/Locational Knowledge					
Personal Development	PSHE	Self-Awareness					
	RE	Creation Stories					
The Arts	Art	Drawing Skills					
	DT	Cookery / Textiles /					
	Music	Dru					
Physical Development	PE	REAL PE					

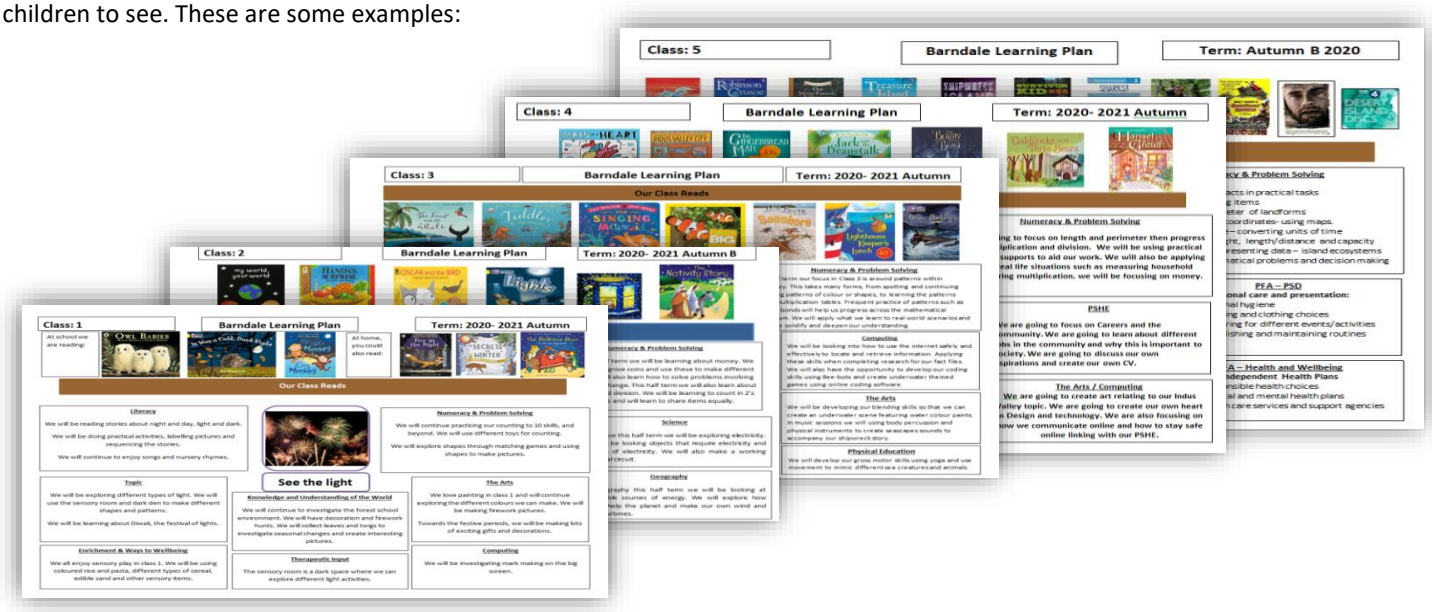
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCFE Core Curriculum	English NCFE	Reading for Purpose Prep 4 Work	Disputes & Conflict Character profiles Book/film reviews	Influencers Biographies Job adverts and applications	Environmental Poetry	Instructional Texts Recipes Exercises Adventures	Persuasive Writing Information Texts
	Maths NCFE	Number / Shape / Data		Number / Shape / Data		Number / Shape / Data	
	NCFE IT	Using IT	Find & Select Information	Developing & Presenting		Communicating	
ASDAN	PSD/RSHE	Setting Goals	Managing Relationships	Managing Money & Leisure	Environment & Community Action	Healthy Eating & Living	Being Safe
	Lifeskills Challenge Interests	Cooking, Workshop, Mechanics, Gardening, Gaming/Films	→	→	→	→	→
	Vocational Skills	Hospitality, Catering, Construction, Media, Land based	→	→	→	→	→
	Lifeskills Challenge Science	Physics Materials, clothing and PPE	Chemistry CSI- investigating	Chemistry Chemicals & Drugs	Biology Plants & Animals	Biology My Body	Physics Energy & Safety
Duke Of Edinburgh	Physical						
	Volunteering						
	Skill						
Careers	Careers	Pathways	Next Steps	Experiences	Work/Education based Visits	Employability Skills	Preparing for next steps
	Skills Builder	Teamwork	Speaking & Listening	Staying Positive & Aiming High	Problem Solving & Leadership	Creativity	Teamwork
	Enterprise	Café- forest school and coffee trailer		Community Project		Summer Fayre	

Skills Builder

As a school we feel it is incredibly important we support all of our young people with core skills that will support their transition into adulthood. We have bought in to Skills Builder, as a reputable and effective programme, to support young people build, enhance and apply their core skills required to be an independent adult. These core skills below will be taught to all children through a half termly focus, with speaking and listening (communication) as a continuous thread throughout the year.

Communicating our Curriculum to pupils and parents/carers

One aspect that we are promoting is our communication with parents/carers and the pupils about the learning that they are doing. For every half term we will produce a topic overview which will be shared with parents/carers and be in the classroom for children to see. These are some examples:



Promoting home engagement with learning and reading

Each overview will be headed with a library of books, texts, media that will support the topic that is being delivered. This is to ensure that parents/carers can actively engage with learning and promote reading skills, develop pre-learning and support with building foundations for learning in school.

We publish these and all of our wider curriculum documents on the school website to ease access for parents/carer and young pupils. http://www.barndalehouse.northumberland.sch.uk/web/what_i_learn_today_prepares_me_for_tomorrow/573223

What will learning look like?

This will vary depending on the curriculum the child/young person is on, the way they learn best and the most effective way to get the high level of engagement and interaction needed to make progress. Each class will have an explanation outside or in the entrance of their room to explain what learning looks like for that class.

What you will see consistently across the school…

- ✓ Children happy and engaged in their learning
- ✓ All adults engaged with pupils throughout their learning, sensory support or regulation activities
- ✓ Children encouraged to be independent in their work, using resources or digital technology
- ✓ Staff feeding back progress and offering support/challenge
- ✓ Purposeful learning environments across the whole site
- ✓ A key focus on communication
- ✓ A steady and consistent pace to learning with adults giving children time to communicate, respond and engage

Marking, Feedback and evidence gathering

For pupils to make the best progress they need instant, quality feedback on their learning so they are able to make changes and have work sufficiently differentiated or made more challenging. In Barndale we use a simple highlighter system as not to make language/reading a barrier to progress being made. See key below:

Dan was excellent at riding his red BMX. = Green means great work/objective achieved

dan was eggslent at riding his red BMX? = Pink **WE** (teacher-pupil) need to think/reflect and make changes

Pupils will be aware of what they are learning through the use of objective/enquiry question headers attached to their work or in books.

Impact- How do we know the children are making progress? How do we know our curriculum is working?

How do we monitor the curriculum?

Monitoring learning is equally as important as the planning and delivery. At Barndale we see this as a cycle of curriculum developments and improvements and this involves more than just our class based staff. We have Curriculum Champions rather than Subject Leaders within our school- this is to ensure the role is as much about advocating and promoting than just scrutinizing. We have developed an annual curriculum action plan and monitoring plan that details how the SLT, Curriculum Champions and Governors can ascertain the effectiveness of the curriculum. This is then validated independently by our School Improvement Partner (SIP).

Key monitoring areas and evidence gathered

Monitoring Planning & Curriculum Design

- Whole school overview
- Curriculum coverage- breakdown of EYFS/national curriculum/P4A outcomes by topic and curriculum subject
- Accessibility- curriculum champion and SLT meeting reviewing pupils needs and curriculum routes
- Topic Overviews- A4 topic/theme overview for each ½ term for communication with parents/carers

Monitoring Delivery of Learning

- Teaching- learning walks, peer observations, colleague coaching sessions, formal lesson showcase (video)
- Resourcing- resource audits, digital resources, curriculum topic boxes, abstract/concrete
- Subject knowledge- planning reviews, vocabulary banks, key concepts, pre/post learning
- Differentiation and challenge- bespoke learning plans and timetables, pre learning and stretch activities

Monitoring Pupil Progress

- Enquiry based progress- pupils will respond, in a way appropriate to their needs, to the questions as part of the topic
- Tapestry- photographic evidence library, linked direct to learning outcomes, communicated to parents/carers
- Evidence of learning- books, marking & feedback, photo journal, learning/subject trackers

Monitoring Outcomes of Pupils

- Attainment- projections and target setting
- EHCP- provision maps and annual reviews
- Accreditations/Qualifications- quality and quantity
- Further education/Transition/Careers- log of progression beyond Barndale.

Feedback from Pupils

- Interviews- understand their experiences
- Questionnaires- reflecting on learning challenges and successes
- School council items- areas of school and curriculum improvements

Assessment & Pupil Progress

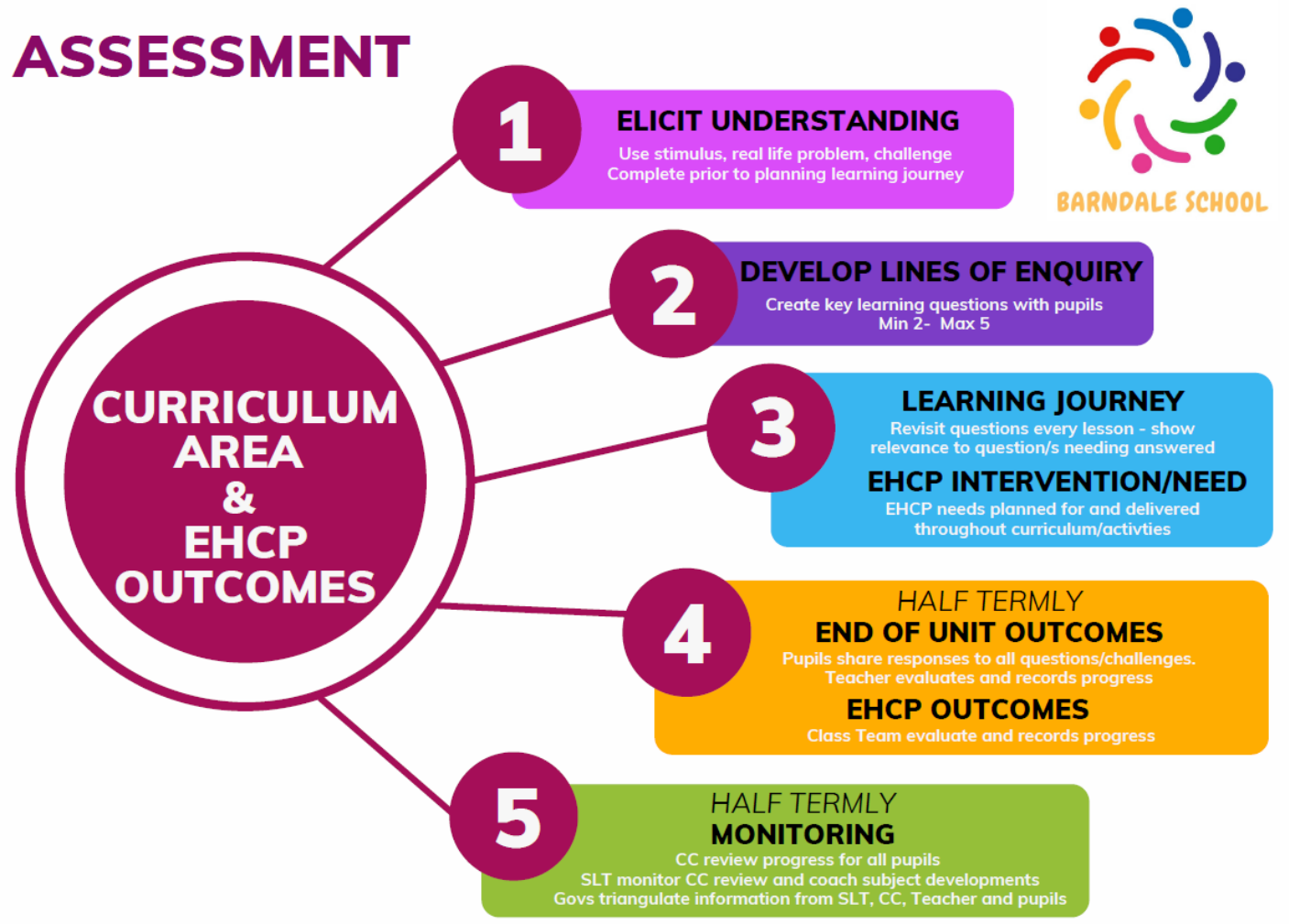
As a school we use Bsquared as our main assessment (academic) platform. This carefully links to our curriculum offer but also supports the tracking of progress similarly, irrespective of the pathway being followed. We also like Bsquared as our pupil progress transfers as the young people progress onto new pathways.

We recognise that our pupils also make progress in their holistic development. To capture this we use our 'Ready to Learn' holistic tool to see how our young people are developing the skills to be confident, independent and effective learners. We track their progress in:

- Self control
- Social Skills
- Self Awareness
- Skills for Learning
- Approach to Learning

Pupil Progress

It is incredibly difficult for us to measure progress as a set value. As such we have a range of ways to ensure we know if our pupils are making progress. Whilst, for students in mainstream education, there are end of key stage measures we feel these are neither appropriate or obtainable for many of our students. Instead we look at their age, cognitive development, academic progress and holistic development. We pull this together and use the professional judgement of our staff, and the evidence they have, to measure progress, set realistic targets and relate these to the EHCP for each child.



Statutory Testing

Our pupils are able to sit statutory testing if it is attainable and appropriate for their needs. Where this wouldn't be the case the school would disapply the young person and ensure their parents/carers were also in agreement. For some examining bodies we would be too small a centre to deliver their accreditations, but we would always try and source alternatives.

Continuous Development and Curriculum Review

As a school we fell our curriculum should never be static. The needs, ambitions and interest of our pupils change frequently and as such our curriculum should be adaptive, responsive and appropriate for all of our pupils to make progress. Each area of the school and subject is continually reviewed and adapted to ensure it is fit for purpose.

Reporting & Validation

As a school we would want our judgements and achievements to be validated from external partners to ensure we receive sufficient challenge, praise and recognition. As such the following partners will have an active role in providing this:

- ✓ Parents/carers-through feedback, questionnaires, curriculum forums and EHCP reviews
- ✓ Governors-curriculum audits, meetings with curriculum leads, learning walks, evidence scrutiny
- ✓ School Improvement Partner (SIP)- curriculum and evidence scrutinies
- ✓ OFSTED- quality assurance of curriculum offer, pupil outcomes and quality of education

Appendix 1: Curriculum Information Leaflet

ASSESSMENT

BARNDALE SCHOOL

CURRICULUM AREA & EHCP OUTCOMES

1 ELICIT UNDERSTANDING
Use stimulus, real life problem, challenge
Complete prior to planning learning journey

2 DEVELOP LINES OF ENQUIRY
Create key learning questions with pupils
Min 2- Max 5

3 LEARNING JOURNEY
Revisit questions every lesson - show relevance to question/s needing answered
EHCP INTERVENTION/NEED
EHCP needs planned for and delivered throughout curriculum/activties

4 *HALF TERMLY*
END OF UNIT OUTCOMES
Pupils share responses to all questions/challenges.
Teacher evaluates and records progress
EHCP OUTCOMES
Class Team evaluate and records progress

5 *HALF TERMLY*
MONITORING
CC review progress for all pupils
SLT monitor CC review and coach subject developments
Govs triangulate information from SLT, CC, Teacher and pupils

TAPESTRY
ONLINE LEARNING JOURNAL

COMMUNICATING LEARNING

We want all of our parents and carers to be involved with learning- at home and at school. Each half term we will share topic overviews (below) which will share the curriculum coverage being followed.
We will also share learning with you using Tapestry Online. You can comment on this and also upload progress your child is making at home too.
We will have opportunities throughout the year where you can come in and see your childs' work and join in activities.

PREPARATION FOR ADULTHOOD

We are committed to supporting and preparing our young people for the future. We want to ensure they are ready for life beyond school; have the opportunity to work, live independently, be included in their community and be able to manage their own health needs.
We thread this into our curriculum to ensure our students are as ready as possible for their next steps.

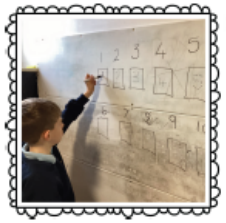
BEYOND BARNDALE...

Pupils are able to transition from Barndale from 16yr old onwards. We have put together a section on our website which has links, prospectus and provider information so that you and your child can see what is available locally for education, training and employment.

CURRICULUM OVERVIEW

A guide for parents, carers and visitors.

BARNDALE SCHOOL



RATIONALE

What our young people learn is really important to us. We see learning as the knowledge, skills and understanding that supports all of our young people to successfully access adult life. Learning is much more than the curriculum we deliver but the way we approach this to raise aspirations, make it engaging, meaningful and ensure we add value to it through recognised qualifications that will provide firm foundations for next steps.
We follow the National Curriculum but adapt this to ensure our young people can effectively apply what they learn and make sure it is meaningful- we focus on the depth of learning not just the breadth.

MORE INFORMATION:
www.barndale.uk -> curriculum

What I learn today, prepares me for tomorrow...

WHY PATHWAYS?

We recognise that not all pupils learn in the same way and are at the same stage in their own learning journey. As such we have several pathways that allow us to tailor the offer to fit what approach will support that young person learn best and be most appropriate for their needs now and in the future.

SKILLS BUILDER

Our curriculum design incorporates core skills as a constant thread through our pathways. We have adopted Skills Builder which allows us to teach the the core areas of: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.

ACCREDITATIONS

It is really important our curriculum is accredited so that our young people can use their learning as foundations for further learning. We try and match all of our curriculum areas to accredited qualifications that are recognised in the world of work, training and by further education providers. We also choose accreditation routes that are flexible to fit in with the needs, strengths, abilities and learning styles of our young people.

ENGAGEMENT PATHWAY

This is our initial pathway which is an adaptation on the EYFS framework. This pathway is to develop the foundations for learning. From this initial phase pupils will then progress onto one of the core pathways.

- Communication and Language
- Maths
- Literacy
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

ACCOMPLISH PATHWAY

This pathway is for those pupils who need to continue their foundations for learning. The focus will remain on the key developmental areas but use different approaches to deliver this in a way that will be more formal.

- Communication
- Sensory Stories
- Maths
- The Arts
- Therapies
- Knowledge & Understanding of the World
- TEACHH
- Attention Autism
- Personal Development

ESTABLISH PATHWAY

Some of our pupils are not yet ready to access formal learning, due to their their social, emotional and mental health needs. We have developed this pathway to support the transition from play based/child led learning to more formal learning routes in a bespoke way. These will often be adult led for individuals or small groups.

ORACY
ENTERPRISE
ROLE PLAY
DRAMA
COOKERY
GARDENING
PE
COMMUNITY
CONSTRUCTION
STEM
THRIVE
THERAPY
GAMES

ACTIVATE PATHWAY

This pathway is designed for students who are able to access the National Curriculum. It is tailored to focus on the core skills and knowledge in all subject areas but differentiated to ensure it is engaging and purposeful.

- English
- Maths
- PSHE
- Digital Skills
- Science
- Humanities
- The Arts
- PE

ACCOMPLISH PATHWAY- ADULTHOOD

This is our final pathway to support those pupils who are continuing on the accomplish pathway and are ready to start applying these skills ready for the transition into adulthood. Most aspects of this curriculum are accredited or recognised.

- Communication
- ASDAN English
- Maths
- The Arts
- Therapies
- The world of work- work experience
- ASDAN
- Prep for Adulthood
- Personal Development

CONSOLIDATE PATHWAY

This is our fully accredited pathway which will support our pupils on their next steps. It will continue to follow most areas of the national curriculum and be tailored towards transition and planning for next steps into further education, training or employment.

- NCFE English
- NCFE Maths
- NCFE IT
- ASDAN PSD & RSHE
- Careers
- Independent Living
- ASDAN Science
- ASDAN Life skills

NCFE · LIFESKILLS CHALLENGE · THE DUKE OF EDINBURGH'S AWARD · ASDAN · White Rose Maths · twinkl phonics · Get Set 4 P.E. · COMMANDO JOE'S