



**WOODSETTON  
SCHOOL.**

## Curriculum Overview

“Happy Hearts, Happy Minds”

## School Context

Woodsetton School caters for pupils with moderate (and more recently, severe) learning difficulties. In recent years, the complexity of the learning difficulties of pupils has increased significantly, with increasing numbers of pupils having speech, language and communication difficulties, autistic spectrum disorders, or a complex mix of needs.

All pupils attending Woodsetton have an Education, Health and Care Plan and have been allocated a place at Woodsetton via the LA SEN team.

There are 102 pupils on roll at present. In recent years the LA has continued to increase our funded numbers and in Summer 2021 we had 108 pupils across 8 classes giving us significantly larger than average classes across the school. Due to this, over the summer holidays of 2021, we have been creating additional classroom capacity following LA direction of additional pupils with significant complex needs. Two additional classes have now been created (Sept 2021) to enable class sizes to be reduced to a safe working number due to size of classrooms in the main building – class sizes vary between 7 and 16 pupils with 3 to 8 adults in each dependent upon individual need.

The proportion of pupils eligible for the FSM is significantly above the national average – (Summer 2021 – 45/108 – 42%; Autumn 2021 – 41/102 – 40.2%). Currently the national average for FSMs is 20.8%.

Pupils at Woodsetton are generally working at a developmental level of between 0-60 months (Pre-key stage standards). We have a small percentage of pupils in KS2 who are working at KS1 expected levels of attainment in some strands of the curriculum.

As a school we believe engagement in learning is of paramount importance. We always place the child at the centre of what we do and offer, utilising individual EHC Plans to inform and structure our provision whilst also supporting the holistic needs of our children and families.

We currently have 10 class groups at Woodsetton and most pupils are taught in single year group classes. Each class is named after a woodland creature and pupils are grouped according to need and stage of development.

Pupils in our Lower Phase (Caterpillars, Badgers and Hedgehogs 1and 2) follow an EYFS approach initially. They engage in a range of adult directed activities and have access to continuous provision style learning. There is a big focus on developing independence and embedding characteristics of effective learning. As our children move through this phase and their levels of independence grow, a more structured approach is introduced when appropriate.

Our Upper Phase (Frogs, Owls, Squirrels, Butterflies and Woodpeckers 1and 2) offer pupils a selection of personalised pathways. Most classes are organised by age but our Woodpecker classes are small mixed age groups. Each class is structured according to the needs of each group. This can range from sensory learners, those that require higher levels of structure, nurture groups or groups that can access a faster pace of learning.

Pupils in Butterflies (Y6) also prepare for transition to secondary school and focus on independence and developing the skills needed to do this successfully. The curriculum is designed to encourage pupils to self-manage, problem solve, work with others and apply skills in real world situations.

## Our Vision

At Woodsetton our vision is to be a school that works proactively with families and other agencies, to value each individual child, their voice and their aspirations; ensuring we provide the personalised stepping stones they need to succeed and celebrate each achievement along the way.

## Our Core Values

At Woodsetton, we aim to provide a happy, caring and stimulating learning environment where children and adults feel safe and valued. Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. We therefore model and embed the following characteristics in all that we do.

Honesty	Trust	Happiness	Respect	Kindness	Encouragement	Equality
Responsibility	Patience	Determination	Exploration	Independence	Confidence	Friendship



## Curriculum Intent, Implementation and Impact

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).

### Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual EHC outcomes are embedded throughout.

At Woodsetton we aim for our curriculum to:

- Provide children with stimulating and engaging learning experiences and opportunities.
- Ensure that all children develop an understanding of themselves and an awareness of their place within the community.
- Ensure that all children develop secure learning to learn behaviours focused around exploration, resilience and perseverance, working with others and problem solving.
- Enable children to see, use and apply these learning behaviours throughout their entire life.
- Ensure that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development.
- Ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.
- Support all children to make constructive choices throughout their lives in order to be responsible, well rounded citizens

### Implementation

**“If a child can’t learn the way we teach, maybe we should teach the way they learn.” (Ignacio Estrada)**

Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. At Woodsetton we recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide pupils across Woodsetton with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 3 broad pathways: ‘EYFS’, ‘semi-formal’ and ‘formal’. These terms offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more ‘conventional’ National Curriculum type approach.

The levels are not defined by age, but by need and achievement; children are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the three.

- EYFS Curriculum: For learners in Reception and Key Stage 1 working towards the Early Learning Goals.
- The Semi-Formal Curriculum: For learners in Key Stage 1 and 2 working below KS1 age related expectations (DAPA S Levels 4-8).
- The Formal Curriculum: For learners in Key Stage 1 and 2 working towards KS1 age related expectations.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Education, Health and Care Plans (EHCP) within their individual learning plans. Some pupils also receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

## **Impact**

Through the curriculum at Woodsetton we intend that the impact for all of our children will be that they make good progress against their EHCP targets and that they are academically and physically prepared for life in their next school stage, in Modern Britain and the wider world.

We want our children to become rounded citizens with a clear understanding of complex values like equality, friendship, trust and our other core values; and from this they will be able to prepare themselves for living in the community. We measure the impact of this and celebrate their achievements not just in the work our children produce (WOW moments), but in the behaviours we see each and every day by all of our children on the playground, in corridors, and in the many roles we give them (Acts of kindness).

Our children are guided by all staff on how to approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly empowered to succeed, achieve their very best and are independent, confident learners.

Our children will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others.

## Curriculum Pathways

### EYFS Pathway



Children follow the EYFS pathway during their first two years within school. The EYFS curriculum reflects the areas of learning identified in the Early Years Statutory framework. There are seven areas of learning and development that shape educational provision in early years settings. All areas of learning and development are important and inter-connected and require a balance of adult led and child initiated activities with different levels of adult support, in order for children to progress through the Early Years Learning Outcomes and developmental milestones.

### Semi-Formal Pathway



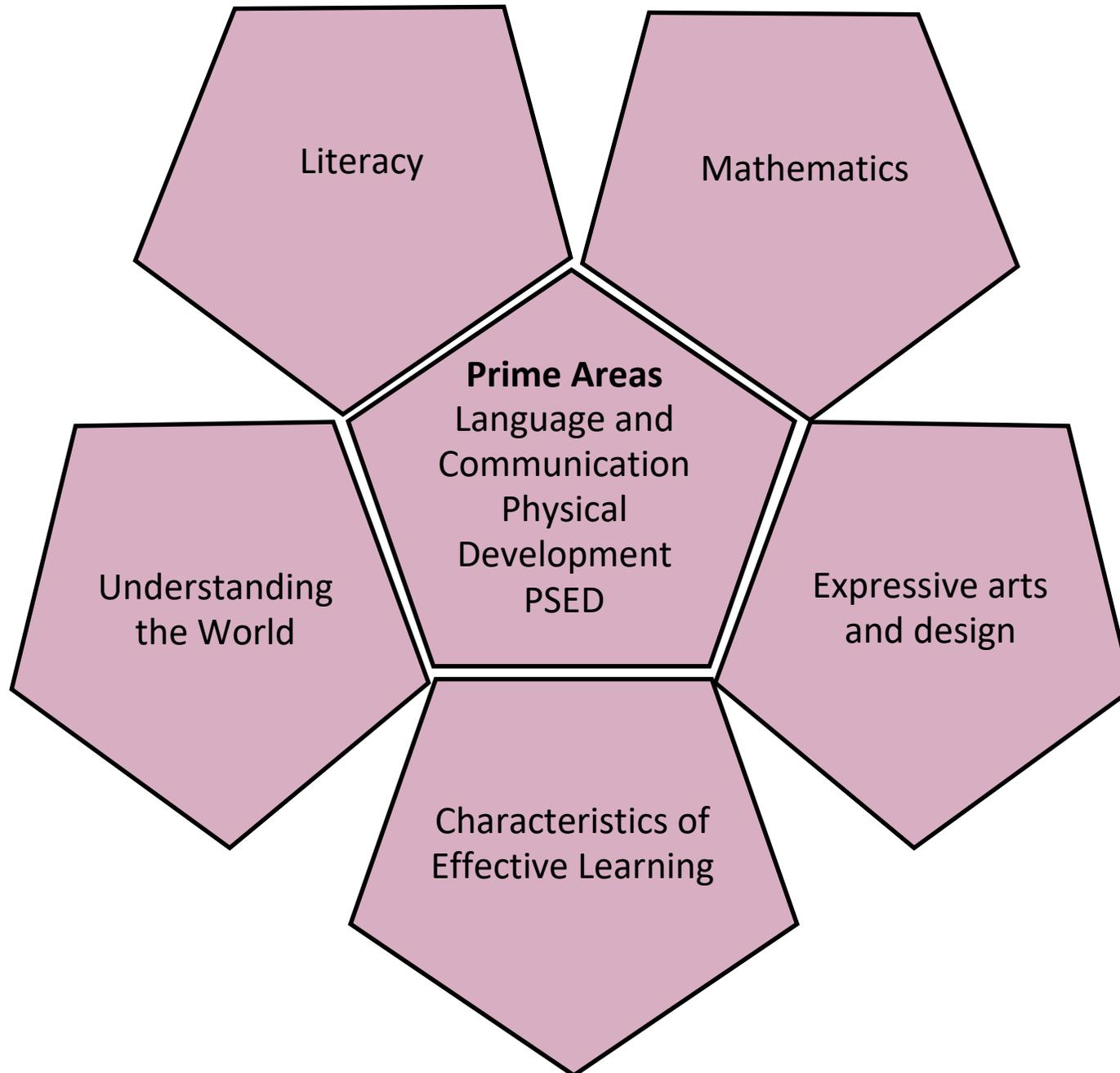
Children following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage since this framework is not confined to those below the age 5, but rather, extends right across the school where pupils are functioning below key stage 1 age related expectations. However, the teaching approach reflects the age and learning style of the pupils concerned.

### Formal Pathway

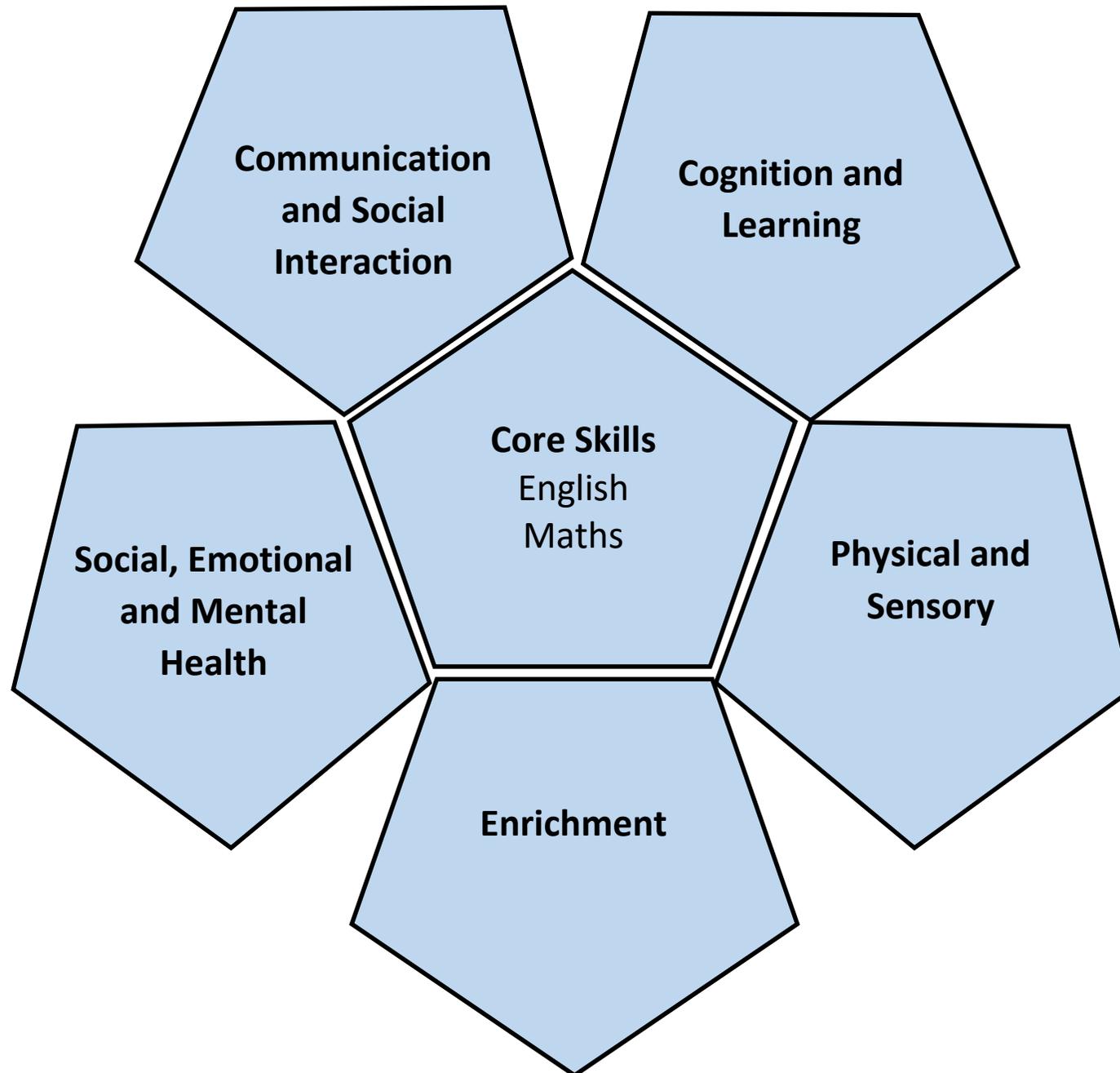


Pupils experiencing our formal curriculum access a range of National Curriculum subjects for their Key Stage, modified in light of their developmental level and special educational needs. Specialist areas (the 'additional curriculum') are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on visual perceptual skills or independent mobility). Life skills and independence skills will also form part of the curriculum within "Enrichment". As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

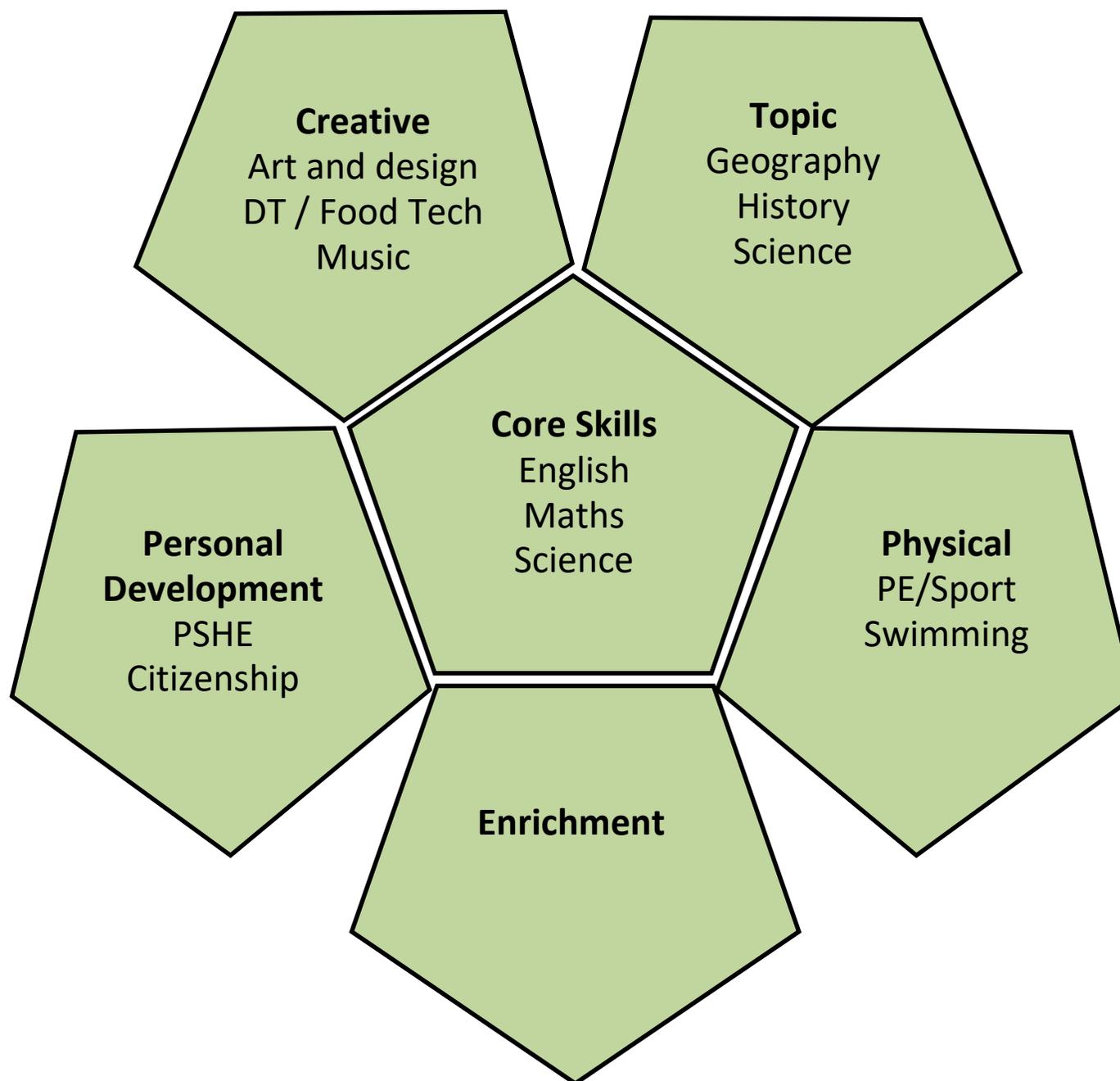
## Early Years Foundation Stage (EYFS)



## Semi-Formal Curriculum



## Formal Curriculum



## **Personalised Teaching and Learning Strategies**

We aim to develop skills in order that our children will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working, as early as possible, which enables the child to be able to organise themselves (over time) and gives meaning and understanding to their world. In order to do this, we encompass a range of strategies including but not limited to:

Visual timetables

Separate work areas and individual workstations

Individual daily routines with a defined start and finish

Makaton, PECS, Communication In Print

Short, structured group introductions (where appropriate)

Visual aids for learners to respond appropriately in terms of understanding

Social understanding

Visual aids to introduce and model activity

Highlighted key vocabulary

Adaptations e.g. -software, hearing devices, magnifiers

Programmes of work based on TEACCH learning principles

Social stories - to promote understanding and improved behaviour/social skill

Sensory Stories

Motivators and incentives

Movement programmes

SALT / Physiotherapist / Occupational Therapist programmes / targets

## **Enrichment. Cultural Capital and other opportunities for wider learning**

At Woodsetton we acknowledge and promote that one of the underlying principles for creating and delivering enriched learning experiences within our curriculum is the recognition that learning can take place anywhere, not just in the classroom. We are very privileged to be based on a site with outside land including a forest school area. All of our classes access forest school on a weekly basis.

Every week, children engage in “Enrichment” where they have the opportunity to explore and learn about things that are of interest to themselves and their class mates. These opportunities change every half term and are usually child led and practical.

When planning the detail of each topic, teachers actively make links to opportunities that will enhance the curriculum and broaden children’s experiences. These can include visits out both within the local community and further afield. We also have a range of connections with local companies and organisations who support us throughout the year.

Family engagement is also crucial to successful learning and we continue to develop opportunities for family learning and open classroom events. Each class hosts an assembly each year and we also come together for Christmas and Easter celebrations. Our sponsored walk and sports day are always a big success.