

Key Stages 1-5 Curriculum

The Vision

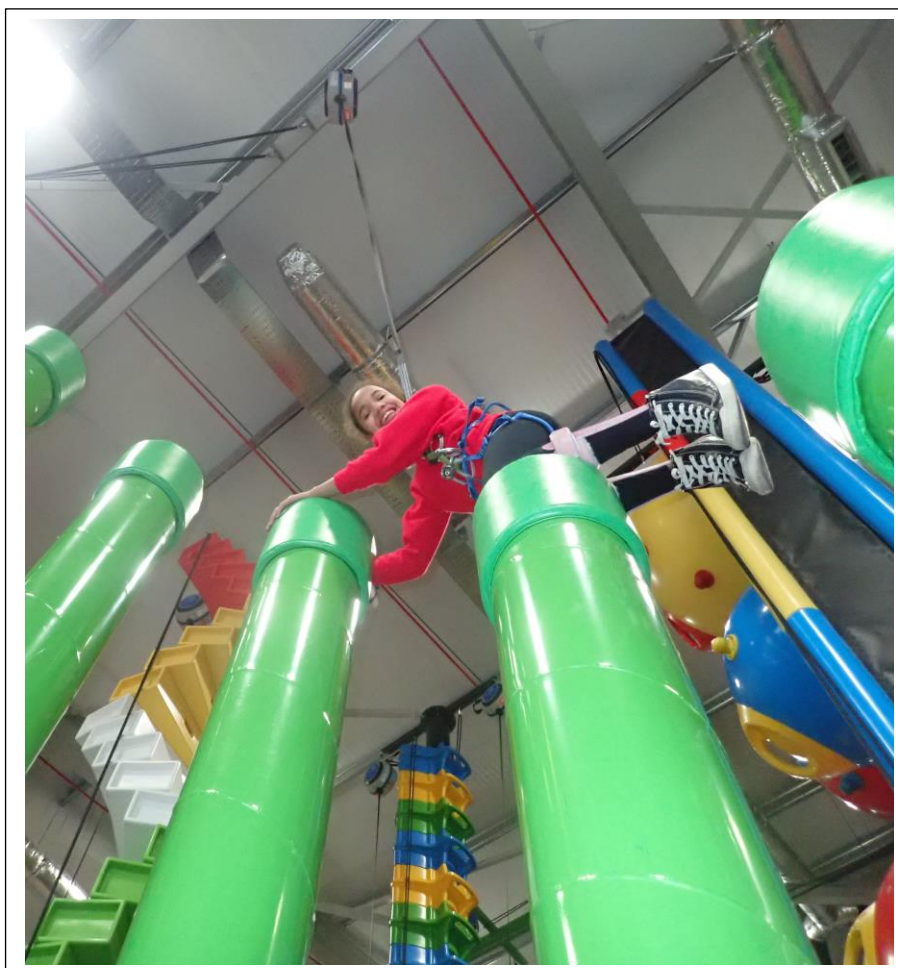
The Redway endeavours to offer a broad, balanced and meaningful KS1-5 curriculum which supports academic, social, emotional, communication and physical development.

The curriculum aims to build on solid groundwork carried out at the EYFS stage and is personalised and differentiated, with knowledge, skills, opportunities, wellbeing and self-esteem at its core, while remaining both challenging of learners yet understanding of their needs.

We require continuity and progression within our curriculum and expect strong emphasis on development of confidence and independence skills. We want our learners to leave school with a strong appreciation of and respect for their world, an understanding of self-worth and value as citizens, and a sense of direction and achievement to support the highest potential level of self-advocacy in their future. We emphasise high expectations according to each child's potential and pupils should gain appropriate accreditation wherever possible.

The Redway aims to enable and empower pupils through the use of effective and sequenced teaching and care and imaginatively resourced learning environments that are innovative, involving, motivating, and rewarding. The curriculum is tailored to the needs, interests and abilities of all learners and developed through liaison with parents and carers, therapy and medical specialists, and class teams.

Our curriculum design promotes a dynamic and continuous process offering each pupil individualised study maps which are relevant, accessible, developmental-age appropriate, stimulating, and enjoyable.



Overview – a spiral curriculum

Our spiral curriculum is dual-featured; one tier of work provides access to the National Curriculum, the other supports access to learning. This is represented by two interlacing helix.

The first spiral denotes our programmes of study following **National Curriculum** subjects (and an additional programme of Skills for Life). The second spiral represents bespoke **Concept Teaching and Support** that ensures each pupil can access their learning effectively and build those skills most important for his or her development now and in their future lives. Through collaboration with therapeutic, medical, behavioural and care specialists, and wide use of aids and resources, potential barriers are surmounted to nurture engagement, involvement, wellbeing, and appropriate social disposition so all pupils are in a better place to learn and grow.



Curriculum Pathways

Each subject study programme has three pathways: these maintain subject-specific goals tailored to - and interpreted for - the very wide range of pupils' cognitive and physical needs and abilities according to age and/or development.

The **pre-formal** pathway is for our most profoundly disabled young person, the **semi-formal** route for those pupils who are more cognitively and/or physically able, and the **formal** pathway is for learners who can, in part with support, access knowledge and skills at more conventional mainstream levels.

What does this look like in practice? As a brief example, counting skills in mathematics – at a formal level - will be taught through number lines, rote, flashcards, computer apps, counting objects, worksheets and the many other ways seen in mainstream primary schools. At pre-formal level, such learning may be supported through a skilled sensory and stimulus session involving drum music, lights and resonance boards, using beat and illumination to experience and support basic-level counting, sequencing and order skills and allow engagement and response. Semi-formal lessons may draw from both pathways with the addition, for example, of songs, rhymes, and toys.

Flexibility, over-learning, and strong adaptation is vital. Gaining access to the National Curriculum through innovative teaching and assessment approaches and specialised support and equipment is guided by the **0-25 Special Education and Disability Code of Practice**.

Supporting Educational, Health and Care Plans

The Redway Curriculum is designed to inform and enhance the important **Education, Health and Care planning** process by correlating teaching and learning areas with EHCP sections, thus supporting teachers and parents in their EHC reviews and target setting.

Our **Teaching and Learning (TAL) Areas** are grouped under five headings:

Sensory and Physical Needs

Communication and Interaction

Cognition and Learning

Emotional Wellbeing, Keeping Healthy and Safe

Community Participation and Independence

The first four groups reflect the developmental areas of **Education, Health and Care Plans**, the vital tool for disabled children and their families, and in this way support our close monitoring of needs, progression, support required and subsequent target-setting. The fifth group – Community Participation and Independence – represents our aim to empower every pupil to lead confident, rich and fulfilling lives as young citizens. It too informs EHC planning for the future.



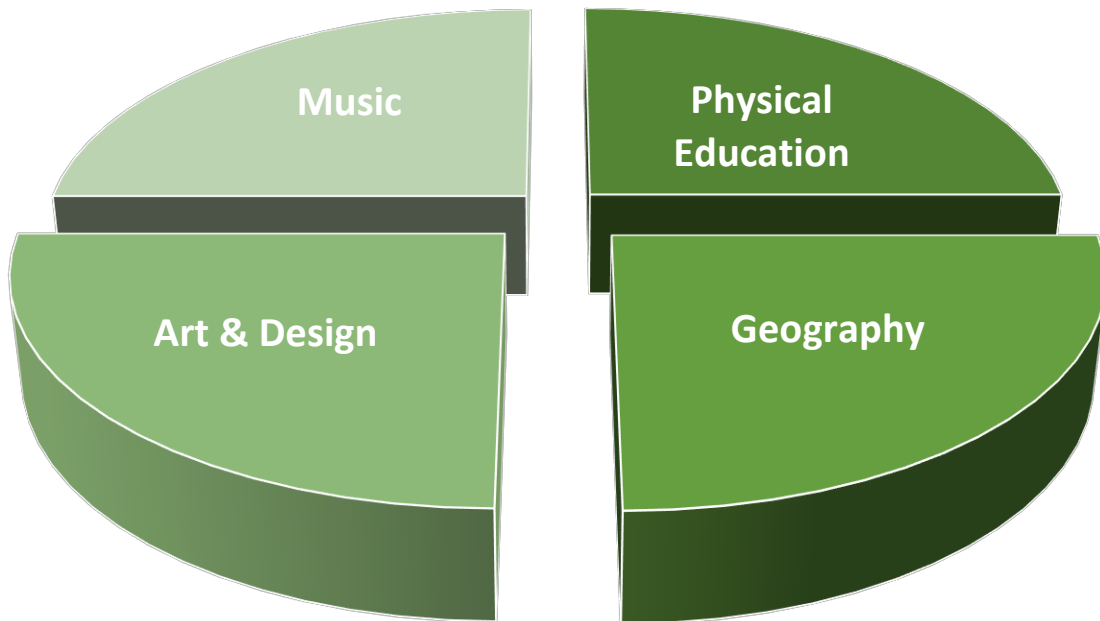
In each of the five areas, subject study programmes appropriate to its development aim are allied with key support required to access those subjects – reflecting the intertwining of the two-spiralled curriculum.

The support of course is 'best fit' and – just like subject-specific learning – can be cross-curricular. As teachers follow the study programme pathways for each subject, they can also access support advice which provides guidance, expectations and collaborative objectives to develop pupils' learning in each area covered.

Sensory & Physical Needs:

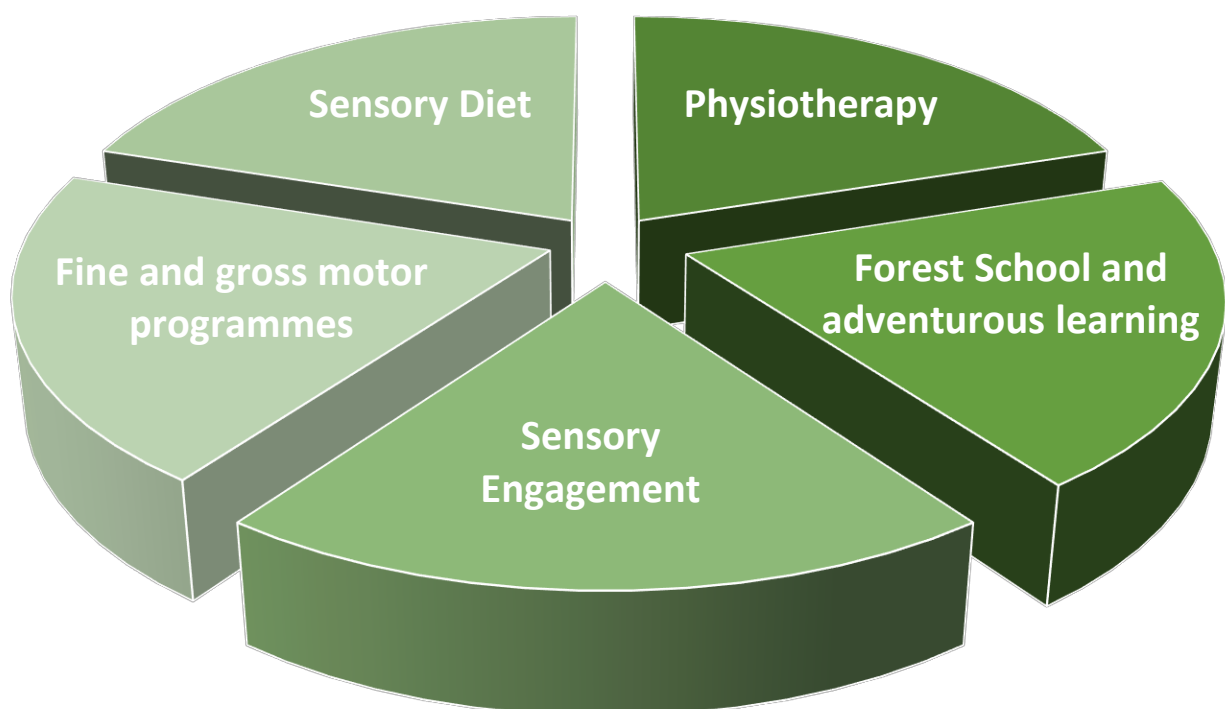
PE; Music; Art & Design; Geography

-Knowledge & Skills-



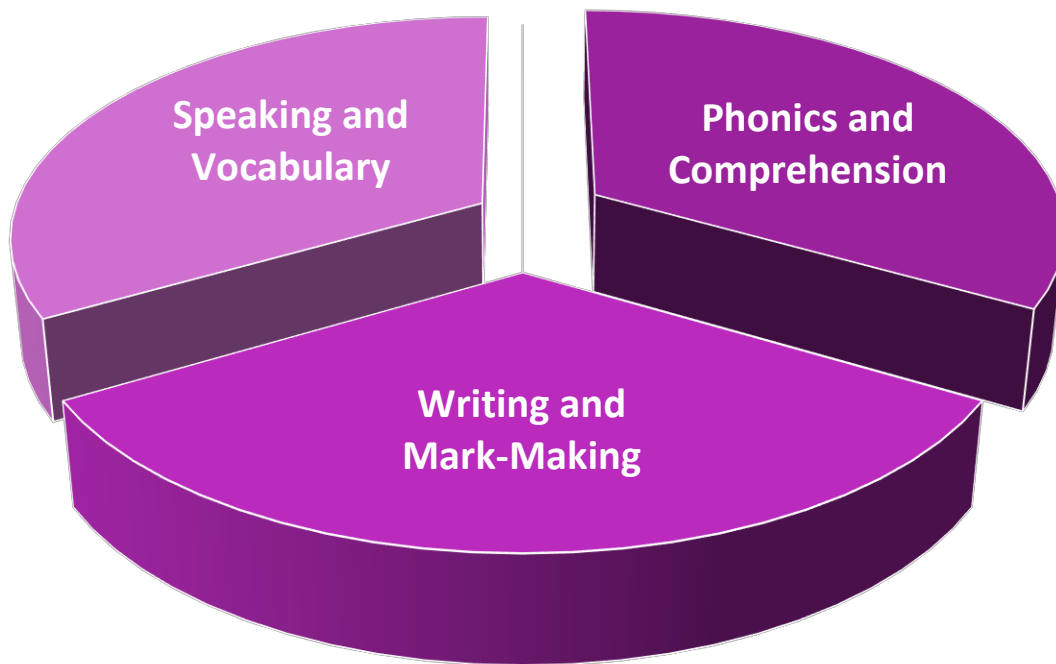
Concept Learning, Therapies, Capabilities:

-Guidance & Support-



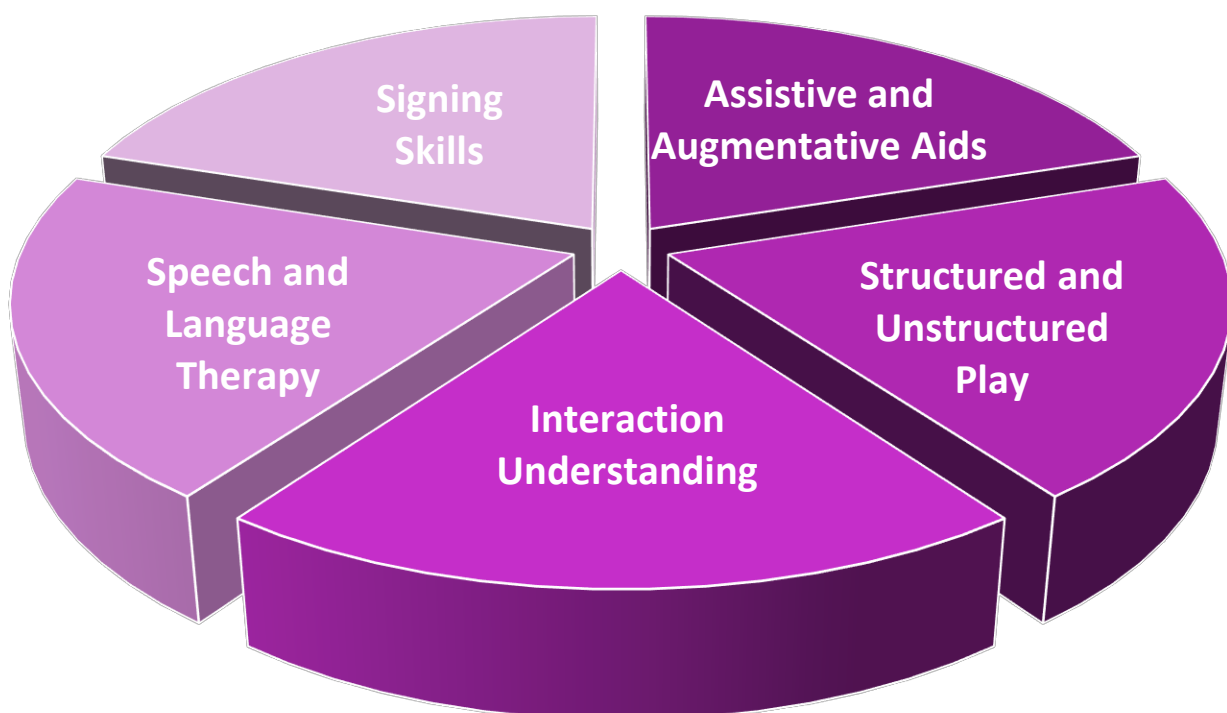
Communication & Interaction: English

-Knowledge & Skills-



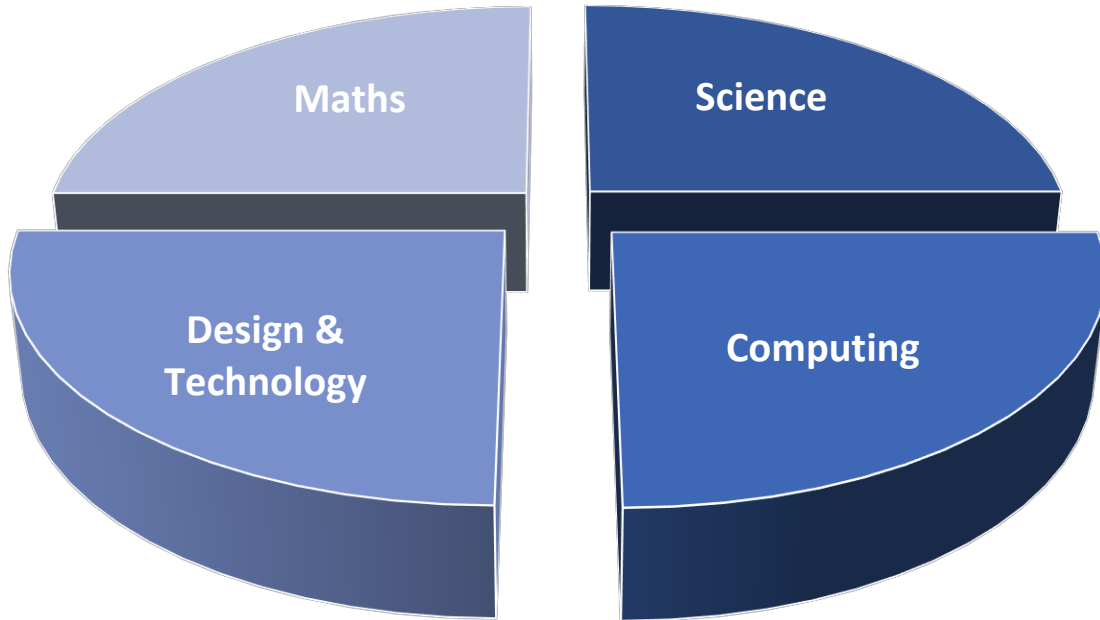
Concept Learning, Therapies, Capabilities:

-Guidance & Support-



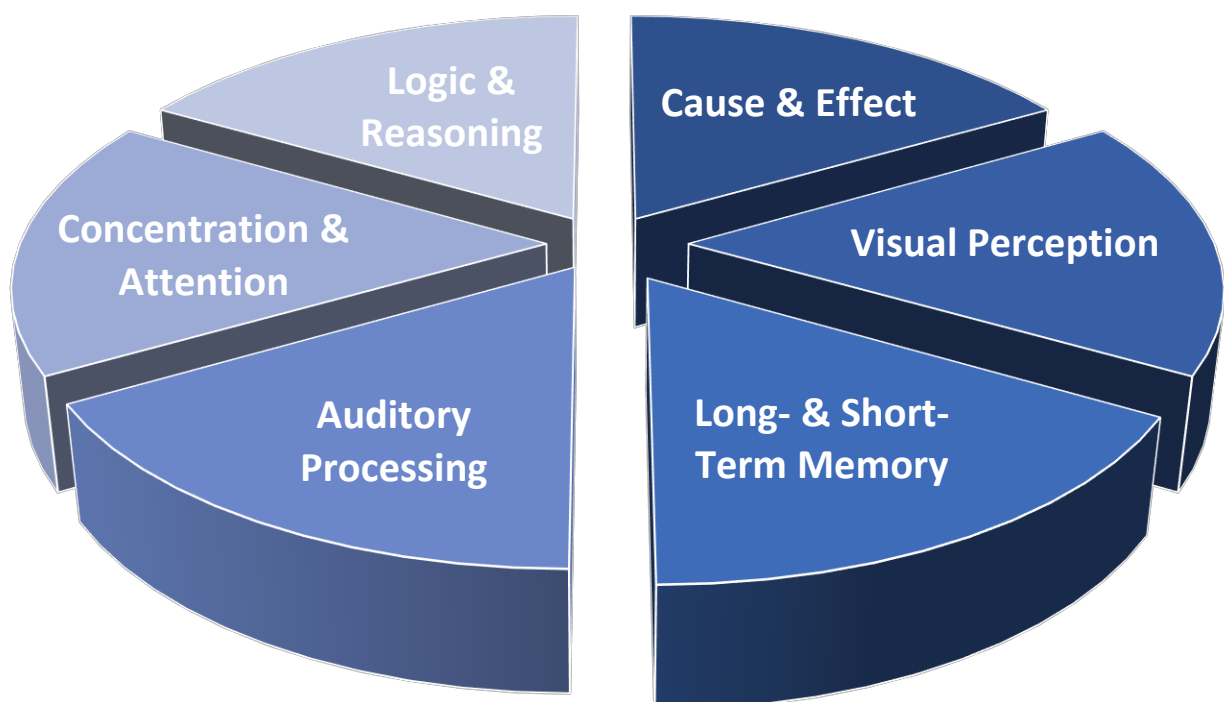
Cognition & Learning:

Maths, Science, Design & Technology; Computing
-Knowledge & Skills-



Concept Learning, Therapies, Capabilities:

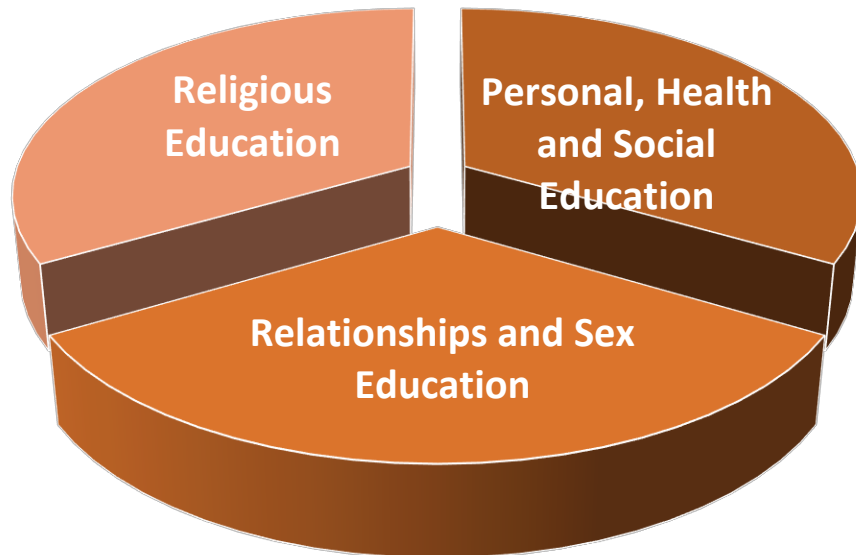
-Guidance & Support-



Wellbeing, Health & Safety:

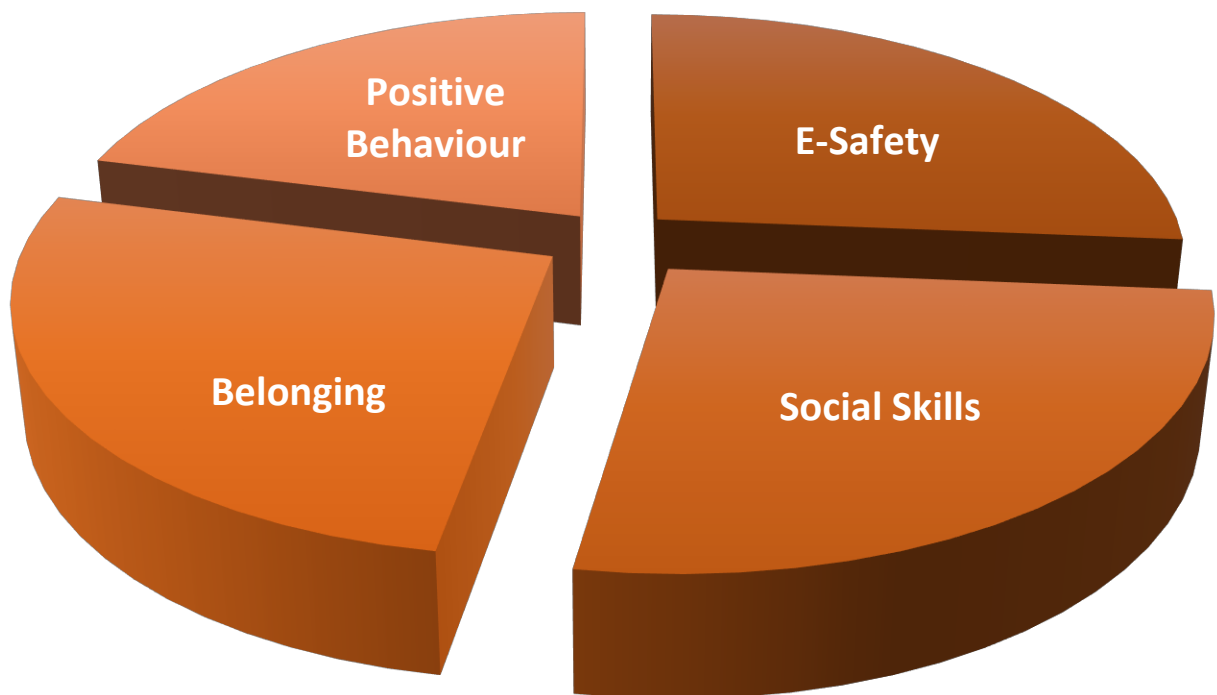
RSE & HE; RE, PSHE

-Knowledge & Skills-



Concept Learning, Therapies, Capabilities:

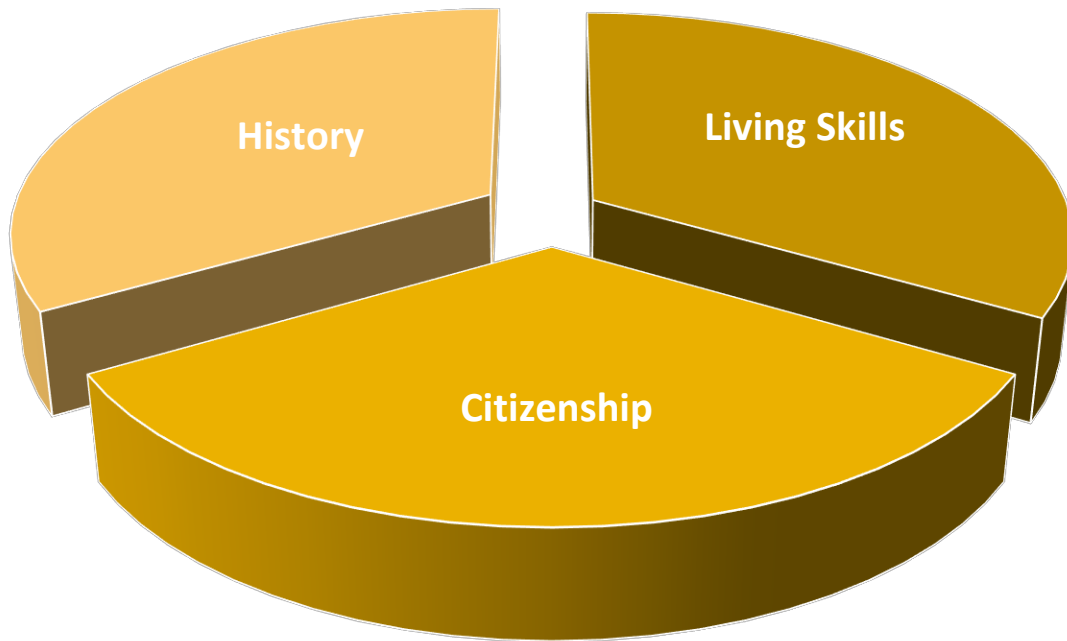
-Guidance & Support-



Community Participation & Independence:

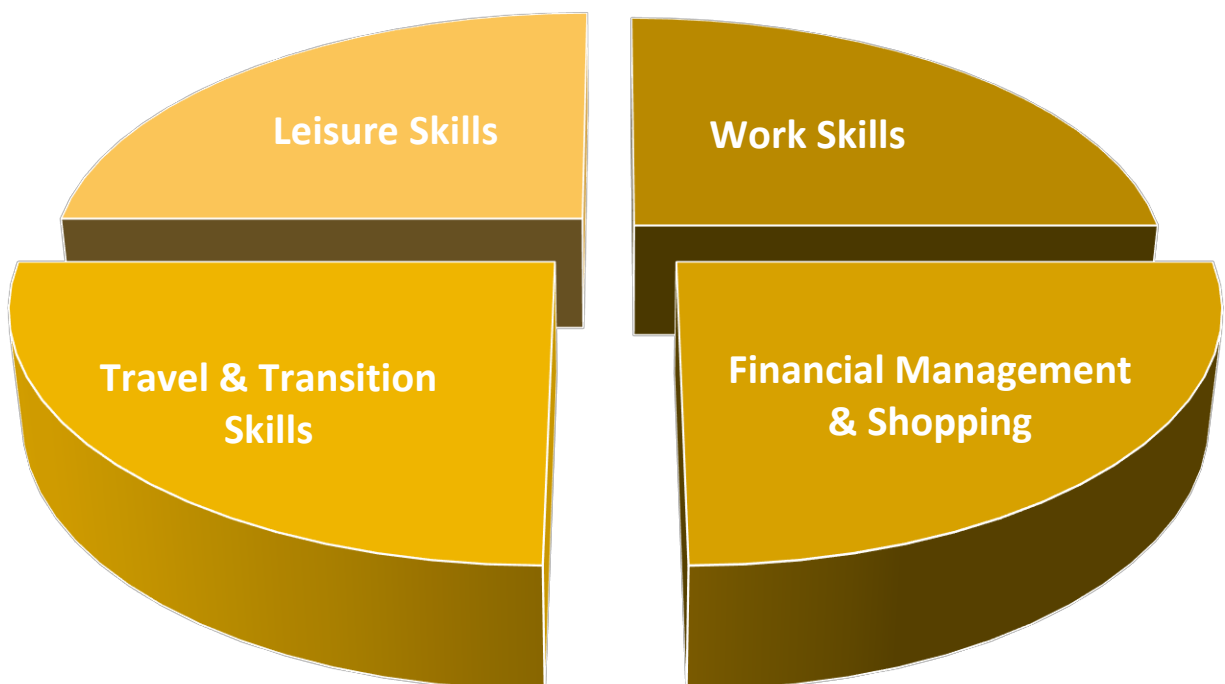
Citizenship; History; Living Skills

-Knowledge & Skills-



Concept Learning, Therapies, Capabilities:

-Guidance & Support-



Monitoring the Curriculum and Staff Involvement

Each of the five TAL areas is progressed by its own staff team of teachers and other specialists. Their role is to ensure National Curriculum requirements and developments are accessed at levels appropriate for all children alongside the required support practice involving **SEN approaches, concept-learning, therapies, resources** and other provision.

This structure maintains the holistic approach so vital at an SEN level, as well as demands a deep understanding of subject teaching, reflection on EHC requirements, strong and effective collaboration and communication, and sharing of good practice and skill with each other and external agencies.

The team and/or subject leads are also on hand to support all staff over practice and pupil-centred planning.

