



Consortium Curriculum Statement

The Trust provides a curriculum development framework that supports school leaders to create a contextually relevant offer for the pupils at their schools. Across the Trust, schools work in partnership to develop individual subjects, including English, Maths and Science. This collaborative working ensures teachers are able to keep up to date with the latest development in specific subjects, sharing examples of success as well as supporting any areas of challenge. Through the subject networks, staff can also moderate pupils' learning, ensuring that all staff have high expectations for pupils and providing appropriate support whenever necessary.

As a Trust we are ambitious for our pupils, not only for the time they are with us but also for the next steps in their education and life. The Trust's Drivers: Personal Development, Creative Development and Community Engagement were created to support all community members to work towards their personal goals. Each driver has four staged milestones with criteria to support teachers to plan, think creatively and participate and contribute to the wider society. In all Trust schools, the Drivers are expertly taught and embedded within the curriculum, supporting pupils to focus on developing in the specific areas of personal improvement, listed below.



Warren School

Visions and Values

At Warren school, our vision, values and curriculum intent are all aligned - ***the child is the curriculum.***

Our Vision

As we start our new journey with Consortium Trust, we will create an identity we can all share and believe in. With children at the heart of everything, we will further develop our communication and relationships with parents and carers and extend our links with the community.

Equity, access and inclusion will guide every aspect of teaching and learning, built on the foundation of:

- Everyone has the right and the means to communicate
 - Diversity is represented and respected

The individuality and diversity of every child and young person will be reflected in the different pathways to learning.

Everyone will have the opportunity to share their interests, whilst investigating and exploring their curiosities. Each child and young person will have teaching and learning tailored to their specific needs – in line with Educational Health Care Plans and Personal Learning Plans.

No child will be restricted to one pathway, or have progress stifled or limited by preconception.

Our broad and balanced curriculum will be to prepare every child and young person for a life beyond school, with opportunities to develop independent living skills (where possible) and see where their path will take them.

A chance to revisit and reflect upon learning - within a supportive, spiral curriculum - will enable everyone to make personal progress. Assessment will evidence even the smallest of steps and each and every future will be filled with opportunities and success.

Safety and security are central to our vision – not just physical safety, but the emotional safety of a school built on relationships. Every child and young person will grow with trust, honesty and respect. This will spill out into our community and be our legacy as it travels with them through life.

Our Values

Unity

Children and young people are at the heart of everything we do - we are committed to giving them a voice.

We will work closely with parents and carers to ensure that needs are communicated and understood, as well as offering regular opportunities for engagement, information and socialisation.

We will continue to build a bank of reliable and enthusiastic volunteers from within our families and our community.

We will come together with all of our colleagues at Warren and other Consortium Trust schools, to share our strengths, skills and ideas.

We will work collaboratively with outside agencies in Education, Health and Social Services, to ensure shared knowledge, support and goals for children and young people, and their families.

Our teaching and learning timetables will (where possible) run parallel to each other, allowing children and young people to come together with shared knowledge and experiences.

Equity

We will model, teach and ensure the necessary provision and resources for equitable and inclusive practice.

We will teach and adapt a curriculum (including external and extra-curricular activities) that carefully considers access, communication and understanding of individual needs.

Our Curriculum will follow pathways, using trusted providers and adapted by the teachers and leaders who know the needs of your children.

We will strive to source resources that are not only diverse in communication and learning styles, but (wherever possible) show representation of children and young people of different gender, sexuality, race, colour, and with special educational needs and disabilities.

We will develop an understanding and respect (without bias) of different beliefs and identities.

Difference will always be celebrated.

Trust

Our duty is to equip young people with the tools to build positive relationships, whilst protecting them as they develop these skills.

We will model positive relationships, where everyone has a voice and knows they are heard.

We will include children, young people and families in decision making – showing mutual trust in the roles we play.

We will provide a safe and secure environment, where physical and mental care needs are met with respect to personal privacy and dignity.

Success

Our values of unity and equity will ensure that everyone is given the opportunity to access experiences and learning.

Small step, personal learning goals, related to EHCPs, will ensure progress is attainable.

Success will be a measure of being able to think, do and understand something they couldn't do yesterday, and make them feel prepared for a future beyond school.

Our individual need approach to curriculum and assessment will ensure that every child and young person feels a true sense of progress, achievement and success.

Success is not always a measure of how far or how fast.

We will appreciate and celebrate each small step on the journey.



Curriculum Overview

We will plan and deliver a curriculum that we have a shared ownership of, to demonstrate the unity we have within our trust, families and community. Our curriculum will be creative, aspirational and meaningful, designed for who our students are, can be, not what society dictates they should be. Learning will be inclusive and accessible, where everyone views themselves as a crucial part. Learning opportunities and experiences will inspire, engage and challenge our pupils to maximise their potential. Our enriched and explorative curriculum will celebrate individuality, spill out into a community we are a part of and develop pupils' independence and confidence through all stages of their learning.

The Warren curriculum will be the gateway to opportunity and success for all.

Warren School Curriculum Intention	Warren School Curriculum Implementation	Warren School Curriculum Impact
<p>1. To provide a broad and balanced curriculum.</p> <p>To provide different pathways to learning, based on assessed prior skills and knowledge:</p> <ul style="list-style-type: none"> • Explorers (pre-formal) 	<ul style="list-style-type: none"> • The child is the curriculum. • A united and cohesive approach to the development of learning. • EHCP outcomes and Engagement models at the centre of each pupils' learning and assessment. 	<ul style="list-style-type: none"> • Children and young people will make appropriate and measurable progress towards their EHCP outcomes. • Children and young people will have progress measured, recorded and celebrated in small

- **Adventurers**
(informal)
- **Discovers**
(semi-formal to formal)
so that each child: engages,
makes personal progress, and
finds fulfillment joy and success.

To utilise trusted curriculum resources, relevant to both age and stage of development.

To assess the stage at which children and young people are learning, to ensure appropriate access to relevant pathways, up to and including National Curriculum.

To provide fundamental skills, with a multi-sensory approach.

To adapt Teaching and Learning to ensure PLP objectives are realistic and attainable. To set half-termly steps working towards the yearly targets, linked to EHCPs.

Longer term outcomes are discussed with parents/carers and external professionals at annual reviews, and subsequently laid out as a statutory requirement of their EHCPs.

- Resources and Strategies from 'Equals, Jolly English, Jolly Phonics, Power of Reading, White Rose Maths, Cornerstones, Attention Autism, PSHE Association, sensory stories, representative literature and other trusted resources (*the curriculum and its resources are always ongoing and developmental – reflecting need*).
- Small class sizes – not exceeding 10 students.
- Safe pupil to staff ratios.
- A supportive and cohesive team around the child / young person, including both multi-professional and family support.
- Referral to and advice from external agencies.
- Regular timetabled support in-house from SALT, OT, physiotherapists, nursing teams and other professionals.
- Relevant and robust risk assessments.
- A total communication approach which encompasses low tech symbols, PECs, choice boards and high-tech AAC switches, talkpads and use of signing.
- Physical, pictorial, and sensory resources and objects of reference to support learning – including visual

steps, with half-termly personal learning plans.

- Children and young people will have progress measured, recorded and celebrated with relevant assessment models, to ensure that success is achievable for all.
- Children and young people will have a tailored teaching and learning approach, to prepare them for life beyond school and to thrive with a realistic level of independence into adulthood.

timetables, manipulatives and clear guidance on individual communication development, through communication profiles.

- Access to bespoke environments e.g. sensory room, rebound, sports hall, gymnasium, multi-sensory play area, library (our swimming pool is due for refurbishment this year 2023/24), bespoke playground and sensory garden, newly renovated classroom and ongoing development to increase sensory spaces.
- Outdoor play and learning spaces – whole school play area, as well as specific class or phase areas (part of existing project for 2023/24 to facilitate outdoor learning areas for all classes).
- Excellent support from non-teaching staff, including specialist interventions:
 - Thrive
 - Communication
 - Teaching and Learning
 - Soft Start & P.E.
- Intensive support for parent and carers:

	<ul style="list-style-type: none"> ➤ Home / school diaries (to be replaced by online communication platform). ➤ Parental engagement evenings ➤ Share mornings ➤ Coffee mornings ➤ Whole school events • Clear transition plans. • Strong links for moving into adulthood, for further education, career development and for independent living. 	
<p>2. Giving children and young people a voice and a choice.</p> <p>To ensure our curriculum fully supports the development of communication skills, through a range of strategies, including low and high tech AAC.</p> <p>To develop independent communication skills to enable pupils to be able to make choices (where possible) and be a key part of their own development. Communication and independence skills to enable pupils to be successful in the next stage of learning and in life beyond learning.</p>	<ul style="list-style-type: none"> • Total communication approach – reflected in continuous and cohesive approaches school-wide: <ul style="list-style-type: none"> ➤ Written word ➤ Makaton / sign supported English ➤ Talk buttons and switches ➤ Widget symbols (writing with correlating symbols) ➤ Core and choice boards • We provide means, reasons, and opportunity to communicate throughout the day, and encourage the continuation of this at home and in the wider community. 	<ul style="list-style-type: none"> • Children and young people will develop their independent communication skills, to prepare them for life beyond school. • Children and young people to have the opportunity to be valued and heard.

<p>Encouraging opinion and choice, with respect and empathy.</p>	<ul style="list-style-type: none"> • Assessment of pupils and subsequent referral to SALT or SCARC (where applicable). • Space and opportunities for spontaneous social interaction – where every child/young person has a voice. • An environment built on relationships, security, and trust. • Opportunities to share opinions and make choices, within a safe space. • Understanding that opinions and beliefs differ and being able to communicate with respect and empathy of others. 	
<p>3. Independent living skills and preparation for a life beyond education.</p>	<ul style="list-style-type: none"> • Opportunities for exploration, investigation and problem solving - as independently as possible. • Learning opportunities in outdoor areas and the community to practice life skills in real situations. • Personal views and opinion updated regularly and supportive development of skills for Preparing for Adulthood. 	<ul style="list-style-type: none"> • Children and young people will have the opportunity to plan for a future beyond school. • Children and young people will have greater readiness for independent living. • Children and young people will know how to keep themselves safe. • Children and young people will have experienced responsibilities to prepare them for employment.

	<ul style="list-style-type: none">• Provide appropriate challenge that builds independent or supported life skills.• Opportunities for young people to explore their future beyond school with access to external advice and guidance.• Opportunities for students to increase their self-esteem and believe in their potential for success.• Provide links with local and trust-wide community organisations.• Provide enrichment activities to build cultural capital.• Provide community wide events e.g. assemblies, performances, celebrations, careers week.• Provide opportunities to develop skills for independent living in the home.• Teaching and learning income and outgoings, including how to budget.• Opportunities of employment roles within school, including a reception desk in our new Sports Centre.• Preparing children to travel safely.	<ul style="list-style-type: none">• Young people in Post-16 will have the opportunity for accreditation in these areas.
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4. Continue, develop and build the curriculum within the wider Trust, with reflection and CPD.

To further develop an engaging curriculum where pupils learn meaningful and relevant skills and knowledge, reflecting equity, access and inclusion.

- A range of teaching and learning strategies are employed by a knowledgeable staff team which ensures barriers to learning are overcome and individual beliefs and identities are respected.
- Use evidence based approaches
- Provide regular CPD and research opportunities for all staff
- Plan and deliver a broad and balanced curriculum
- Identify clear teaching objectives, to meet the requirements of EHCPs, provide opportunities for whole-class learning, develop real-life learning
- Provide resources that reflect different needs and are representative of different beliefs and identities
- Offer teaching at the appropriate level for each pupils' development – being respectful of both age and stage
- Follow a spiral curriculum across all areas, to allow for repetition and varied progress, reflecting individuality and stage of development.
- Provide logical order for skill acquisition and progression,

- Children and young people will make suitable and measurable progress in all areas of their child-specific curriculum, supported by well-trained staff. Warren school curriculum will be supported, developed and enhanced by being part of the wider Trust.
- This gives children greater opportunities to access learning, no matter their stage of development.

repetition, consolidation and small steps for continued recognition of progress and success

- Give pupils opportunities to explore, practice and refine skills
- Use Topics to enhance, not drive, the curriculum, to engage children/young people in learning, and provide links to subject areas and life skills
- Give specialist individual and small group support through interventions
- Promote healthy lifestyle choices
- Deliver programmes developed by other professionals and adapt to specific needs
- Access opportunities to share best practice with other school and professionals, monitoring visits from a school
- Engage with opportunities for collaborative working, including team teaching, peer observation and school improvement
- Access to wellbeing CPD to support staff
- A robust induction process that allows staff to confidently carry out their duties

5. To enable children and young people to develop their social and emotional skills - to be aware of their emotions, communicate them effectively and be able to regulate appropriately

- Use of consistent strategies to enable and encourage social development: e.g Thrive, PSHE/RSE, Zones of Regulation, Pupil voice, Student Council.
- Trained staff and leaders who ensure a clear understanding and delivery of these shared strategies.
- Thrive leads for lower and upper school.
- All class leads, senior leaders and pastoral support teams trained in trauma, bereavement and loss and other areas of RSE.
- Learning that allows children and young people to identify their emotional state and to develop the skills to express it appropriately.
- Strategies to understand and embrace emotions, learning to act upon them accordingly – not deny them.
- Referral and access to OT and relevant outside agencies, including CAMHs, family support services, bereavement services counselling.
- Trained staff able to support pupils who become dysregulated.

- Children and young people will be given the opportunity to articulate their emotions (where possible) in their own way and self-regulate appropriately or request support for regulation.
- Children and young people will learn how to keep themselves safe.
- Children and young people will learn to develop healthy relationships.

	<ul style="list-style-type: none"> • All staff trained in safe handling and physical intervention – Norfolk Steps. 	
<p>6. To build rigorous and robust assessments that inform the next steps of learning.</p>	<ul style="list-style-type: none"> • Ongoing observations, including photo and video evidence, where appropriate. • Live marking and feedback • Collaborative input of a model of assessment for the school: • Half-termly updates of PLPs • Assessment using the Engagement model • Evidence of progress in line with National Curriculum • Annual reports • Teacher / Parent Consultation • No ceiling of expectation • <i>Confidentiality and GDPR adhered to, in the storage and sharing of assessment and data.</i> 	<ul style="list-style-type: none"> • Every child and young person will have their individual success acknowledged. • Children and young people will have achievable PLP targets set, observed and assessed half-termly, reflecting their EHCP outcomes. • Children and young people will have progress measured against all areas of the Curriculum, in a way that reflects the pathway of learning they are on. • Children and young people will have their own views on progress recorded. • All progress and data will be collated
<p>7. To create appropriate accreditation opportunities that are bespoke and aspirational and provide currency for the next stage of learning.</p>	<ul style="list-style-type: none"> • Celebration Certificates • PLPs • Annual Reports • Recognition and Rewards • OCR 	<ul style="list-style-type: none"> • Every child and young person to have their individual success acknowledged.