

# ***Curriculum Rationale for Warren School***

## **Introduction**

Our curriculum rationale aims to provide an inclusive, adaptive and enriching educational framework, designed to meet the diverse needs of pupils with Special Educational Needs (SEN). Our rationale is guided by national standards and frameworks, best practices, research and policies in special education, and local authority advice to ensure that every child achieves their full potential in a supportive and stimulating environment.

## **Core Principles**

### **Inclusivity and Accessibility**

- *Individualised Learning*: Adaptive teaching and learning approaches, tailored to meet the diverse needs and abilities of each pupil, ensuring all can access the curriculum.
- *Integrated Curriculum*: Ensuring all pupils can access the curriculum through multiple means of engagement, representation, and expression.
- *Equality and equity*: Ensuring all pupils receive equality of regard, and appropriate levels of support towards empowering them as active participants in the learning process

### **Holistic Development**

- *Academic Growth*: Developing relevant academic skills that offer all our pupils broad and balanced learning experiences, progression and continuity, enabling them to make links and build up a long-term arc of knowledge and understanding.
- *Personal Growth*: Promoting social, emotional, and personal development through life skills, communication, and social interaction. This includes sensory regulation, supporting emotional well-being by timetabled sensory circuits or Zones of Regulation.

### **Functional Skills and Independence**

- *Life Skills*: Preparing pupils for daily living with practical skills in meaningful activities that promote independence.
- *Transition Planning*: Preparing pupils for post-16 provision with a focus on further education, potential employment, supported and assistive living.
- *Careers Program*: Providing opportunities for work-related learning and vocational skills development.

## **Collaborative and Supportive Environment**

- *Multidisciplinary Approach*: Engaging teaching staff, therapists, parents, and external agencies in our pupils' educational journey.
- *Family Engagement*: Encouraging active participation of families in the life of school and to continue children's learning at home.
- *Relationships*: empowering all pupils to learn with and alongside others, to feel they belong to a learning community, to be respectful, and to develop lasting friendships.

## **Assessment**

- *Personal Learning Goals (PLGs)*: Regularly reviewing and updating PLGs, based on pupils' Education, Health and Care Plan (EHCP) outcomes, to reflect each pupil's progress and changing needs.
- *Assessment for Learning*: updating summative and formative assessment systems on Evidence for Learning to inform teaching and planning, as well as providing feedback to all parties involved in each pupil's learning, and to pupils themselves.

## **Curriculum Structure**

### **Pathways**

To ensure we can meet each child's educational needs as closely as possible, our curriculum is arranged into three pathways:

**Explorers** are working at the early stages of development, operating predominantly within the Engagement Profile.

**Discoverers** are able to engage in a wider range of activities. They are working alongside an adult/peer to accept a challenge and persevere in tasks. Some pupils may engage in subject-specific learning.

**Adventurers** are learning to apply their knowledge and understanding to a range of situations. They can work independently and alongside their peers. Most pupils are generally able to access all subject-specific learning.

Each of these Pathways has its own distinct overarching pedagogical approach that meets the needs of the pupils within that pathway, including specific learning intentions. Communication and social skills underpin all learning experiences. All activities are planned to be motivating and build on the skills of curiosity and investigation. Pupils are encouraged to use their skills to access practical and meaningful activities. Learning is often

functional and relates to the pupil's life. Education, Health and Care Plans provide individual targets, informing pupils' personal plans, and woven through different, planned activities.

## **Curriculum Themes**

Warren School curriculum is planned through thematic approach which has "rich texts" at the heart of planning. Our themes span over most subject links, providing more coherent learning experiences for each class, as outlined in Warren School's theme map. Primary and Secondary follow a 3-year rolling cycle of topics in a spiralling curriculum design; this means that pupils have the chance to revisit a theme as they progress through the school, each time consolidating deeper knowledge and understanding.

## **Foundation Stage**

Early Years Foundation Stage (EYFS) planning is underpinned by Development Matters, focusing on three prime areas of development: personal, social and emotional development (PSED), Communication and language (CL) and Physical Development (PD).

- **Sensory Integration:** Activities first introduced in EYFS that are designed to enhance sensory processing and motor skills, to support self-regulation (soothing).

## **Post-16 Provision**

Our post-16 provision focuses teaching and learning on four learning domains: having good health, independent living and life skills, employment and vocational and exploring personal interests.

- **Pathways to Adulthood:** Tailored learning experiences support transition to adulthood and promote life skills.
- **Accreditation:** Warren School pupils start OCR accreditation in year 11. They leave post 16 provision with accredited outcomes through Life Skills, aligned with Preparing for Adulthood.
- **Work Experience:** Enterprise program and in-house work experience build real-world skills and confidence.

## **Implementation Strategies**

### **Staff Training and Development**

- Regular professional development, led by specialists, to equip staff with the latest SEND strategies and interventions and medical requirements to meet the needs of our pupils.

- All staff participate in an annual appraisal process (PPDR) carried out by their line manager, where their professional development needs and interests are identified, and action plans are drawn up and kept under review
- Collaborative planning among teachers, sharing best practice with all stakeholders involved in pupils' learning.
- Subject leaders support colleagues with sharing specific subject-related research and developments, advising on practice and carrying out audits,

### **Resource Allocation**

- Providing specific resources, tailored to pupils' needs, as advised by specialized services involved in pupils learning and care.
- Ensuring adequately trained support staff, including HLTAs, teaching assistants, and therapy teams.

### **Environment and Facilities**

- Maintaining a safe, accessible, and stimulating learning environment with appropriate adaptations for physical and sensory needs.
- Incorporating quiet spaces and sensory rooms to support emotional regulation and well-being.
- Using specialist rooms and outdoor areas, to address pupils' individual needs, interests, offer a breadth of learning experiences and to develop social skills.

## **Monitoring and Evaluation**

### **Implementation Process**

- Collecting and analysing pupils' progress and engagement to inform and refine curriculum adaptations.
- Use TAGs on Evidence for Learning to analyse data each half term
- Regularly reviewing teaching practices and learning outcomes to ensure alignment with curriculum goals.
- Observing and identifying individual priority learning needs, setting learning goals in collaboration with other stakeholders and specialists.

### **Stakeholder Feedback**

- Gathering input from pupils, parents, staff, and external partners to continuously improve and enrich the curriculum.
- Conducting annual reviews and setting strategic goals based on feedback and assessment results.

### **Conclusion**

Warren School curriculum is designed to be flexible, inclusive, and responsive to the unique needs of each pupil. The school aims to create a nurturing environment where all pupils can thrive and achieve their best outcomes. This curriculum rationale ensures that every child receives a quality education that prepares them to reach their full potential and their next steps in life.