

Bleasdale School Curriculum Policy



Learning Together/Achieving Together

(8th January 2024)

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Our School Vision is:

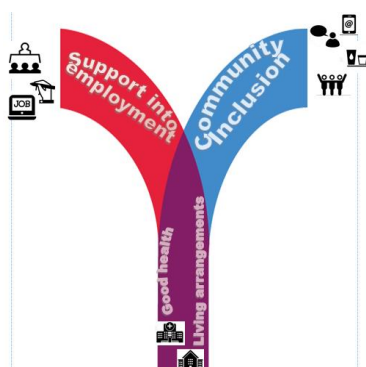
For all learners to access an age appropriate, relevant curriculum that equips them with the skills they need for life, ensuring they are the best they can possibly be.

The curriculum at Bleasdale is designed to meet the individual needs of every pupil. The curriculum is tailored to fit their starting point and learning journey. Our curriculum is a sensory curriculum developed to promote skill acquisition and encourages opportunities for independence and new experiences. The curriculum focuses on the development of key skills of communication, cognition (***Thinking and Communication Skills***), independence and self-help (***Citizenship and Employment***), wellbeing (***Social and Emotional Wellbeing***), ***Physical Development*** and ***Community Inclusion***, all transferrable skills that equip children and young people for life beyond the school.

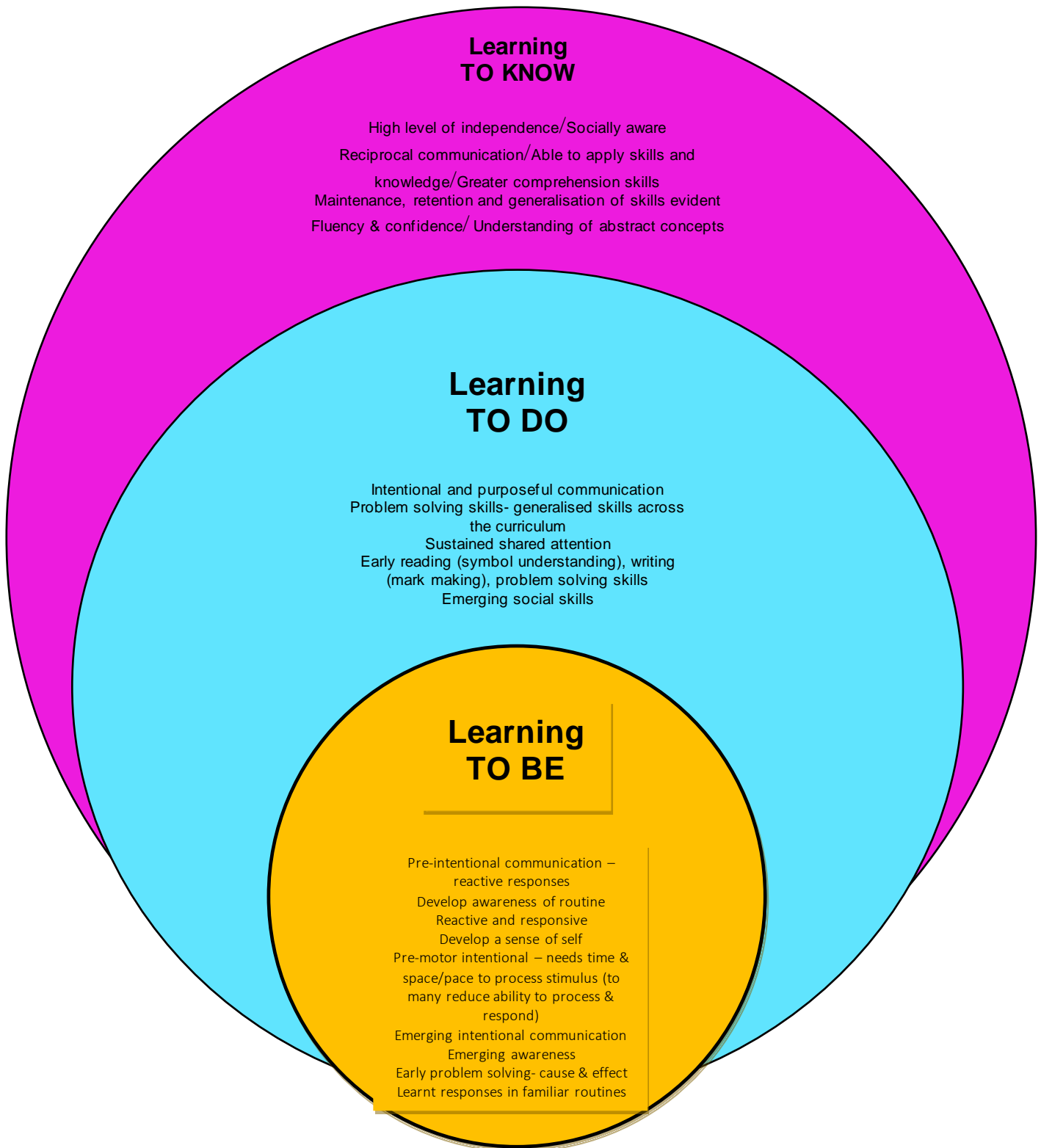
We have a 3 year rolling plan that works through a series of steps to acquire new skills and/or generalise and consolidate learning into lots of different contexts, specific to the learners' individual needs. "If a child can't learn the way we teach, maybe we should teach the way they learn" Ignacio Estrada. At Bleasdale School we use curriculum **progression documents** in core areas of cognition for example: -Early number, shape, measure -Tracking into early reading -Motor skills into pre writing -Computing- access devices -Physical Skills in PE to support the learner and teacher "Learn together and Achieve together".

By doing so, we are able to ensure all students have an appropriately personalised and challenging curriculum. Our approach is evidence based (through the use of Evidence for Learning) and informed by research gathered from all stakeholders that surround our learners. Our pathways are developed to meet the learning needs of pupils who are working at Pre-formal level (referred to at Bleasdale as the "**Learning To Be**" pathway), Semi-formal learning ("**Learning to Do**" pathway) and Formal learners ("**Learning to Know**" pathway).

Our 16-19 curriculum covers all "Learning to Be", "Learning to Do" and "Learning to Know" pathways in a transitional curriculum where Learners are able to consolidate skills for life into meaningful context whilst they prepare for adulthood.



Curriculum Pathways:



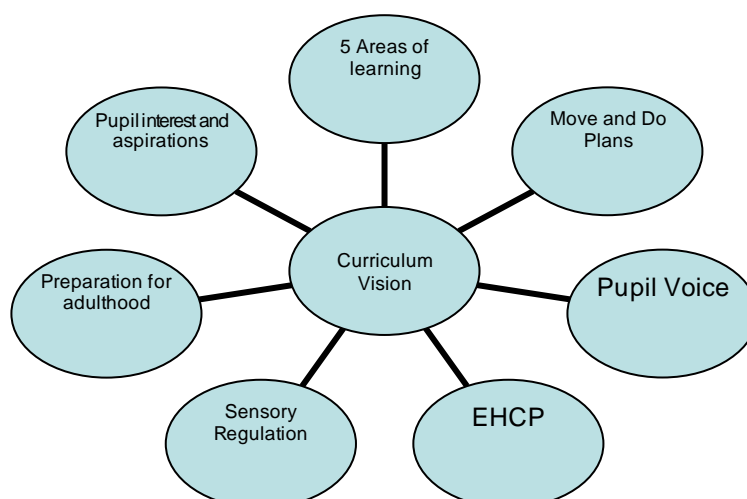
Using our professional judgement and Baseline assessment process, pupils will be identified as working through either “**Learning to Be**” or “**Learning to Do**” Or “**Learning to Know**”. Through the reviewing process, a pupil may grow into another pathway as



different needs present, or a condition changes. This will be discussed during EHCP review meetings (for a more detailed description please read the appendix).

Bleasdale School Curriculum (Intent)

The Curriculum at Bleasdale is designed through 5 Areas, personalised to meet the pupils at their point of learning, underpinned by the findings of the Rochford Review in 2016, which clearly outlines that learners with SLD and PMLD were not ready for the level of subject-specific learning in the national curriculum, even where this was described by pre-key stage standards. National curriculum tests were not relevant or accessible for them and did not reflect the non-linear and unique process of learning and progress being made. We want to recognise and celebrate all progress as we invest and respond to the holistic needs of the learner. Pupils at Bleasdale also have varying physical, sensory and medical difficulties that influence their learning journeys. The curriculum focuses on developing the key skills of *Thinking and Communication Skills, Social Emotional and Wellbeing, Physical Development, Community Inclusion, Citizenship and Employment*. Education should not be tokenistic, teaching content because we “have to”. For our learners, time in education is limited and precious and we want to fill each day with as many experiences and learning opportunities to contribute to a fulfilled life. School pedagogist have designed the curriculum with “Why?” before what naturally follows with “How?” or “What?” (Simon Sinek).

What informs the “Why?”: Staff have a clear understanding of each child’s need and create an all about me profile which refers to their interests, strengths and barriers, medical needs, developmental stage and learning level. This information is used to plan effectively the pupils learning (IEP’s, interventions and curriculum targets) Regular IEP reviews, impact reports and case studies for each pupils are completed to document the progress made and plan for the next step in the journey. This process is to ensure each pupil is on the correct curriculum and are accessing all they need in order to reach their full potential. We value the contributions of pupils and create opportunities that empowering them to be happy, healthy and fulfilled during their time at Bleasdale with activities and events during ever part of the day reflecting the equal importance of all learners’ contributions.



5 Areas Of Learning	Learning To Be	Learning To Do	Learning To Know
<u>Thinking & Communication Skills</u> Communication Thinking & problem solving ICT 	Functional skills including visual tracking, gross and fine motor Computing for communication Cause and effect in everyday life	Early number skills Pre reading and writing Functional use of technology Use of Cause and Effect	Maths English ICT
<u>Social, Emotional and Wellbeing</u> PSHE Creativity & Play School Council Expressive Arts 	Sensory experience/Over learning Generalise skills in different contexts Music interaction-communication through music Role Play inclusion/ Sensory Art	Understanding social conventions Emotional regulation Development of imagination Creating music /Role Play/Art Development of imagination	PSHE Art Music Drama
<u>Physical Development</u> Physical Skills Sensory integration /circuits Rebound Aquatic Learning Sensory Play 	Sensory regulation plan Context for physiotherapy and occupational therapy programmes in context Development of Gross motor skills	Team Games, Understanding of rules and expectation	PE Swimming Rebound
<u>Community inclusion</u> Community Access Our World Education Visits Inclusion sessions with local schools Outdoor Learning My Independence 	Opportunities to work alongside peers from other schools Experiencing concepts within the real setting Experience of other cultures and communities Experience of community travel	Geographical understanding of the locality Peer partner opportunities-learning from modelled expectations Development of social skills in context/awareness of Danger Community Travel	Science RE Outdoor Learning Independence
<u>Citizenship and Employment</u> Design and Make (DT) Community Café Enterprise/Mini Enterprise Look to the Future Food Technology/ Healthy Eating 	Sensory experience Over learning Generalise skills in different contexts Experiencing work environments	Development of imagination Understanding social conventions Emotional regulation	DT Food Tech Working towards Employment

14-19 Transition

The curriculum is designed to equip young people with skills for life. As the appropriate pathway to adulthood is identified for young people- community inclusion or supported employment, staff identify the skills and experience that are most relevant for success. The 5 areas continue but with a sharper focus on experience relevant beyond Bleasdale. The UK wide Preparing for Adulthood model means that our Physical Development area continues with the social and emotional wellbeing strand. These include- Daily living skills, meal preparation, more time in the local community, work experience (where appropriate) and transition to adult service providers. We use the Gatsby Benchmark and external accreditation for all young People in 14-19.

The 14-19 curriculum has an overall focus on preparation for adulthood in the areas of **Employment, Life Skills, Social, Emotional and Mental Health (SEMH) and Community Inclusion**.

The 14-16 curriculum is a transition that includes externally accredited modules of work in part or full for pupils who will gain from this type of learning. For those that don't they will still, wholly or in part, continue with the pre-formal, semi formal and formal curricula. The 16-19 curriculum has a much more definitive focus on externally accredited learning.

Post 16 Curriculum

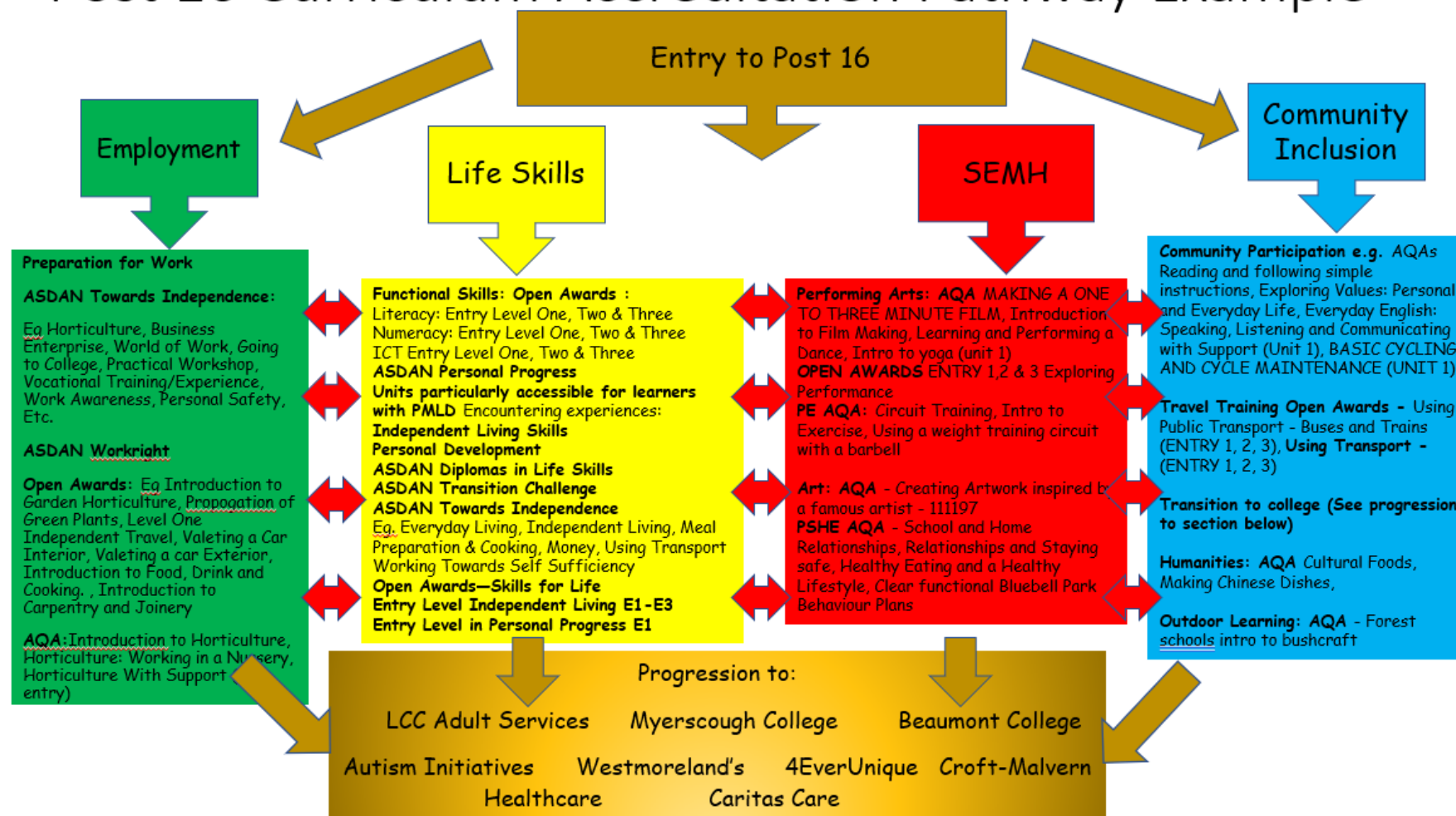
As each learner reaches Post 16 a review of previous learning occurs and staff and the student decide what will increase the learners' life skills, independence and preparation for post school life. Further externally accredited courses may be introduced for the student. Termly progress meetings continue so staff can be sure the student is gaining from these. This is further evidenced and celebrated in external accreditation and culminates in a summative Record of Achievement (RoA) and an E-Portfolio of learning.

We use a process called Recognising and Recording Progress and Achievement (RARPA) to guide us at staff and the student through their Post-16 life at Bleasdale School. Where there is no formal qualification RARPA is recognised by OFSTED as providing a robust framework for planning, delivering, monitoring and recording learning. RARPA is in 5 stages:

1. Determining long term goals (EHCP Outcomes)
2. Initial Assessment / Developing baseline learning profile (reviewing IEP's and records from earlier education in school).
3. Setting challenging learning objectives- individualised targets that relate to the EHCP but delivered through programmes devised in consultation with parents.
4. Formative assessment - a review of progress made over a term or progress made in a unit of work.
5. Summative assessment - Annual EHCP review (updating outcomes to reflect the needs of students as they progress).

The following diagram gives an overview of what we are teaching in Post 16

Post 16 Curriculum Accreditation Pathway Example



Target Setting and Assessment

Central to our approach at Bleasdale School is the co-production of targets and pupil personal learning goals through the collaboration of pupils, parents, teachers, therapists, care staff and professionals surrounding the pupil, to ensure that we set the right targets. (See Assessment policy for full detail of the rich tapestry of implementation).

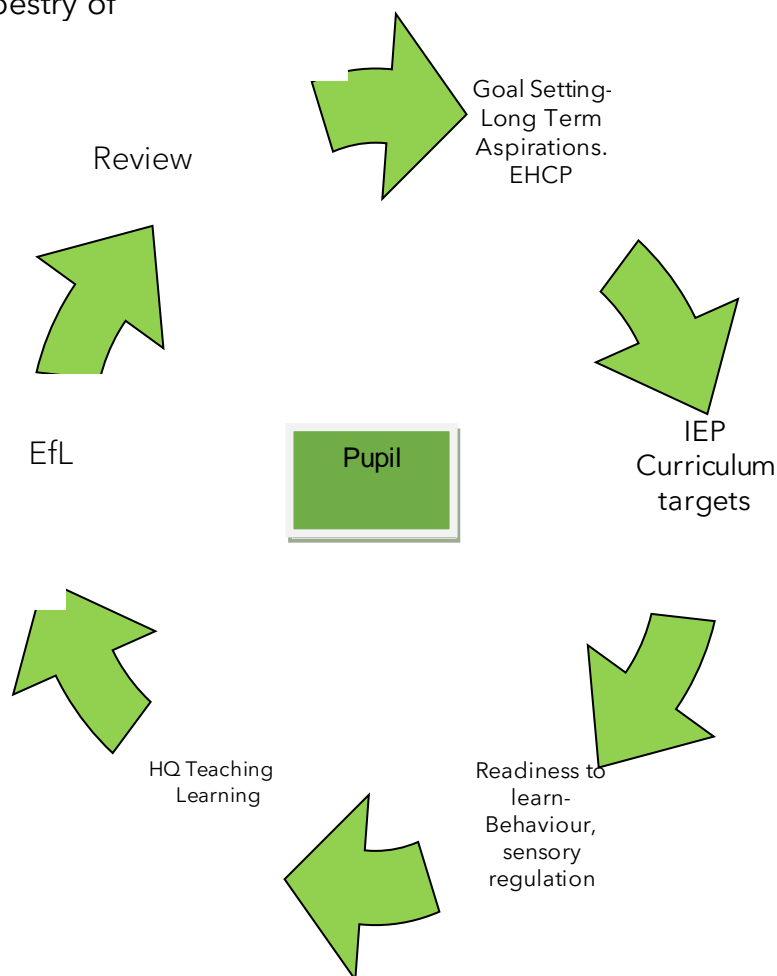
As a school we quality assure all aspects of our target setting and assessment through careful monitoring by the SLT in collaboration with the teaching team or therapy team when appropriate.

Reflection and learning conversations on a daily / weekly basis about evidence collected helps us to identify any concerns which can be addressed

As a school we also quality assure through the moderation of planning, target setting, IEPs, Evidence for learning. We also implement impact reports and case studies to account for the holistic learning taking place for a pupil recognising and celebrating process in all aspects of their development.

Our whole school approach to making child-centred decisions, embracing challenge, resilient learning and aligning our words and actions allows us to continue to improve the outcomes for our pupils.

As a forward thinking school we also collaborate with a number of schools within the county to ensure we are at the forefront of education and modifying our approach when needed.



Use of Evidence for Learning (EFL), Work Booklets and Accreditation

Teachers can also record outcomes through EFL. The accredited bodies do not require this for the external accreditation and so we do not require teachers to do this. However, it can be very useful to help students and their families appreciate their achievements.

Learning at Home: Learning at home within contributes. Any learning at home is based on all items set out in the curriculum documents. We guide parents to support learning at home. Where a parent has recorded the young person as having completed an objective set out in one of the accredited units (ASDAN/AQA/Open awards) we would additionally require a teacher or teaching assistant to verify the completed outcome.

Appendix

Bleasdale School Pathways

Our curriculum at Bleasdale is designed through three pathways To Be, To Do and To Know, personalised to meet the pupils at their point of learning, underpinned by the findings of the Rochford Review in 2016, which clearly outlines that many children with SLDs and PMLDs were not ready for the level of subject-specific learning in the national curriculum, even where this was described by pre-key stage standards. National curriculum tests were not relevant or accessible for them and did not reflect the non-linear and unique patterns of learning and progress that were likely. Children with learning difficulties have unique ways of learning. Penny Lacey in 2009 wrote that these learners will “struggle with inefficient and... information processing skills as well as difficulties with generalisation and problem solving”. At Bleasdale School, our learners can also have the added complexities, of physical, sensory and medical difficulties. The multiplicity of these means that each and every learner has their own individual set of barriers to learning. Therefore to meet the needs of our pupils the curriculum at Bleasdale School, is skill and context based and encourages active engagement in learning. The curriculum focuses on developing the key skills of thinking and communication, physical development, independence and self-care (social and emotional wellbeing), Community Inclusion, Citizenship and Employment, all transferrable skills that equip children and young people for life beyond Bleasdale School.

From research by many respected professionals in SEND education (*such as Penny Lacey; Jo Grace; Diane Rochford; Flo Longhorn; Dave Hewett & Melanie Nind, Barry Carpenter, Jean Ware and Jeanette Scull*) it is clear that there is no a single menu of interventions and approaches or one curriculum which could possibly fit all our pupils. Each pupil is unique and what is clear from the research is the recognition that learning and development across all areas are underpinned by our understanding of engagement. *“Without engagement, there is no deep learning” (Hargreaves, 2006), “effective teaching, meaningful outcome, real attainment or quality progress” (Carpenter, 2010).* Therefore as a school it is essential that within each class, the teaching teams engage and connect a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement. Staff have a thorough understanding of each child’s learning profile; their interests, strengths and barriers, medical needs, developmental stage and learning level. Each of these areas are used to plan effectively for a range of learning targets for each pupil, which are personalised to that pupil’s stage of learning across the Curriculum. Regular pupil progress meetings, review individualised provision maps for each pupils to ensure they are on the correct curriculum and are accessing all they need in order to reach their full potential.

Whilst we acknowledge the desirability of providing a broad and balanced curriculum, it must wholly be appropriate to the needs of each learner. Given that the nature of learning for those with PMLD and SLD can never be guaranteed to be either linear or developmental (Barber and Goldbart, 1998; Ware, 2003; Imray, 2005; Hewett, 2006; WAG, 2006, Aird, 2009; Lacey, 2009; Carpenter, 2010; Van Walwyk, 2011; Imray and Hinchcliffe, 2012) it follows that a considerable challenge arises to our teaching methodology, which relates directly to a tendency towards subject driven, target centred, skills based curricula models. Skills based teaching and learning

recognises that certain skills need to be acquired by much practice, and as Dee, Lawson, Porter and Robertson (2008) point out, those with SLD will need to spend time acquiring, consolidating and applying skills that other young people may take for granted. A number of skills may actually be rehearsed and practiced without the learner needing to know why the skill is being acquired. This means that individualised progress may only be seen in retrospect at the end of a session, day, week, half term, term and/or year.

"Generally speaking, for (learners) with the most complex needs such as those with PMLD and some with SLD, we do not believe in a broad and balanced curriculum. Our view is that (educational establishments) do not have the time to offer all (learners) an experimental curriculum- for the most complex (learners) let's focus on the things that matter. This is why we advocate a very different personalised curriculum for some learners, which might be broad and balanced when we can make it so, but above all, is relevant." (Imray and Hinchcliffe, 2014 p46)

At the heart of our school curriculum is developing pupil voice, their sense of agency, their sense of control. We believe as a school that empowering the learner is central to his/her education and in addition to the learners' education, the learners' health, happiness and wellbeing have equal importance and should be reflected through all activities, events and situations throughout the day.

Fundamental to our whole school approach is the emphasis of relationships to ensure we can maximise our learners' learning experiences. Education should not and must not be tokenistic just for the sake of ticking a box. For our learners, time in education is limited and precious and we are duty bound not to waste it.

**Most importantly we aim to make learning FUN and ACCESSABLE at
Bleasdale School**

To Be Curriculum (Pre-formal)

The **To Be** curriculum is designed for those pre-symbolic to early symbolic learners who are at very early levels of development and access a curriculum that enables pupils to develop a sense of security in the school environment, which is comprehensible and meaningful. It is a personalised holistic curriculum that focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. The focus is upon enabling learners to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will also be given maximum opportunities to achieve the highest level of personal mobility and independence. This curriculum recognises the importance of play in a pupil's development and the need for sensory and multi-approaches matched to the pupil's personal learning goals arising from their EHCP. In our **To Be** pathway it is the learners who decide the direction the learning will take and teachers help to build routines, facilitate change, offer alternatives, observe and guide.

To Do Curriculum (Informal/Semiformal)

The **To Do** curriculum is a process based approach designed to support our pupils with emerging intentional communication, emerging contextual awareness and who have emerging social awareness. It is important to recognise that there are many differences in individual profiles within this group of learners, and some of these may well be spikey learning profiles. Within this pathway it is vital that the pace and direction of learning and therefore the pace and direction of the teaching will be decided by the learner, thus ensuring that the learner feels comfort, security, stimulation and motivated. Our focus is to provide familiar routines and to scaffold the learning environment to help support early problem solving skills. Repetition is an important element to our learners within the informal pathway and whilst creativity is key we need to offer variation to ensure that safe and secure within the activities. This curriculum also recognises the importance of play in a pupil's development and the need for a variety of teaching styles matched to the pupil's personal learning goals arising from their EHCP. Our aim within this pathway is to give learners control and provide an environment that learners can understand and they are allowed to keep changing to encourage development. Improving engagement and social communication through the use of specific interventions such as play and attention autism is central to our approach within the informal curriculum, and we always strive to create irresistible opportunities for our learners to learn. Movement is another important factor within our informal curriculum and we support this through sensory diets/ regulation when the pupils need them and there is extra physical activities timetabled throughout the school day for learners to regulate their arousal levels. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a theme-based approach. Within this curriculum pathway we provide learners with personalised opportunities to think and act independently in everyday situations, helping our learners to problem solve and attain deep meaningful learning. This helps learners to generalise skills and empowers them with self-belief and confidence.

Our curricula will be delivered to learners through thematic based approach, whilst being anchored in real-life and meaningful experiences.

To Know Curriculum (Formal)

The **'To Know'** curriculum is designed to offer pupils the opportunity to access to a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Functional skills, ICT, Life skills and independence skills form a large part of the curriculum for our **'To Know'** pupils in preparation for life beyond Bleasdale School. Within this pathway teaching may have more structure but we ensure that learning is linked to practical activities and is consolidated and applied in practical sessions. Pupils working through the formal curriculum may pursue accreditation pathways. In Key Stage 4 pupils will also have access to 'options' helping to support their choices and transition into post 16.

POST 16 (14-19) CURRICULUM INTENT

The post 16 curriculum leads on from our carefully mapped curricula and is designed to provide pupils with the skills they will need to fully access adult life. The pre-formal, informal, semi-formal and formal pathways will continue into post 16 curriculum with preparation for adulthood playing a key role in all aspects of the post 16 curriculum. Students follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study. Functional skills and the local community form a key role in helping pupils to use acquired problem solving and life skills. Our post 16 learners have 'options' similar to a college setting and can select what they would like to study from catering, hair and beauty, sport and leisure, media, music etc, helping to give the pupils autonomy over their own learning and prepare pupils for life post Bleasdale School. Work experience and work-related learning plays a key role on the curriculum with local business supporting and accrediting pupil achievements.

Core Organisational Skills

Core organisational skills that we help students develop include:

- Making choices/decisions
- Managing time
- Taking greater responsibility for self and belongings
- Dealing with problems
- Managing my own behaviour

Core Behavioural skills

Core Behavioural skills are important to our students as these are skills that they need to develop in order to participate more fully in community life. They are relevant to every aspect of a student's life and underpin his/her learning.

Core behavioural skills that we help students develop include:-

- Behaving in a safe manner
- Behaving in a manner that is appropriate for the time and place
- Relating to people in a manner appropriate for the setting and their relationship with the student

Core organisation and behavioural skills run throughout the range of activities listed above on the diagram.

Functional Skills in Literacy Numeracy and IT, taught through cross curricular or externally accredited courses, along with communication and use of choices are core elements of learning for our students. We teach these through students' practical participation in lessons to them sitting exams at Entry Levels 1, 2 & 3.

Our Post 16 curriculum is designed to increase life skills and preparation for post school life. Our curriculum areas, under the umbrella of 'Preparing for Adulthood', consist of Employment, Skills for Independent Living (Life Skills), Social, Emotional and Mental Health and Community Inclusion.

Employment – Core Objectives

Post 14 are developing their employment options alongside the Gatsby Benchmark. By 2024 most students will be given the opportunity to experience an internal work placement with the aims of:

Employability: Functional Skills - communication, interpersonal skills, personal qualities and work ethic, thinking skills - analysing, prioritising, visualising, problem solving. Academic skills and qualifications, using technology, managing resources and time, understanding the value of lifelong learning and adaptability.

Moving On: Exploring options - job centre, web postings, internships, links. Continued education, decision making, CVs, applications, interviews and transition – Look to the future Event: <https://www.bleasdaleschool.lancs.sch.uk/look-to-the-future/>

Skills for Independent Living (Life Skills) – Core Objectives

In the Home Skills: Housing options, rent, utilities, phone, basic routine maintenance, cleaning, vacuuming, dusting and emergency protocols.

Personal Appearance: Personal Hygiene, care needs and presentation, fashion choices, dressing skills, clothing repair, washing, ironing, folding, laundry care.

Food Skills: Planning, shopping, dietary requirements, preparation, food storage, hygiene, cooking balanced meals and using kitchen appliances.

Finances: Understanding of gross/net pay, deductions, budgeting, banking, banking online, ATMs, balance checks, credit and store cards, savings and documentation.

Citizenship: Voting, following laws and regulations, environmental responsibilities, volunteering and community activities.

Social, Emotional and Mental Health (SEMH) – Core Objectives

Health & Wellness: First Aid, healthy diets, medication, exercise, sex and relationships, lifestyle choices, personal hygiene and maintenance, personal safety including online safety.

Determination and self-Management: Know your strengths and limitations, time management, priorities, monitor performance, balanced lifestyle, adapting and accepting change, self-advocacy, learning from mistakes, developing resilience.

A Lifelong Learner: Learning about the world, fostering independence, caring for others and celebrating achievement, seeking opportunities to learn, learning from and with others, sharing what you learn, recognising your areas of weakness, absorbing information – analysing it, merging it with existing knowledge and applying it.

Technology: Responsibilities, social media, cyber presence, phone settings, communication, validity of source of information, Use of Google, maintaining a safe identity, knowledge of technology and applications, when and where to use technology.

Community Inclusion -- Core Objectives

Accessibility: Choices, GPS, map reading, landmarks, orientation.

Social & Recreation: Opportunities, pursuing hobbies, interests, developing and maintaining healthy friendships and relationships.

Public Transport: Schedules, routes, pick-up points, using buses, trains, taxis

Final Year - Year 14

During the final year students will focus on transition, leaving and new beginnings. Staff will work closely with each pupil in readiness to leave, making sure each student has completed all accreditation on offer at their own level, in conjunction with their EHCP. They will spend time making their own E-Portfolio of work to take to their next place of work/institution. The learners will spend time working on transition and work placements. This point in the school is the acumination of 14 to 15 years hard work. Our students should be able to celebrate this with accreditation, independence and smooth and successful transition to their next placement.

Assessment Overview

We use a range of awarding bodies who offer programmes that are part of our reporting and recording and assessment. These include:-

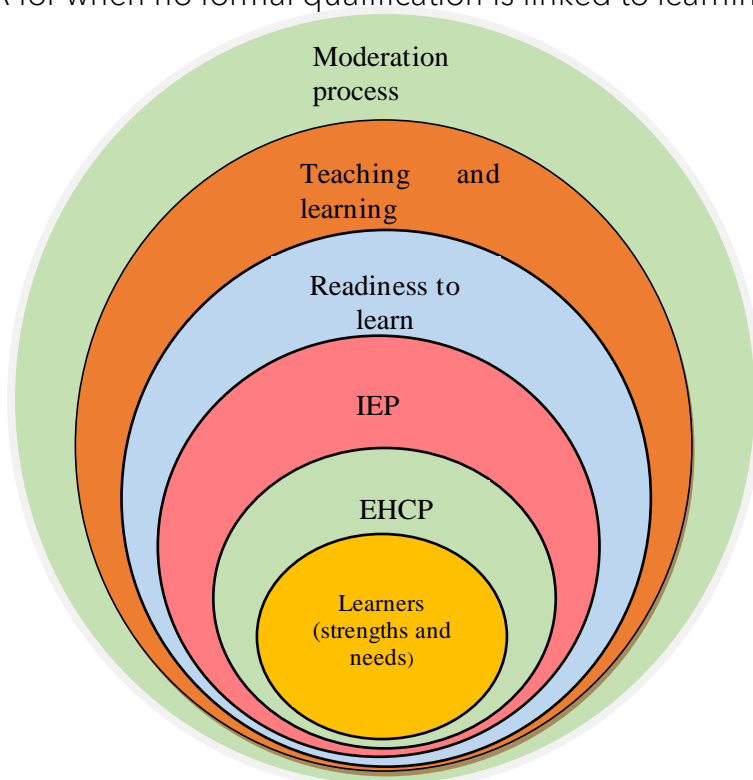
ASDAN Focus - ASDAN Towards Independence - ASDAN Personal Progress

AQA Units from the AQA unit accreditation scheme (over 10000 to choose from).

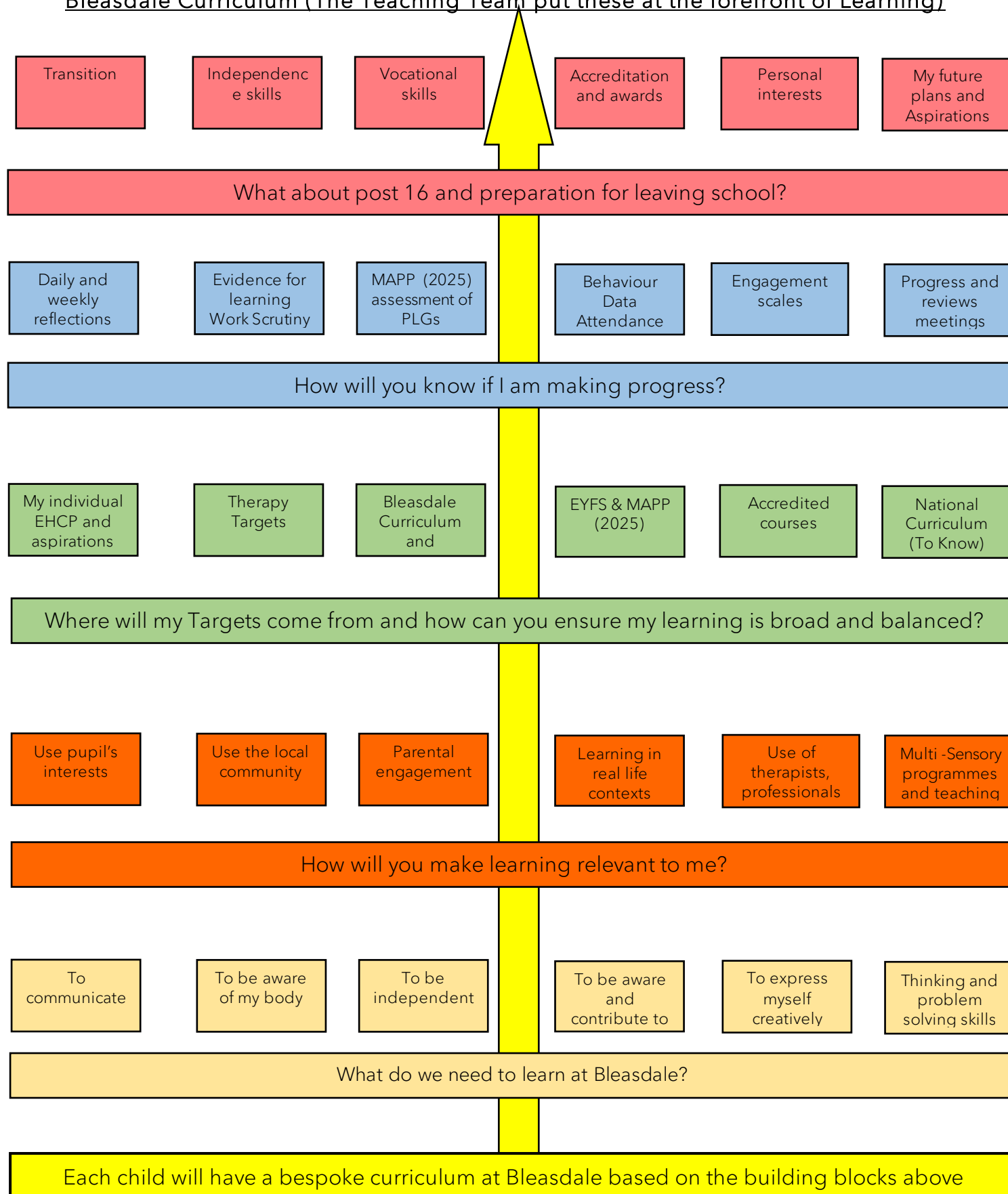
Open Awards - Functional skills or others, such as independent travel.

Programmes from the above schemes can be internally and externally verified.

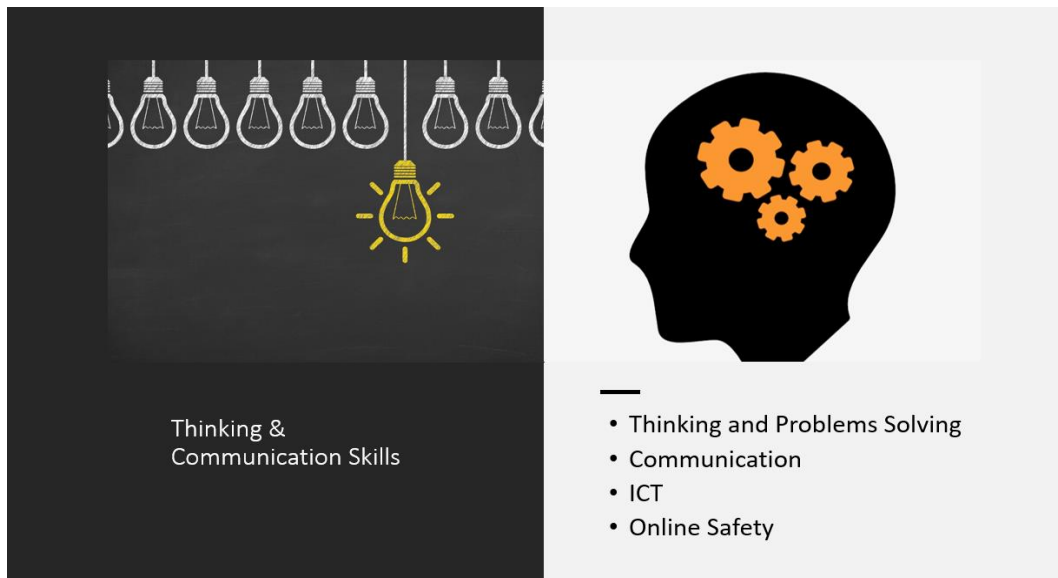
RARPA for when no formal qualification is linked to learning.



Bleasdale Curriculum (The Teaching Team put these at the forefront of Learning)



Curriculum Area Policies



Communication Policy

Communication underpins everything we do and therefore is used within each area of the school curriculum as a means of teaching, reinforcing learning, enhancing and extending learning opportunities for all. At Bleasdale School we aim to:

- To develop pupils' understanding and interpretation of the environment.
- To provide a variety of experiences and opportunities for all pupils to react to and interact with their environment.
- To develop listening skills and attention span.
- To develop pupils' abilities to build relationships.
- To provide opportunities for pupils to make choices.
- To develop pupils' abilities to communicate as effectively as possible.
- To provide a variety **tracking** of opportunities for pupils to develop their tactile, auditory and visual perception skills. Through our pathway model will develop in to **reading**. The love of reading is developed through a range of activities including sensory stories and story massage.
- To develop **gross motor/ fine motor skills** and hand eye co-ordination, which through our pathway model will develop in to **writing**. So as to understand that the written word carries meaning.
- To provide opportunities for pupils to access and develop their understanding of English and Communication through AAC at an appropriate level.
- To give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).

At Bleasdale School the intent is to teach English skills to all students although due to the nature of the learners the implementation looks different for each student and the specific pathway they are following alongside a total communication approach: objects or reference, signing, symbols, eye pointing, vocalisations or use of communication aids and spoken word.

Reading Policy

Reading can mean so many different things to learners at Bleasdale school. At Bleasdale all pupils read every day, enjoying both reading for pleasure and reading for functional use. This can look different to each learner and as such will be recorded differently.

Our intention is:

- A curriculum which provides the children with a broad range of experiences which are describable through rich vocabulary
- To prioritise the essential skills for language and communication across the curriculum
- To teach pupils the skills they need to 'read' and 'communicate' in ways relevant to their individual needs
- To provide a literacy-rich environment with high quality books and resources
- For children to become inquisitive about books and to enjoy reading or being read to
- To deliver an engaging and motivating reading curriculum
- To follow, when appropriate to an individual pupil, a systematic, synthetic approach to phonics which lays the foundations required to become a fluent reader
- To use a range of teaching strategies in response to the unique ways that pupils learn to read
- That pupils will read and/or respond to a wide range of 'texts'.

Reading for pleasure is an activity that has real emotional and social consequences. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. (DfE 2012)

A wide range of strategies are used to teach literacy at Bleasdale in order to best meet the needs of its pupils, many of whom have difficulty with auditory or visual processing, long and short-memory or other difficulties which are prerequisites to proficient reading and writing.

Whole Class Story Time	Teachers and support staff tell stories to children regularly. The stories are chosen from a box of agreed, pre-selected books. The planning of books shared during story time ensures that a range of materials are used over the year and key stage, to avoid repetition and ensure that the children experience of wide range of high-quality texts.
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Sensory Stories & Bag Books/	Sensory stories convey simple narratives using a mixture of text and complimentary sensory experiences. Each section of the story is accompanied
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Sensory Story Umbrellas	by a sensory experience to help bring the story to life. When telling sensory stories, it is good to incorporate all the senses where appropriate so touch, smell, sounds, taste and visual stimuli. Sensory stories are appropriate for all children in school and enable them to access stories in many ways rather than just auditory involvement. Story umbrellas are a fun way of immersing a child in a story. Story props and sensory stimuli are displayed on the umbrella. These are props are brought around in to the child's eyeline at the appropriate time in the story. Children are encouraged to reach out and explore the resources.
Total Communication Reading	Functional use Total communication to understand stories or interact with the world is key - including object of reference, symbol use, makton and on body Makaton.
Audio Stories	According to the Audio Publishers Association, audiobooks help "build and enhance vital literacy skills such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension". Using audio books enables pupils to engage with a story of their choice without relying on an adult to read it to them. It is intended that pupils will be able to access good quality texts outside of school enabling them to make positive use of their leisure time.
Story Massage	The story massage programme offers a fun and fully inclusive way of combining the creativity of story, song and rhyme with the benefits of positive touch. Each line of the story is accompanied by a specific massage move.
Magazines & Comics	<p>The Benefits of Comic Books & Magazines:</p> <ul style="list-style-type: none"> • Reluctant readers become ravenous readers. • Struggling readers gain confidence. • Readers develop inference skills. • Readers expand their bank of words. • Young children who read about different topics can increase their knowledge of the world around them.
Reading Corner	In some classrooms, teachers have transformed a physical space in the classroom to create a conducive, lively and inviting space for reading. Reading corners contain a range of reading material and formats appropriate to the level of development and interests of the children in the class group.

Phonics

Phonics is the teaching of letters and sounds so pupils can, say, write and spell different words. Not all students at Bleasdale school will be able to do this but they will experience the different stages and sounds, to broaden their experiences of sounds heard. They will be encouraged to make a range of different vocalisations as they take part in phonic sessions. Pupils up-to the 14- 16 class will have daily 10-minute phonic sessions. This will be a whole

class activity that is pitched at the appropriate needs of the class, then differentiated to meet the needs of individual students. Students in post 16 will focus on responding to environmental sounds in their sensory text sessions, as they prepare for transitioning into adult services. For all those students where it is appropriate they will have individual phonic sessions to work through the phases.

Phase 1

Phase 1 lays the foundation for future phonics learning. The primary focus is on developing speaking and listening skills to enable children to become ready for developing oral blending and segmenting skills. Phase 1 is split into 7 aspects, though there is considerable overlap between these aspects. In this programme, aspects are introduced and practised in a carefully planned, non-linear manner so children are continually reintroduced to all the essential skills that make up the foundation of phonics learning.

These are arranged in seven aspects.

1: To discriminate sound – environmental sounds

To develop awareness of sounds and rhythms.

To be aware of sounds all around them.

To distinguish between sounds and to remember patterns of sound.

2: To discriminate sound – instrumental sounds

To experience and develop awareness of sounds made with instruments and noise makers.

To listen to and appreciate the difference between sounds made with instruments.

3. To discriminate sound – body percussion

To develop awareness of sounds and rhythms.

To distinguish between sounds and to remember patterns of sound.

To make and respond to sounds made with different body parts.

4: Rhythm and rhyme

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

To increase awareness of words that rhyme and to develop knowledge about rhyme.

To be aware of rhyming words.

5. Alliteration

To develop understanding of alliteration.

To explore how different sounds are articulated, and to extend understanding of alliteration.

To listen to sounds at the beginning of words and hear the differences between them.

6. Voice sounds

To distinguish between the differences in vocal sounds, including oral blending and segmenting.

To explore speech sounds.

To listen to different sounds that we can make with our voices.

7: Oral blending and segmenting

To develop oral blending and segmenting of sounds in words.

To listen to phonemes within words and to remember them in the order in which they occur.

To talk about the different phonemes that make up words.

Teachers will plan opportunities to listen carefully and talk extensively about what they hear, see and do. The activities will be appropriate for developing abilities, ages and interests.

Within each aspect above, there is three strands.

- Auditory discrimination – tuning-in to sounds
- Auditory memory and sequencing – listening and recalling sounds
- Developing vocabulary and language comprehension – talking about sounds

For those students who it is appropriate and have some awareness of letter sounds, they will have individual phonic sessions, starting at phase 2.

Phase 2:

Pupils

- Will be able to distinguish between speech sounds.
- Will be able to blend and segment words orally.
- Will also be able to recognise rhyming words.
- Will be taught the graphemes in different sets.
- **Set 1:** s, a, t, p
- **Set 2:** i, n, m, d
- **Set 3:** g, o, c, k
- **Set 4:** ck, e, u, r
- **Set 5:** h, b, f, ff, l, ll, ss

Phase 3

When children start phase 3, they will already know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. All should be able to blend and segment CVC words orally and any will be able to read and spell CVC words. They will continue to learn graphemes.

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

When students can blend and segment words, ie reach phase 3, they will be introduced to reading books.

Thinking and Problem Solving Policy

Thinking and problem-solving experiences help the pupils to explore, investigate and understand the world. At the earliest stages of development, pupils strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them develop fluency, reasoning and problem-solving skills, thus moving from random to trial and improvement responses, and on to anticipate and predict.

Thinking and Problem Solving experiences offer Bleasdale pupils opportunities to:

- Build on their awareness of events and actions to recognise changes in pattern, quantity and space in their immediate environment and in the wider world.
- Use their developing awareness to anticipate and predict.
- Use their awareness and developing understanding of pattern, space, shape and number to develop problem solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment.

Bleasdale pupils may not develop the higher levels of skills, essential for some Mathematical understanding. However the range of opportunities offered aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of thinking and problem solving information.

- To offer pupils access to a broad and balanced sensory Mathematics curriculum.
- To encourage thinking and problem solving curiosity. Pupils begin to perceive the world around them with more sensitivity and understanding, they may begin to realise that their actions or the actions of others can make things happen. Many of these actions are the beginning of thinking and problem-solving abilities.
- To give pupils access to and develop awareness of a range of specific sensory Problem solving terms at a level appropriate to their needs.
- To provide pupils with a broad and balanced range of sensory problem solving experiences within the curriculum to promote an individual level of curiosity.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- To provide opportunities to develop fluency, reasoning and problem solving skills.
- All pupils should be given the opportunity to access and develop their understanding of mathematical experiences through computing (Information, Communication Technology ICT) at an appropriate level.
- To give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).
- To move through the pathways to engage with mathematical concepts.

ICT & Online Safety

ICT at Bleasdale is:

- Understand digital systems at the most basic level.
- The effective use of tools and information sources to produce, process and present information and to control external events.
- The exploration, selection and use of materials and equipment for a variety of purposes.
- A process that should be used-where appropriate- to support learning in other areas.

Computer technology is used within each area of the school curriculum as a means of teaching, reinforcing learning, enhancing and extending learning opportunities for all. ICT at Bleasdale also allows students to use technology to communicate and access the curriculum and by using ICT day to day, pupils develop skills which are essential for life beyond the school.

At Bleasdale School we aim to:

- Ensure that all students have access to technology at an appropriate level.
- Develop confidence in using appropriate ICT.
- Develop problem solving skills.
- Enrich and extend student's learning throughout the curriculum.
- Experience the social effects and implications of ICTs.
- Help all pupils use ICT with purpose and enjoyment.
- Provide a continuity of experience and progression of skills throughout the school.
- Develop staff skills to enable them to enhance and extend their teaching and students' learning.
- Monitor and evaluate the experiences and progress of our students.
- Ensure that resources are used to their full potential.
- Ensure that resources and equipment are kept up to date.

In relation to the specific ICT and Computing aims, we aim to:

- Increase perseverance and self-esteem.
- Foster curiosity
- Enable greater pupil autonomy.
- Support individualised learning.
- Support collaborative and co-operative learning.
- Encourage staff to have flexibility, openness and awareness of changes and developments in ICT.
- Develop communication skills.
- Develop problem solving skills (where appropriate).
- Develop an understanding of cause and effect.
- Provide ongoing training opportunities and support for all staff.

Reviewed By R Parker, 8th January 2024



PSHE & Creative Play Policy

- Pupils will be provided with experiences which offer the opportunity to develop personal skills, values and self knowledge for their role as a member of the community and become valued individuals with personal dignity.
- PSHE & Citizenship experiences, along with a broad and balanced curriculum, also encourage the understanding and development of self, self-awareness and self in relation to others.
- The range of opportunities offered, aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in developing a sense of self in relation to the local, and wider community.

Implicit within the PSHE & Citizenship curriculum are the five outcomes of Every Child Matters-

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Achieve Economic Wellbeing
- Make a Positive Contribution

Bleasdale School aims to ensure that every pupil will be given the opportunity to:

- Make choices and decisions
- Form relationships with their peers, family and the community

- Develop personal autonomy by having a degree of responsibility and control over their lives
- Develop awareness of appropriate behaviour in different situations, which can be accepted by family, carers and the community as a whole.
- Develop individual skills in such areas as personal living skills.
- All pupils should be given the opportunity to access and develop their understanding of PSHE & Citizenship experiences through Information Communication Technology (ICT) at an appropriate level.

Whole school 5 Ways to Well-being Programme:

As part of the school council a whole school initiative has been implemented since March 2021 where every pupils benefits from experiencing planned, purposeful and varied opportunities to achieve success in the 5 Ways to Well-being. Each day pupils will cover at least one of the 5 ways to well- being areas:

- Connect
- Keep Active
- Take Notice
- Give
- Keep Learning

Each pupil has a 'Ways to Wellbeing' evidence workbook/EfL that documents the activities completed that promote wellbeing.

Expressive Arts

At Bleasdale Expressive arts include: Art, Dance, Drama, and Music. Below we have set out what this would include:

Art and design:

- To provide visual, tactile and sensory experiences through participation in a wide variety of art activities.
- To provide opportunities for pupils to create their own pieces of art (with assistance) as well as experiencing the art forms of others.
- To offer pupils access to a broad and stimulating Creativity (Art and Design) curriculum.
- To provide opportunities to experience, experiment with and use colour, form, shape, space, texture, and pattern.
- To give opportunities to explore different materials and processes.
- To provide opportunities for pupils to respond to and communicate what they see and feel, on their own or working with others.
- To provide opportunities to value and review their own and others achievements.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills in other curriculum areas.
- To include opportunities which promote and develop choice making skills.
- To provide enjoyable, appropriate and stimulating learning experiences as the aspect of enjoying art activities is seen to be crucial to the development of creativity.
- To have access to the language of Creativity (Art and Design).
- To provide opportunities to access Creativity (Art and Design) through computing skills a level appropriate to their individual need.

Drama:

- **Process based drama is a learning medium – an interactive teaching style that often happens in the classroom, in which issues, themes and possibilities can be explored ‘from the inside’** through improvisation-based role playing that has a ‘living through’ quality. In this way, other subjects may be brought to life in a way that engages children more deeply and meaningfully, such as illuminating key moments in history, or practising a life skill in cross-curricular tasks embedded in the drama.
- Process based drama can provide multi-layered opportunities to promote learning across the curriculum, and to practise and consolidate learning – for example, helping Snow White (teacher-in-role) by advising her on how to set the table for her seven house mates, or teaching her how to say ‘no’ if offered food by a stranger calling at the door. The group can discover that outcomes can be different, and that

they can be instrumental in influencing the course of events, even if this means that familiar stories may not turn out the same as the known narrative. Process based drama can lead to creating moments of theatre to capture an idea or meaning, rehearse and present it to others. This can be small scale, to the rest of the class for example, and not necessarily to a large invited audience.

- **The common linking thread is that at its core, drama at all levels and in all its forms hinges on make-believe, which is used to explore shared human experience.** Participants are motivated by a situation that is simultaneously fun and intriguing, and the lure of drama's double-edge: that what seems to be about someone else is really about me!

Music:

- Music is taught by the Class teacher up to age 16. Students in the post 16 department explore music for leisure. Music is delivered, whole class, individual and paired work. The class teacher is supported by a specialist music teacher at least 3 times a term. The specialist music teacher provides a framework for the class teacher to work towards offering strategies and specific music skills for teachers.
- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. Music offers pupils at Bleasdale opportunities to:
 - demonstrate their ability in an area not dependent on language skills
 - improve listening, concentration and attention skills
 - develop imitation skills
 - produce sounds
 - practice turn-taking
 - make choices and discriminate
 - experiment and try new things
 - develop co-ordination and functional fine motor skills
 - support the development of movement and mobility
 - encourage co-operation, tolerance and a willingness to work with others
 - develop self-discipline and self-confidence
 - foster community involvement
 - be involved in activities that may provide leisure activities and life long learning.
 - To offer pupils access to a broad and balanced, appropriate music curriculum delivered within Music Interaction.
 - To encourage musical curiosity. As pupils begin to perceive the world around them with more sensitivity and understanding, they may begin to realise that their actions or the actions of others can make sounds and music happen. Many of these actions are the beginning of musical expression.
 - To give pupils access to and develop awareness of a range of specific musical terms at a level appropriate to their needs.

- To provide pupils with a broad and balanced range of musical experiences within the curriculum to promote an individual level of curiosity.
- To give pupils the opportunity to work independently or to work with full or limited support with a partner.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- Where appropriate pupils should be given the opportunity to access and develop their understanding of musical experiences through Computing/ Assistive Technology at an appropriate level.

School Council Policy

Our School Council is made up from a representative from each class. Pupils are supported by staff advocates to gather and share pupil voice on topics appropriate for the council. Pupils use their bespoke communication system to communicate feelings and choices during planned termly meetings and this information is shared with the Senior Leadership Team. There is a re-election at the start of each academic year so that pupils have the opportunity to join the school council at least once during their time at Bleasdale. These include:

Connect – talk and listen, be there, feel connected. Identify with support, games and resources that pupils can use in school, to have strength in Pupil voice across a number of issues

Give – your time, your words, your presence. We can choose charities and events we want to acknowledge and assist in the planning of these events

Take notice – remember the simple things that give you joy. To choose activities we enjoy and share this with the Senior Leadership Team

Keep learning – embrace new experiences, see opportunities, surprise yourself. We try to learn a new word/sign, listen to new music or read new books.

Be Active – do what you can, enjoy what you do, move your mood. Pupils can identify resources and games that they enjoy and would like to experience.

The school council contribute to a large range of school life here at Bleasdale including – Interviewing processes, choice making for Bleasdale, meetings at all levels (including Teacher, SLT, Govnor), purchase of goods and services, to list but a few.

The Team meet monthly and the meeting is formally recorded and shared.

Physical Development

- Physical Skills
- Sensory Integration/ Circuits
- Rebound
- Aquatic Learning
- Sensory Play



Physical Skills & PE Policy

Physical Education is seen as a way of:-

- Beginning to acquire and develop skills to enable pupils to become more aware of themselves and their bodies, tolerating and accepting passive movement, and knowing the different positions and movements they can make.
- Beginning to select and apply skills, tactics and compositional ideas through pupils exploring the body movements they can make, developing them and applying them to particular purposes.
- Beginning to evaluate and improve own performance with pupils becoming aware of what movements they can make, what they can achieve through these movements and adapting them to different situations.
- Beginning to develop the knowledge and understanding of fitness and health, by maintaining physical posture and correct positioning and showing a willingness and desire to move and exercise.

The main aims of physical education are to develop the skills of body awareness, control and co-ordination and thus increase physical mobility and flexibility within different situations and activities. An emphasis will be placed upon using movement in functional situations in order to promote purposeful activity. In addition, it is intended that within this framework, the pupil's development of cognitive skills will increase their awareness and ability to approach to different situations.

In particular pupils will be provided with a range of activities and opportunities in 'real life' contexts to:-

- Develop strength, stamina, flexibility, posture and positioning
- Develop their skills of co-ordination, control, manipulation and movement
- Increase their range of effective movements needed for daily living
- Refine their manipulative skills
- Enhance appropriate areas of health and fitness and contribute towards their physical development
- Develop their personal qualities of commitment, fairness and enthusiasm
- Develop their thinking, appreciation and evaluation skills
- Compete against themselves and others and take part in challenging activities
- Develop their ability to express themselves and be creative
- Foster their ability to co-operate and build relationships with others
- Work individually and as part of a team
- Build their self-confidence and self-esteem
- Generalise their skill into wider contexts – Fitness for life in everyday situations

Sensory Integration Policy

Sensory Integration in the context of Bleasdale education refers to the process of helping students to better understand and respond to sensory stimuli. This approach aims to support students in processing and organising sensory information from their environment, which can be challenging for individuals at Bleasdale. Sensory integration techniques focus on creating a safe and enriching sensory environment, employing various sensory activities such as tactile, auditory, visual, and proprioceptive stimuli. These activities are carefully tailored to meet each student's unique sensory needs, enhance their sensory processing abilities, and promote engagement, communication, and overall well-being.

In particular pupils will be provided with opportunities to:-

- Develop visual skills following visual assessments
- Explore tactile skills and develop understanding and use of touch
- If appropriate to explore the demands of taste. Bleasdale pupils are always aiming to develop their palate
- Understanding the meaning of smells
- A range of pressure and touch strategies
- Develop oral motor strategies
- Movement and vestibular input activities
- Functional auditory skills

This is completed not only in multisensory lessons, but also in lessons focused on Sensory integration to better equip learners to be able to access all elements of life.

Rebound Policy

The Rebound curriculum at Bleasdale school for students is designed to provide a holistic approach to their education, emphasising individualized support and development. This curriculum recognises the unique challenges and abilities of students with profound and multiple learning disabilities. It focuses on the following key areas:

1. **Sensory Exploration:** 'Rebound' places a strong emphasis on sensory exploration and integration. It incorporates sensory-rich activities and environments to stimulate students' senses, promote sensory processing, and facilitate communication and interaction.
2. **Communication and Engagement:** The curriculum prioritises developing communication skills tailored to each student's abilities. This may include non-verbal communication methods, augmentative and alternative communication (AAC) systems, and strategies for understanding and responding to student cues and expressions.
3. **Personalised Learning:** 'Rebound' recognizes that each student has unique needs and abilities. The curriculum is highly individualised, with personalised learning plans that address specific goals, interests, and developmental milestones.
4. **Physical and Emotional Well-being:** It places a strong emphasis on promoting physical and emotional well-being. Adaptive physical activities, sensory regulation techniques, and strategies for emotional support are integrated into the curriculum.
5. **Life Skills and Independence:** 'Rebound' also includes elements focused on developing life skills and fostering independence to the extent possible for each student. This may involve activities related to daily living, mobility, and self-care.
6. **Multi-Sensory Learning:** The curriculum leverages multi-sensory learning approaches, incorporating various sensory modalities (auditory, tactile, visual) to enhance learning experiences and memory retention.
7. **Collaborative Teamwork:** 'Rebound' promotes collaboration among educators, therapists, caregivers, and families to ensure a comprehensive and cohesive approach to each student's development.
8. **Assessment and Progress Monitoring:** Ongoing assessment and progress monitoring are integral to the 'Rebound' curriculum. This Winstrada data-driven approach recorded through EfL allows educators to adapt and refine strategies based on individual student progress.

Overall, 'Rebound' is a flexible and dynamic curriculum designed to empower students by addressing their unique needs, enhancing their quality of life, and maximizing their potential for growth and development.

Aquatic Learning Policy

Aquatic Learning for Bleasdale students is a specialised curriculum that harnesses the therapeutic benefits of water-based activities to support their development and well-being. This curriculum is designed with careful consideration of the unique needs and challenges faced by pupils and aims to provide a safe and enriching aquatic environment. Here are the key components of the Aquatic Learning curriculum:

1. **Hydrotherapy:** Aquatic Learning incorporates hydrotherapy techniques to promote relaxation, muscle flexibility, and sensory stimulation. Hydrotherapy sessions are tailored to each student's specific needs and may include floating, gentle water movements, and water temperature adjustments for comfort.
2. **Sensory Stimulation:** The aquatic environment offers a rich sensory experience. Pupils can explore various sensory stimuli, such as water textures, buoyancy, and water resistance, which can enhance their sensory processing and awareness.
3. **Mobility and Physical Development:** Aquatic Learning provides a unique opportunity for PMLD students to work on mobility and physical skills in a low-impact setting. Water buoyancy supports movement and can help improve muscle strength and coordination.
4. **Communication and Interaction:** The curriculum encourages communication and interaction among students and with instructors. Water-based activities can create a relaxed and enjoyable atmosphere for social engagement and non-verbal communication.
5. **Safety and Adaptation:** Safety is paramount in Aquatic Learning. The curriculum includes training for instructors on adapting activities and ensuring the safety of each student in the water. Specialized equipment, such as flotation devices and sensory-friendly materials, may be used.
6. **Individualised Goals:** Each student has individualized goals within the Aquatic Learning curriculum. Goals may include increasing mobility, improving sensory processing, reducing muscle tension, or enhancing relaxation.
7. **Integration with Other Learning Areas:** Aquatic Learning is often integrated into the broader PMLD curriculum, linking water-based experiences with other learning areas such as sensory integration, communication development, and physical therapy.
8. **Family Involvement:** Families are encouraged to participate in Aquatic Learning activities when possible for example at afterschool clubs, parent in school days or summer clubs. This promotes a holistic approach to the student's well-being and allows families to learn techniques that can be continued outside of school.
9. **Ongoing Assessment:** Regular EFL assessment and progress monitoring through Rock Hopper are integrated into the curriculum to track each student's development and adjust aquatic activities accordingly.

Aquatic Learning is a valuable area to the Bleasdale curriculum, often outlined in our pupils EHCP (Section F), providing PMLD students with a unique and enjoyable way to support their physical, sensory, and emotional development while focusing on their specific needs and abilities."

Sensory Play Policy

Play: Although fluid and unwritten, there are broad and general socially acceptable rules that abound when organising play for children of any age. We don't for example, hurt others, we are not rude or insulting, we share resources, we don't steal others' resources etc, but

apart from these loose rules, play is generally taskless and targetless. There is an understanding amongst educators that the socially acceptable rules will be broken occasionally, but this is an opportunity for learning to take place. Players take it where they will with staff members (SMs) assisting those who struggle, and standing back from those who find it easy. These principles focus around the ideas of **Process Based Teaching**.

Sherratt and Peter (2002) in discussing the nature of teaching play and drama to those on the autistic spectrum (and not necessarily with complex learning difficulties) describe both the levels and the social dimensions of play.

At Bleasdale the five levels of play are explored and taught:

- **Sensorimotor Play** – that is, primarily exploratory, where the properties of objects are felt, squeezed, shaken, smelled and mouthed etc. These are very early cognitive functioning explorations, though of course we do not out-grow these skills and will still use them if we need to, even as adults. Who has not popped bubble wrap for the pure sensory pleasure of it!
- **Relational Play** – that is, the exploration of the object reveals its properties, so that we discover that it bounces, or makes a noise when squeezed, or fits nicely into this big box. It is not necessary to 'make progress' through the stages, moving from one to the other as we get older, but we may look to perceive progress within the stages, so that we see greater self-confidence, self-reliance, self-esteem, levels of calm, happiness, fulfilment, awareness and acceptance of others, social experimentation, social play, social communication.
- **Functional Play** – where specific toys are used as designed, for a specified purpose e.g. cars, dollies, tea sets etc. Notice that although the child's relationship with the toy is functional, pretence may still come into play as the cars are raced or crashed/dollies are fed/need changing.
- **Symbolic Play** – where pretence comes into play in terms of the object, which comes to stand for something else, such as a stick becoming a sword or crooking both arms (as in the sign for 'dolly') becomes a mother holding her baby or running with arms held wide becomes a plane.
- **Socio-dramatic Play** – which now involves acting situations out with roles. Even here however, it should be noted that other play participants, either children or adults, are not necessarily required. It is perfectly feasible to have a multi-cast five act playlet with just one actor taking all the roles, as well as being the writer, director and producer!

Sherratt and Peter (2002) note **the five social dimensions of play** as,

- **Solitary** – as it implies, this is play which involves only one person. Much play falls within this category and is perfectly reasonable and usual for this to be the case. However, for those with complex learning difficulties, and especially for those with complex learning difficulties and autism, this may be the only play engaged with. As such, there can be a tendency towards such play being limited, repetitive, stereotypical and obsessive.
- **Parallel** – not necessarily playing with but playing alongside, and there may be no acknowledgment or even recognition of the others' presence.
- **Shared** – in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others' presence it is fleeting rather than sustained.
- **Turn-taking** – represents the first stirrings of co-operative play in the clear acknowledgment of the others' involvement in the activity. We tend to think of turn-taking as being as a result of limited resources – *we have one bike, you ride first and then it's my go* – but this is not necessarily the case and should not be the case when working with those with CLD. *We both have a jug, you pour first, then it's my go.*
- **Co-operative** – where the learner(s) directly engages with others in the direction the play might take.

Reviewed By K Buchanan, 8th January 2024

Community Inclusion

- My World
- Community Access
- Outdoor Learning
- My Independence
- Educational Visits
- Inclusion session with local schools

My World Policy

Due to the nature of the pupils at Bleasdale school, pupils will access content that is appropriate for their learning level (immediate environment, local human and physical geography) delivered through a sensory based approach to ensure that content is relevant to each individual and is meaningful geographical content. This geographical content includes traditional areas like "Science", where we live, who we live with, special time of the year and RE.

Geographical Experiences develop a pupil's understanding of his/her own immediate environment, initially through interacting with and experiencing at first hand different geographical aspects that will help to widen the pupils' perspective/awareness of these familiar surroundings.

My world experiences also encourage the understanding of different physical and human features within a specific environment, in familiar, relatable contexts. This may include exploration of various landforms, locations, climate and physical differences as well as study of the people within a community including cultural and ethnic diversities and then buildings.

The range of opportunities offered, aim to stimulate all the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of the purpose of specific local features.

To assist pupils to experience at an interactive level a range of 'My World' experiences.

To provide pupils with a broad and balanced range of 'My World' experiences within the curriculum to promote an individual level of curiosity.

To enable pupils to widen their awareness of their surroundings through curriculum opportunities, both within school and within the wider community.

To enable pupils to develop an awareness of changes within their physical surroundings through direct experience.

To encourage pupils to respond to aspects within their environment and to give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).

Carefully selected 'My World' questions for our pupils to explore in order to experience processes on each pupils own terms.

- 'My world' experiences also enable pupils to engage in practical activities and investigations that extend their awareness and understanding of themselves, for example, body awareness and self-awareness.
- A range of opportunities offered aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of the purpose of investigation.
- To provide pupils with a broad and balanced range of 'My World' experiences within the curriculum to promote an individual level of curiosity.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- All pupils should be given the opportunity to access and develop their understanding of scientific experiences through Computing (ICT) at an appropriate level.

Within 'My World' learning Bleasdale School:

-promotes the spiritual, moral, cultural, mental and physical development of pupils
-prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
Religion is the experience and expression of faith. Learning about, and from, religion is important to all pupils.

The programme of study will also promote:-

Social Development

Develop an understanding of personal identity and belonging in preparation for life as a citizen within a multi-racial society.

Cultural Development

Enhance a pupil's awareness and understanding of a range of beliefs, practices and values in their own society and within the context of the wider world.

Daily reflections promote:

Spiritual Development

Consider and respond to questions regarding the meaning and purpose of life and to explore the values in human society at an appropriate level

Moral Development

Respond to areas of morality using experiences of religious and ethical teaching.

Daily reflections and Cultural awareness activities also address religious and moral beliefs that underpin aspects of PSHE/Citizenship:

- Choices and behaviour (e.g. relationships)
- Social policies and practices (e.g. crime and punishment)
- Concepts/pattern of healthy living
- Citizenship and political awareness (e.g. rights and responsibilities)

In the context of daily reflections and cultural awareness activities, pupils are provided with opportunities to prepare for adulthood:

- develop self-confidence and awareness
- develop positive attitudes towards others and respect the belief and experience of others
- realise the value of their own experience and understanding of life
- develop an understanding of the world in which they live as individuals and members of a group.
- encounter issues that are fundamental to making personal choices and influencing their behaviour.

Community Access/ Educational Visits Policy

The 'Community Access' curriculum for Bleasdale students is designed to facilitate their active participation in the broader community while addressing their unique needs and challenges. This curriculum emphasises inclusion, life skills development, and social engagement. Here are the key components of the Community Access:

1. **Inclusion and Integration:** Community Access prioritises the inclusion of Bleasdale students in community settings whenever possible. This may involve outings to parks, museums, libraries, and local events, allowing students to experience a wide range of community environments.
2. **Sensory Exploration:** The curriculum integrates sensory experiences within community outings. Students have opportunities to engage with various sensory stimuli in the community, fostering sensory awareness and processing.
3. **Communication and Interaction:** Community outings provide valuable opportunities for communication and interaction. Educators and support staff work on developing communication strategies tailored to each student's abilities, enabling them to engage with the community and communicate their preferences and needs.
4. **Life Skills Development:** The curriculum includes activities that focus on life skills such as money handling, public transportation, shopping, and safety awareness. These skills are essential for promoting independence and community participation.
5. **Individualised Goals:** Each student's Community Access goals are highly individualized, reflecting their unique abilities and needs. Goals may include enhancing communication, improving mobility, developing self-help skills, and increasing social engagement.
6. **Community Partnerships:** Collaboration with community organizations and businesses is essential to the success of this curriculum. These partnerships can provide students with opportunities for vocational experiences, volunteering, and social interactions with a diverse range of people.
7. **Safety and Support:** Ensuring the safety and well-being of PMLD students during community outings is a top priority. The curriculum includes training for staff on adaptive strategies, safety protocols, and effective communication techniques.
8. **Family Involvement:** Families are encouraged to participate in community outings and engage in activities that promote community access outside of school hours. This strengthens the connection between school and home life.
9. **Assessment and Progress Monitoring:** Ongoing EFL assessment is integral to the Community Access curriculum to track each student's development and adjust community activities accordingly.

Community Access empowers our students to engage with their communities, fostering a sense of belonging and enhancing their quality of life. It equips them with valuable life skills and promotes their independence and social interaction abilities, ultimately preparing them for a more inclusive and fulfilling life beyond school.

Outdoor Learning Policy

Promoting independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving; not to mention, having fun!

It is the aim of the *My Outdoor School* SoW that most learners will achieve and become competent in the basics at least and we need to remember that we are aiming for the highest levels of independence that the learner can achieve by the time they leave school at nineteen. *My Outdoor School* is essentially about process based learning, that is, pupils and students will learn by 'doing' without any fixed or rigid target, and the more times they 'do' the deeper their learning is likely to be. There is likely to be lots of incidental or accidental learning, and staff must be open to spotting this and developing interests.

Going back to nature means that the environment will not always be comfortable, warm, dry or even safe. Risk is of course, a constant factor but rather like other relatively risky elements of the Equals Semi-Formal Curriculum such as *My Cooking* and *My Travel Training* (both part of *My Independence*), this doesn't mean that they should not be undertaken. There is no doubt that science labs, food tech rooms, metalwork rooms and woodwork rooms are also risky places in mainstream secondary schools, but the existence of those risks does not mean these subjects should not be taught. Everyone involved, including parents and carers, must acknowledge that there are always risks involved when working outdoors, but that these risks can be minimised if they are recognised in advance - with relevant risk assessments in place and due care always taken. **Key risks are:** burns from an open fire; over exposure to heat and cold; dehydration; getting lost; personal injury from falls.

The Bleasdale Outdoor Learning curriculum with is designed to create a dynamic and inclusive outdoor learning environment for students with diverse special educational needs. This approach emphasises the use of natural, organic shapes, and flexible, flowing structures to promote sensory exploration, creativity, and holistic development. Here are the key components of this curriculum:

1. Natural Environments: The curriculum prioritizes outdoor settings that incorporate natural elements, such as gardens, woodlands, and open fields. These settings provide sensory-rich experiences and opportunities for students to connect with nature.

2. Sensory by Design: The outdoor spaces are naturally in design to support sensory processing, including winding pathways, seating, and meandering streams etc. These designs are intended to create a sense of flow, reduce sensory overload, and encourage exploration.

3. Sensory Engagement: The curriculum encourages sensory engagement through activities that involve touch, smell, sight, and sound. Natural materials, textured surfaces, and aromatic plants are incorporated into the outdoor environment to stimulate the senses.

4. Creative Expression: Outdoor learning spaces conducive to creative expression. Students are encouraged to explore their artistic side through activities like painting, sculpture, and nature-inspired art.

5. Inclusive Play: The outdoor spaces are designed to be inclusive, with adaptable play equipment that caters to a range of abilities. This allows all students to participate in physical activities and play together.

6. Learning Through Play: Outdoor play is a fundamental part of the curriculum, promoting social interaction, problem-solving, and motor skills development. Sensory play areas such as sand pits or water features, offer diverse learning opportunities.

7. Environmental Awareness: The curriculum instils a sense of environmental stewardship by teaching students about the natural world. They learn about plants, animals, and ecological systems through hands-on experiences and observation.

8. Flexibility and Adaptability: The outdoor learning environment is designed to be flexible and adaptable to accommodate the specific needs of each student. This allows for personalized learning experiences and adjustments based on individual abilities and preferences.

9. Collaborative Learning: Collaborative activities are encouraged to promote teamwork and social skills development. Group projects, nature scavenger hunts, and storytelling circles are examples of collaborative activities within the outdoor setting.

10. Assessment and Progress Tracking: Ongoing EfL assessment is integrated into the curriculum to monitor each student's development and tailor outdoor activities accordingly. Horticulture allows us to support our pupils to access the outdoors whilst developing a range of skills pulling from all aspects of the curriculum. Horticulture aims to:

11. Better physical health through exercise and learning how to use or strengthen muscles to improve mobility

12. Improved mental health through a sense of purpose and achievement

13. The opportunity to connect with others – awareness of others, working in parallel and turn taking and team work opportunities.

14. Acquiring new skills to improve the chances of identifying interests, or work experience opportunities



Bleasdale Outdoor Learning curriculum fosters a sense of wonder, creativity, and connection with the natural world. It is designed to provide students with special educational needs a holistic and inclusive outdoor learning experience that supports their sensory, social, and cognitive development

My Independence Policy

The general principles governing my Independence are that they:

- are developmental in nature and open to personalisation – they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible;
- cover all stages of education from 2 to 25 (and beyond) but are not directly related to either age or key stage. Learners fit into them where they will according to their individual abilities, interests and learning journey;

Bleasdale's 'My Independence' curriculum is a comprehensive and inclusive program designed to empower students with diverse abilities, including those with PMLD and SEN, to develop essential life skills and foster greater independence. This curriculum recognizes the unique challenges and potential of each student and focuses on the following key components:

1. Personalised Learning Plans: 'My Independence' begins with the creation of highly individualized learning plans for each student. These plans consider their abilities, strengths, and areas of need, setting meaningful goals for skill development.

2. Life Skills Development: The curriculum places a strong emphasis on teaching practical life skills essential for daily living. This includes activities related to self-care, hygiene, meal preparation, money management, and mobility, tailored to each student's abilities.

3. Communication and Social Interaction: 'My Independence' recognizes the importance of communication and social skills. Students are supported in developing effective communication strategies, including verbal and non-verbal methods, to express their needs, preferences, and emotions.

4. Mobility and Accessibility: The curriculum addresses mobility needs, including wheelchair use, assistive technology, and mobility aids. It also ensures accessibility in the learning environment, promoting inclusivity for all students.

5. Sensory Integration: For PMLD students, 'My Independence' incorporates sensory integration techniques to help them better understand and respond to sensory stimuli. It fosters sensory regulation and enhances their sensory processing abilities.

6. Assistive Technology: The curriculum introduces students to assistive technology tools and devices that can enhance their independence. This includes communication aids, adaptive software, and environmental control systems.

7. Community Integration: 'My Independence' encourages community engagement and participation. Students have opportunities to practice their skills in real-world settings, such as grocery stores, public transportation, and local businesses.

8. Personal Finance and Budgeting: Financial literacy is a key component, teaching students about money management, budgeting, and financial independence to the extent possible for each learner.

9. Self-Advocacy: The curriculum emphasizes self-advocacy skills, teaching students to express their needs and preferences and make choices that empower them in various aspects of life.

10. Family and Caregiver Involvement: Families and caregivers are actively involved in the 'My Independence' curriculum, collaborating with educators to reinforce skills and strategies at home.

11. Assessment and Progress Tracking: Ongoing EfL assessment and progress monitoring are integrated into the curriculum, ensuring that students' goals are met and that adjustments are made as needed.

'My Independence' is a holistic curriculum that aims to equip students, including those with PMLD and SEN, with the skills and confidence to lead more independent and fulfilling lives, tailored to their unique abilities and aspirations

Reviewed By N French, 8th January 2024

Employment and Citizenship

- Food Technology/ Healthy Eating
- Design and Make
- Enterprise/Mini Enterprise
- Community Café
- Look to the Future



Design and Make Policy

Design and make

- To provide pupils with opportunities to experience the key concepts of Design Technology - designing, making, evaluations and technical knowledge through a range of materials, including reclaimed, construction materials, textiles and food.
- To help pupils understand about resources, materials and their uses and how to use them in a practical way.
- To encourage pupils to observe things natural and man-made.
- To enable pupils to select materials and equipment.
- To use skills such as cutting, folding, joining and building for a variety of purposes.
- To provide pupils with a broad and balanced range of activities to develop all pupils design technology capability using knowledge and skills from other curriculum areas, through a range of practical activities in which pupils assist in the making of good quality products fit for their intended purpose.
- With help, to evaluate their work and the outcomes of their projects.
- To provide enjoyable practical learning experiences that engage pupils in activities that are challenging, relevant and motivating.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities which promote and develop choice making skills.
- All pupils should be given the opportunity to access and develop their understanding of Creativity (Design and Make) through Information and Communication Technology (ICT) at an appropriate level.

Enterprise/Community Café Policy

The "Enterprise" curriculum at Bleasdale School is a comprehensive program designed to foster students' skills, independence, and creativity while considering their diverse abilities and needs. Its learning objectives come from cross-curricular areas and it all about putting sequences of learning into practice, in a safe environment to do so. It aims to prepare SEN and PMLD pupils for life beyond school, emphasizing the following key components:

1. **Personalised Learning:** The curriculum begins with individualized learning plans for each student. These plans are based on assessments of their abilities, strengths, and areas for growth, ensuring that their educational experiences are tailored to their unique needs.
2. **Life Skills:** The "Enterprise" curriculum prioritizes the development of essential life skills, including self-care, communication, mobility, and safety. It prepares students for everyday activities and helps build their confidence and independence.
3. **Entrepreneurial Mindset:** Students are encouraged to develop an entrepreneurial mindset, fostering creativity, problem-solving, and a sense of initiative. This mindset is introduced through activities such as small business ventures, art projects, and creative endeavours.
4. **Communication:** Communication skills are a fundamental aspect of the curriculum. It includes various communication methods, including speech, alternative and augmentative communication (AAC), and non-verbal communication, to ensure that every student can express themselves effectively.
5. **Functional Skills:** are integrated into the curriculum in a practical and functional way. Problem Solving and communication skills are taught through real-life scenarios, such as managing finances, reading signs, and writing for specific purposes.
6. **Sensory Integration:** The curriculum incorporates sensory integration techniques for PMLD students, helping them regulate sensory experiences and enhance their understanding of the world around them. Sensory-rich activities are woven into daily routines.
7. **Community Engagement:** The "Enterprise" activities encourage students to actively participate in the community. This includes outings to local businesses, collaborative projects with community members, and volunteer opportunities to promote social interaction and community integration.
8. **Technology Integration:** Assistive technology is integrated to enhance communication and learning experiences. Students are introduced to devices and software that support their abilities and foster independence.

9. Vocational Skills: The curriculum provides opportunities for students to explore vocational interests and develop job-related skills, preparing them for potential future employment opportunities, even if highly adapted.

10. Family and Caregiver Involvement: Families and caregivers play an integral role in the "Enterprise" curriculum. They collaborate with school staff to reinforce skills, extend learning into the home environment, and support students' personal development.

11. Assessment and Progress Tracking: Continuous EFL assessment and progress monitoring ensure that each student's goals are being met and that adjustments are made to accommodate their growth and development.

The "Enterprise" curriculum at Bleasdale School in Silverdale aims to empower SEN and PMLD pupils to lead fulfilling lives, promoting independence, creativity, and community engagement while considering their unique abilities and needs.

Food Technology Policy

The "Food Technology" curriculum at Bleasdale School is designed to provide a safe, inclusive, and engaging culinary learning experience for SEN and PMLD pupils. This curriculum focuses on developing essential life skills, fostering sensory exploration, and promoting independence. Here are the key components:

1. **Personalised Learning:** The curriculum begins with individualised learning plans for each student, considering their abilities, dietary restrictions, and sensory sensitivities. These plans ensure that students can actively participate and progress at their own pace.
2. **Safety and Hygiene:** A strong emphasis is placed on teaching food safety and hygiene practices, including handwashing, kitchen cleanliness, and safe food handling. This ensures a safe and healthy cooking environment.
3. **Sensory Exploration:** The "Food Technology" curriculum incorporates sensory-rich experiences. Students engage with various textures, flavours, and aromas through hands-on cooking activities, promoting sensory development and awareness.
4. **Meal Preparation:** Pupils learn practical meal preparation skills, from simple tasks like peeling and chopping to assembling and cooking basic recipes. These skills contribute to their independence and ability to contribute to meal preparation at home.
5. **Nutrition Education:** The curriculum includes age-appropriate nutrition education, teaching students about healthy food choices, portion control, and balanced diets. This knowledge empowers them to make informed decisions about their food.
6. **Adapted Recipes:** All recipes and cooking activities are adapted to meet the specific dietary needs and sensory preferences of each student. This includes creating pureed or textured modified meals for PMLD pupils.
7. **Communication:** Effective communication is encouraged during cooking activities. This may involve using communication boards, picture exchange systems, or other augmentative and alternative communication (AAC) methods.
8. **Community Engagement:** The curriculum may include opportunities for students to engage with the community, such as visiting local farms or markets to learn about food sources and sustainability.
9. **Independence:** Students are encouraged to take on increasing levels of independence in meal preparation, from choosing ingredients to following recipes and safely using kitchen tools.

10. Family and Caregiver Involvement: Families and caregivers are invited to participate in cooking activities, reinforcing skills and promoting continuity between school and home.

11. Assessment and Progress Tracking: Continuous assessment and progress tracking ensure that students are meeting their goals and making progress in their culinary skills and independence.

The "Food Technology" curriculum at Bleasdale School in Silverdale aims to empower SEN and PMLD pupils with essential cooking and nutrition skills, promoting independence and sensory exploration while considering their unique abilities and needs. It prepares them for greater autonomy in making food choices and participating in meal preparation both at school and in their homes.

16-19

14-19 provision is divided into two classes: 14-16 and post 16. They are located in school in a separate corridor from the other year groups which includes: classrooms, work room and a common room, Additional spaces include: food preparation and training room, rebound, pool, music room and conservatory.

The policy should be read in conjunction with appendix A the Scheme of Work for 14-19 and appendix B subject mapping which set out in detail what students will be taught. Bleasdale School aim is the students to meet the outcomes of the Children and Families Act 2014, SEND code of practice and NDT: preparation for adulthood programme which are:

- Employment – (where appropriate)
- Living more independently
- Participating in the community
- Having good health

At Bleasdale we:

- Recognising past achievement at all levels and building on it via relevant forms of accreditation.
- Consolidating and generalising existing skills.
- To offer students access to a broad and balanced 14-19 curriculum, to prepare them for future destinations post 19.
- Working for the future in partnership with family, social, health, education and transitional services
- Involving students as much as possible in evaluation and reviewing their own learning and future targets.
- To promote communication and social skills within the wider environment and with a wider variety of people, moving from the school setting to the community setting.
- To give students the opportunities to develop awareness of themselves as individuals as members of a community.
- To give students the opportunity to work independently or to work with full or limited support in a group or whole class activity.
- To include opportunities that promote and develop choice making skills.
- To prepare students to transition onto their identified adult pathway; supported employment, independent living, and Community inclusion.

Reviewed By A Wilson, 8th January 2024

Implementation of Curriculum Policies

An Equals curriculum underpins our carefully mapped out curricula. Some of this curricula is very cyclic in its nature and requires the use of the progressive nature of the child, while others natural move from one sequence of learning to another. Progression documents are then used alongside each pupil's "Needs" (which include a range of information from SaLT, EHCP, Parents, OT, Physio, professionals, and knowledge of the child. The teaching team opted for a thematic way to organise the curriculum, not as a focus, but as a creative way to lift the carefully mapped and sequenced learning to lift off the page.

Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication and language is a key factor in raising standards across all subjects. Skills will be fostered across all curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations. The implementation of the curricula area depends on the students pathway and if they are a To Be Learner (Pre-formal), To Do Learner (semi-formal) or To Know Learner (Formal).

The To Be (pre-formal) learners for example experience, sounds, sensory texts, stories with motor skills and communication sessions. The curriculum has been mapped out and Lead Learning Practitioners will monitor the coverage at key points throughout the calendar of work set out in September each year. This is to ensure pupils are experiencing a range of learning through evaluation of medium term planning and classroom observations. Learning is presented in a sensory manner with the use of specialist technology and knowledge (please see our introductory CPD offer and CPDL programme offers). The monitoring and evaluating of curricular strengths and weaknesses takes place to ensure and maintain high standards in the quality of teaching and learning which is a vital part of curriculum development. At Bleasdale we are a team who have worked hard on the "Why?" of the curriculum and it is the responsibility of all staff but should be led in each curricula area by the lead learning practitioners (LLPs).

Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement related target against which an individual pupil's performance can be related. The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons, recorded and reported via the EfL app, and shared with all school staff and parents. Teaching in class sessions is planned so that enough time is allocated for the delivery of the Scheme of Work recommendations that are appropriate to our pupils. Teachers will select learning outcomes from the Scheme of Work (the carefully sequence set of learning objectives) and support the implementation alongside the progress documents, (e.g. Towards Communication) to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age appropriate level. This allows for adaptive learning in subject matter materials chosen and delivery of breath.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to give information about each pupil during their time at school. Teachers use their professional judgement which is the most appropriate tool taking into account their current pathway. Assessments are recorded within EFL app and presented to all school partners and parents. We make sure this inquiry based system is at the forefront of the record: pupils are marked against their own progress.

All pupils within the EYFS are assessed using the EYFS profile and students in 14 - 19 use a range of externally moderated accreditation to mark some of the many achievements. Assessment techniques ensure that EHCP outcomes and IEP targets are met and individual needs are covered within curricula areas.

These are managed by:

- Evidence for Learning: Photographic/video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils (case studies).

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school. Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Please see the Assessment, Recording and Reporting Policy.

Impact of Curriculum.

• Pupil's learning and progression

- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training
- Relevant aspects may be highlighted in the annual School Development Plan.
- Offering further outreach work to other schools.

Equal Opportunities All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and

balance of subject areas and activities so as to achieve individual stated targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereotyping.

The Curriculum policies will be renewed on an annual basis. Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in these curricular areas.

Reviewed By R Parker, L Howarth, K Linde and S Booth 8th January 2024

WHOLE SCHOOL BLEASDALE TOPIC CYCLE OVERVIEW

	Autumn	Spring	Summer
1 st Year 2023/ 2024	<u>Celebrations</u> Every Day Celebrations National Festivals Who? What? Where? When? Why? Calendars Life's Celebrations	<u>Past, Present & Future</u> Dinosaurs Time & Time Travel Inventors A Walk in time Air transport through time/Space	<u>Up, up and Away</u> Seaside Holidays of the past Journeys Transport Road Safety Foreign Features/World Cup
2 nd Year 2024/2025	<u>Important People</u> Me and my school / all about me Family Friends / People who help us Our Community Building relationships Famous people	<u>Fantasy Worlds</u> Once upon a time Super Hero's Traditional tales Imagination Fact or fiction	<u>Fun and Games</u> Circus is in Town Piecing the Puzzle Fun Facts Olympics Hobbies/Leisure
3 rd Year 2025 / 2026	<u>Fires</u> Cubs/Brownies Safety & Safeguarding Environments Climates The Great Fire	<u>Farm to Fork</u> Animals / life Cycles Mini Beasts Picnics Growing Digestion	<u>Wonderful Weather</u> Pirates Water Rainforest Using the Weather Sustainability

BLEASDALE PATHWAY CURRICULUM - Communication & Possible Themes

	Autumn	Spring	Summer
1 st Year 2023/ 2024	<u>Celebrations</u> FOCUS: Declarative communications - social communication expressed for the sake of communicating. pg 21 Equals My Communication LOWER - Fiction MIDDLE SCHOOL - Non-Fiction UPPER - Shakespeare POST 16 - Media	<u>Past, Present & Future</u> FOCUS: Personalized reading and writing Pg 61 Equals My Communication LOWER - Non-Fiction MIDDLE SCHOOL - Fiction UPPER- Fiction POST 16 - Fiction	<u>Up, up and Away</u> FOCUS: Dynamic Communications- Using simple message communication s Pg 33 Equals My Communication LOWER - Poetry / Rhyme MIDDLE SCHOOL - Poetry UPPER - Non-Fiction POST 16 - Non Fiction
2 nd Year 2024/ 2025	<u>Important people</u> FOCUS: Formal social interactions with familiar / unfamiliar people Pg 53 Equals My Communication LOWER - Fiction MIDDLE SCHOOL - Biographies UPPER - Biographies POST 16 - Non-Fiction	<u>Fantasy Worlds</u> FOCUS: Narratives Pg 37 Equals My Communication LOWER- Fiction - tradition tales MIDDLE SCHOOL - Fiction tradition tales UPPER - Shakespeare POST 16- Non-Fiction	<u>Fun and Games</u> FOCUS: Peer to peer Communications Pg 73 Equals My Communication LOWER - Poetry Rhyme MIDDLE SCHOOL- Fiction UPPER - Non-Fiction POST 16 - Fiction
3 rd Year 2025/ 2026	<u>Fires</u> FOCUS: Non Verbal behavioral communications Pg 67 Equals My Communication LOWER - Non-Fiction MIDDLE SCHOOL - Fiction UPPER - Non Fiction POST 16 - Media	<u>Farm to Fork</u> FOCUS: Imperative Communications - meeting specific need Pg 11 Equals My Communication LOWER - Fiction MIDDLE SCHOOL - Non-Fiction UPPER - Fiction POST 16 - Fiction	<u>Wonderful Weather</u> FOCUS: Following instructions Pg 17 Equals My Communication LOWER - Poetry MIDDLE SCHOOL - Poetry UPPER - Poetry POST 16 - Non-Fiction

BLEASDALE School PATHWAY CURRICULUM - Thinking and Problem Solving (Leading to Maths)

	Autumn	Spring	Summer
<u>1st Year</u> 2023/ 2024	<u>Celebrations</u> Recognise what I want is broken pg 20 LOWER– Number - Encountering Permanence (1.2a) MIDDLE SCHOOL– Number Calculating (2.2a) UPPER–Number Establishing order (3.2a) POST 16– Number -Developing order (4.2a)/ EX A	<u>Past, Present & Future</u> Solve problem independently pg 26 LOWER– SSM - Exploration (1.3a) MIDDLE SCHOOL– SSM Exploration (2.3a) UPPER– SSM Exploration (3.3a) POST 16– SSM Exploration (4.3a)/ EX A	<u>Up, Up and Away</u> Solve a problem as a group pg 24 LOWER– Using and Applying - Searching (1.1a) MIDDLE SCHOOL– Using and Applying - Searching (2.1a) UPPER– Using and Applying - Searching (3.1a) POST 16– Using and Applying - Searching (4.1a) / EX A
<u>2nd Year</u> 2024/ 2025	<u>Important People</u> To gain access to my favourite item pg 16 LOWER– Number and the number systems (1.2b) MIDDLE SCHOOL– Number and the number systems (2.2b) UPPER–Number and the number systems (3.2b) POST 16– Number & number systems (4.2b)/ EX A	<u>Fantasy Worlds</u> To find my lost item pg 18 LOWER– SSM– Shape and Space (1.3b) MIDDLE SCHOOL– SSM - Shape and Space (2.3b) UPPER–SSM - Shape and Space (3.3b) POST 16– SSM - Shape and Space (4.3b)/ EX A	<u>Fun & Games</u> Recognise order when playing a game pg 22 LOWER– Reasoning about numbers or shapes (1.1b) & Handling Data- Responding (1.4 a) MIDDLE SCHOOL– U&A - Problem solving (2.1b) & Organising and using data (2. 2.4b) UPPER– U&A - Problem solving (3.1b) & Organising and using data (3. 2.4b) POST 16– U&A- Problemsolving (4.1b)/ EX A & Organising and using data (4. 2.4b)/ EX A
<u>3rd Year</u> 2025/ 2026	<u>Fires</u> .Solve a problem in communication pg 27 LOWER– Number - Encountering Permanence (1.2a) MIDDLE SCHOOL– Number Calculating (2.2a) UPPER–Number Establishing order (3.2a) POST 16– Number -Developing order (4.2a)/ EX A	<u>Farm to Fork</u> Solve problem the world around us pg 35 LOWER– Length, Size and Height (1.3d) & Weight and Volume (1.3c) MIDDLE SCHOOL -Length, size, and Height(2.3d)/Time(2.3e) & Weight and volume(2.3c) UPPER- SSM–Time(3.3e) & Weight and volume (3.3c) POST 16- SSM- Time (4.3e) / EX A & Weight and volume (4.3c) / EX A	<u>Wonderful Weather</u> Solve a problem with physical pg 32 LOWER– Using and Applying - responding (1.4a) MIDDLE SCHOOL– organising and using data (2.4a) & (2.4b) UPPER– organising and using data (3.4 a) & (3.2b) POST 16– organising and using data (4.4 a) & (4.24b)

Use Thinking and problem solving equals scheme of work.

Bleasdale PATHWAY CURRICULUM - ICT

	Autumn	Spring	Summer
1st Year 2023/ 2024	<u>Celebrations</u> LOWER Control: Making things happen (1.2a) MIDDLE SCHOOL Data: Introducing pictograms (2.1d) UPPER/4 Controlling Devices (3.2a) UPPER SCHOOL/POST 16 Using a range of devises (4.2a)	<u>Past, Present & Future</u> LOWER Control: Moving Pictures (1.2b) MIDDLE SCHOOL Making pictures (2.3a) making talking books (2.3b) UPPER/4 Designing and Exploring environments (3.2b) UPPER SCHOOL/POST 16 Exploring simulations (4.2b)	<u>Up, up and Away</u> LOWER Listening and responding to sounds (1.2c) & sorting and matching (1.1c) MIDDLE SCHOOL Beginning to Write (2.3b) UPPER/4 Manipulating Sounds (3.2c) UPPER SCHOOL/POST 16 Manipulating and squnc. Sounds (4.2c)
2nd Year 2024/ 2025	<u>Important people</u> LOWER Information in Class (1.1.a) MIDDLESCHOOL Information: In the school(2.1a)&labelling /classifying (2.1c) UPPER/4 Information in the community (3.1a) UPPER SCHOOL/POST 16 Info: Advertising and Media (4.1a)	<u>Fantasy Worlds</u> LOWER Introducing Symbols and text(1.3b) MIDDLESCHOOL Creating Scenes (2.2b) UPPER Writing in different ways (3.3b) Questions and answers (3.1c) UPBERSCHOOL/POST 16/4 Developing ideas for audience (4.3b)	<u>Fun and Games</u> LOWER Combing text/gra: Labelling Pics(1.3c) MIDDLE SCHOOL Making & Recording sounds (2.2c) UPPER/4 Introto desktop publishing (3.3c) UPPERSCHOOL/POST 16 Desktop design(4.3c) & Communication electronically (4.3e)
3rd Year 2025/ 2026	<u>Fires</u> LOWER Combing text/gra: Taking books (1.3d) MIDDLE SCHOOL Text and Pictures (2.3c) UPPER/4 intro email (3.3e) Intro to multimedia tools (3.3d) UPPERSCHOOL/POST 16 Creating a presentation (4.3d) Making Videos (4.3f)	<u>Farm to Fork</u> LOWER Information in class(1.1a) & Looking at Information (1.1.b) MIDDLESCHOOL information in school (2.1a) to find information (2.1b) UPPER/4 information in the community (3.1a) Introducing the internet (3.1b) UPPERSCHOOL/POST 16 advertising and media (4.1a) Info through the internet (4.1b)	<u>Wonderful Weather</u> LOWER Taking and print photographs (2.3f) MIDDLESCHOOL Different ways to communicate(2.3e) UPPER/4 Using photographs (3.1a/3.3f) UPPERSCHOOL/POST 16 surveys/ spreadsheets (4.1c/ 4.1d)

To Be pathway also see ACC pg 76 in Equals my Communication and please note supplementary ICT planning units S1a, S2a,S2b,S2c, S3a, S3b, S3c at the end of each planning doc.

BLEASDALE PATHWAY CURRICULUM - Music & Performing Arts

	Autumn	Spring	Summer
1 st Year 2023 / 2024	<u>Celebrations - Tempo</u> Lower School Tempo 1 & 2 & 3/Nativity Stories Middle School Interactive Drama Games (P18) UPPER Tempo 4 & 5 KS4 Interactive Movement Games (p21) P16 Tempo 6 & 7	<u>Past, Present & Future - Rhythm</u> Lower School Rhythm 1 & 2 (Robots) Middle School Rhythm 3 & 4 (Space Journeys) UPPER Interactive Sound Games (p24) (Time Tavel) KS4 Rhythm 5 & 6 & 7 (Bands) P16 Rituals (P25) (Greek Theatre)	<u>Up, up and Away - Timbre</u> Lower School Timbre 1 & 2 Middle School Sensory Make Believe (p27) (80 Days around the world) UPPER Timbre 3 & 4 (WW2) KS4 Prescribed Drama Structures (P29) (Puppets) P16 Timbre 5 & 6 & 7
2 nd Year 2024/ 2025	<u>Important People</u> Lower School Texture 1 & 2 Middle School Texture 3 & 4 UPPER Drama From Real Life (Status) KS4 Texture 5 & 6 & 7 (Character) P16 Drama From TV or Film	<u>Fantasy Worlds</u> Lower School Structure 1 & 2 (Costume & Story) Middle School Drama From a Story (P36) (Super heros) UPPER Structure 3 & 4 & 5 KS4 Becoming Playwrights (Story Telling) P16 Structure 6 & 7 (Pantos)	<u>Fun and Games</u> Lower School Pitch 1 (Circle Games) Middle School Pitch 3 (Circus) UPPER Interactive Drama Games (P18) (Mime) KS4 Pitch 6 (Impro) P16 Interactive Movement Games (p21) (Commedia del Arte)
3 rd Year 2025 / 2026	<u>Fires</u> Lower School Pitch 2 (Campfire songs) Middle School Interactive Sound Games (p24) (Campfire games) UPPER School Pich 4 & 5 (Dracula) KS4 Rituals (P25) P16 Dynamics 6 & 7	<u>Farm to Fork</u> Lower School Dynamics 1 (Animal Games) Middle School Dynamics 3 (Oliver) UPPER Sensory Make Believe (p27) (Melodrama) KS4 Dynamics 4 & 5 (Devised) P16 Prescribed Drama Structures (P29) (Physical)	<u>Wonderful Weather</u> Lower School Dynamics 2 Middle School Drama From Real Life (Treasure Island) UPPER Dynamics 4 (Odyssey) KS4 Drama From TV or Film P16 Dynamics 6 & 7

Please use the Equals SOW My Music & My Drama

BLEASDALE PATHWAY CURRICULUM - (ART)

	Autumn	Spring	Summer
1 st Year 2023/ 2024	<u>Celebrations</u> Lower School: Smelly Art (Flo Longhorn Chapter 7) MIDDLE SCHOOL Print Making (1) - Explorative mark making using pattern and texture. UPPER Print Making (3) pattern and texture	<u>Past, Present & Future</u> Lower School: Sound Art (Flo Longhorn Chapter 4) MIDDLE SCHOOL Collage 1 - pattern, texture, form UPPER Collage 4 - Texture	<u>Up, up and Away</u> Lower School: Movement Art (Flo Longhorn Chapter 5) MIDDLE SCHOOL Collage 3 - using colour. Negative and positive shape and space UPPER Collage 5 - Freedom to explore and create
2 nd Year 2024 / 2025	<u>Important people</u> Lower School - Collage (2) Faces and everyday objects using line and form. MIDDLE SCHOOL Digital Media 1 - line, colour and pattern. UPPER Digital Media 2 - photography, photomontage - Surrealism/Digital Media 2 - Animation	<u>Fantasy Worlds</u> Lower School: Multi-Sensory Art (Flo Longhorn Chapter 8) MIDDLE SCHOOL Paint 2 - - Colour exploration UPPER Paint 4 - - Colour, pattern and space.	<u>Fun and Games</u> Lower School: Mix and Match MIDDLE SCHOOL Portraits and Pop Art (KS1 Y1 T1 A&D) UPPER - Painting (5) - Freedom to explore and create
3 rd Year 2025 / 2026	<u>Fires</u> Lower School: Mother Nature Designer MIDDLE SCHOOL Print making (2) - Mono-printing using pattern and line UPPER Print Making (4) - Freedom to explore and create	<u>Farm to Fork</u> Lower School: Tasty Art (Flo Longhorn Chapter 6) MIDDLE SCHOOL Textile 1 - weaving UPPER Textile 2 - texture and pattern	<u>Wonderful Weather</u> Lower School: Tactile Art (Flo Longhorn Chapter 3) MIDDLE SCHOOL Collage - Chas Jacobs (KS2 YR1 T3) UPPER Sculpture 4 - Freedom to explore and create

My Citizenship, Mind, Body and SRE To BE and TO DO Pathway Bleasdale Overview

	Autumn	Spring	Summer
<u>1st Year</u> 2023/ 2024	<u>Celebrations</u> Lower Knowing Me Middle Recognise and Value Self (MHWB) Upper Knowing Me (& Similar interests (MHWB))	<u>Past, Present & Future</u> Lower Knowing My Body Middle Forming Relationships Upper Recognise and accept similarities and differences between people. (MHWB)	<u>Up, Up and Away</u> Lower Recognise oneself as part of family/community (MHWB) Middle Private and Public Upper Private and Public
<u>2nd Year</u> 2024/ 2025	<u>Important People</u> Lower Learn how to relax (MHWB) Middle Style Upper Knowing Me	<u>Fantasy Worlds</u> Lower Touching and Allowing others to Touch me Middle Knowing My Body Upper Sharing Interests with others (P4) (MHWB)	<u>Fun & Games</u> Lower Knowing Me Middle Forming Relationships Upper Develop Self Esteem (MHWB)
<u>3rd Year</u> 2025 / 2026	<u>Fires</u> Lower Knowing My body Middle Knowing Me Upper Sexual Intimacy and another Person	<u>Farm to Fork</u> Lower Touching Middle Knowing My Body Upper Recognising if something is right (MHWB)	<u>Wonderful Weather</u> Lower Emotions in Self and others (MHWB) Middle Positive Social Media (MHWB) Upper Private and Public (& Learning how to relax) (MHWB))

My Play

	Autumn	Spring	Summer
<u>1st Year</u> 2023/ 2024	<u>Celebrations</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Past, Present & Future</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Up, Up and Away</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.
<u>2nd Year</u> 2024/ 2025	<u>Important People</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Fantasy Worlds</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Fun & Games</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.
<u>3rd Year</u> 2025 / 2026	<u>Fires</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Farm to Fork</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.	<u>Wonderful Weather</u> Play is a built up skill. My Play is a curricula and tracking document and must be used in this way.

PSHE To Know Pathway Bleasdale Overview

	Autumn	Spring	Summer
<u>1st Year</u> 2023/ 2024	<u>Celebrations</u> KS1– Making Personal Choices (Equals 1.1a) MIDDLE SCHOOL– Special Days/ Personal celebrations (Equals 2.4d) UPPER– Communities and Cultures (Equals 3.1d) KS4– Celebrations in other cultures (Equals 4.4d)	<u>Past, Present & Future</u> KS1– Looking After Our Environment (Equals 1.2b)/ Ourselves (Equals 1.3a) MIDDLE SCHOOL– Growing and Changing (Equals 2.3d) UPPER– Changing Relationships (Equals 3.4a) KS4– Relationships/SRE (Equals 4.5d)	<u>Up, Up and Away</u> KS1– The People Around Me (Equals 1.4b)/ Caring (Equals 1.4a) MIDDLE SCHOOL– Taking Responsibility Towards Others (Equals 2.1d)/ Knowing How I Am Changing (Equals 2.5a) UPPER– Group activities and acceptable behaviour in the community (3.4c) KS4– Out in the community (Equals 4.2a)
<u>2nd Year</u> 2024/ 2025	<u>Important People</u> KS1– Important people in the community (Equals 1.1b) Knowing Myself (Equals 1.4a) MIDDLE SCHOOL– Communities (Equals 2.4b) UPPER– Helping Others (Equals 3.2d) KS4– Developing good relationships (Equals 4.4 see <i>all</i>)/ Co-Operating (Equals 4.1e)/ External Accreditation	<u>Fantasy Worlds</u> KS1– Belonging to Groups (Equals 1.2a) MIDDLE SCHOOL– Communities (Equals 2.1c)/ Choosing (Equals 2.1b) UPPER– Groups I Belong to (Equals 3.2c) KS4– SRE (Equals 4.5a)	<u>Fun & Games</u> KS1– Personal Relationships (1.5b) MIDDLE SCHOOL– Friends (Equals 2.4a) Playing and Learning together (Equals 2.4c) UPPER– Playing and Learning–Team sports (Equals 3.3f) KS4– Exercise is for Life (Equals 4.3f)
<u>3rd Year</u> 2025 / 2026	<u>Fires</u> KS1– Emergency Services (Equals 1.5a) MIDDLE SCHOOL– Safety in the Community (Equals 2.5c) UPPER– Camp Fire Games and Safety (Equals 3.1b)/ Looking After our School (Equals 3.2e) KS4– Personal safety in the home–technology and the internet (Equals 4.3a)	<u>Farm to Fork</u> KS1– Healthy Choices (Equals 1.3b) MIDDLE SCHOOL– Healthy Lifestyles (Equals 2.3 see <i>all</i>) UPPER– Healthy Eating - HE Plate (Equals 3.3c) KS4– Food Preparation and Meal Making (Equals 4.3e)/ SRE (Equals 4.5 see <i>all</i>)	<u>Wonderful Weather</u> KS1– Caring for Plants (Equals 1.3b) MIDDLE SCHOOL– Tropical Issues (Equals 2.2c)/ Feelings (Equals 3.1f) UPPER– Gardening and Growing plants/ food (Equals 3.3a) KS4– Climate change - environmental awareness (Equals 4.2d)

BLEASDALE PATHWAY CURRICULUM - Food Technology

All units taken from Equals MyCooking/Food technology and My Physical Wellbeing Healthy Living/Healthy Lifestyle.	Autumn	Spring	Summer
1 st Year 2023/ 2024	<u>Celebrations</u> Lower Phase - Pre-cooking skills Middle Phase - Dealing with accidents in the kitchen Upper Phase - Germs and bacteria	<u>Past, Present & Future</u> LowerPhase - To handle, experience and taste (healthy) food that might be unfamiliar to the learner. Middle Phase - To recognise that food is still food even when it is presented in different states. Upper Phase - To know how to store and handle different foodstuffs.	<u>Up, up and Away</u> Lower Phase - Using a blunt knife Middle Phase - Working safely with electrical equipment UpperPhase - Using more advanced kitchen equipment
2 nd Year 2024 / 2025	<u>Important people</u> Lower Phase - Pouring, Mixing and Estimating Middle Phase - Following recipes UpperPhase - To explore the concept of developing leisure interests around the Move, Eat, Sleep, Relax focus.	<u>Fantasy Worlds</u> LowerPhase - To know why we eat and why we drink. Middle Phase - Germs and bacteria UpperPhase - Dealing with accidents in the kitchen	<u>Fun and Games</u> Lower Phase - To be familiar with making healthy food choices. Middle Phase - To explore the concept of a healthy lifestyle. Upper Phase - Working safely with electrical equipment
3 rd Year 2025 / 2026	<u>Fires</u> LowerPhase - To recognise that food is still food even when it is presented in different states. Middle Phase - To handle, experience and taste (healthy) food that might be unfamiliar to the learner. Upper Phase - Following recipes	<u>Farm to Fork</u> Lower Phase - Working safely with electrical equipment. Middle Phase - To know how to store and handle different foodstuffs. Upper Phase - Pouring, Mixing and Estimating	<u>Wonderful Weather</u> Lower Phase - To explore the concept of a healthy lifestyle. Middle Phase - Using more advanced kitchen equipment. UpperPhase - To know why we eat and why we drink.

BLEASDALE PATHWAY CURRICULUM - DT

	Autumn	Spring	Summer
1 st Year 2023/ 2024	<u>Celebrations</u> Lower Phase - Moving Pictures Middle Phase - Photography Upper Phase - Sheet Materials (10.3)	<u>Past, Present & Future</u> Lower Phase - Winding Up Middle Phase - Storybooks Upper Phase - Point of Sale (10.1)	<u>Up, up and Away</u> Lower Phase - Moving Monsters Middle Phase - Mini-Enterprise Upper Phase - Dedicated (10.4)
2 nd Year 2024/ 2025	<u>Important people</u> Lower Phase - Shelters Middle Phase - Finding an Idea Upper Phase - Taking Care (10.5)	<u>Fantasy Worlds</u> Lower Phase - Picnics Middle Phase - Packaging Upper Phase - School Trip (11.1)	<u>Fun and Games</u> Lower Phase - Playgrounds Middle Phase - Batch Production Upper Phase - Industrial 11.2
3 rd Year 2025 / 2026	<u>Fires</u> Lower Phase - Homes Middle Phase - Fold it up Upper Phase - Corporate (11.3)	<u>Farm to Fork</u> Lower Phase - Lighting Middle Phase - Novelty Gifts Upper Phase - In the Style of (11.4)	<u>Wonderful Weather</u> Lower Phase - Vehicles Middle Phase - Pocket Games Upper Phase - Negotiated (11.6)

BLEASDALE CURRICULUM - Outdoor Education

	Autumn	Spring	Summer
Year 1 2023/ 2024	<u>Celebrations</u> Lower – Starting Out (ESF pg5 & EFC pg 18) Middle – Symmetry (GLP 10 pg45) Upper– Wilderness exploration (ESF pg 16 & EFC pg 30) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)	<u>Past, Present & Future</u> Lower – Social Games for Social Interaction II (GLP 12 pg54) Middle – Nature Talks (GLP pg30) Upper – Shadow Inhabitants of the Forest (GLP pg22) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)	<u>Up, up and Away</u> Lower – Outdoor Mathematics: Measures (GLP pg50) Middle – Forest Letters (GLP pg40) Upper– Orienteering 1 & 2 (ESF pg10 & EFC pg 23) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)
Year 2 2024/ 2025	<u>Important People</u> Lower – Natural Movement (GLP 18 pg72) Middle – Shades of Water (GLP 8 pg35) Upper– Shelter Building (ESF pg22 & EFC pg36) Post 16– Cooking outdoors (ESF pg28 & EFC pg43)	<u>Fantasy Worlds</u> Lower – Mud Man in the Woodland (GLP 2 pg 9) Middle – Sounds of Nature (GLP 4 pg18) Upper– Creativity (ESF pg12 & EFC pg 26) Post 16– Cooking outdoors (ESF pg28 & EFC pg43)	<u>Fun and Games</u> Lower – Free Art (GLP 1 pg 4) Middle – Social Games for Social Skills Development 1 (GLP 6 pg 26) Upper– Playing Games (ESF pg 8 & EFC 21) Post 16– Cooking outdoors (ESF pg28 & EFC pg43)
Year3 2025/ 2026	<u>Fires</u> Lower – Campfire songs/ Indoor campfire Middle – Sounds of Nature (GLP 4 pg18) Upper – Making a Fire (ESF pg 24 & EFC pg 38) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)	<u>Farm to Fork</u> Lower – What is Moving Beneath the Soil? (GLP 14 pg59) Middle – Measuring with Frank the Forester (GLP 17 pg69) Upper– Environmental Awareness (ESF pg 17 & EFC pg32) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)	<u>Wonderful Weather</u> Lower – Natural Science – Learning about Leaves in a Natural Environment (GLP 15 pg 63) Middle– Make a weather station Upper– Seasonal Awareness (ESF pg 19 & EFC pg33) Post 16– Staff & Learner Preparation (ESF pg 1 & EFC pg14)

EFC=Equals Formal Curriculum Folder

BLEASDALE CURRICULUM - The World About Me

	Autumn	Spring	Summer
Year 1 2023/ 2024	<u>Celebrations - Festivals</u> (EFC Topic 8) Lower – Birthdays/Christmas Middle – Ramadan Upper– Bhodi Post 16– Remembrance	<u>Past, Present & Future - The Seasons</u> (EFC Topic 2) Lower - Passing of a year including Eid-al-Fitr Middle - Observe events specific to Spring Upper - Evidence to confirm seasonal changes Post 16– Changes to temperatures	<u>Up, up and Away - The Life Cycle of Plants & Animals</u> (EFC Topic 3) Lower - Difference between plant & animal Middle - Discover what can be grown and investigate relationships Upper - Animals & Plants can be eaten Post 16– Compare & contrast human and plant life cycles
Year 2 2024/ 2025	<u>Important People - People</u> (EFC Topic 9) Lower - Family Importance Middle - Friends/People in School Upper - Community people who help us Post 16– Appropriate greetings to people in the community & interactions in public places	<u>Fantasy Worlds - Following Maps</u> (Bleasdale Curriculum Our World) Lower - Following a map of school Middle - Following a map in Silverdale Upper - Road Safety Post 16– In the countryside	<u>Fun and Games - Water</u> (EFC Topic 10) Lower - Water based play Middle - Moving through water/Moving water Upper - Investigate water and its properties Post 16 – Why we need water?
Year3 2025/ 2026	<u>Fires - Recycling</u> (EFC Topic 6) Lower - What is Rubbish? Middle - Littering and the wider implications Upper - Recycling at home Post 16– Upcycling furniture	<u>Farm to Fork - Food</u> (EFC Topic 5) Lower - What is food & drink? Middle - Sort food looking at healthy and unhealthy Upper - Where does food come from? Post 16– Explore food in religious cultures	<u>Wonderful Weather - The Weather</u> (EFC topic 4) Lower - Exploring weather conditions Middle– Exploring weather conditions Upper - Exploring weather conditions Post 16– Exploring weather conditions

BLEASDALE CURRICULUM - My Travel & Shopping

	Autumn	Spring	Summer
Year 1 2023/ 2024	<u>Celebrations - Festivals</u> (EFC Topic 8) Lower – Birthdays/Christmas Middle – Ramadan Upper– Bhodi Post 16– Remembrance	<u>Past, Present & Future - The Seasons</u> (EFC Topic 2) Lower – Passing of a year including Eid-al-Fitr Middle – Observe events specific to Spring Upper – Evidence to confirm seasonal changes Post 16– Changes to temperatures	<u>Up, up and Away - The Life Cycle of Plants & Animals</u> (EFC Topic 3) Lower – Difference between plant & animal Middle – Discover what can be grown and investigate relationships Upper – Animals & Plants can be eaten Post 16– Compare & contrast human and plant life cycles
Year 2 2024/ 2025	<u>Important People - People</u> (EFC Topic 9) Lower – Family Importance Middle – Friends/People in School Upper – Community people who help us Post 16– Appropriate greetings to people in the community & interactions in public places	<u>Fantasy Worlds - Following Maps</u> (Bleasdale Curriculum Our World) Lower – Following a map of school Middle – Following a map in Silverdale Upper – Road Safety Post 16– In the countryside	<u>Fun and Games - Water</u> (EFC Topic 10) Lower – Water based play Middle – Moving through water/Moving water Upper – Investigate water and its properties Post 16 – Why we need water?
Year3 2025/ 2026	<u>Fires - Recycling</u> (EFC Topic 6) Lower – What is Rubbish? Middle – Littering and the wider implications Upper – Recycling at home Post 16– Upcycling furniture	<u>Farm to Fork - Food</u> (EFC Topic 5) Lower – What is food & drink? Middle – Sort food looking at healthy and unhealthy Upper – Where does food come from? Post 16– Explore food in religious cultures	<u>Wonderful Weather - The Weather</u> (EFC topic 4) Lower – Exploring weather conditions Middle– Exploring weather conditions Upper – Exploring weather conditions Post 16– Exploring weather conditions

	Autumn	Spring	Summer
Year 1 2023/ 2024	Lower – Role play shops & Moving in and around school Middle – Recognising coins & Moving between outside and inside Upper– Using Real Money & Road Safety Post 16– Using a bank & Using Public Transport		
Year 2 2024/ 2025	Lower - What does the learner want to buy & Walking around a shop Middle - Shopping to a set shopping list & Road Safety Upper - Explore ideas of shopping & Looking for Landmarks Post 16 - Preparation for shopping trips & Using Public Transport		
Year3 2025/ 2026	Lower - Local Shopping & Road Safety Middle - Café/ Restaurant Shopping & Looking for local Landmarks Upper - Clothes shopping & Public Transport Timetables Post 16 - Christmas/Birthday shopping & Using Public Transport		

BLEASDALE PATHWAY CURRICULUM - (PE) To Be used with To Play curriculum

	Autumn	Spring	Summer
1st Year 2023/ 2024	<u>Celebrations</u> KS1 Team games-Sharing Together (1.3) MIDDLE SCHOOL Striking and Fielding Games (2.14/2.13) UPPER Striking and Fielding (3.10/3.11) KS4 Striking and Fielding (4.8/4.9) Post16 External accreditations / Health and wellbeing	<u>Past, Present & Future</u> KS1 Prance and Dance (1.1) MIDDLE SCHOOL A Sense of Dance (2.4) UPPER Dance With Me (3.3) KS4 Dance - Dance the Dream 4.2 Post16 External accreditations / Health and wellbeing	<u>Up, up and Away</u> KS1 Gross motor development (KS1 Folder) MIDDLESCHOOL Gymnastics -Busy Bodies 2.5/2.6 UPPER Gymnastics-Partner Time (3.13) KS4 Gymnastics Getting There (4.11) Post16 External accreditations / Health and wellbeing
2nd Year 2024 / 2025	<u>Important people</u> KS1 Gymnastics-Push me Pull me 1.6 MIDDLE SCHOOL Fantastic Gymnastics&Balanced 2.7/8 UPPER I Feel Like Dancing (3.4/3.5) KS4 Dance - Composing the Dream 4.3 Post 16 External accreditations / Health and wellbeing	<u>Fantasy Worlds</u> KS1 Gymnastics Zig Zags (1.7) MIDDLESCHOOL Moving Stories (2.2) UPPER Hockey (UPPER Folder) KS4 Net and Wall Games 4.6 Post 16 External accreditations / Health and wellbeing	<u>Fun and Games</u> KS1 Team Games -To me to you (1.4) MIDDLE SCHOOL Net and Wall Games (2.16/2.15) UPPER Net and Wall Games (3.8/3/9) KS4 Net and Wall Games 4.7 Post 16 External accreditations / Health and wellbeing
3rd Year 2025/ 2026	<u>Fires</u> KS1 Dance-Express Yourself (1.2) MIDDLESCHOOL Dance- Strickly Fun Dancing (2.3) UPPER Gymnastics-Jump Down (3.12) KS4 Gymnastics-Gymfit 4.10 Post 16 External accreditations / Health and wellbeing	<u>Farm to Fork</u> KS1 Parachute Games (KS1 Folder) MIDDLESCHOOL OAA-Out and About 2.22 UPPER O&AA-Follow it Find it 3.15 KS4 Boccia and Cricket (KS4 Folder) Post 16 External accreditations / Health and wellbeing	<u>Wonderful Weather</u> KS1 Athletics Starting Blocks 2.17 MIDDLESCHOOL Athletics Going for Gold 2.18 UPPER Athletics-Skills Zone 3.1/3.2 KS4 Athletics - Ready Steady (4.1) Post 16 External accreditations / Health and wellbeing

BLEASDALE CURRICULUM MAP – (My Physical Well-being)

	Autumn	Spring	Summer
1 st Year 2023/2024	<u>Celebrations</u> Learners will know how to behave in a pool environment. (Pg.9)	<u>Past, Present & Future</u> To prepare for the activity as a regular routine. (pg 1)	<u>Up, up and Away</u> To warm-up and become familiar, comfortable and ready to engage in the main body of the session. (Pg.2.)
2 nd Year 2024/2025	<u>House and Home</u> To participate in and enjoy different forms of skill based physical activity. (Pg.3)	<u>Fantasy Worlds</u> To participate in and enjoy different forms of formal games based physical activity. (Pg5.)	<u>Fun and Games</u> To participate in and enjoy different forms of movement, balance and co-ordination based physical activity. (pg.6)
3 rd Year 2025/2026	<u>Fires</u> To participate in and enjoy different formal, competitive sports. (pg.7)	<u>Changes</u> To finish the activity/session. (Pg.8)	<u>Wonderful Weather</u> To be actively responsible for the safe setting up of the session and maintenance of all equipment. (Pg.8)

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