

Specialist provision No Boundaries Curriculum – Every Child matters trust

We believe in a broad and balanced ‘No boundaries’ curriculum that grows and develops lifelong learning, builds interests, is expressive and creative and encourages togetherness in the school and wider community. It is centred around the child’s happiness – the most important aspect of our curriculum. This is built on positive relationships, independence, coping skills and achievement and success.

Our Why

The No Boundaries curriculum for our specialist provisions across the trust, is driven by the belief we hold for each of our students who attend - ‘To support all children to embrace all opportunities and rightfully take their place in society. Equipping them with knowledge to shape their own futures and skills to lead an enriched and healthy life with every chance of independence.’ We will provide each child with support, nurture, kindness, independence and new experiences to inspire a bright future.



Our journey will involve:

Developing communication of the young person	<ul style="list-style-type: none"> • Provide an environment which is immersive in communication strategies, underpinned by the curriculum • Reduce and remove the barriers that maybe experienced when communicating • Provide students with specifically designed interventions to support communication • Access CPD training and support from specialist agencies to support the development of communication.
Developing confidence to make choices	<ul style="list-style-type: none"> • Provide an environment for learning that supports engagement and interest. • Ensure the delivery of the curriculum links to the application of life skills in the wider world. • Create an awareness of the wider world outside of the school environment. • Ensure the education choices correlate with evidence that is provided to ensure robust progress is made.
Developing independence of the young person	<ul style="list-style-type: none"> • Provide transition and preparation for next steps in a young persons journey • Develop good working relationships with a wide range of agencies to ensure the future pathway is planned correctly. • Learning is progressive over time to provide a clear learning journey of what will be taught and when • Develop self regulation through developing understanding of emotions, linking these to stimuli and what then helps support regulation.

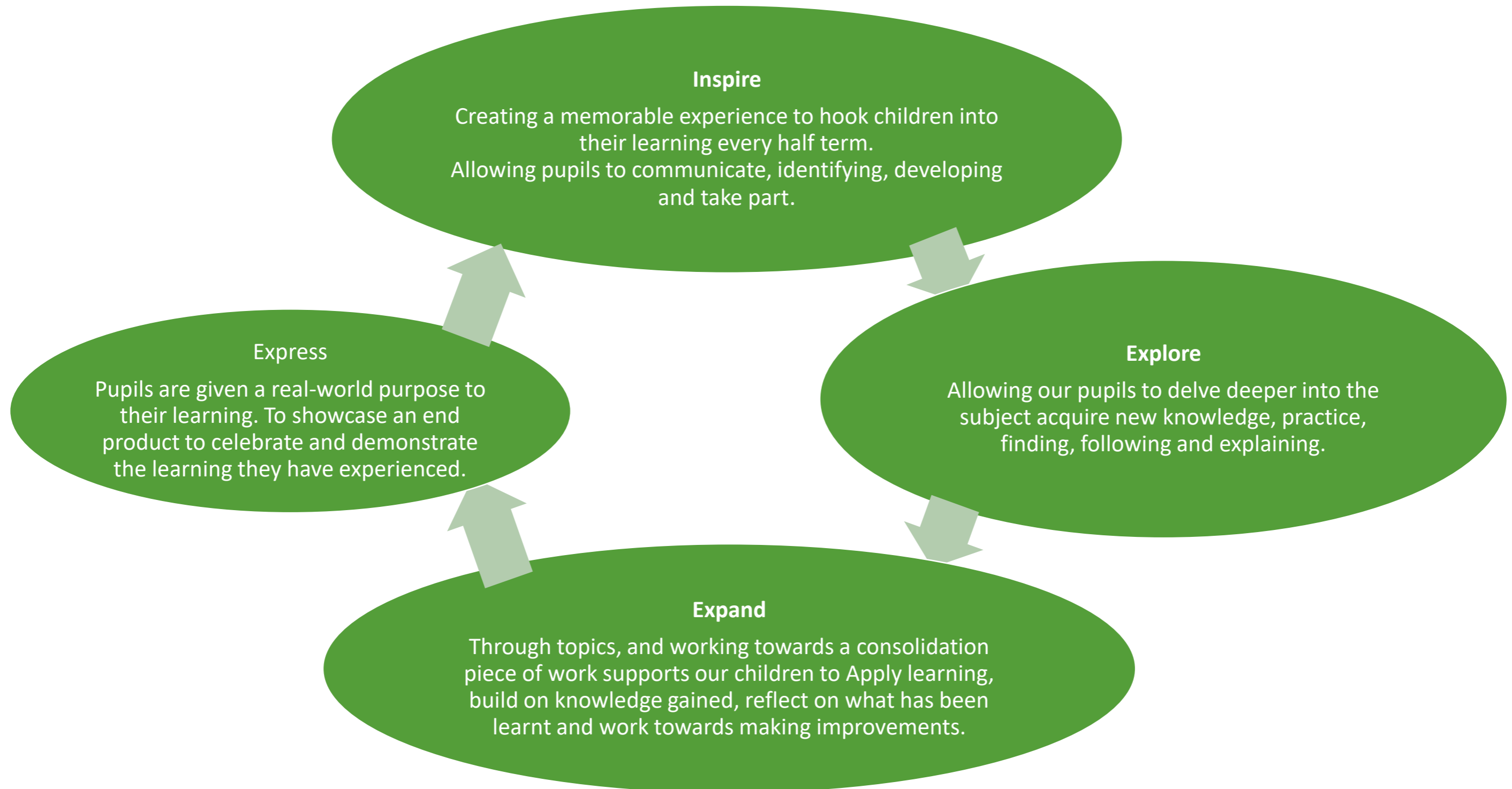
The curriculum model

The model is designed on three tiers depending on what academic level the young person is working at. This then allows the curriculum to be designed around the child rather than, the child having to fit the curriculum, giving an individualised curriculum.

Curriculum level	Supported by
<p><u>A – P1 -P4 Aware and Explore Curriculum</u></p> <p>aware</p> <p><i>explore</i></p>	<p>Our Aware and explore curriculum aims to provide young people with a multi-sensory approach to learning, that are not at the stage in their education to access subject specific knowledge. The main aim of this curriculum is to create a learning environment that increases the awareness and interaction with the world around them. Developing communication skills through various strategies by exploring what is happening around them. Whilst developing participation in a wider situation outside that of their own world. Being aware and exploring making their own choices based on personal preference. Starting the journey of developing independence and preparation for change throughout life.</p>
<p><u>B – P5- P8 – Respond and Express Curriculum</u></p> <p>RESPOND</p> <p>EXPRESS</p>	<p>Our Respond and Express curriculum aim is to provides pupils with the opportunity to build upon their communication and life skills whilst developing early literacy and numeracy skills. Pupils are provided with opportunities to apply their growing knowledge in different contexts and situations, whilst being supported in making choices and developing acceptance. Pupils are supported to further develop their exploration of learning within the environment by being provided with a range of continuous provision areas- rich in vocabulary, knowledge and skills application.</p>
<p><u>C- National curriculum - At level that matches ability –</u></p> <p><u>Understand and apply Curriculum</u></p> <p><i>Understand</i></p> <p><i>apply</i></p>	<p>Our Understand and apply curriculum falls in line with what is delivered within the nation curriculum. It is tailored to the academic level the child is working at and most importantly is confident in learning at. Learning will be planned and delivered through the I do, we do , you do approach incorporating physical application of the knowledge and skill that has been taught. This is always underpinned by how this can be used in the wider world to ensure links are made from learning. Creating the connection between skills and ‘real life,’ allows pupils to develop their abilities to become independent learners, working towards their own aspirations and goals.</p>

Our how

Each half term our topic is stimulated and brought to life using different text drivers, the classroom is then themed to inspire learners to explore the topics being taught. Within the provisions, we believe children will learn even more when they are surrounded by resources to engage and explore, providing them with opportunities to apply taught knowledge. We want our children to be able to ask questions in their own way, to help develop their understanding further and make links across the curriculum.



How is each curriculum delivered?

<p>a- <u>Aware and Explore curriculum</u> <u>Engagement Steps</u></p>	<ul style="list-style-type: none"> • Planned lessons with an overarching theme – broken down to each individual child’s level of understanding and delivered through targeted teach. • Ensure focus on the nine areas of engagement – Functional movement, Making connections, self and emotions, sensory, Cognition and learning, Communication and interaction, Social, emotional & Mental health, Sensory and Physical. Reflection of individual progress in child’s progress folder updated daily. • Continuous assessment through engagement steps – Bsqaured • Promote exploration by encouraging pupils to work individually, in pairs and small groups along side peers within the continuous provision within the classroom setting. • Develop pupils awareness of the environment and people around them through promotion of social interactions
<p>b- <u>Respond and Express curriculum</u> <u>Engagement Steps / Progression steps</u></p>	<ul style="list-style-type: none"> • Lessons are planned with an overarching theme- broken down to each individual child’s level of understanding and delivered through small group teaching through modelling an scaffolding followed by individual precision teach, when required. • Lessons to incorporate practical application of skills, working with others and evaluate own successes. • Focus of nine areas of engagement, moving towards incorporating – English (Reading, writing, Spoken Language) Maths (Number, Measurement & Geometry, Statistics), Science (combined Science) • Develop two way communication to explore targets with pupils, supporting them to identify how to reach their end goal and making apparent the strengths they have to reach it. • Support pupils to start evaluating their own work.
<p>C- <u>Understand and Apply curriculum</u> <u>Primary curriculum</u></p>	<ul style="list-style-type: none"> • Lessons are planned with an overarching theme -broken down to each individual child’s level of understanding and delivered through small group teaching followed by a degree of independent work. • Using the model I do, we do, you do – promoting the use of instructional language which allows pupils to take a degree of possession of their learning. • Introduction of language and oracy strategies to develop procedural thinking, problem solving and reasoning. • Provide pupils with practical application of learnt knowledge and skills to situations within the wider community. • Pupils to assess their own and others work – being able to communicate feedback

Our so What

What will the effect and result be on our learners – Learners who attend any of our provisions will develop in their own level of confident, they will be happy individuals whilst developing a resilience in a safe place, to be able to make changes to their own learning and that of others. They will develop a level of awareness of themselves and others and be able to explore the world around them. They will develop an understanding of what they can achieve to be able to be successful in their own journey.

What will the effect and result be on progress for our learners – Progress will take many different forms for each learner and this is why they have their own individualised curriculum to help them achieve that. Children will make progress in all aspects of their academic life : Communication, Cognition and Learning, Sensory and Physical needs, Social emotional and mental health.

What will the effect and result be of preparing for their next transition to Secondary school and Adulthood – As part of the curriculum design learners will take part in a gradual process of learning more skills to prepare them for change, the wider community around them and how to deal with things when they don't go as expected. Learners that have gone on to leave provisions have all gone on to secondary school placements both within Mainstream and Special schools. Some have taken GCSE qualifications, NVQ qualifications and progressed onto apprenticeships, further education or gain placements in supported living. By the time learners leave ECM provisions they will have a good level of all the skills displayed below to ensure they are citizens that can contribute to the community in their own way.

Cognition and Learning:

- Understand learning concepts by using cause and effect
- Apply thinking skills; What do I do first? what will I do next?
 - Looking, Listening and Concentrating
 - Problem solving and risks for learning
 - Creativity in a form they express
- Take ownership/responsibility for their own journey
- To be able to respond appropriately to changes.
 - Display appropriate curiosity, exploration and questioning
- Generalise and use skills learnt and apply these in the wider community

Communication:

- Be able to communicate through their own chosen method of : Language/symbols/sign/ technology assisted
 - Display a motivation and wanting to communicate
- Demonstrate Expressive/receptive language
- Demonstrate positive ways to communicate needs/wants
- Apply play behaviour and communicating to others appropriately
 - Display conversation skills- through their own chosen method

Sensory/Physical Needs:

- Develop spatial awareness- including personal space of others
 - Develop a good level mobility when accessing various equipment and terrains.
 - Using hands and feet during various sporting activities.
- Apply gross motor skills to varying tasks that may or may not have been taught.
- Have a basic understanding that exercise and food will support you in being healthy.
- Develop a level of water confidence during Swimming: tolerating/enjoying water, strokes, safety, length/distance

Social, Emotional and Mental health:

- Provide a basic level of self – Care- hand washing, toileting, teeth brushing, expressing needs positively.
- Are able to make basic choices when given options and not.
- Display socially accepted behaviour when in school and accessing the wider community.
- Develop and demonstrate an awareness of the environment they are in and to communicate where they intend to go next.
 - Develop basic relationships with others around them in an appropriate manner – peers, other children within school, adults and visitors.
- Apply wellbeing and coping strategies when the environment becomes overwhelming.