

**CURRICULUM POLICY**  
**FOR**  
**EAGLE PARK INDEPENDENT SCHOOL**

Date	April 2023 September 2023
Next Review	April 2024
Approved by	Alison Ramsay Connery Wiltshire



## **Rationale:**

Eagle Park School aims to provide a rich, inclusive and world-class learning environment that empowers every learner to progress and reach their potential. The school's ethos is centred around but not limited to Equality, Effort and Empathy and supports highly individualised, meaningful and appropriate curriculum pathways for all our learners. We ensure that engagement and equality are at the heart of our approach, this means we meet all our learners at their level with an ambitious, exciting timetable.

At Eagle Park School the curriculum refers to every learning experience offered by the school. Learning is constant and it is our responsibility to optimise every learning opportunity throughout the school day, whether in the curriculum focused time, during care routines or social times. Within our established ethos, our learners will gain confidence in making purposeful choices and increase their knowledge, skills, vocabulary and understanding of the world around them.

The EHCPs areas of need and Preparation for Adulthood outcomes play a central role in Eagle Park School Curriculum, ensuring a bespoke and needs based approach to supporting learners and learner's progression of skills through different key stages towards independence and full participation in adulthood.

EPS curriculum is 'knowledge, skills and Vocabulary-rich" and we seek to create a broad and balanced curriculum approach, where skills and knowledge are equally valued. The personalised design of our curriculum helps children to acquire the knowledge they need in order to learn ever more complex skills, and then gives them opportunities to practice and apply them over time, in order to master them.

We take a rigorous approach to curriculum design and recognise the importance of developing knowledge and skills in equipping children for their lives and future learning.

For all our learners regardless of their starting point, skills or pathway we provide a curriculum which promotes the spiritual, moral, social, cultural, mental, cognitive and physical development of learners at EPS and of society, and prepares learners at the school for the opportunities, responsibilities and experiences of later life.

At the heart of the EPS Curriculum are all of these general principles. Our curriculum **INTENT** is to:

1. Have a fun and meaningful Curriculum.
2. Offer different and engaging experiences
3. Teach core skills of literacy and numeracy and achieve a functional level.
4. Be bespoke and individualised.
5. Be child-led, enabling the learners to achieve a voice and self-advocacy.
6. Enable total communication and teach practical communication skills.
7. Be challenging, scaffolding skills, and retaining knowledge.
8. Teach life skills.
9. Teach self-awareness and self-expression.
10. Teach values, how to be part of the community and society.
11. Teach how to be safe in different environments. (safeguarding futures)
12. Teach social skills and form positive relationships.
13. Support well-being and improve quality of life.
14. Equip SEND learners with the skills and knowledge needed for gainful
15. employment.
16. Lead to meaningful qualifications, accreditations, and lifelong outcomes.

We also believe that in each pathway, there should be a set of high-level learning intentions. We intend that the curriculum helps our learners to progress through their journey at EPS from EYFS to KS5 through scaffolding the skills and knowledge they need to succeed. We involve the local and wider community in the

process of educating our learners, developing links with respect to work experience and careers support

Each learner has an identified aspirational pathway and staff at Eagle Park School are constantly looking at the most appropriate way to support their development. This comprises of setting ambitious long- and medium term outcomes that lead towards their next steps. When the learning outcomes are decided, teachers set termly targets in collaboration with key stake holders, this helps to provide joint support towards the attainment of individual learner outcomes.

To ensure efficient and timely identification of gaps in learning staff are constantly and holistically assessing learners, learning is broken down into meaningful progressive steps that allow staff to identify and respond to any gaps in skills and knowledge. Staff regularly monitor and update the curriculum to ensure it is underpinned by our intent and clearly sequences progression throughout the learning journey.

All teachers and professionals engaged in teaching and learning activities at Eagle Park School, will be partners in learning and continuously developing their skills and competencies through research and evidence led CPD for providing appropriate pedagogical approaches and a range of strategies to inspire all our learners.

We are committed to creating and maintaining an exciting and stimulating learning environment in which learners feel valued, safe and able to learn.

All professionals at Eagle Park School have a duty to enable all learners to experience a sense of personal achievement by encouraging them to fulfil their potential in different areas relevant to their abilities, skills and interests.

We make every effort to encourage parents' and carer's awareness and involvement in the educational and emotional development of their child. With the aim of ensuring each learner's education has continuity and progression which enables them to develop with confidence as they move into the next stage of their lifelong learning, in preparation for adult life by equipping them, making them ready, giving them the skills and confidence to move to the next stage of their life after EPS.

EPS Intent		
Emerging Eggs	Caterpillars	Butterflies
<p>Major developmental steps for Emerging Eggs are centred on communication, cognition, exploring the primary senses, and learning more about the body and the environment. We have three groups of learners in Emerging Eggs, and each group will have a specific intention. The nature of our learners and their learning pace might mean that our learning intention will stay the same for the whole key stage; however, the context and implementation will be changing as they progress through the school journey.</p> <p><b>(E1- E2)</b></p> <ul style="list-style-type: none"> <li>● To encounter play-based activities and experiences by reacting and showing reflexes, staying alert during social interaction and with individual interaction with adults.</li> <li>● To show awareness by consistently reacting or attending to play-based activities, experiences, and</li> </ul>	<ul style="list-style-type: none"> <li>● Through play, develop the skills of acknowledging peers and adults in the classroom.</li> <li>● With support, manage their basic hygiene and personal needs.</li> <li>● To comment on the books, stories, and the world around them by pointing/ read familiar pictures, symbols, and words.</li> <li>● Through games and indoor/ outdoor play, develop necessary gross and fine motor skills.</li> <li>● To communicate wants and needs using different means of communication.</li> <li>● With adult support and modelling, they participate in mathematical games with numbers, money, shapes, space, and measures.</li> <li>● To develop children's understanding of material and items in their environments.</li> <li>● With adult support, use a range of tools to practice mark-making and creating arts.</li> </ul>	<ul style="list-style-type: none"> <li>● Through play and supported interaction, develop skills of making friends.</li> <li>● With support, they learn how to take care of their bodies.</li> <li>● Actively participate in reading, stories, and role play by amending new words in various contexts, e.g., play, classroom environment.</li> <li>● To learn how to have a conversation with adults and peers by commenting on interests, play activities, the world around them.</li> <li>● With an adult, guidance manages personal needs independently.</li> <li>● To play simple games and indoor/ outdoor activities with good fine and gross motor skills.</li> <li>● Through play, simple problems, solving games with numbers, shapes, space and measures, and money.</li> <li>● To use different tools and materials to create art in response to what they hear and observe.</li> <li>● To use early writing skills to engage in fun activities, e.g. shopping list</li> </ul>

<p>interactions with an adult.</p> <ul style="list-style-type: none"> <li>• To show an engagement during the interaction with an adult in play-based activities and experiences.</li> </ul> <p><b>(E2- E3)</b></p> <ul style="list-style-type: none"> <li>• To respond by showing interest and communication preferences in an activity, play-based activities, and interaction with familiar adults.</li> </ul>		
	<b>KS1</b>	
	<b>Caterpillars</b>	<b>Butterflies</b>
	<ul style="list-style-type: none"> <li>• With adult support show basic reading skills in specific situations', English lesson</li> <li>• To have a conversation with an adult or peer and answer basic questions about a story or event. • To communicate wants and needs using total communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>•With an adult, support enjoys reading words from stories, events, or activities linked to subject specific learning.</li> <li>•To have a conversation with an adult or peers by answering questions and about events in the story and link them to their own experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• To respond to familiar adults when participating in activities, experiences, and social interactions by showing engagement and responding to specific stimuli.</li> <li>• To show consistent attention by participating and engaging in an activity involving people and objects for different periods involving people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To activity take part in writing activities in relation to Art and subject-specific learning.</li> <li>• To use maths skills in tasks linked to subjects. <ul style="list-style-type: none"> <li>• To independently carry out class-specific tasks and manage some of the toileting needs.</li> </ul> </li> <li>• To show growing confidence by taking part in unknown activities.</li> <li>• Show increasing social skills by making friends with class peers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>•To solve maths problems with numbers, shapes, space and measures, and money.</li> <li>•To write with purpose e.g., sing own work.</li> <li>•To start managing their bodies in areas of toileting, self-help skills, healthy lifestyle, and mental health.</li> <li>•To make friends with peers and adults from other classes.</li> <li>•To use communication skills in the community. <ul style="list-style-type: none"> <li>•Explore the world in close community, e.g.,</li> </ul> </li> </ul>

<p><b>(E3 -E4)</b></p> <ul style="list-style-type: none"> <li>●To participate in activities by seeking to join in activities/ experiences and interactions by showing initiative when requesting activities/objects in play or sensory experience.</li> <li>●To show involvement by beginning to take turns with an adult, anticipate familiar sequences of events, share attention with an adult.</li> <li>●To be actively involved in-game, play, manipulate objects, observe and listen to effects.</li> <li>●To deliberately act on the environment/object to get a known outcome.</li> </ul>	<ul style="list-style-type: none"> <li>● To show greater understating of their bodies by making a healthy choice and take an active part in sports.</li> </ul>	<p>visit to fire station, role play – shops, professions.</p> <ul style="list-style-type: none"> <li>●To show awareness of some safety aspects, e.g., asking for help, public-private, some elements of e-safety.</li> <li>●To take responsibility for some classroom tasks.</li> </ul>
<b>KS2</b>		
<b>Emerging Eggs</b>	<b>Caterpillars</b>	<b>Butterflies</b>
<p><b>(E1- E2)</b></p> <ul style="list-style-type: none"> <li>● To encounter lesson activities and experiences by reacting and showing reflexes, staying alert during social interaction and with individual interaction with adults.</li> <li>● To show awareness by consistently reacting or attending to lesson</li> </ul>	<ul style="list-style-type: none"> <li>● With an adult, support consolidates the reading skills in relation to books but also in the community. <ul style="list-style-type: none"> <li>● To have a conversation and answer basic questions with adults or peers from other classes and in the community.</li> </ul> </li> <li>● To communicate their thoughts about stories, their experiences, or their</li> </ul>	<ul style="list-style-type: none"> <li>● To enjoy reading words in books and non-fiction stories or uses reading skills in life – skills activities.</li> <li>●To have a conversation with an adult or peers by answering and asking questions and about events in a book or real-life experience.</li> <li>●To consolidate maths solving problems</li> </ul>

<p>activities, experiences, and interactions with an adult.</p> <ul style="list-style-type: none"> <li>● To show an engagement during the interaction with an adult in lessons, activities, and experiences.</li> </ul> <p><b>(E2- E3)</b></p> <ul style="list-style-type: none"> <li>● To respond by showing interest and communication preferences in an activity, lesson-based activities, and interaction with familiar adults.</li> <li>● To respond to familiar adults when participating in activities, experiences, and social interactions by showing engagement and responding to specific stimuli.</li> <li>● To show consistent attention by participating and engaging in an activity involving people and objects for different periods involving people and objects.</li> </ul> <p><b>(E3 -E4)</b></p> <ul style="list-style-type: none"> <li>● To participate in activities by seeking to join in activities/ experiences and interactions by showing initiative when requesting activities/objects in play or sensory experience.</li> <li>● To show involvement by beginning to take turns with an adult,</li> </ul>	<p>feeling and others using total communication tools.</p> <ul style="list-style-type: none"> <li>● To use communication skills in the outside school environment.</li> <li>● To consolidate and extend writing skills by taking part in activities in relation to subject-specific learning and real-life experiences.</li> <li>● To consolidate basic numerical understanding in subject-specific learning and life–skills experiences. <ul style="list-style-type: none"> <li>● To independently carry out class-specific tasks and manage some of the toileting and self-help skills.</li> <li>● To show growing confidence by taking part in unknown activities.</li> </ul> </li> <li>● To start showing an understanding of how to be safe in different environments.</li> <li>● Show increasing social skills by making friends with peers and staff from different classes.</li> <li>● To show greater understating of their bodies by making a healthy choice and take an active part in sports</li> <li>● To learn about the different professionals in the local community.</li> </ul>	<p>activities and use them in practical activities.</p> <ul style="list-style-type: none"> <li>● To consolidate writing skills with propose, e.g., a caption under a picture, shopping list.</li> <li>● To manage their needs in areas of toileting, self-help skills, healthy lifestyle, mental health, and behaviour.</li> <li>● To make friends with peers and adults from other classes.</li> <li>● To show understanding of some concept of staying safe (online, community, school). ● To consolidate and extend communication skills in the community.</li> <li>● To learn about the different professionals in the local community and talk about their ambitions. <ul style="list-style-type: none"> <li>● Explore the world in a close community and show a basic understanding of being different and respect.</li> </ul> </li> <li>● To show awareness of some safety aspects, e.g., asking for help, public-private, some elements of e-safety.</li> <li>● To take responsibility for some classroom tasks</li> </ul>
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<p>anticipate familiar sequences of events, share attention with an adult.</p> <ul style="list-style-type: none"> <li>•To be actively involved in-game, play, manipulate objects, observe and listen to effects.</li> <li>•To deliberately act on the environment/object to get a known outcome.</li> </ul>		
<b>KS3</b>		
<b>Emerging Eggs</b>	<b>Caterpillars</b>	<b>Butterflies</b>
<ul style="list-style-type: none"> <li>•The Emerging Eggs strand of the curriculum should allow learners to Enjoy as they Achieve.</li> <li>•Alongside being engaging, the curriculum will be highly effective in delivering outcomes that provide exceptionally well for all its learners including those with SLD and global delay.</li> <li>•This will be an enabling curriculum that provides learners with Cultural Capital, Currency, knowledge, Confidence and Skills of how to lead Safe and fulfilling lives within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop appropriate social skills and friendships in small groups and the whole school community and basic vocational skills.</li> <li>• To gain confidence in expressing their views and self-advocacy.</li> <li>• To experience and participate in a range of learning opportunities in the local community so they can learn how to communicate effectively in a wider community, recognise different dangers (online, community, school), travel safely in community with adults' support and to be responsible for their own behaviour and their lifestyle (health, leisure) choices. The learners will have opportunities to develop their understanding of the world around us.</li> <li>• Interact and express themselves</li> </ul>	<p>understand other people's feelings and how their behaviour affects others. They will form friendships that can last.</p> <ul style="list-style-type: none"> <li>•For each learner to have opportunities to contribute as well as to participate in a range of learning opportunities in the local and wider community.</li> <li>•To develop greater awareness of danger in online and real world.</li> <li>•To make choices and simple plans for their future. As well as access accredited courses in liaison with key stage 4 and 5 in preparation for adulthood.</li> <li>•Become a confident communicator in their preferred method and effectively express themselves</li> <li>•Be aware of others and their feelings</li> <li>•Understand the impact of their own behaviour</li> <li>•Keep themselves safe in different</li> </ul>



	<p>effectively through a preferred method of communication.</p> <ul style="list-style-type: none"> <li>● Develop self-confidence and knowledge of self-identity</li> <li>● To Identify personal strengths and areas for development.</li> <li>● Be as Independent as possible and develop the ability to request help when needed</li> <li>● Develop self-help and personal care strategies <ul style="list-style-type: none"> <li>● Develop strategies to support regulation and utilise these when needed</li> </ul> </li> <li>● To understand personal safety and to know approaches to keeping safe</li> <li>● To continue to develop a love of reading in contexts such as life skills and functional activities</li> <li>● To develop their use of questioning relevant to the context and environment</li> <li>● To engage with problems and use prior knowledge to identify solutions</li> <li>● Use writing as a form of communication and expression in functional contexts</li> <li>● To engage with social activities and situations developing peer groups and relationships</li> <li>● To experience and explore diversity within our communities and to celebrate difference</li> <li>● To increase understanding and role in responsibility to self and others</li> </ul>	<p>environments and social groups including online</p> <ul style="list-style-type: none"> <li>● To be able to use questioning to further understanding of ideas and concepts</li> <li>● To develop meaningful relationships</li> <li>● To utilise their love of reading in everyday activities and functional purposes</li> <li>● Develop use of writing for a variety of purposes</li> <li>● Be ready to develop the skills knowledge</li> </ul>
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KS4		
Emerging Eggs	Caterpillars	Butterflies
<ul style="list-style-type: none"> <li>• This sensory curriculum is experiential, thematic and based around core texts. There is an emphasis on creative and performing arts to engage with learners to help develop attention, regulation and communication skills. Learners will be able to make progress in the 4 areas of need whilst also developing PFA.</li> <li>• It provides personalised experiences that are differentiated, individualised, optimises opportunities, aids independent learning, meets daily needs and prepares for adulthood, all through age-appropriate resources. The curriculum builds on progress from earlier years, whilst exploring new choices and celebrating cultural heritage. Learners are exposed to and involved in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners have appropriate, targeted, relevant, meaningful and achievable targets (PFA), set in collaboration with adults who have the YP's best interests in mind.</li> <li>• To further develop their self-regulation skills which can lead to the happiest and most productive learning environment possible.</li> <li>• To take ownership of their own learning with as much independence as possible, through the help and advocacy of trained, committed staff members.</li> <li>• To be exposed to the widest breadth of enrichment opportunities to enable them to access the local community and develop interests outside of school.</li> <li>• Be emotionally prepared for the next stage of their educational journey</li> <li>• Develop use of writing for a variety of purposes <ul style="list-style-type: none"> <li>• To utilise their love of reading in everyday activities and functional purpose</li> <li>• To utilise their love of reading in everyday activities and functional purpose</li> <li>• To develop meaningful relationships</li> <li>• Keep themselves safe in different environments and social groups including</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To engage with a curriculum that maintains and builds on the core functional literacy and numeracy skills.</li> <li>• To improve physical development through swimming, PE and dance.</li> <li>• To develop their understanding and relationships with others.</li> <li>• To be accredited in appropriate areas with recognised, transferable qualifications. We have the highest expectations of our learners.</li> <li>• To research and explore individualised pathways into the world of work and enjoy a rich careers curriculum. To take risks and gain confidence whilst enjoying bespoke work experience within the school environment with support.</li> <li>• To become active, confident communicators, who can speak up for themselves.</li> <li>• To have skills and knowledge regarding where to go for help and advocacy when the need arises</li> <li>• To be able to use questioning to develop further understanding of ideas and concepts</li> <li>• Keep themselves safe in different environments and social groups including online</li> <li>• Understand the impact of their own</li> </ul>





## **The EPS Implementation:**

Eagle Park School's curriculum is outcome focussed, ensuring that all groups of learners, regardless of background, culture or ability have the knowledge, opportunities, skills and accreditation needed for life after Eagle Park School and into their adult lives. At the same time it seeks to enhance quality of life in the "now" through providing rich and stimulating experiences of the world around our pupils.

The school provides a broad, balanced curriculum led by the four areas of need and Preparation for Adulthood outcomes, the Early Years Foundation Curriculum, an adapted National Curriculum, the Sounds of Intent curriculum framework, Arts Awards and OCR units. The curriculum is personalised, creative, innovative and flexible, allowing for the needs of each learner to be met.

Therefore, front and centre are the actions we take to address these through the use of Therapeutic interventions and other specialist resources.

All this is interwoven in the curriculum seamlessly:

- Healthy Living
- Literacy and Numeracy via a thematic approach
- Functional skills and Skills for Life
- Independent Living Skills and Wellbeing
- Exploring the Environment and understanding of the world
- Creative and Personal Development
- Physical Development
- Employability Development
- Helping others
- Self-advocacy
- Careers (Careers & Work-Related Learning)
- WEX and engagement with the Local community
- CEIAG - [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)
- Enrichment
- Enterprise
- External accreditations, Entry Level awards, GCSE, functional skills, ASDAN awards [www.asdan.org.uk](http://www.asdan.org.uk)
- Charitable work

Our curriculum effectively supports a total communication approach which encourages all forms of communication, developing children's language skills and ensuring social, emotional and academic progress.

The organisation and delivery are based on a 3-pathway model (Emerging Eggs, Caterpillars and Butterflies) across the school. This enables learners to study at a level appropriate to their needs and abilities. Learners are never restricted by these pathways.

The school is committed to a trans-disciplinary implementation approach: class teams work closely with a range of therapists, specialist teachers and support staff to enable the best outcomes for the learners.

Therapeutic and Physiological support is available throughout the day and is highly personalised to the needs of the learner. It is integrated, not intrusive, proactive, rather than reactive and increasingly owned by the young person.

Eagle Park School is committed to supporting the learner's health and well-being including their social and emotional needs. The school has been utilising their learner premium to develop a service that supports learners health and well-being. The aim is to provide accessible, flexible, confidential and professional

therapeutic support for vulnerable learners who are experiencing a range of social, emotional and behavioural difficulties to increase their capacity to learn and engage fully in school life.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance, considering best practice within special needs education.

At EPS, In RSE we teach a range of topics that focus on current issues, topics and ethical questions. These are guided by resources from National Association of Teachers of Religious Education, Standing Advisory Council on Religious Education (SACRE)

Learners are supported to explore their opinions and views in response to a range of stimulus whilst actively being involved in respectful and appropriate debate

We ensure we meet the expectations of teaching British values, Keeping Children Safe in Education and government guidance on Sex and Relationships. You can find more about how we derive this aspect of our curriculum using the guidance below:

Resources | [sexeducationforum.org.uk](http://sexeducationforum.org.uk)

Promoting fundamental British values through SMSC

PSHE Association and Statutory RSE

### Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example: projects in art galleries; participation in music and dance festivals; horticulture; inclusion activities with neighbouring schools; One world music; The Big Draw, visiting artists, mini music and many, many more...

Our school is encompassing two Phases– Primary and Secondary

### Primary school

We give our learners opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration. We encourage our children to be resilient and to be leaders of their own learning.

Our vibrant and rich curriculum is designed to provide children a wider range of subjects and experiences in school and our community but with a firm focus on developing key skills and subject-specific skills.

Our curriculum approaches in primary school consider how learners learn, not solely in structured lessons but also in the space between lessons, the wider school environment, and in the behaviours and values of Eagle Park School community.

For some learners in KS1 learning focuses on the prime areas of Personal Social-Emotional Development, Physical Development and Communication, Early functional skills (literacy & numeracy), Understanding the world and Expressive arts. Our curriculum is focused on developing skills through engagement in structured play activities, child-initiated games, exploration and outdoor play.

For most learners in Key Stage 1 teaching and learning further builds on these areas with an increasing emphasis on Literacy & Numeracy, and Independent Living skills.

In Key Stage 2 learners continue to build on prior learning following our innovative and personal curriculum including content from Bold Beginnings (Reception) and are prepared and supported for transition into Key Stage 3 and beyond.

We make sure curriculum implementation enables scaffolding of the skills and knowledge within a cross curricular and thematic approach each term.

We foster independent learning, where children explore and are encouraged to develop an enquiring mind.

We ensure progress is well planned for and supported through opportunities for reinforcement and generalisation.

**The Primary Curriculum is based on the following five key areas.**

<p><b>Early Functional Skills</b> Early communication, Social interaction</p>	<p><b>Functional skills</b> Communication Early reading &amp; writing Early Mathematical concepts</p>	<p><b>Functional skills</b> Speaking and listening Literacy Mathematics</p>
<p><b>Sensory &amp; Cognitive Development</b> Exploring and interpreting the world. RE, Technology</p>	<p><b>Understanding the World</b> Early scientific understanding geographical &amp; historical awareness RE, Computing, Community visits</p>	<p><b>Understanding the World</b> Science, Geography, History, RE, Computing, Community visits</p>
<p><b>Emotional development and Independence</b> Relationships and social skills, PSED</p>	<p><b>Independent Living Skills and Wellbeing</b> PSED, RSE, Relationships, Financial Education</p>	<p><b>Independent Living Skills and Wellbeing</b> PSED, RSE, Relationships, Financial Education, Travel Training</p>
<p><b>Creative and Personal Development</b> Art, Music, Dance and Drama</p>	<p><b>Creative and Personal Development</b> Art, Music, Dance and Drama</p>	<p><b>Creative and Personal Development</b> Art, Music, Dance and Drama</p>
<p><b>Physical Development</b> PE, Swimming, Yoga, OT, PT, Physical Management Strategies, Rebound</p>	<p><b>Physical Development</b> PE, Swimming, Yoga, OT, PT. Physical Management Strategies, Rebound</p>	<p><b>Physical Development</b> PE, Swimming, Yoga, OT, PT, Physical Management Strategies, Rebound</p>

We give our learners opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration. We encourage our children to be resilient and to be leaders of their own learning.

## Secondary school

There are seven broad key areas that our curriculum is based on:

1. Literacy
2. Numeracy
3. Technology
4. Human and Social
5. Aesthetic and Creative Arts (music, art, dance and drama)
6. Preparation for adulthood
7. Character strength

These will be enriched with Helping others, Skills for life, PFA, Self-advocacy, Healthy living and Exploring the environment and Horticulture, Careers Education, Enterprise.

Personal Development curriculum termed Aspire at key stage 5, and Head Start at key stages 3 and 4. The outcomes of our curriculum will be geared towards providing our learners with the essential knowledge that they need to be educated citizens.

We incorporate external accreditations where possible, through the use of a wide range of qualifications including IGCSE, entry level, BTEC, SOI awards, Arts Awards, AQA Awards and the Award Scheme Development and Accreditation Network (ASDAN).

At EPS we also aim to enhance the pupils experience and skills based on our curriculum offer which includes some of the following: expressive arts, horticulture, work experience and work-related skills, teamwork exercises, hosting skills and enterprise etc.

The curriculum is outstanding and enriched with high quality engagement and diverse experiences that enables learners to develop knowledge and skills through key themes: Healthy Living, Exploring the Environment, Skills for Life / (PFA), Helping others, Self-advocacy.

The curriculum is based on themes linked to key themes to enrich activities and resources offered in teaching sessions, the creative curriculum subjects, and community visits. Communication, reading, writing and numeracy is delivered by specific interventions delivered within our learners' pathways to ensure there is consistency in practice across school, for example, with regards to the teaching of Phonics or the delivery of Attention Autism.

The curriculum is planned to provide continuity and sequential learning combined with experiences that are relevant, interesting and challenging considering learners age and stage of education.

It aims to promote the Social, moral, spiritual and cultural development of the learners as well as their intellectual and physical development.

### KS2 -Post 16

#### The EPS Impact:

The Headteacher and Deputy Headteacher will coordinate the monitoring cycle in partnership with the leadership team, teachers, therapy team and Governors. This will be underpinned by a robust **EPS Quality Assurance Model**

- Learners are allocated different pathways (Emerging Eggs, Caterpillars and Butterflies; The Curriculum page on the EPS website) related to their attainment on entry to inform expectations of progress, predicted levels of attainment and ensure the best possible outcomes for our learners.



- Learners' Educational Health Care Plans (EHCP) have annual outcomes (derived from key stage outcomes) and termly targets which is a stepping stone towards the annual outcome. The EHCP is the main driver for addressing the core needs of learners. The EHCP will inform the formative and summative assessment of learner progress aligned with the national *Engagement Model*
- EHCP targets are related to the areas of need or planning for preparation for adulthood (PfA)
  - At the end of Key Stage 4 and Post 16, learners are assessed and can gain a range of accreditation at Entry Level, which includes a range of **AQA Skills, ASDAN and OCR** qualifications. Accredited courses are continually under review and we seek to provide the best options possible to our learners for supporting their continued development. Learners who are able to study for Functional Skills accreditation in English, Maths and ICT. Class teachers and teams are responsible for reviewing the overall progress and achievements of learners and for maintaining the records in good order on our Assessment platform Onwards and Upwards.
  - Learners within the Emerging Eggs pathway are assessed using the Engagement model and are expected to progress through each of the 5 areas of engagement. This is for learners working below the standard of the national curriculum assessments and not engaged in subject-specific study.
  - Formative assessments take place continuously by teachers and summative information is collated at least twice a year for "Caterpillars", "Butterflies" and "Emerging Eggs" learners. We also provide parents with documentation regarding progress through a newly implemented "Structured Conversations" and a visit to the setting half termly
  - Learners from KS4 will be assessed using externally accredited programs including but not limited to OCR accredited courses, Entry level certificates, GCSE, SOI Awards and Art's awards.
  - For some learner's assessment procedures will be used at the start of year 1 and will be based upon the 'Development Matters' assessment approach. This will include a clear structure for challenging targets at that were not consolidated at EYFS against the Development Matters scale. This is to ensure that we can use the Engagement Model and National Curriculum where appropriate.
  - **Onwards and Upwards** is currently used to record learners' working levels and progress made. All evidence gathered is automatically organised by the app and readily available on-demand. Stakeholders including parent and carers can peruse and sort evidence by any attribute, and schools use these features to save time and workload and crucially to be better informed during planning, moderation and ongoing professional development. Evidence for Learning gives us a platform and the tools to develop and demonstrate connected practice which links curriculum, pedagogy and assessment.
  - Learners' progress is reported to parents on a number of occasions during the school year. Written information is sent to parents as part of the Annual Review process and an end of year report and assessments are sent to parents in June. In addition, Parents Meetings are held for all learners in each term. Parents are welcome to discuss their child's progress at any other time during the year.

### **Monitoring Effectiveness of the Curriculum**

Monitoring and accountability procedures are in place and this work is coordinated by the Headteacher and Deputy headteacher with appropriate delegation to the leadership team. Termly visits from Directors/Governors focused on developments within each Key Stage and provide appropriate challenges. We review and modify the curriculum as necessary.

### **Equal Opportunities:**

The school supports the rights of all learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone. The school is committed to decolonisation of the curriculum through the use of resources from many traditions, countries, people and cultures, through reflecting the children's lived experiences and through examining themes, resources and educational visit opportunities with a view of reducing bias and celebrating difference.