

**SAND**  
ACADEMIES TRUST



# Battledown Curriculum

*Working Document Version 6*

*June 2023*

## Introduction

The purpose of this document is to provide a comprehensive guide of the school curriculum to share with staff, families, other involved professionals, Governors, potential families and our wider community. The document embraces our mission and vision as well as describing our curricula approach, including how teaching programmes are planned and carried out to meet the individual needs of every child within the school based on our commissioning brief. We have detailed the content of our curriculum but also defined the context within which it operates. However, it must be emphasised from the outset that our curriculum is constantly changing, evolving and responding to new needs of pupils and experience over time, therefore, this document describes our curriculum framework as it currently stands.

The curriculum is concerned not just with 'what' is being taught but also 'how' it is to be delivered. At Battledown School we have developed a balanced curriculum framework based on clearly defined individual teaching programmes, appropriately targeted whole class work and planned opportunities for our pupils to consolidate and extend their skills. The curriculum has been developed and based on the National Curriculum and Early Years Foundation Stage Curriculum. This approach not only provides consistent method, but throughout the school but allows individual teachers to be creative and personalised teaching programmes to meet the very individual educational needs of each child in their class. This approach considers the age and ability of the child to ensure that we are providing a right time developmentally curriculum-based activities for all.

Any changes to the curriculum are seen as the responsibility of all members of the school community. Staff curriculum meetings are held weekly to develop curricular ideas and to share specific skills, resources and expertise. As the curriculum framework has been devised by school staff working closely together, sharing ideas and supporting each other. This in turn has led to real consistency and continuity of learning for every child throughout the entire school. The governors and SANDMAT trust are involved in the curriculum as it develops and review its implementation. Consistency is vital for children with learning disabilities if their education is to be successful. We are continually evaluating our work, and therefore the curriculum will develop and improve over time.

Our curriculum is monitored in a variety of ways. We provide opportunities for each teacher to observe colleagues teaching. Our weekly curriculum meetings, staff meetings and Annual Reviews all inform the monitoring process. Individual Education Health Care Plan (EHCP) Outcomes, pupil files, Medium Term Plans and timetabling are monitored termly by the Senior Leadership Team. Senior Leadership regularly complete learning walks and classroom observations. Planning for the curriculum areas is monitored by the appropriate subject leader. Subject leaders ensure that the planning and teaching across the school includes:

- High quality provision for all pupils
- Coherent subject development
- Coherence of teaching
- Balanced subject coverage
- Consistent planning
- Analyse the success of their subject contribution to the overall teaching and learning purposes of the school
- Set targets for specific subject improvement

After outlining our curriculum model, we start the document with a statement of our educational mission and vision. Next we have detailed the curriculum framework. This is then followed by a description of our individual EHCP outcome programmes and how we record our pupils' progress. We have also outlined other methods used in delivering the curriculum, namely class based lessons. We have tried to make our curriculum as logical as possible, however we do recognise that not all pupils learn in such a systematic way and that many of the curriculum areas cross and overlap. There is a section on inter-subject links and cross curricular considerations to include this. Finally, we have outlined how we timetable the curriculum to ensure both subject coverage and quality of teaching and learning.

### **Our Mission**

At Battledown we aim to remove obstacles and enable learning for all our pupils.

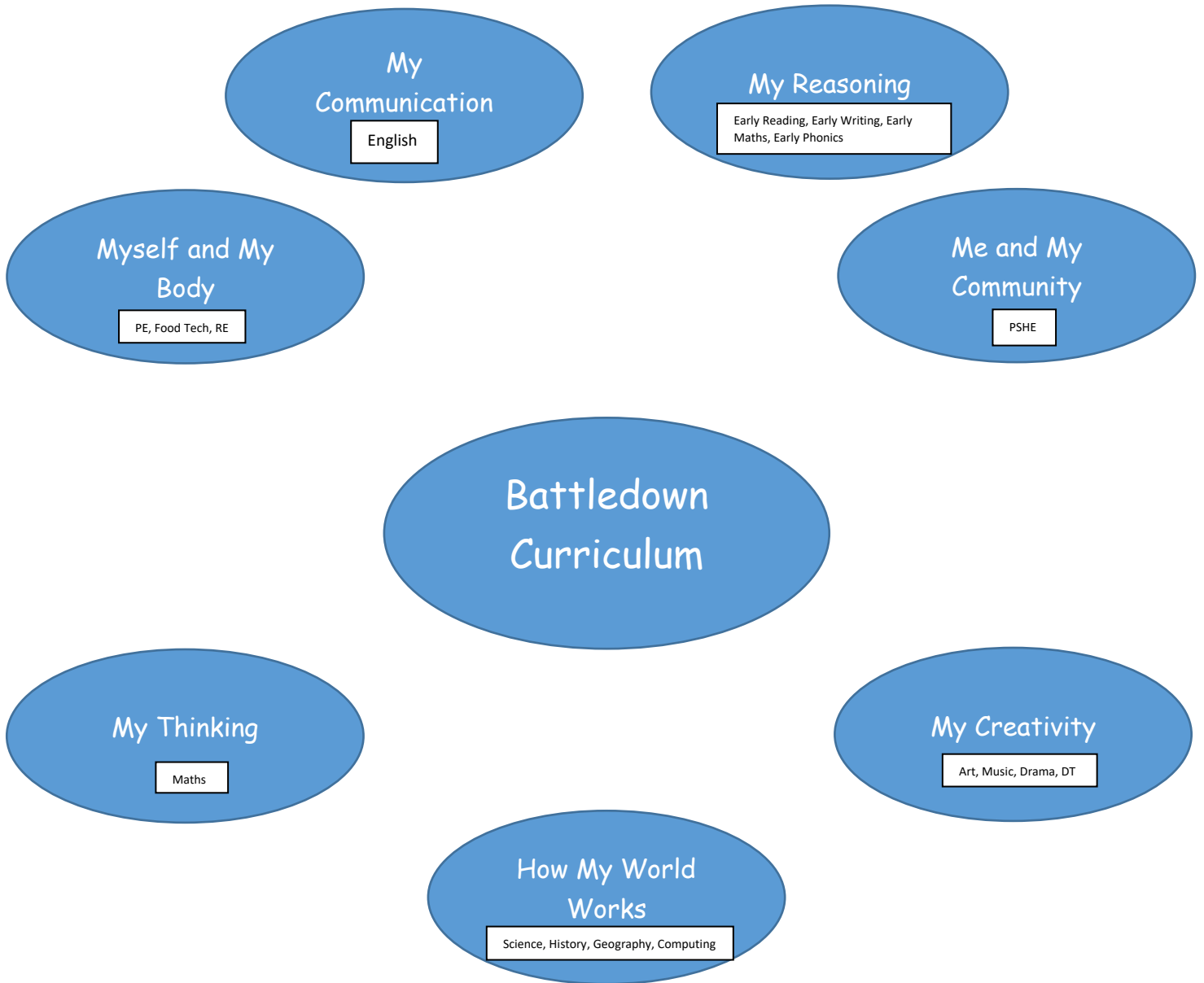
We want all our pupils to reach their full potential and become well rounded, valued members of a community, through setting high expectations, and providing a broad, balanced curriculum with a range of well-considered learning opportunities.

### **Our Vision**

At Battledown, we aim to provide our pupils with every opportunity to develop as confident communicators, so that they: -

- have the ability to make positive relationships with peers and adults
- communicate and manage their own personal care/self-help, working towards independence
- can receive literacy and numeracy at an appropriate level and be able to express their emotions in a positive way

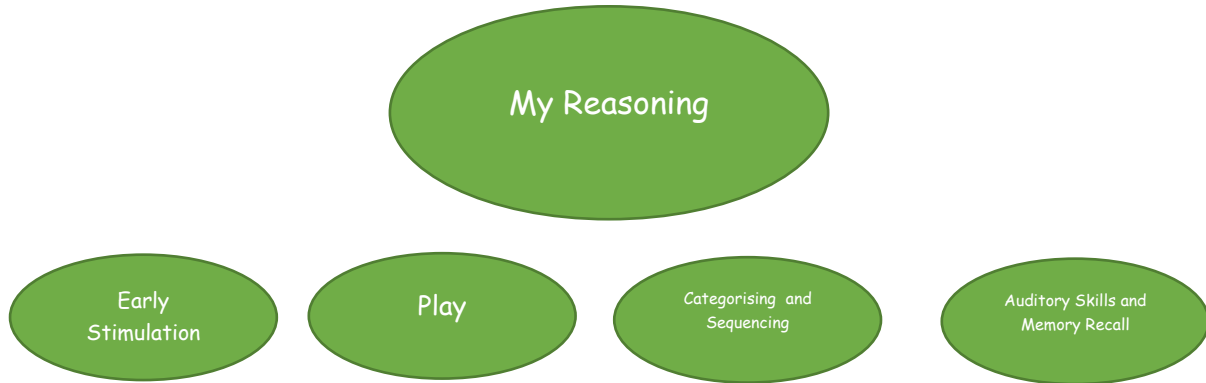
## Our Curriculum



### Termly Topics

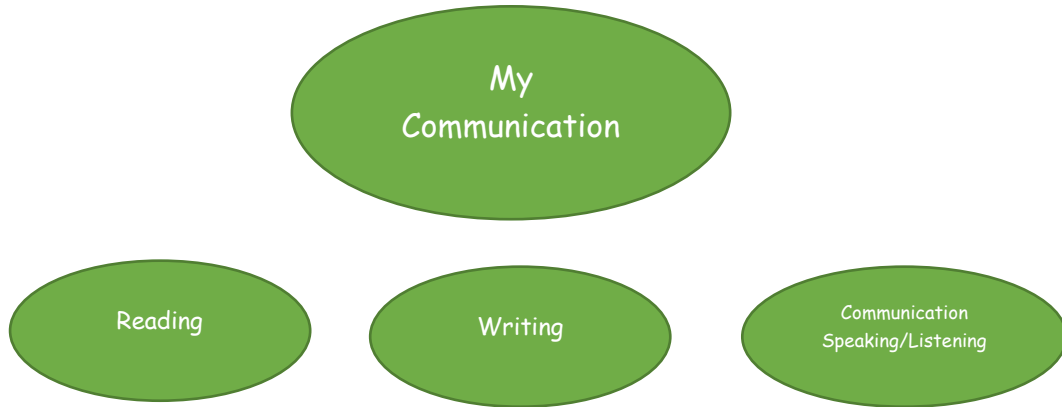
Termly topics are in place across the whole school to provide a context for learners to engage with the curriculum. The topics add a dimension to all curriculum areas and to connect them. The rolling plan of topics has not been written to enable progression but is about providing varied contexts for learning. Learning and progress instead occurs through the curriculum areas.

## My Reasoning



The skills taught in the My Reasoning area of the curriculum are those which underpin and support later learning in the curriculum including early reading, writing and maths skills. These are prerequisite skills which enable pupils to interpret what is happening around them and create the foundation on which subsequent learning is built. Pupils with special needs will only learn cognitive skills if they are purposefully taught in order to fill in developmental gaps. The skills are presented in isolation, however we acknowledge that pupils may be working on several of these components at the same time and that there is an overlap into other curriculum areas. Classes may have explicit lessons focussing on an aspect of My Reasoning, or they may teach these skills through another curriculum area.

## My Communication



As stated in our vision, "We aim to provide our pupils with every opportunity, to develop as confident communicators". The ability to both understand messages that are being conveyed and to be able to communicate needs, wants, likes, dislikes and broader opinions are key to being part of any community, so language and communication skills are essential for all of our pupils. These skills are taught discretely as well as generalised across all of other curriculum areas.

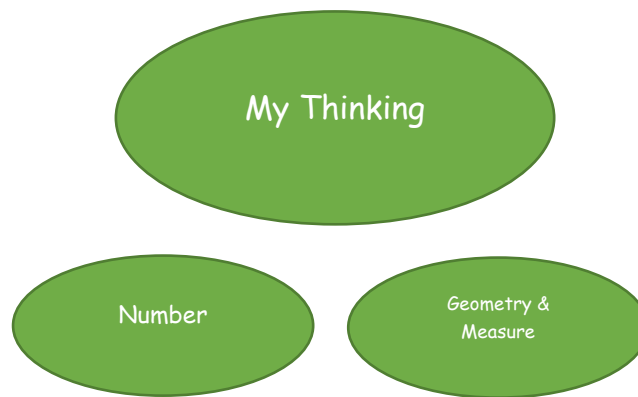
Speaking and Listening/Communication-Our intention is to help children to: listen, understand and respond appropriately to others; express their ideas and learn to use the vocabulary and grammar of standard English. Teachers and Speech and Language Therapists work in collaboration to develop communication.

Reading - We aim to ensure pupils develop the foundation skills for reading including developing their engagement and interest in story-telling and books, rhythm and rhyme, listening, attention and being able to discriminate between sounds in words (auditory discrimination) and verbal understanding of words and sentences. We provide opportunities for pupils to develop their use of environmental sounds, instrumental sounds, body percussion as well as developing visual sequencing, matching and discrimination. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success. These skills will be insufficiently developed in the majority of our pupils and will need to be supported to maximise their progress in literacy. There is therefore flexibility in terms of the age that children start to learn to read. Children have access to a variety of approaches and strategies in learning to read, appropriate to the nature of their language needs, including whole word and visual and multisensory approaches. Emphasis is placed on development of comprehension and not just on decoding. Some children, for example many with pragmatic language impairments or autistic spectrum disorders, may become hyperlexic, excelling at word decoding but with poor reading comprehension. For many of our pupils, a hybrid or mixed approach to developing literacy is necessary if they are to make progress and to retain and build on that progress. A mixed approach uses both whole word and phonics learning within a language rich environment in order to target both vocabulary knowledge (what words mean and how they're made up, i.e. number of syllables,

initial and final sounds, prefixes, suffixes) and phonological awareness skills (for example, awareness of rhyme, alliteration, sound blending). Synthetic phonics is balanced with reading for comprehension and reading for pleasure to enable a rounded approach for our pupils. If a child does not have adequate speech to demonstrate knowledge of grapheme-phoneme correspondence when appropriate, they will have access to and be able to use a speech output device or alternative sign or symbol system. Our pupils benefit from a combination of approaches: a language environment in which they are exposed to and interact with increasingly complex and rich oral language and are given frequent opportunities for "talk"; more structured teaching of vocabulary, concepts and sentence structures. Phase 1 phonics is taught throughout the school and we follow Twinkl Phonics. Once pupils are ready to access a phonics programme, they will follow the Read Write Inc. scheme. We use separate interventions such as Dancing Bears and POPS in addition if required.

Writing - We aim to ensure our pupils develop functional recording skills which means visible and permanent ways of capturing their learning. That means we support whatever recording means the pupil is likely to be able to use, this may be writing, dictating or verbal recording. Where appropriate our intention is to teach pupils to: write with growing confidence and precision using a variety of forms for different purposes, develop their skills of communicating in an appropriate style and ability to apply spelling, punctuation and grammatical conventions. We use Nelson Handwriting to develop writing linked to RWI sequential pathway.

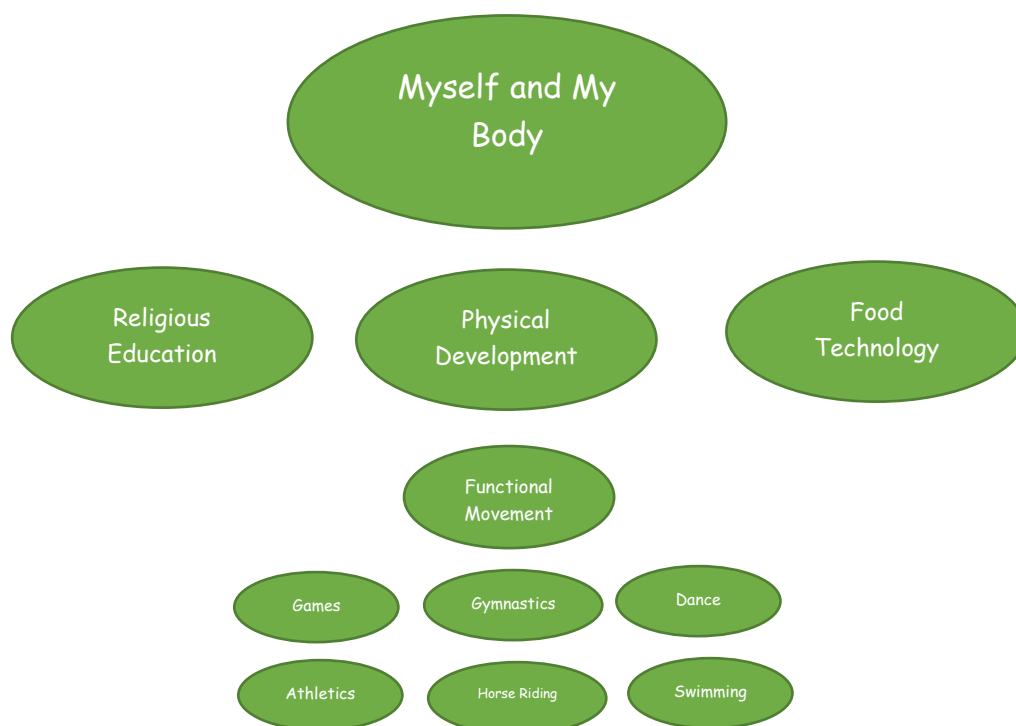
## My Thinking



My Thinking includes the curriculum area numeracy which is broken down into two strands: number; geometry and measure. Pupils engage in problem solving, reasoning and number practical activities daily. Many of the concepts may be developed through stories, play and structured lessons. There is a strong emphasis on oral work, developing mathematical language, selecting and using materials and developing reasoning. Functional maths is key throughout our teaching of numeracy. Number is taught initially with concrete resources (e.g. objects) moving towards more abstract resources (e.g. number lines or 100 squares) then later mentally without resources. Statistics then develops how number is interpreted and how to present data. Geometry includes shape and space. Shape learning starts by learning about 2D shapes progressing onto 3D shapes then learning about symmetry. Space is initially taught by pupils learning about prepositions then moving onto learning about directions and turns. Time is taught initially by learning about the passage of time then progressing onto reading and making the time.



## Myself and My Body



### Physical Development

Our approach to Physical Development is to build the foundations for functional movement which further learning can be built and to develop a positive attitude to keeping fit and healthy. Opportunities to develop functional movement skills should be integrated across the whole school week and can be achieved through careful planning of lessons to include activities for individual pupils that enable pupils to practice and develop their skills in a functional context.

Pupils will learn to develop their functional movement skills and then progress onto developing sport-specific skills through a series of different sports including games, gymnastics, dance, athletics, horse riding and swimming.

Horse riding takes place at Cotswolds RDA (Riding for the Disabled) where pupils learn to ride. Pupils develop their functional movement skills primarily but it also offers a sensory experience and helps to develop their communication skills.

Swimming takes place at Leisure at Cheltenham where pupils are taught on a one-to-one ratio to become confident in the water and to learn basic swimming techniques.

### Food Technology

In Food Technology pupils will begin to develop an awareness of food hygiene and basic skills when preparing foods. This will include how to use a range of tools safely. Pupils will learn about the types of food through The EatWell Plate and seasonal produce. Pupils will link their food

technology lesson to the overarching topic. Food technology lessons also links to other areas of the curriculum, including: My Thinking, My Reasoning and Me and My Community.

### **Religious Education**

In Religious Education pupils will have the opportunity to learn about key religious beliefs which increasingly play a part in local, national and global affairs. The content of the curriculum has been developed from the Gloucestershire Agreed Syllabus for RE SACRE 2017-2022. Pupils are encouraged to hold a mutual respect and understanding by sharing and listening to each other's views and explore and accept differences in opinions. The pupils are given opportunities to experience hands on activities, visit places of worship and listen to guest speakers from different religious faiths.

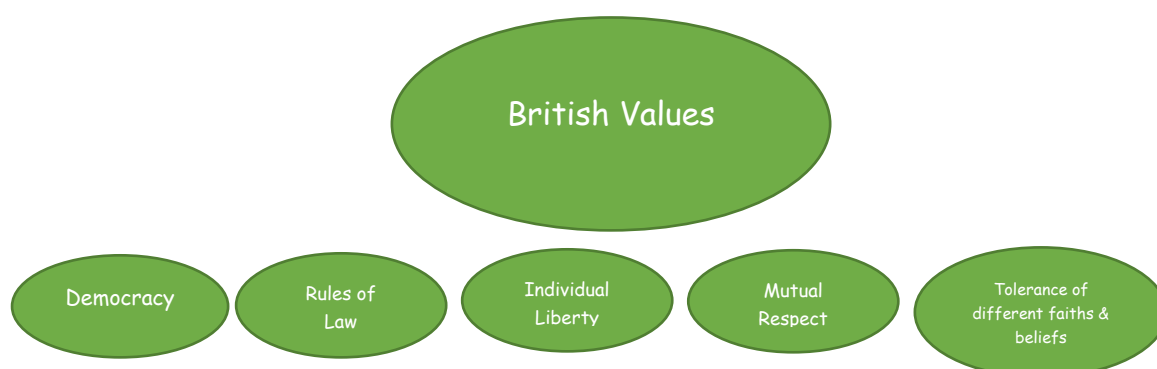
## Me and My Community



As stated in our vision, "We aim to provide our pupils to have the ability to make positive relationships with peers and adults. We aim to provide our pupils to communicate and manage their own personal care/self-help, working towards independence". Me and My Community curriculum aims to develop knowledge and skills that will enable pupils to live a safe, happy and successful life. The content of the curriculum has been developed from the 'Pink Curriculum' created by Gloucestershire Healthy Living and Learning and the PSHE Association SEND Framework. It also includes the DFE Statutory Guidance for Relationships and Sex Education and Health Education. Please see our Relationship, Sex and Education Policy.

Me and My Community curriculum offers both explicit and implicit learning opportunities and experiences which reflect each pupil's increasing independence and physical and social awareness as they move through the school, building on skills previously learned. Learning will be focussed topic specific in lessons and then during the school day e.g. personal care skills when going to the toilet.

## British Values



British Values are taught through Me and My Community curriculum area which includes developing pupils' spiritual, moral, social and cultural development. This permeates through the whole curriculum and supports the development of the 'whole child'. Values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

### Democracy:

- The ability to communicate is the most important area of learning. At Battledown we ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing, body language or an electronic communication aid.
- Pupils are empowered by giving them opportunities to make choices about the things that they believe to be important. Each 'voice' is valued and by listening and responding to the voice we demonstrate that we support democracy and liberty.

### Rule of Law:

- Pupils are involved in setting codes of behaviour (classroom ethos); helping pupils to make decisions and choices that are acceptable to the school community and society at large.
- Pupils are helped to learn to manage their behaviour and take responsibility for their actions.
- Staff are committed to providing a consistent and predictable environment within the school and beyond. To support pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

### Individual Liberty:

- Pupils at Battledown are encouraged to become good and valued citizens. Pupils are supported to become as independent as possible.
- At Battledown we endeavour to demonstrate that everyone has rights; this includes the right to say 'No' to ideas or activities that they do not want to take part in or make them feel uncomfortable. Some pupils will be able to take responsibility for roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself.

- Battledown supports others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need and Jeans for Genes Day. At Battledown, we believe that by engendering a caring and helpful environment and by learning to be independent can boost and nurture a healthy self-esteem.

**Mutual Respect:**

- Battledown promotes inclusion, in a range of activities, settings and locations.
- Planned events and activities are organised for pupils to go into the community to meet with a range of people in a variety of situations which include sports events, community events and shared participation with other schools/colleges.
- It is important to facilitate opportunities for Battledown to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

**Tolerance of different faiths and beliefs:**

- Battledown serves a multi-faith community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
- Cultural appreciation and development forms part of our curriculum. A great emphasis is placed on providing opportunities to participate in events and celebrations which broaden all pupils' experiences and awareness of others.
- Weekly assemblies help all pupils to find out about themselves and others, linking their lives to the communities to which they belong. They are also a celebration of pupil achievement.
- Pupils are encouraged to experience British culture and values through our curriculum themes. Pupils visit a wide range of local and national venues, including day trips.
- The staff work closely with parents, carers and other professionals to ensure that the pupils at Battledown are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

## **SMSC**

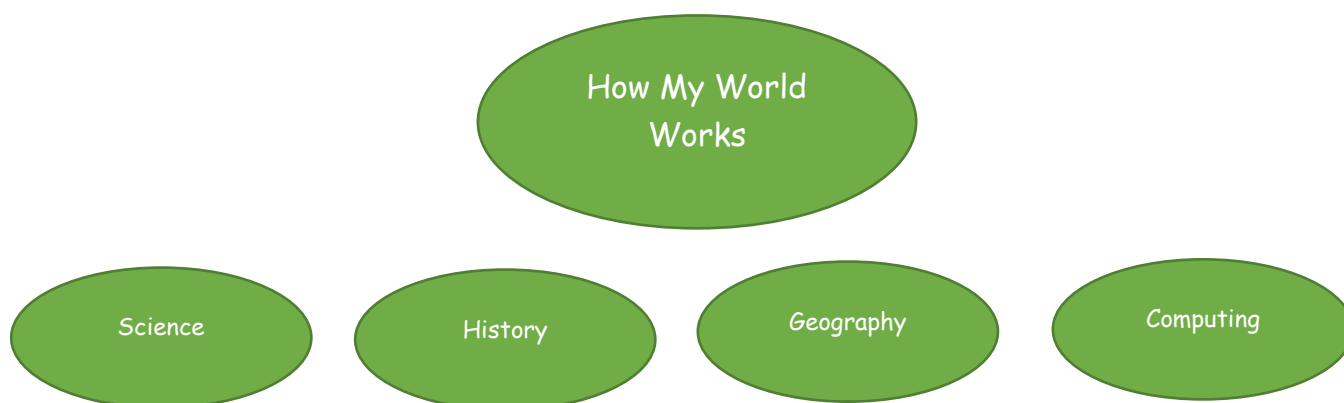
SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well they support children's SMSC development.

At Battledown we define the aspects of SMSC as follows:

- **Spiritual:** The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.
- **Moral:** The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.
- **Social:** The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.
- **Cultural:** The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The school delivers SMSC through the Battledown Curriculum which is differentiated to meet the needs of all pupils. SMSC is woven through every aspect of our school life and is integral to everything we do.

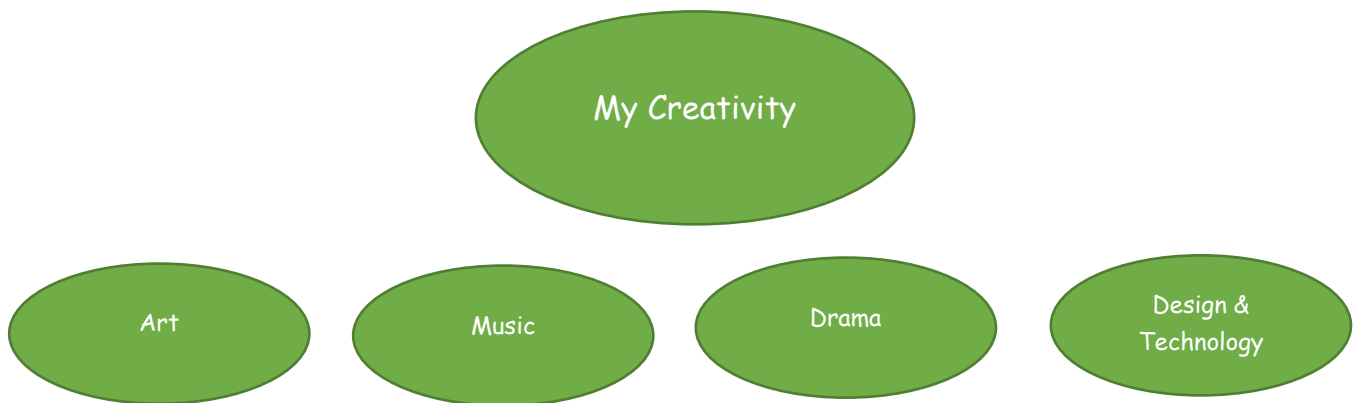
## How My World Works



How My World Works combines the curriculum areas of Science, Geography, History and Computing. The pupils focus on three topics during each year on a four year rolling programme, and build up knowledge year to year. The topics include the three Science Areas-Life Processes and Living Things, Materials and Their Properties and Physical Processes. History and Geography is taught during the topics, making it as a real as possible.

The Computing programme of teaching and learning provides a broad spectrum of computing including practical ICT, understanding algorithms and using the internet safely. E-safety is extremely important and is taught throughout the school day when pupils are using electronic devices. These practical, communication and safety skills are recognised as being vitally important. They enable pupils to take part in the swiftly developing world and prepare them to meet the future with confidence.

## My Creativity



My Creativity combines the curriculum areas Art, Music, Drama and Design Technology. The pupils will join the elements of each of these, enabling the pupils to experience a range of creative activities and tasks that are all based on the same theme. The aim of this approach is to give pupils the opportunity to understand how the different aspects of the arts may inform and join together to create a whole school art experience. The pathways include: connect, create and communicate. Connect is the ability to watch, experience and appreciate the art of others, both professional and in everyday life. Create is the ability to 'do' art, make their own art work in their chosen medium and make their own choices about this art. Communication is the ability to 'share' art, which could be in the form of a performance, sharing a skill, giving a teach or showcasing their work.



## **Outdoor Learning**

Outdoor Learning is extremely important area of learning for all children. The curriculum allows teachers and pupils to undertake learning both inside and outside. Each classroom has immediate access to an outdoor space. Battledown has outdoor playgrounds, allotment area, sensory garden and a Forest School site. Outdoor learning includes curriculum areas being taught outside using a different learning environment e.g. mark making in the sandpit. As well as using outdoors as the learning environment e.g. planting in the allotment

Learning from the environment, is extremely important part of the curriculum where pupils learn about nature e.g. planting in the flower beds. Forest School activities are offered to all pupils at throughout their time at the school. At Battledown we have a trained Forest School Teacher on site who upskills and provides regular training opportunities of outdoor activities with a risk assessment for the school. It is in an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences. Being child led, it does not follow a structured, progressive system in the same way that a traditional curriculum subject would. However, the teacher will set up a series of activities and experiences which pupils are encouraged to engage in.

## **EHCP Outcomes and Recording Curriculum Achievement**

Within the curriculum framework all pupils are taught through highly structured teaching one-to-one in the workstation, the effectiveness of which is dependent upon how the tasks are broken down. By adopting an ordered step by step approach and building upon skills already learnt, the pupil is much more likely to succeed.

Two individual files are kept for each pupil which are passed on with the pupil as he or she moves up the school. One file includes evidence of progress against EHCP outcomes. The EHCP targets are SMART targets which are broken down into smaller steps to account for small steps of progress. The other file includes evidence of progress against the curriculum stages which are tracked on SOLAR. Progress can be shown through observations, annotated photographs and permanent outcomes e.g. worksheets.

Individual teaching of EHCP outcomes record the pupil's responses and how much prompting is necessary to achieve each step of the objective. The individual outcomes are usually taught in the workstation are completed daily. For further information, see our Assessment Policy.

## **Supplementary Records of Achievement**

At Battledown School we value highly what the pupils achieve and believe that the communication of this, to the pupils directly and their families, is essential in showcasing and celebrating these successes.

Throughout each pupil's school career, achievements are sent home daily via Class Dojo on their profile where parents can comment on these.

All the pupils in school have their own portfolio of photographs and films into which achievements are added as they progress through the school.

Each pupil leaves the school with a DVD containing evidence of significant personal, social and educational achievements.

These records of achievement are supplementary to the school's own recording system. They do not replace the detailed developmental recording of individual teaching programmes which are compiled on a curricular basis.

WOW Moments are completed by parents to celebrate their success at home. Parents are encouraged to complete these and they are celebrated in school.

### **Curriculum Delivery**

- Working as a whole class works affords increased opportunities for curriculum delivery.
- Whole class work and individual workstation are related methods of teaching.
- Small group work allows for differentiated curriculum delivery.
- Small group work allows for social communication skills to be developed.
- Whole class teaching can combine skills and curricular areas in a way that is impractical with individual workstation. These occasions for cross-curricular activities are invaluable and enrich pupils learning.
- Whole class activities enhance our scope as teachers to maintain a broad and well balanced curriculum and to adapt activities to meet the abilities of each individual group member.
- Whole class work provides opportunities for concepts learned in a structured 1:1 workstation to be generalised and applied in broader concepts.
- Whole class allows us to impart information to a number of pupils at the same time, again considering individual abilities and levels of understanding.
- Whole class work offers variety to pupils and staff alike, it is this diversity that can sustain pupil motivation and make the learning process fun.

### **Social Interaction**

- Participating in whole class activities enable pupils to develop their ability to take turns.
- It provides opportunities for pupils to broad their learning responses, to learn new skills from each other, including appropriate group behaviour and to consider the needs of other pupils.
- Communication between pupils is enhanced and they learn to share both resources and adult attention.
- Whole class work can be an enjoyable and effective way of building a child's confidence.
- Small group work allows for development of social communication.
- Educational trips allow for social interaction in a different setting.
- Outdoor play is an excellent learning opportunity to engage in social interaction with peers.

## **Considering Inter-Subject Links**

Battledown Curriculum has outlined the seven curriculum areas and detailed how these are broken down into their respective component parts. We recognise that and endeavour to respond to the complex links that exist between these curriculum areas. Incorporating these links, particularly in group work, presents particular challenges for us as teachers of pupils with special educational needs. Much of our teaching has to be inter-subject in nature. For example, teaching a child feeding skills requires consideration of a wide range of other curricular areas- physical development to ensure the child is correctly positioned, fine motor co-ordination for holding the spoon, language development for understanding the teacher's instructions, reasoning skills for sequencing and so on.

Teaching within this way will allow pupil to apply learnt skills across the curriculum. Making skills more transferable to enable successful use in everyday life.

Teaching contexts which particularly encourage inter-subject links are as follows:

- Special Occasions-outings, visits and trips.
- Routine Activities-registration, break time.
- Mixed Activity Sessions-group work, games.
- Projects-integrated schemes of work planned around a theme.

## **Timetabling and Monitoring the Curriculum**

It is important for all pupils to receive a broad and balanced curriculum which gives them the opportunity to learn new skills in a targeted and structured way but also gives them the opportunity to use and generalise these skills. However, as our pupils have variety of SEND needs and difficulties which need to be addressed if they are to make progress, it is necessary to prioritise so that opportunities to develop essential skills are provided with sufficient regularity for the work to be effective. We prioritise for individual pupils by setting EHCP outcomes at annual review which are to form the basis of the individual teaching programmes.

Curriculum areas across the week (minimum):

- My Communication x 3
- My Thinking x 2
- My Reasoning as required
- How My World Works x 2
- My Creativity x 2
- Me and My Community x 3
- Myself and My Body x 1