

Preparing for  
*Adulthood*



# Tweendykes curriculum offer



A collection of wooden human figures in various colors (light wood, dark wood, orange, red, teal) scattered across the frame. A white brushstroke graphic is overlaid in the center, containing the text.

**Personalisation**

# A varied curriculum for our varied learner profiles

*“Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. **These conditions overlap and interlock creating a complex profile.***

*The co-occurring and compounding nature of complex learning difficulties **requires a personalised learning pathway that recognises children and young people’s unique and changing learning patterns.**”*

**Our curriculum model takes responsibility to deliver against pupils’ individual, personalised outcomes.**

**This blend of pupils’ personalised learning needs helps to define our curriculum offer.**

# Personalised curriculum

Pupils' personalised learning is identified through person-centred EHC meetings. Pupils' learning is weighted depending on their stage of development and identified SEND learning needs:

**Communication**

**Cognition**

**Personal development (SEMH)**

**Physical & Sensory**

**(Preparing for Adulthood – from year 9)**

*\*... most of our pupils have identified needs across all 4 areas of need*

These 4 areas of need correlate with the pillars of our curriculum:

- Communication - English**
- Cognition – Maths**
- Personal Development - PSHE**
- Physical & Sensory - PE**

# Our thematic curriculum

We use a themed approach to develop pupils' knowledge and understanding of the world.

Wider subjects are taught in exciting and imaginative ways, using a sensory theme threaded throughout the curriculum.

This ensures that...

- **all pupils, even those with the most complex needs, access high quality and exciting learning opportunities**
- **pupils who are able to may progress onto subject-specific learning**



Love for  

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Learning

# Our **Love for Learning** developmental curriculum model

Tweendykes aims to provide a stimulating, challenging and enjoyable educational environment. Each pupil will be encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to overcome their barriers to learning and meet the challenge of adult life.

This is achieved through our developmental **Love for Learning** curriculum that is both balanced and relevant to the needs of the individual pupils and their wide range of learning difficulties.

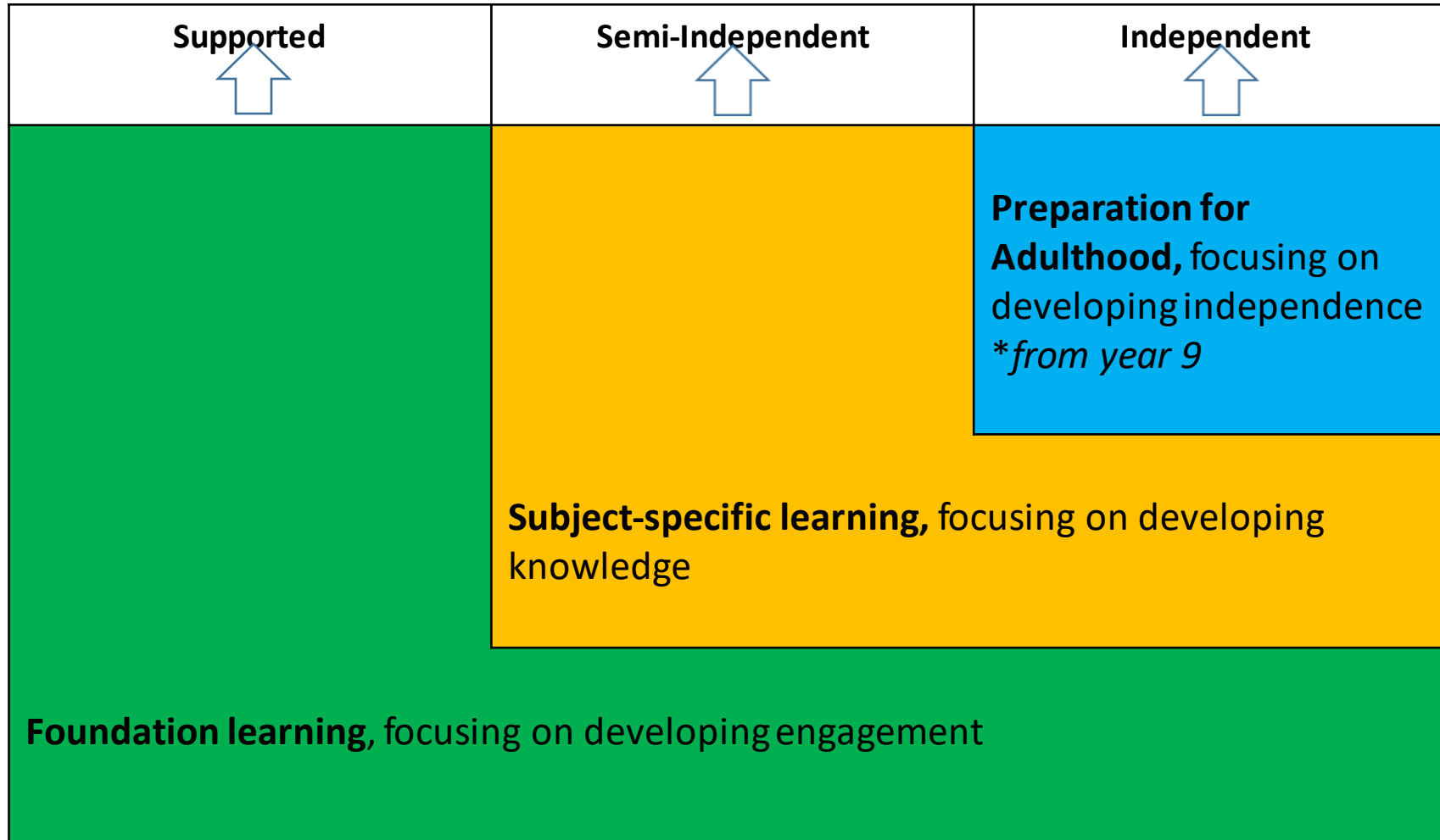
The starting point for curriculum planning is the pupils' Education and Health Care Plans. The balance of subjects and activities is created through careful planning to ensure each pupil receives the provision they need.

**Engagement is the key!**

We strive to provide a curriculum and daily lessons that fully engage our pupils.

**For children and young people with complex learning difficulties, sustainable learning can occur only when there is meaningful engagement.** This approach is underpinned by research.

Our **Love for Learning** model means that pupils' different learning needs can be catered for inclusively, taking into account pupils' developmental needs.





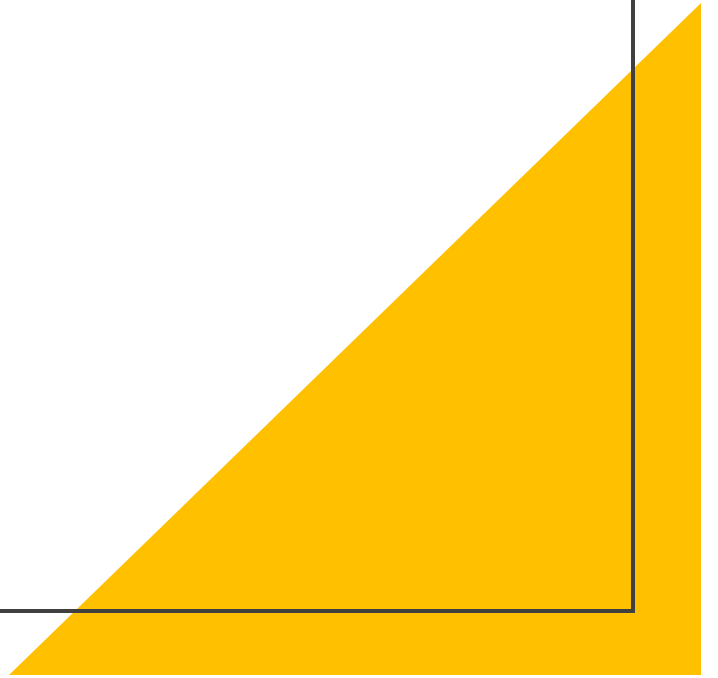
# Love for Learning across the curriculum

In turn, this model applies to each of our curriculum pillars.

E.g. For communication it looks like this...



# A developmental curriculum



# The first stages of our pupils' curriculum journey

Our initial aim for all pupils is to...

**Establish functional systems of communication**

**Acquire early learning concepts**

**Become socially aware and develop early independence skills**

**Develop sensory regulation strategies and be confident in the fundamentals of movement**

**Explore and engage with the wider curriculum**

The environments in phase 1 are developed to promote independence and social interaction, allowing pupils to access the curriculum confidently with the necessary support that they may need.

# Moving on to subject-specific learning

Once pupils have developed the foundations for learning they begin to access semi-formal learning, with an increased focus upon subject-specific learning. This work is heavily differentiated and many pupils continue to require a curriculum which takes into account the consolidation of previously acquired skills.

**Develop functional literacy**

**Develop mathematical knowledge**

**Develop personal and social skills, along with self-help skills to manage their lives and into the future**

**Participate in competitive games and structured physical activity**

**Develop subject specific knowledge across the wider curriculum**



# Areas of the curriculum

Communication - English	Cognition – Maths	Personal Development - PSHE	Physical & Sensory - PE	Thematic curriculum
<ul style="list-style-type: none"> <li>- Expressive language</li> <li>- Receptive language</li> <li>- Social communication</li> <li>- Functional literacy</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Early learning</li> <li>- Functional numeracy</li> </ul>	<ul style="list-style-type: none"> <li>- Emotional regulation</li> <li>- Relationships' education</li> <li>- Independent living skills</li> <li>- Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory regulation</li> <li>- Physical development</li> <li>- Physical health</li> </ul>	<ul style="list-style-type: none"> <li>- Creative learning</li> <li>- Breadth of experience</li> <li>- SMSC &amp; RE</li> <li>- Computing</li> </ul>
<p>Important to... Engage socially</p>	<p>Important to... Apply learning</p>	<p>Important to... Achieve independence</p>	<p>Important to... Be healthy</p>	<p>Important to... Widen horizons</p>



**Progress**

# Progression through the curriculum

Preparation for Adulthood	<b>Employability</b>	<b>Independent learning skills</b>	<b>Relationships &amp; community</b>	<b>Good health &amp; wellbeing</b>	<b>Theme: Application of knowledge</b>
	<i>In phase 3 pupils transition to a curriculum designed to support PFA</i>				
Subject-specific	<b>English</b>	<b>Maths</b>	<b>PSHE</b>	<b>PE</b>	<b>Theme: Subject specific knowledge</b>
Foundation curriculum	<b>Communication</b>	<b>Cognition</b>	<b>Personal development</b>	<b>Physical / Sensory</b>	<b>Theme: Exploration and engagement</b>



# Foundation curriculum

Our foundation curriculum is designed to support our '**green band learners**', by consolidating their skills and development to enable them to progress successfully onto subject-specific learning ('**yellow band learners**'). This focuses significantly upon securing pupils' engagement.

***"Engagement is the single best predictor of successful learning for children with learning disabilities"***

The pillars of our foundation curriculum correlate directly with subject-specific learning. This ensures that pupils can access learning at a pitch which is developmentally suitable to them at any given time.

# Sequential planning

## Long-term plans

Each area of the curriculum has a broad and ambitious reach, set across a long-term plan.

The long-term plan sets out the areas of each curriculum covered over a 2-year period (*PSHE – 1 year*). This ensures pupils can build upon prior learning.

## Medium-term plans

Each area of the curriculum has a medium-term plan, which sets out the

- intent of each area of our curriculum
- the skills pupils acquire within a sequential learning programme

Balanced against the sequential learning programme is our need to remain flexible to our pupils' broader needs and to their individual learning profiles.

# Individual learner profiles

A pupil in phase 1 is in the first stage of their curriculum journey. They are learning to engage with learning. In physical development they have are working on subject-specific learning.



A pupil in phase 2 is moving on to subject-specific learning. They have developed early learning skills and are moving onto mathematical knowledge. They are also acquiring subject-specific knowledge in the foundation subjects. Their communication skills require development to move on from the social partner level.



A pupil in phase 3 is beginning to access PfA. They are working on '*employability*' and '*good health and wellbeing*'. They continue to develop their subject-specific knowledge of the foundation subjects and the maths curriculum.



# Making sure every pupil makes progress

## Personal progress:

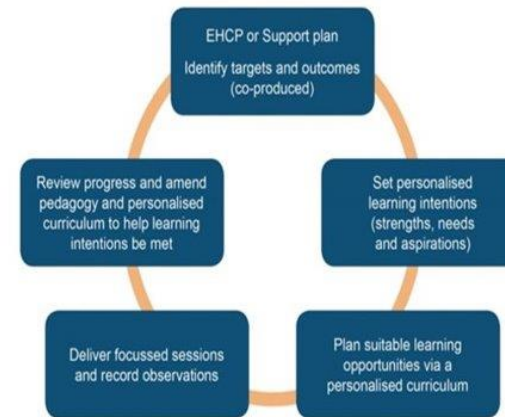
Pupils' personal progress is reviewed against the SEND categories of need through termly Person-Centered Review meetings.

**Communication /English**

**Cognition /Maths**

**Personal Development (SEMH)**

**Physical & Sensory**



## Subject-specific progress:

Each area of the curriculum has a learning ladder. This primarily focuses on pupils at a subject-specific level, although they also provide 'cross-over' for pupils bridging the gap from our foundation curriculum.

The background is a complex, repeating geometric pattern composed of various colored triangles and diamonds. The colors include shades of purple, blue, green, yellow, orange, and brown, creating a rich, textured effect. The pattern is centered around the text.

# Access to the Curriculum

# Access to the curriculum

**We offer a fully inclusive curriculum, where all pupils have the same rights of access and entitlement. It is highly personalised and led by the EHC Plan process.**

**We aim to give our pupils access to the curriculum by:**

- Individual Education Plans (Personal Learning Plans in 6th form), finely-tuned and regularly reviewed to ensure pupils' personal learning is taken into consideration
- A supportive communication environment recognising the needs of each learner
- Observance of therapeutic regimes whether based in speech and language therapy, physiotherapy, occupational therapy or nursing care
- Implementation of strategies to support pupils on the autistic spectrum, notably visual support and sensory regulation
- Consistent and sensitive application of support designed to support pupil behaviour
- Support for pupils with EAL
- A commitment to interdisciplinary collaboration and partnership with parents, fellow professionals and the community of which we are part of.
- The opportunity to play and access a play-based curriculum.



# Multi-agency working

**Across all phases of the school, we work proactively with other agencies to ensure the needs of our pupils are met, acting on the advice of professionals to improve the education offer for our pupils.**

**Educational Psychology:** The school has a close relationship with the Local Authority Educational Psychologists. Regular meetings are in place to discuss pupils' learning needs.

**Speech & Language:** Tweendykes has developed a highly collaborative approach with the NHS speech and language therapists, who work closely with the school's Communication and Interaction Team (CAIT) to assess, plan and deliver packages of support.

**Physiotherapy & Occupational therapy:** The school works closely with physiotherapists and occupational therapists, who are often in school, getting to know the pupils and advising class teams on programmes of support.

**Sensory integration therapist:** Tweendykes commissions a sensory integration therapist to advise and oversee the sensory support work completed by the school.

**School & community nursing:** The school has full time support of a school nurse (from CHCP) and nursing assistant. The nursing staff support all pupils with medical and health care needs on a daily basis.