



OPPORTUNITY WITH DIGNITY

Breakspeare Curriculum

Curriculum Progression Overview

OVERVIEW

Our curriculum is designed to be adaptive to meet learners' individual needs. We recognise that students at Breakspeare School may not necessarily follow the intended Key Stage curriculum due to their cognitive ability or spiky developmental learning profile.

There are five essential strands of learning for all students at Breakspeare School. These are driven from the students' EHCPs

1. Cognition and Learning
2. Communication
3. Social and emotional
4. Self-help and Independence
5. Sensory and Physical needs

Cognition and Learning	<ul style="list-style-type: none"> • Functional skills • Literacy and Numeracy • ICT • Understanding and using cause and effect • Understanding the World around me • Understanding how my world works • Opportunities to expand my world 	<ul style="list-style-type: none"> • Sequencing • Looking • Listening • Concentrating • Problem solving • Creativity 	<ul style="list-style-type: none"> • Ownership / responsibility • Responding appropriately to change – environment, plans, people, routine • Investigation • Curiosity • Generalised skills across a range of contexts • Preparation for Adulthood
Communication	<ul style="list-style-type: none"> • Communicating my needs and wants using preferred communication method • Language development • Understanding and use of symbols • Understanding and use of Makaton • Understanding and use of AAC • Understanding and use of Object 	<ul style="list-style-type: none"> • Picture Exchange systems • Total Communication • Motivation to communicate • Expressive and receptive language • Play behaviour and communication with others 	<ul style="list-style-type: none"> • Conversational skills • Inclusion • Forming and developing relationships with staff and students • Appropriate communication to support when outside of home or school • Preparation for Adulthood
Social and emotional	<ul style="list-style-type: none"> • Self-awareness • Self-esteem • Showing a preferences – knowing my likes and dislikes • Appropriate behaviour • Managing and my feelings and behaviour • Understanding of my emotions • Communicating what I need to self or co-regulate 	<ul style="list-style-type: none"> • Social communication and understanding • Development of social skills with adults and peers • Development of play skills • Structured and unstructured play • Wellbeing • Supporting my mental health • Understanding social cues 	<ul style="list-style-type: none"> • Understanding social 'norms' • Self-control • Making positive / safe choices • Empathy towards others • Relationships • Positive interactions with others • Preparation for Adulthood
Self – help and independence	<ul style="list-style-type: none"> • Personal care • Making choices • Expressing preferences 	<ul style="list-style-type: none"> • Asking for help • Transitions 	<ul style="list-style-type: none"> • Safety; awareness of dangers • Work related learning opportunities

	<ul style="list-style-type: none"> Expressing likes / dislikes Expressing wants / needs Taking responsibility for self 	<ul style="list-style-type: none"> Understanding social ‘rules’; private and public, safe behaviours Community access Travelling safely 	<ul style="list-style-type: none"> Attending learning tasks with reduced support from an adult, independently Work Experience Life skills / Preparation for Adulthood
Sensory and physical	<ul style="list-style-type: none"> Gross motor skills Fine motor skills Personal care Sensory preferences / dislikes; communicating likes and dislikes 	<ul style="list-style-type: none"> Feeding and eating Sensory diet Sensory activities 	<ul style="list-style-type: none"> Accessing range of physical activities Body autonomy / puberty Health needs

Students follow different areas of learning based on their key stage

- EYFS – Nursery and Reception aged pupils
- Key Stage 1 – Years 1 to 2
- Key Stage 2 – Years 3 to 6
- Key Stage 3 – Years 7 to 9
- Key Stage 4 – Years 10 and 11
- Post 16 to 19 – Years 12 to 14

Students’ progress through the curriculum as they move through Key Stages.

Phase 1		Phase 2	Phase 3
<i>Learning and development of skills</i>		<i>Application of skills</i>	<i>Functional application of skills</i>
EYFS Key Stage 1	Key Stage 1 Key Stage 2	Key Stage 3 Key Stage 4	Key Stage 4 Key Stage 5
Communication and Language Physical Development Personal Social and Emotional Development Literacy Mathematics Understand the World Expressive Arts and Design	My Thinking My Communication My Physical Development Myself My Community How my World Works My Creativity	My Functional Skills Daily Living Skills Myself My Leisure Skills My Community Expanding my Horizons	My Functional Skills Daily Living Skills Myself My Leisure Skills My Community Work Related Learning Expanding my Horizons

ASSESSMENT PATHWAYS

There are three different assessment pathways that reflect on the students' attainment and developmental learning needs.

Pathway 1

- Profound Multiple Learning Disability (PMLD)

students who are on the engagement model

Pathway 2

- Severe Learning Disability (SLD)
- Autism Spectrum (AS)

Pre-KS standards

Pathway 3

- Working towards National Curriculum levels.

Small group of students with 'spiky' learning profiles

IMPLEMENTATION OF CURRICULA

For Pathway 1

See PMLD curriculum document

For Pathways 2 and 3

There may be adaptations to meet the needs of our complex AS learners; using AET frameworks and behaviour curriculum