Our Curriculum

Intent, Implementation, Impact

We aim to enable sensory-impaired learners to access, engage and achieve

Our Intent

We work to prepare our pupils for meaningful lives in school, at home and in modern Britain. We have a diverse pupil population spanning the ages of 2 to 19 years and with a range of learning, developmental and medical needs. However all pupils face some degree of sensory challenge in the learning which needs to be addressed through expert support in order for pupils to engage and learn.

Our curriculum is personalised to meet the needs of each learner and to address the individual strengths, needs and aspirations. We provide access to a curriculum which promotes communication and engagement, develops skills and knowledge and importantly provides pupils with the support to achieve as much independence as possible.

The curriculum is planned to:

- Equip each pupil with the skills, knowledge and approach to learning which will enable them to actively participate, develop progress across all learning domains and engage with others
- Develop independence, the ability to make choices and engage actively in the world
- Address the needs of pupils with reduced sensory input through the creation of fun, impactful, multi-sensory learning opportunities
- Be person centred and engage pupils in thinking about their learning and curriculum choices
- Expand the core curriculum by providing in addition an extended specialist curriculum which addresses the unique needs of sensory-impaired learners
- Develop each pupil as communicators with a strong emphasis on English, including opportunities for all pupils to develop their interaction and
engagement with others, love of literature and ability to record their thoughts, feelings and intentions in a variety of styles.

- Expand the concept of curriculum beyond the classroom to include the curriculum in the community, every moment from arrival to home time and importantly the teaching and learning opportunities that families can provide

Implementation

At Linden Lodge School the first priority in terms of implementing the curriculum is to ensure that pupils can access it. No two pupils have the same access requirements and therefore we adapt methods, resources and approaches to meet the needs of each learner. This may include access to braille, modified text or a timetable that incorporates sensory breaks. We believe that every sensory-impaired learner has the right to access learning and the curriculum and this is constantly reviewed and evaluated.

We structure the curriculum according to 5 main pathways which enables us to create cohesive frameworks for learning to take place. These are:

The Early Years Foundation Stage Curriculum + (2 – 5 years)

The Pre-Formal Curriculum + (5-19 years)

The Semi-Formal Curriculum + (5-19 years)

The Formal Curriculum+ (5-19 years)

The MSI Curriculum for deafblind learners (2-19 years)

The + refers to the addition of an extended specialist curriculum which is designed to meet the additional needs of visually and sensory impaired learners. This is integrated into the core curriculum at times embedded and at times provided as a discrete learning opportunity.

We assess each learner to decide which learning pathway would enable the pupil to achieve the highest outcomes and develop independence and skills for life. Through our continual review of progress pupils may move from one pathway to another as they develop or to accommodate maturation. As an
inclusive school we do not define pathways in hierarchical terms but to enable us to work with greatest impact to support pupils in achieving high outcomes.

All pupils are each set individual learning goals in the following areas and these are embedded throughout the curriculum and progress is reviewed daily, weekly and termly.

Communication and Interaction
- Includes Speaking and Listening
- Using technology to communicate
- Engagement with others
- Intentional communication
- Preparation for adulthood
- Self-expression

Cognition and Learning
- English
- Maths
- Science
- ICT and ECT
- Development of learning styles
- Accreditation

Social and Emotional Development
- Engagement with others
- Development of self-identity
- Participation in the community
- Self expression and determination
- Decision making
- Ability to express needs and ask for support

Physical Skills
- PE
- Physical activity
- Swimming
- Personalised physical goals – fine and gross motor
- Developing stamina
Sensory Development

- Optimising listening skills
- Using functional vision
- Development of sensory regulation
- Tactile awareness
- Sensory synthetisation

Life Skills and Independence

- Work experience
- Daily living skills
- Contribution to the community
- Making decisions
- Understanding the local community and societal laws and structures

In addition pupils have learning goals linked to other aspect of the curriculum for example in History, Science or to Accreditation pathways.

It is our belief that every pupil has unique interests and talents. We provide Gifted and Talented programmes for pupils who have individual talents and interests, this may include a bespoke personalised programme leading to qualifications in Music, Science or English.

For formal learners we create learning opportunities which include inclusion in mainstream courses supported by our specialist staff.

SMSC and British Values runs through all aspects of the Curriculum and we pride ourselves on our inclusive community which values diversity, fairness and respect for each other.

Our curriculum is delivered through an inter-disciplinary approach and whilst each pupil’s learning programme and progress is coordinated by the Classteacher a range of professionals provide individual and small group teaching, including therapy staff, Creative arts Psychotherapists, habilitationists and specialist teachers. Our approach is fully integrated.

Impact

Progress is recorded and evaluated throughout the day. Pupils’ individual progress is discussed at the weekly class team meetings and at regular
intervals with the Head of department. We also have a structure of internal and external moderation which takes place at the end of each term. In terms of external moderation we share our data with other schools in order to benchmark progress.

To assess the outcomes pupils are achieving and the quality of our impact we use a range of sources:

- Evidence of pupils’ work, observations of their learning, video analysis
- Data analysis
- External accreditation results
- Feedback from families
- Feedback from pupils
- Teachers’ records and assessments
- Assessments by therapy staff and other professionals

In the same way our curriculum is planned to meet the unique needs, strengths and learning styles of our learners our evaluation of impact needs to be sensitive to the complex learning profile of our pupils. Many pupils present with a “spiky” profile which means that progress can vary according to different domains, at times it is accelerated and at other times may plateau or potentially regress. For many pupils retaining knowledge and skills in a sequential way does not reflect their cognitive profile. As a result measurement of progress needs to be ongoing and formative. It is also important to us that we do not place artificial ceilings on pupils’ outcomes as some pupils with medical needs, prematurity or undergoing life events may accelerate progress. Our job is to ensure that for each learner we base our teaching on deep knowledge and are ambitious for every learner.

We have regular input from Wandsworth Educational psychology service to whom pupils are referred where we want to reflect on pupils’ learning and ensure our approaches will result in maximum progress.

Parent Partnership underpins our work. We provide families with daily feedback and regular opportunities to share learning at home and review progress.