Pre-formal+ curriculum overview

What are we trying to achieve?

How do we organise learning?

How well are we achieving our aims?

Curriculum vision	Linden Lodge School offers a holistic and dynamic curriculum, personalised around each of our every pupil's need. We ensure every aspect of the school day is maximised so every moment is considered a learning opportunity. Our curriculum meaningfully stretches and challenges our pupils, supporting them towards autonomy within their learning and independence. Professionals across inter-disciplinary teams work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum, where individuality is respected and encouraged.
Curriculum Aims	Engaged Learners; Communicators; Problem Solvers; Unique Learners; Immersed Learners; 21st Century Learners; Acquirers of Knowledge
Areas of need	Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical
Focus for Learning	Contingency Response and Awareness; Skills and Access; Knowledge and Understanding
All learners have a right to…	Access High Quality Education; Choice; Self Care; Safety; Friendships; Health and well-being
Components	Lessons; Learning beyond the classroom; Communication; Personalised learning; Behaviour; Environment; Routines
Approaches to learning	Parent engagement EHCP focus for outside the classroom Remote learning Face to face work experience PFA planning from EYFS British Sign Language Phonics Engagement Model Objects of Reference Total Communication AAC Physical timetables PLGs Personalised Assessments EHCP's/Annual Reviews Weekly reflection Positive behaviour policy Positive behaviour plans Communication Profiles Sensory Profiles Education Team Habilitation Team Therapy Team Creative and Therapeutic Arts Specialists Team Nursing team Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development Differentiation and Individualisation; Building on learning beyond the classroom and the school; Intensive Interaction and Intervenors; SCMC and British Values; Behaviour for Learning; Reflects classroom practice; Sensory Integration
Whole school approaches	Overarching themes that have significance for individuals cultural capital and provide relevant learning contexts: Sequenced Theme Progression
Curriculum Areas	My Communication; My Cognition; My Body; My Care and Independence; Me and My Community
Essentials for learning and life	Engagement Profile, Life skills, ICT, SEAL, ESafety
Assessment fit for purpose	Looks at each pupil individually and monitor engagement; Is integral part of teaching and learning; Evidence is gathered throughout the day; Promotes broad and engaging curriculum; Maximises progress; Utilises pupil voice to enhance curriculum; Helps identify learners achievements and their next steps; Embraces triangulated assessment procedure; Uses data to inform progress and areas for development
Accountability measures	Engagement profiles develop curriculum offer; Engagement and attendance; Healthy and positive lifestyle choices; Well-being and routes for learning; Further improvement in education, employment and/or training