

1. What are we trying to achieve?

Curriculum vision and mission	Linden Lodge offers a holistic and dynamic curriculum from the moment the learner transitions to school to the moment they return to you as the best version of themselves possible. We look to make the most of the whole day so every lesson; every transition and every interaction is a learning opportunity including break, lunch and personal care time. We supply countless extensions to our curriculum to stretch and challenge each learner so they can become their best self. Professionals across disciplines work collaboratively to deliver an exciting, sequenced and highly-coherent curriculum where individuality is respected and encouraged so that learning is purposeful and positive.							
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 Good quality education	Choice	Self Care	Safety	Friendships	Health and well-being		

2. How do we organise learning?

Components	Lessons	Learning beyond the classroom	Communication	Personalised learning	Behaviour	Environment	Routines	
Approaches to learning	<b>7 Teaching Characteristics</b> Innovative Take Appropriate Risk Dynamic Be Reflective Be Challenging Knowledgeable	Parent activism work EHCP focus for outside the classroom Virtual and face to face work experience PFA planning from EYFS	Makaton Phonics Engagement Model Objects of Reference Total Communication AAC Physical timetables Phonics Aspects 1-3	PLGs Engagement Model EHCP's/AR's Weekly reflection Engagement profile enables bespoke approach Routes for Learning	Positive behaviour policy Positive behaviour plans Communication Profiles Sensory Diet Profiles	Habilitation Team Foster Independence, 'Sensory Aware' Environments Holistic Wellbeing Object Ref	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 Interventions	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 →							

3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner 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	

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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	Attitudes and Attributes			Skills and Access			Knowledge and Understanding	
All learners have a right to...	Access Good quality education	Identity	Information	Safety	Friendships	Health and well-being		

2. How do we organise learning?

Components	Lessons	Learning beyond the classroom	Communication	Personalised learning	Behaviour	Environment	Routines	
Approaches to learning	<b>7 Teaching Characteristics</b> Innovative Take Appropriate Risk Dynamic Be Reflective Be Challenging Knowledgeable	Contextualised trips and visits Exploring the local community Residential outings. Careers guidance and Blind in Business opportunities throughout education	Makaton Braille Moon PECS, symbols, CIP Total Communication AAC Phonics Aspects 3 - Phase 2	PLIMS Learning Journals EHCP's/AR's Weekly reflection All learners have the opportunity to personalised learning	Positive behaviour policy Positive behaviour plans Communication Profiles Sensory Diet Profiles	Habilitation Team Foster Independence, 'Sensory Aware' Environments Holistic Wellbeing	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 Interventions	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 Thinking	My Body	Myself	My Creativity	Me and My Community	How My World Works	
Essentials for learning and life	← Life skills, ICT, SEAL, ESafety →							

3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning	Promotes broad and engaging curriculum	Maximises progress	Gives helpful feedback to the learner and stakeholders	Helps identify learners achievements and their next steps	Embraces peer and self assessment	Uses data to inform progress and areas for development
Accountability measures	Attainment and improved standards		Behaviour and attendance		Healthy and positive lifestyle choices		Well-being	Further improvement in education, employment and/or training	

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Curriculum Aims	Engaged Learners	Confident	Independent learners	Ambitious	Ambitious	Expanded Opportunities	Ready for independent adult lives				
Areas of need	Access to the curriculum		Readiness for employment		Self-esteem		Access to technology		Confidence to engage and challenge		
Focus for Learning	Attitudes and Attributes			Learning to Access				Skills, Knowledge and Understanding			

2. How do we organise learning?

Components	Broad and balanced classroom		Expanded core curriculum for VI learners		Personalised learning		Integrated therapy provision		Accessible Environments		
Approaches to learning	<p><b>7 Teaching Characteristics</b></p> <ul style="list-style-type: none"> <li>Innovative</li> <li>Take Appropriate Risk</li> <li>Dynamic</li> <li>Be Reflective</li> <li>Be Challenging</li> <li>Knowledgeable</li> </ul>		<ul style="list-style-type: none"> <li>Careers guidance</li> <li>Work experience</li> <li>Widened social opportunities</li> <li>Readiness for employment</li> </ul>		<ul style="list-style-type: none"> <li>Access to learning</li> <li>Learning to access</li> </ul>		<ul style="list-style-type: none"> <li>PLGs</li> <li>EHCP</li> <li>Weekly reflection</li> <li>Personalised accredited pathways</li> </ul>		<ul style="list-style-type: none"> <li>OT</li> <li>Habilitation</li> <li>Physio</li> <li>SLT</li> </ul>		<ul style="list-style-type: none"> <li>Opportunities for SMSC (social, moral, spiritual and cultural) emotional and physical development</li> </ul>
	Differentiation and Individualisation		Building on learning beyond the classroom and the school			SCMC and British values			Behaviour for learning		
Whole school approaches	These learners are accessing the expanded National Curriculum, using the specialist teaching resources to provide access and best outcomes for all.										
Curriculum Areas	National Curriculum Subjects + Expanded Areas e.g. Use of technology, habilitation, access to work										

3. How well are we achieving our aims?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning including accreditation	Promotes broad and engaging opt in curriculum	Maximises progress and employability	Gives helpful feedback to the learner and stakeholders	Helps identify learners achievements and their next steps	Embraces peer and self assessment	Uses data to inform progress and areas for development
Accountability measures	Accreditations and outcomes		Behaviour and attendance		Healthy and positive lifestyle choices		Student Well-being Surveys	Further improvement in education, employment and/or training	