

1. What are we trying to achieve?

Curriculum vision and mission	Linden Lodge offers a holistic and dynamic curriculum from the moment students transition to school and every day thereafter while at the school. We look to make the most of the whole day so every lesson, every transition and every interaction is a learning opportunity including 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		Attitudes and Attributes	
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 Be Collaborative	Parent involvement EHCP focus for outside the classroom Virtual and face to face work experience PFA planning from EYFS	Objects Tactile sign language AAC Phonics Aspects 1-3 Communication assessments and passports	MSI Curriculum Individual timetables PLGs Engagement Model EHCP's/AR's Routes for Learning MSI curriculum profiles Therapy input	Positive behaviour policy Positive behaviour plans Communication Passports Sensory Diet Profiles	Habitation 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	One to one 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	Communication	social and emotional development	Conceptual development	Sensory responses	Understanding of time and place	Orientation, movement and mobility	Ownership of learning	Responses to routines and changes
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	Further improvement in education, employment and/or training	