



# Doubletrees School



## How do we personalise our curriculum?

We have designed our curriculum with our core values in mind:

**“Achieve, Belong, Communicate, Develop and Enjoy!”**

**These values underpin all that we do and have informed the choices we have made when designing our curriculum.**

### Our Curriculum Rationale—Why?

We aim to give our learners the most broad and balanced curriculum that we are able to, suited to their individual needs to maximise their potential and achieve their aspirations. We live in a unique and beautiful place, which also has its challenges. Our learners are diverse in age, background, locality and needs and we intend to personalise as much of our learners' curriculums and experiences to account for all of these factors.

Our aim is to develop skills and knowledge that are meaningful, purposeful and well embedded to enable our young people to retain and apply what they have learnt in a generalised way that will enable them to have as much autonomy and independence as they are able. Key to this is working collaboratively, with families who know their young people the best, and external agencies who can provide specialist advice.

### Personalised pedagogy—how do we meet individual needs?

Our learners follow three core learning pathways; **Learning to Learn** (pre-formal learning), **Bridging to Learn** (semi-formal learning) and **Ready to Learn** (formal learning). Learners may follow a pathway in all areas of learning, but many of our learners exhibit 'spiky' profiles, therefore their learning pathways may be subject specific. For example they may be Bridging to Learn for English, but Ready to Learn for Mathematics. This informs part of our personalised and individualised teaching approach that allows us to adapt the curriculum delivery to meet the needs of each learner, as best we can.

Alongside these learning pathways, further adaptations and differentiations are made to suit our cohorts of learners. Some examples of these are:

**Learners with ASD:** For these learners, the days are structured and follow a consistent routine where possible. To access learning, these young people need to feel safe, regulated and motivated to engage. Schedules are used to help the learners understand, predict and participate in their routines. A total communication approach is used wherever possible to support this. Language use is minimised and visuals used to support understanding. Expressive communication is also a focus, to help learners to indicate their needs and wants. Attention is paid to developing enabling environments, accounting for the sensory needs of the young people who use them. Learners will have access to a sensory diet, or sensory breaks, as and when needed. Activities such as Attention Autism/bucket time are used to encourage attention and interaction with others, enabling trusting relationships so staff know learners well and are able to increase or reduce demands to manage anxiety levels. Motivating and engaging activities are used and positive reinforcements are used to support successes in learning.

**Learners with SLD:** For these learners there is a strong focus on communication and developing initiation and independence. A total communication approach is used to support this, and learning is structured into short activities with an immediate and motivating reward. Where possible, engagement is sought through the personal interest of the learner. The use of now and next schedules assist learners in engaging with and predicting their activities. Enabling environments are crucial to support these learners.

**Learners with physical impairments:** Learners are supported using a multi-agency approach, where staff have the opportunity to meet with the therapy teams, who work on site. The learners all have therapy plans and this is incorporated into the daily routine of each individual. This is seen as a learning opportunity, from anticipating and engaging with the therapy, to gaining as much understanding and awareness as they are able to promote the independence they are able to achieve. Cross curricular links are sought where relevant such as counting stretches, indicating/telling what comes next in a sequence or identifying the correct colour loop on a hoist. For these learners, inclusion in all aspects of their care is vital, to ensure that their voice is heard, they are making choices and they develop a sense of safety and self awareness.

**Learners with sensory impairments:** Learners are again supported using multi agency teams. A total communication approach is key, where all communication is in as many forms and as multi sensory as possible. This is improved by creating enabling environments that are adapted to allow learners to access it as much as possible. Adaptations are made with the advice and support of the hearing or vision support service and additional targets from these therapists are incorporated into learners EHCP and IEP targets. Provisions within the classrooms and personalised targets are regularly reviewed during the visits of these specialist teachers. Specific resources are used to allow learners to access their environments. These may include resonance boards, for learners who are hearing impaired, hearing aids and visual symbols to support. Tactile resources support learners with visual impairments. Trusting relationships are key for these learners, to help them

understand and interact with the world around them. Transitions between activities and spaces is always shared with the learner to give them a sense of agency and involvement in what is happening. Opportunities for repetition and application of skills in different contexts and settings is important to enable learners to build their confidence and embed their skills.

#### Learners with complex medical needs

**Learner with profound and multiple needs:** These learners are our most vulnerable. Being safe, comfortable and happy means that they are able to engage with learning. Most important for these learners is to develop a sense of agency and autonomy, therefore they work with trusted adults who know them well and can communicate with them using their preferred method. Their timetables are very bespoke, to accommodate their complex needs and a Total Communication approach is fundamental here. Again, multiagency working remains crucial for these young people. Their curriculum follows the National Curriculum themes, as set out by the different phases, as a vehicle for learning and to engage individuals. These learners are developing the pre-requisites to learning and primarily follow their EHCP outcomes, alongside the Engagement Model to measure their progress according to their individual targets and needs.

#### Our EYFS

Our learners begin in our EYFS phase. They remain on the EYFS pathway until they are at the end of year 1. By then, the learners needs are fully understood, they are known to staff and the best learning pathway has been decided. They may remain in this class until the end of year 2, if appropriate. The learning here is based on the EYFS framework and intends to introduce, then establish the building blocks of learning that form the foundation of the rest of the journey through school

#### Curriculum progression—the journey of learning through the school

Learners then enter a key stage 1&2 class, following either the Learning, Bridging or Ready to Learn pathways. Here the curriculum is designed to follow the National curriculum subjects over a five year rolling programme. Each term has a theme which all the classes within this phase follow. The learning is linked wherever possible and relevant through this theme at a level which is accessible and meaningful to the learners. The curriculum covers all subjects, with a particular focus on the core skills of English (reading, phonics and writing), Maths, PSHE and physical development. Alongside this, basic self help, independence and life skills are taught, such as bathroom routines, preparing for home time, getting oneself ready for the next learning activity.

Key stage 3 is the next stage of the journey and this follows a three year rolling cycle. This again follows the National Curriculum in design, with a theme for each term and a continuing focus on the core subjects. Here, however, there is a slight shift in focus. The termly themes over the year follows a pattern. There is a theme which explores and celebrates another country and culture in more depth, with the aim of developing a greater awareness of the world around them to raise enquiry and aspirations. A second theme focuses on the local area, with a celebratory theme of the heritage and uniqueness of Cornwall. The final termly topic explores key historical or scientific concepts, building further on prior learning. The independence skills develop further too, now aiming to prepare the learners for more independent living, such as preparing a simple meal/snack, taking on responsibilities within the class or the school to develop an sense of citizenship and community. At the end of Key stage 3, in readiness for the development of Preparing for Adulthood targets in the EHCPs, more time is spent exploring, understanding and developing each learners aspirations for the future, linked to their skills and interests.

#### Our Post 14 provision

We have merged our KS4 and 5 provisions to allow us to spend a greater period of time preparing our learners for independence and life after school. It also allows us to continue to study the key stage 4 National Curriculum areas at an appropriate pace for our learners to give them an opportunity to develop further their interests and aspirations. Students have discrete core skills sessions, where they learn Maths and English skills that they then apply to real life, contextual settings. They have increasing opportunities to access work related learning opportunities and there is an increasing involvement of external services, such as Careers South West and the Careers Hub. There is an accreditations pathway that allows our learners to gain relevant qualifications and opportunities to achieve these are built into the curriculum.

The focus increasingly becomes preparation for the next steps in their life journey and their increasing independence, including successful transitions to their next settings.