

<p>Intent</p>	<p>Through the teaching of English our children are encouraged to be curious, imaginative, creative and resilient. Child centred learning approaches and varied teaching styles make learning relevant and enjoyable for each child. Teaching teams follow guidance from our three curriculum pathways supported by the scheme of work to ensure that pupils are upskilled in strategies promoting communication, independence, cognition and learning. Pupils make progress within the areas of speaking and listening, phonological awareness, reading and writing incorporating a range of genres and styles.</p> <p>We aim that our pupils have a place within the community and wider world and self-awareness. All supporting adults wish for our pupils to be confident and successful at communicating in a way that is universally understood. We create opportunities that enable them to understand and interpret the world in which they live and to use this to develop their own learning, solve problems and be successful in the tasks they set out to achieve. This is achieved by supporting, guiding and inspiring our children through excellent teaching practice, resourcing and opportunities for learning application. Staff utilise their knowledge of child development along with an understanding of the barriers of learning which many of our pupils face. These include impairments relating to their specific SEN diagnosis and for some pupils the additional barrier of English as an additional language.</p> <p>Through our learning pathways staff create opportunities for exploration and discovery through supported and independent learning. We aim to scaffold positive behaviours and habits within all our pupils to become effective learners and foster a love of learning. Our objectives are balanced ensuring skill and knowledge progression is evident. Effective communication methods and opportunities are paramount within all curriculum planning and prioritised within pupil IEPs.</p> <p>The curriculum allows for flexibility of pupils learning styles and achievements with all learning pathways running closely alongside each other. Those pupils with 'spikey' development profiles are planned for, supported and challenged across the learning pathways. Literacy application is woven through the curriculum through the use of key texts incorporating a range of genres. Literature is used for enhancing topics creating a passion for language, knowledge and stories and developing better understanding of society and cultures. Flexibility of approach and a pupil awareness ensures that texts and approaches are relevant to pupil interests and developmental stages.</p> <p>The learning journey of all our pupils is understood and supported by all teaching teams, school leaders and external agencies. In addition, the Academy Council have a thorough oversight of curriculum implementation. Parental links help us to understand the development of their child to their best potential. Parents are actively engaged in pupil learning through sharing of IEPs, topic overviews, learning workshops, activity and strategy suggestions via the class website pages and collaborating with teaching staff to ensure that learning opportunities are consolidated at home. External professionals, such as OT, SALT, music and art therapists, support pupils and staff with sensory strategies for learning readiness and in facilitating communication and comprehension understanding.</p> <p>Our intent is that pupils leave Brookfields with the 'tools' to communicate with others in a manner which can be understood or interpreted. Through closely monitored pupil progress we have a certainty that our pupils make progression across the areas of literacy measured in incremental steps of learning.</p>
----------------------	---

implementation	<p>Our taught curriculum sessions and experiences beyond the classroom embrace and embed the need to communicate and obtain information to live and learn within society. They are tailored to meet the individual requirements of each pupil within the class group. Through a topic based learning approach all pupils, regardless of their learning pathway, develop progress towards language acquisition [with visual and auditory supports as required], phonological understanding, reading, writing, grammar and vocabulary.</p> <p>Our topic based themes engage pupil interest and careful planning ensures effective cross curricular links. Our curriculum entwines statutory requirements with an ethos to ensure communication, independence, physical and social skills are at the heart of learning. Sensory regulation and nurture for positive mental health are supported alongside cognitive development. Learning activities and resources are differentiated to meet the learning styles and interests of the pupils alongside academic goals to simultaneously offer support and challenge. Reinforcement of key concepts occurs continuously and repetition plays an important role in consolidating learning for our pupils.</p> <p>Within school events are used to promote literacy including World Book Day and curriculum theme events linked to national, global and religious celebrations.</p> <p>Speaking and listening: Effective communication and literacy skills are paramount for accessing learning, nurturing self-esteem and developing transferable life skills. All pupils within the school require tailored support specific to their learning needs within this area. As a school we work collaboratively with speech and language professionals to ensure that the pupils are supported and challenged to communicate effectively, using visual or auditory supports where required. All pupils have an individualised communication plan incorporating personalised elements including SCERTS, BLANKS levels, Attention Autism level, Intensive Interaction stage and Information Carrying Word levels.</p> <p><u>EYFS and Explorers:</u> Listening, turn taking and confidence when communicating are all encouraged, modelled and taught. Learning through play and understanding of language in context is of paramount importance. The Attention Autism programme scaffolds pupil attention and engagement.</p> <p><u>Adventurers:</u> Receptive and expressive language skills have a focus on increased clarity. Pupils are supported in the use and understanding of subject specific vocabulary through all learning sessions. A focus on asking and answering questions beyond requesting for individual gain is evident at this stage supported by BLANKS levels questioning techniques.</p> <p>Phonics Our school phonics programme is Read, Write Inc. (RWI) Elements from this programme are tailored to the development and learning needs of the pupils with repetition and consolidation being key. Through phonics sessions and curriculum development pupils are made aware of the correct pronunciation of the pure sound alongside tongue position and mouth shape development. Intervention programmes from speech and language therapists are available for pupils whom have difficulty in hearing or saying parts of sounds within words and for the development of speech clarity.</p> <p><u>EYFS and Explorers:</u> Where pupils are working at a development stage below recognised phonics application, auditory and visual opportunities include tolerating exposure to auditory objects, activities and textures. Pre-phonics strategies incorporate Attention Autism and intensive interaction approaches. These groups of pupils are supported in hearing and making sounds through curriculum strategies and opportunities including exposure to and recognition of environmental sounds. Music and song are used to facilitate learning across these pathways and are tailored for individuals supported by external music specialists. Pupils gain exposure and initial introduction to phonemes and the breakdown of sound segments within words such as syllables, intonation and rhyme. Where relevant, some pupils will be introduced to the formal approach of RWI, supported through motivating and child centred learning opportunities. RWI phrasing such as ‘My turn, your turn’ is used through play to introduce pupils to teaching concepts within the phonics scheme.</p> <p><u>Adventurers:</u> Pupils are given opportunities to hear and say words and sounds. As sound acquisition develops taught phonics sessions support the development of reading by segmenting and blending sounds following the Read Write Inc. approach. Non-verbal pupils are supported in the use of AAC devices or alternative visual aids.</p>
----------------	---

Leadership staff remain up to date with research from specialists within the areas of SEND for strategies to support the neurodiversity of our pupils; teaching and learning is tailored accordingly.

Reading: Our pupils are encouraged to enjoy the language of story. Reading sessions with whole class, small groups or individuals engage pupils encompass a range of text genres. Comprehension is taught and assessed through key questioning linked to BLANK levels. Whole class texts are linked to the topic theme where possible, whilst ensuring that genre guidelines outlined in the scheme of work enable an understanding of reading for purpose and for pleasure. We balance a print rich environment with the needs for an 'uncluttered' visual learning environment recommended for ASD pupils, by ensuring the print available is useful and accessible.

EYFS and Explorers: Photographs and sensory picture books incorporating texture and sounds are used as appropriate to the developmental stages of the children in the class. Pupils are supported with the use of sensory experiences, tactile objects, visual symbols or photographs. Colourful Semantics supports comprehension skills alongside BLANKS level 1 questioning.

Adventurers: A range of texts and print are accessible covering a range of genres and engaging the interests of the pupils. Texts are available supporting the stages within the RWI phonics scheme alongside pupil interest texts fostering a spontaneous love of reading. Colourful Semantics alongside higher BLANK levels is used for comprehension skills incorporating an individualised increase in elements of sentence structure.

Writing: Writing and pre writing strategies are embraced across the curriculum. Application and consolidation of fine and gross motor skills are planned for across the pathways to develop the physical requirements for writing control. Additional support for pupils is available from the occupational therapist for sensory regulation and muscle strength with individualised and sensory programmes utilised. As a school we follow the Read Write Inc. programme for formation of letter shapes. The repetition structure across the classes' supports consolidation of learning.

EYFS and Explorers: Consolidation of motor skills is of vital importance as this supports independence such as dressing or feeding. Motor arm movement, hand strength and finger dexterity for pencil control is developed through engaging activities including as dancing with ribbons, finger rhymes and use of sensory media. Pupils are supported to make connections between movements and the marks they make.

Adventurers: Development and increasing control of gross and fine motor movement continues on this pathway. Pupils are encouraged to express thoughts in a range of styles and using a wide variety of media and genres. Across the curriculum there are opportunities for writing for purpose, applying the implementation of phonics strategies and grammatical structure. Where pupils demonstrate readiness for learning in this, spelling and sentence structure are taught uniquely and then applied through writing composition.

Impact	<p>The impact of our curriculum is measured by assessment procedures alongside how effectively our pupils develop skills and attitudes which will make them lifelong learners. Pupils show development in literacy across the curriculum through their understanding of purpose of objects, images or the written word. In addition, they develop skills in asking and answering questions [using varying communication forms] about an event, object or image to their individualised level supported by BLANKS form of questioning. They make marks, write words or sentences to express creativity or communicate their understanding of learning. Some pupils develop skills of reading to learn and for pleasure and may read words or phrases to enrich their learning.</p> <p>In order to ascertain how well children learn content the following assessment procedures are followed:</p> <ul style="list-style-type: none"> • B squared is used to formally monitor pupil progress across each term against each pathway. • Early Years baseline is undertaken with specific pupils whom may engage with elements of the task. • On entry at any age into KS1 / 2 pupils are assessed to ascertain their main pathway: Explorers or Adventurers. • Termly Evisense shows photographs, videos and statements to show progression against areas of curriculum learning. • Moderation is carried out across school, within cluster schools and within the SET including English and Early Years. • Where appropriate, Phonics Screening Tests are carried at the end of Year 1 and with some Year 2 pupils who show appropriate progress to undertake the task. • For KS1 / 2 literacy, teachers planning is supported using a skills matrix. • For EYFS, The EYFS Profile and Development Matters documentation support planning and progression. • Pupil progress meetings are carried out termly, all pupils are discussed in terms of progression success, style of approach and barriers to learning. • Data is collaborated and groupings of pupils are analysed. Supportive resources, therapies, training or strategies are put in place where required. • Termly parents meeting and annual ECHP review meetings allow opportunity for feedback on pupil progress across the curriculum, with a particular focus on communication • Weekly access and support from Speech and Language therapists and Occupational Therapists is utilised for individual and groups of pupils. <p>Education beyond the classroom and learning through educational visits gives an opportunity to reinforce or ascertain the pupils understanding of print, visual and auditory clues in context to show an understanding of the world around us. These visits and opportunities give pupils chance to develop an understanding of society and to communicate in a supportive learning environment.</p> <p>Transitions are thorough, classes share data and progression alongside learning approaches, barriers, interests and learning styles in detail. Repeated collaboration with parents about their child is undertaken across the year.</p>
--------	---