

Barndale House School	
Curriculum Intent	<p>The curriculum at Barndale House School is based on the understanding that each child and young person with special educational needs may see the world and learn in a very different way. We therefore <b>personalise the curriculum</b> to the unique qualities and needs of each pupil, and adopt a teaching and learning approach that is <b>flexible and informed by specialist knowledge</b> of the strengths and difficulties associated with our pupils' different needs. We recognise that there are many different ways of helping children and young people with SEN to learn and achieve and therefore use a <b>range of approaches</b>, or a combination of approaches, to respond to the individual needs of each pupil. The curriculum at Barndale House School <b>respects and reflects The National Curriculum</b> through the teaching of the full range of subjects, but allows space and time for the <b>careful integration of specific approaches, therapies and interventions</b>. Our curriculum has been developed with the '<b>long-term perspective</b>' of our pupils in mind. We want it to have meaning and relevance to their lives, to address the day-to-day barriers they face in life and to help them make <b>connections with the world and the people around them</b>. Our curriculum is <b>flexible</b> in that it can be widely <b>differentiated</b> to suit the needs, abilities and interests of all of our pupils.</p> <p>There are three main learning <b>routes</b> for our pupils depending on their communication skills, needs and abilities:</p> <p><b><u>Route 1</u></b> (suitable for pupils with profound needs – PMLD / complex ASD) - a focus on communication and social interaction, self-expression and independence through an adaptable and flexible multi-sensory approach to teaching.</p> <p><b><u>Route 2</u></b> (suitable for pupils with complex learning needs / ASD) - a focus on communication, social interaction and independence through subject specific teaching and a structured approach, with carefully integrated sensory and therapeutic interventions to support and promote self-regulation.</p> <p><b><u>Route 3</u></b> (suitable for pupils with severe / moderate learning difficulties) – as Route 2, but some pupils may be able to access National Curriculum assessments and externally accredited qualifications (e.g. Functional Skills)</p> <p>We follow a primary model in all classes and pupils are taught in mixed age and ability groups. Within the Post 16 phase pupils continue on personalised learning routes designed to prepare them for adulthood.</p> <p>Underpinning the curriculum is a strong emphasis on developing communication, personal, social and independence skills and a commitment to promoting physical and emotional health through our half-termly 'Super Skill' focus (To be independent, To be caring, To be part of new experiences, To be sociable, To be confident, To be active).</p>

Curriculum Offer	Vocational Opportunities	Curriculum / Enrichment	Personalised	Specialist
<b><u>Class 1 (EYFS / KS1)</u></b> Development Matters in the Early Years Foundation Stage  Prime areas: <ul style="list-style-type: none"> <li>- Communication and Language</li> <li>- Personal, Social and Emotional Development</li> <li>- Physical Development</li> </ul> Specific areas of: <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Maths</li> <li>- Understand of the World</li> <li>- Expressive Arts and Design</li> </ul> Phonics (Read, Write, Inc)  Cross-curricular topics Outdoor Learning	Visits to places of work, community and leisure facilities  Enterprise week  Preparing items for coffee mornings etc.	Programme of activities mapped to religious calendar and key multi-cultural events across the year – weekly assemblies – special events / workshops	Targeted PSHE - life skills - self-help skills – independence training – social skills - ILPs - EHCP short term outcome work	Therapies (SALT / OT – inc. TEACCH, PECS, Makaton, thera- pressure, Intensive Interaction, Social Stories etc.)
<b><u>Class 2 (UKS1 and KS2)</u></b> English Including: <ul style="list-style-type: none"> <li>- Reading scheme</li> <li>- Phonics (Read, Write, Inc)</li> </ul> Mathematics  Topic Foundation Subjects With additional: <ul style="list-style-type: none"> <li>- Music – discrete Charanga units</li> </ul> Physical Education - discrete units, Horse riding & swimming  Forest School	Visits to places of work, community and leisure facilities  Enterprise week  Preparing items for coffee mornings etc.  Work around 'people who help us'	Programme of activities mapped to religious calendar and key multi-cultural events across the year – weekly assemblies – special events / workshops	Targeted PSHE - life skills - self-help skills – independence training – social skills - ILPs - EHCP short term outcome work	Therapies (SALT / OT – inc. TEACCH, PECS, Makaton, thera- pressure, Intensive Interaction, Social Stories etc.)

<p><b><u>Class 3 (UKS2 and KS3)</u></b></p> <p>English Including:</p> <ul style="list-style-type: none"> <li>- Reading scheme</li> <li>- Phonics (Read, Write, Inc)</li> </ul> <p>Mathematics</p> <p>Topic Foundation Subjects With additional:</p> <ul style="list-style-type: none"> <li>- Creative Arts (Art, music, drama)</li> <li>- Physical Education - discrete units, swimming</li> <li>- Science – supplementary units</li> </ul> <p>Forest School</p>	<p>Visits to places of work, community and leisure facilities</p> <p>Enterprise week</p> <p>Preparing items for coffee mornings etc.</p> <p>Work Related Learning / careers lessons</p>	<p>Programme of activities mapped to religious calendar and key multi-cultural events across the year – weekly assemblies – special events / workshops</p>	<p>Targeted PSHE - life skills - self-help skills – independence training – social skills - ILPs - EHCP short term outcome work</p>	<p>Therapies (SALT / OT – inc. TEACCH, PECS, Makaton, thera-pressure, Intensive Interaction, Social Stories etc.)</p>
<p><b><u>Class 4 (KS4 / P16)</u></b></p> <p>Functional Skills English Functional Skills Mathematics</p> <p>Topic Foundation Subjects (KS4 only)</p> <p>ASDAN units</p> <p>Duke of Edinburgh Award Scheme</p> <p>Life Skills</p>	<p>Visits to places of work, community and leisure facilities, college open days etc.</p> <p>Enterprise week</p> <p>Preparing items for coffee mornings etc.</p> <p>Work Related Learning / careers lessons</p> <p>Work experience placements (internal and external)</p>	<p>Programme of activities mapped to religious calendar and key multi-cultural events across the year – weekly assemblies – special events / workshops</p>	<p>Targeted PSHE - life skills - self-help skills – independence training – social skills - ILPs - EHCP short term outcome work</p>	<p>Therapies (SALT / OT – inc. TEACCH, PECS, Makaton, thera-pressure, Intensive Interaction, Social Stories etc.)</p>