# Readiness for Learning

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### Curriculum Intent

**What** are we trying to achieve?

Promote the independence of all students, encouraging them to take ownership of their own development.

Continuous cycle to ensure sustained

progress

Integral part of teaching and learning

Pupil progress indicators

Prioritise preparation for adulthood and ensure that students have the required knowledge, skills and understanding to make a meaningful contribution to wider

Develop reading, communication and oracy in all areas of the curriculum.

Develop cultural capital so that students are able to link their learning with real experiences.

Fulfil the requirements of an adapted National Curriculum.

Ensure all pupils are able to access learning

Aims

Equip students with strategies to process stimuli around them including noise, smells and busy environments.

Feel safe by understanding their environment

Develop the skills to communicate and concentrate effectively

#### **Approaches to Learning** Highly personalised Informed by EHCP & ILPP Development of organisational skills Curriculum Structured activities **Total Communication** Sensory Integration **Implementation** Consistent routines & expectations **How** will we **Approaches to Organising Learning Experiences** achieve our aims? Sensory circuits Weighted therapy Lego therapy Circuit training **Blast** Thrive

# Curriculum Impact

**How well** are we achieving our aims?

## Principles of evaluating impact

Values teacher professional judgement

Gives helpful feedback to the learner and stakeholders

Holistic overview of individual progress

Draws on a wide range of indicators of learning Qualitative and quantitative

Based on a developmental perspective

#### Approaches to evaluating impact

Sleuth Data

ILPP/Sensory Profile indicators

Activity Assessments

Engagement Model

Thrive Assessments

Attendance Data